

**PROJECT BASED LEARNING METHOD TO TEACH INTEGRATED
READING AND WRITING AT THE TENTH GRADE ACCOUNTING
PROGRAM OF SMK N 3 SUKOHARJO IN THE ACADEMIC YEAR OF
2018/2019**

THESIS

Submitted as a Partial Requirement for the Degree of Undergraduate in English
Education



BY :

Zahidah Nur Fatimah

SRN 14.32.2.1.066

**ENGLISH EDUCATION DEPARTEMENT
ISLAMIC EDUCATION AND TEACHER TRAININ FACULTY
THE STATE ISLAMIC INSTITUE OF SURAKARTA**

2018

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the foreign language in the world. Many people want to learn it because of its importance in the world. Harmer (2007: 18) said that English is spoken by at least a quarter of the world's population. It is important, too, to realize that this means it is not spoken by three quarters of that same population. Brown (2001: 118) says that English is increasingly being used as a tool for interaction among nonnative speakers.

In Indonesia country, English is one of the obligatory subjects in all our formal education levels. English have four skills, such as listening, speaking, reading, and writing. Kustaryo (1988: 1) said that reading is one of the most important skills in learning language besides listening, speaking, and writing. In teaching learning process, reading has become one of the major skills since the students who have capability in reading will be able to develop their knowledge more easily. Lems and Miller (2010: 7) said that reading is our most fundamental process of interpersonal communication. In the midst of all of these modern developments, however, the people find reports of increase circulation of magazine, continuous publication of news books, expanding library facilities, and an ever-increasing volume of printed material being circulated through the mail. In our high-speed world of electronic, we still find that reading is most fundamental process. Nuttal in Simanjuntak (1988: 14)

states that reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the readers's language skills, cognitive skills, and the knowledge of the word.

Reading is considered as the medium of accessing all knowledge and information in the world. And the students is one of the human components that occupies a central position in the learning process (Sardiman, 2012: 111). Then, Nunan (2003: 69) said that Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. In teaching learning process, the students as the person who want to seize their dreams, have a goal and then want to achieve it optimally. Students become the determining factor so that it can affect everything that is needed to achieve its learning goals. By the reading students can know anything knowledge and information to improve their intelligence. In the school to teach English reading the students need teaching method used by teacher. When the students read, they engage actively with the new language. If they are studying English where they have little opportunity to speak it or hear it spoken, then reading is the only activity that gives them access to unlimited amounts of the language.

The English basic skill was crucial to learn English. By reading students can acquire some knowledge of English, such as vocabulary, pronunciation, etc. it can be used to familiarize students with the English sentence, which are grammatically different from Indonesian. In the other hand, reading is a basic step in mastering English. It is the first stone of the knowledge construction.

Harmer (2004: 31) writing is a way to produce language and express idea, feeling and opinion. Furthermore he states that writing is a process that what is the people write is often heavily influenced by the constraint of genres, and then these elements have to be presented in learning activities. Byme (2002: 1) explain that writing can be said act of forming symbols that have to be arranged, need, agreement to use a words form sentences. It means that writing is capability to produce the sequence of sentences arranges in a particular order of linking them in certain ways. Lenneberg (1976) in Brown (2001: 334) stated that writing is culturally-learned behaviour. It means that one's writing skills will only develop if he exists among members of a literate society and if there is someone who teaches him.

In the research, the researcher mainly focused on the integrated reading and writing that the most common way used by teacher to teach the students to learn English. It is the skill which needed be taught in the classroom. It enable us to write and gain new knowledge, enjoy literature, and do everything that we want such us reading the magazine or newspapers, job listing, uses maps, and so on. Reading skill can help the students to get information in daily life because a lot of information about aspects of life require the reading skill as a mean to

understand them and to understand some English word that they find in their activities outside and inside the school. For example, signs on the school sometime was write in English language then in public telephone, cell phone, computer, computer in automated teller machine, and other that exist in the real world. Students should therefore be trained to be flexible in reading by using different kinds of exercise, i.e. to obtain specific information, to obtain the general idea, to obtain comprehensive understanding of reading, and to evaluate information that they found. By using different kinds of exercise the students can also get the benefits such as getting easiness in sharing information with other people. Harmer (1998: 68) said that reading also provide opportunities to study language: vocabulary, grammar, punctuation, and the way construct sentences, paragraphs, and texts.

In education, in schools there is a curriculum. The curriculum is seen as a plan designed to provide fluency in the learning process. The curriculum includes not only all the planned activities but also events that occur under the supervision of the school. The formal curriculum includes general and specific education objectives. The current curriculum is the 2013 curriculum. Mulyasa (2014: 64) said that through the development of the 2013 curriculum, we will produce productive, creative and innovative Indonesian people through affective attitude, skills and knowledge. Poerwati and Amri (2013: 23) said that the 2013 curriculum is an integrated curriculum that means a curriculum model that can integrate skills, themes, concepts, and topics both within single disciplines, across several disciplines and within and across learners.

The learning process by using the 2013 curriculum aims to shape the positive character of students in terms of strengthening attitudes, skills, and knowledge.

Commonly, English is not easy to learn by all people, include the students. Many the students feels difficult to learn English. That is why the English teacher should have the appropriate method to teach English. Moreover the students who are being taught are the levels senior high school or vocational high school, they are still afraid of English although just the reading. They need the English teacher who can teach them more interest and enjoy in learning English, not the teacher who increase their bored in learning English. The method by the teacher is one of the solution to make the students more active and feels comfort to learn English.

A good teaching and learning process does not put the qualified teachers as a single main source but also involves the students in that process. The involvements of the students is a paramount thing in every teaching and learning process as there will be an excellent interaction among the teachers and the students. Method in teaching learning is used to stimulate the purpose of the study. Purpose of the learning can be goal with appropriate method in learning process, and successful lessons depend on the use of variety of the teaching methods.

Basically the teacher is an educator. The educator is an adult with all the ability he has to change the mindset of his students from not knowing to know and mature his students. Gibran (1991: 76) in Harmer (2007: 107) said that

teacher is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind. One of the things that teachers have to do is to teach in the classroom. One of the most important is the performance of teachers in the classroom. How a teacher can master the classroom so as to create a fun learning atmosphere. Thus, teachers must apply learning methods in accordance with the characteristics of learners. Each class is likely to use different learning methods with other classes. To that end, a teacher must be able to apply appropriate learning methods.

On the teaching learning process there is an applied method. The method applied should be suitable with characteristics of the 2013 curriculum. One that fits the curriculum is Project Based Learning. Sani (2014: 172) says project-based learning can be defined as a long-term learning activity involving students in designing, creating and displaying products to address real-world problems. Thus, the project based learning method can be used as a method to develop students' ability in planning, communicating, solving problems and making the right decisions of the problems at hand.

Richards and Rodgers (1993: 15) says that method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all which based upon, the selected approach. Within one approach, there can be many methods. While Brown (2007: 6) defines method as a generalize set of classroom specification for accomplishing linguistics objectives. Methods tend to be concerned primarily with the teacher and students roles and behavior and secondarily with such features as linguistic and subject-matter objectives,

sequencing and materials. They are almost always thought of as being broadly applicable to the variety of audiences in a variety of contexts. Thus, one of the skills a teacher must process in learning is the skill of choosing the method. The selection of methods is directly related to the teacher's efforts in presenting the teaching in accordance with the situation and conditions, so that the achievement of teaching objectives is maximized.

One of the educational institutions which implement in SMK N 3 Sukoharjo. SMK N 3 Sukoharjo is located in Jl. Raya Telukan Cuplik, Parangjoro Grogol Sukoharjo. SMK N 3 Sukoharjo is the only integrated SMK N in Sukoharjo which has five programs needed by the society. There are many programs in SMK N 3 Sukoharjo such as accounting, mechanical engineering automotive, marketing, hospitality accommodation, and catering service. The system school is full day school that entering school on Monday until Friday from 07.00 am until 16.00 pm. The school's facilities are enough to support the development of the students' abilities in teaching learning process, such as lab work, multimedia, library, and computer laboratory. The curriculum development is 2013 curriculum that appropriate with the national standard although there are more program subjects than other common schools. The common schools mean the school without the vocational, it is senior high school.

The visions are to be a superior vocational high school with high productive, competitive and virtuous graduates. The mission are manage the school with the quality management system that rooted in the personality of the

nation; educate students with noble qualities to produce qualified graduates; prepare a reliable graduates capable of working professionally, disciplined and independent; applying science and knowledge, highly motivated and able to compete in the world of work according to their competencies; creative, productive and innovative entrepreneurship. The teachers of SMK N 3 Sukoharjo had done the teacher. The selection of location is done in SMK N 3 Sukoharjo with the consideration that the English teacher used the project based learning in teaching reading and has never research about project based learning method to teach reading at the tenth grade accounting program of SMK N 3 Sukoharjo. Then, it becomes the reason why the researcher choose SMK N 3 Sukoharjo.

In the research, there are many programs in SMK N 3 Sukoharjo, the reasons why choose accounting program was because by the interview and pre observation, the teacher that taught in accounting program used project based learning method when he teach in accounting program. The students who entered accounting program had been chosen selectively based on entrance score test that was held by the school itself. So, the researcher only focused on accounting program.

By interview with the English teacher, the teacher said that this method can effective to using in this class. The teacher choses to use in teaching reading that integrated in writing because the teacher said the students can be understand the content of the material easily and to train the creativity. The students in accounting programs have higher English score than other. The students have

the background knowledge that excellent. The students active and dutiful so if the teacher gives the assignment or teach the material the students was understand. It is the reasons why the English teacher used project based learning method to teaching in accounting program. It is can be seen from the observation and interviewing with the English teacher.

In the teaching learning process, the students felt happy and enjoyed learning English. The researcher reinforces the pre research with the interview with several students about the English subject. Earliest, the students dislike with English because English is difficult and made them bored but it cause from several students ask from their experience from elementary school until junior high school they did not like with their English teacher. So, the English teacher was as a key person in the teaching learning English subject in the class to make their students happy to learn the English subject.

By interview several students, the students are interested on teaching learning process. The students can improve ability in English learning. They felt believed and interested when they done the assignment by their teacher. It made the students to train their creativity and self-reliance. The students easier to read, get meaning and vocab in English language. They uses facilities such us dictionary and searching in internet to help their assignments. When the researcher's interview with some students of SMK N 3 Sukoharjo, the English teacher teaches them enjoyably. Then, the researcher asked them about the reading lesson, the said that they are not bored for learning, because the English teacher taught them using activities which able to evade them from the

boredom. So, the students do not feel bored. The researcher takes the tenth grade students as the object of her research. It is because they are still new students who learn about the reading using project based learning method of vocational high school, and they are has good prepare in understanding about the material. If the researcher ask about the teaching method by their teacher, there are said if they are enjoyed.

Based on the explanation and pre observation the researcher wanted to know project based learning method to teach reading. The researcher carried out a study on **“PROJECT BASED LEARNING METHOD TO TEACH INTEGRATED READING AND WRITING AT THE TENTH GRADE ACCOUNTING PROGRAM OF SMK N 3 SUKOHARJO IN THE ACADEMIC YEAR OF 2018/2019”**.

B. Problem Identifications

Based on the background of the study, there are many problem dealing with the topic being the studied, such as:

1. The implementation of the project based learning method to teach integrated reading and writing at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.
2. The problems faced by the teacher in implementing project based learning method at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.

3. The teacher solve the problems in implementing project based learning method at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.

C. Problem Limitation

There are three classes on tenth grade accounting of SMK N 3 Sukoharjo. The researcher only take the students who are in the tenth (10th A) grade accounting program of SMK N 3 Sukoharjo, because the students is more active than other classes. They were very interested and active in English subject. The score is best than class B and C. In this research, the researcher limits the research because the researcher wanted to know how is the implementation project based learning method to teach integrated reading and writing.

D. Problem of the Statement

Based on the explanation in previous section, the researcher is able to identity some problem at SMK N 3 Sukoharjo. The problem are find as follow:

1. How is the implementation of Project Based Learning method to teach integrated reading and writing at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019?
2. What are the problems faced by the teacher in implementing Project Based Learning method at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019?

3. How did the teacher solve the problems in implementing of Project Based Learning method at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019?

E. Objective of the Study

The objectives of the study are to find the answer the question stated in the problem statements :

1. To describe the implementation of Project Based Learning method to teach integrated reading and writing at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.
2. To know the problems faced by the teacher in implementing Project Based Learning method at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.
3. To know how the teacher solve the problems in implementing Project Based Learning method at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.

F. Benefit of the Study

The result of the result are the research are expected to give benefit both theoretically and practically:

1. Theoretically :
 - a. The result of the research can be used a reference for futher research.

- b. The result of the research can add the knowledge to the reader about project based learning method to teach reading.

2. Practically

a. Students

The result of the research will make the students respect with their teacher and they were more confidents in English subject. They had method from their teacher to additional and improve their English subject especially on English reading and writing.

b. Teacher

Information from this research will help the English teacher in teaching learning especially on English reading and can use to references about the project based learning method that was given to their students.

c. School

The result of this study will be references for the teacher to give best method to teach their students.

d. Other researchers

The result of this study can be used as a reference and knowledge for the other researcher.

G. Definition of Key Term

The explanations of the term in the context of this research are intended to understand the purpose of the title as well as directed to avoid misunderstanding in the interpretation of the title in this research. The researcher feels the need to

express the meaning and intent of the words in the title as well as providing terms limits in order to be understood concretely and more operational. The key term is clarified accorded to this title **PROJECT BASED LEARNING METHOD TO TEACH INTEGRATED READING AND WRITING AT THE TENTH GRADE ACCOUNTING PROGRAM OF SMK N 3 SUKOHARJO IN THE ACADEMIC YEAR OF 2018/2019**. The explanations of these term are:

1. Project Based Learning

Grant (2002: 10) said that project-based learning is centered on the learner and affords learners the opportunity for in-depth investigations of worthy topics. The learners are more autonomous as they construct personally-meaningful artifacts that are representations of their learning.

2. Teaching

Brown (2007: 8-9) stated that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. The understanding of how the learner learns will determine the used of philosophy of education, teaching style, your approach, methods, and classroom techniques. Moreover, he also stated that teaching will spell out governing principles for choosing certain methods and techniques.

3. Method

Brown (2001: 14) state that method is an overall plan for systematic presentation of language based upon a selected approach.

4. Integrated

Brown (2001: 232) said that treating the four skills separate segments of a curriculum, there is a recent trend toward skill integration.

5. Reading

Johnson (2008: 3) said that reading is the practice of using text to create meaning.

6. Writing

Harmer (2004: 31) writing is a way to produce language and express idea, feeling and opinion. Furthermore he states that writing is a process that what is the people write is often heavily influenced by the constraint of genres, and then these elements have to be presented in learning activities.

7. Accounting

Weygandt (2007: 4) said that accounting is an information system identifies, records, communicates the economic events of an organization to the interested users.

CHAPTER II

THEORITICAL REVIEW

This chapter focused on the discussion of some theories which is related to the problem of the study in the first chapter. It is used to get the certain description about, on *“Project Based Learning Method to Teach Integrated Reading and Writing at the Tenth Grade Accounting Program of SMK N 3 Sukoharjo in the Academic Year of 2018/2019”*. The researcher discuss some term which are state in the section.

A. The Theories of Reading

1. Definition of Reading

Reading activity is a major activity in language learning process, it is more information is provided in a piece of writing with varied froms such us, books, magazines, article, papers, newspapers, and etc. sometime we do not know the meaning of reading. There are some definitions about the meaning of the reading by linguistics. Kustaryo (1988: 2) said that reading may be define as the meaningful interpretation of printed or written verbal symbol. For beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read. So, reading is the combination of word recognition, and

intellect, and emotion interrelated with prior knowledge to understand the message communication.

Anbar (2014:3) said that reading is a key to learning a means to open outdoors to knowledge. The more of information in the world easily to get by reading. Fauziati (2009: 139) states that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Tarigan (2008: 11) states that reading is a complex skill that covers or involves smaller skills combination which can support reading itself to comprehend or get many information and knowledge as much as possible.

Wallace (2010: 4-5) states that reading is interpreting means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which the reader has some purpose in attempting to understand. Nunan (2003: 68-69) said that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. He also stated that reading is an essential skill for learners of the English as a second language. For most of these learners is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required.

Nunan (2015: 63-64) states that reading with listening is characterized as a passive skill. However, reading like listening is anything but passive, and these days we refer to reading and listening as receptive rather than passive skills. For second language learners, reading has a number

advantages. They do not a partner in order to read, but can do it as an independent activity by them-selves in the own time and space outside of the classroom. Not only does it build facility in the language, but it also fosters in independent learning.

Further, Johnson (2008: 4) defines that reading is a constantly developing skill. Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and ours skill may deteriorate. Reading integrates visual and nonvisual information. During the act of reading, the visual information found of the page combines with the nonvisual information contained in your head to create the meaning. In the way, what's in your head it just as important as what is on the process of creating meaning (reading).

Celce (2001: 187) defines that reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations. Reading also provides the foundation for synthesis and critical evaluation skills. In addition reading is primary means for independent learning whether goal is performing better on academic task, learning more about subject matter, or improving language abilities.

Reinking & Scheiner in Kustaryo (1988: 2) states that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols, simulataneous association of these symbols with existing knowledge, and comprehension of the information

and ideas communicated. When a reader interacts with print, his prior knowledge combined with the print and the visual (written) information results in his comprehending the message (Goodman and Smith in Kustaryo 1988: 2).

Based on the theory it can be concluded that reading is an important activity or getting information and knowledge that is given by writer to understand the meaning.

2. Skill of Reading

Brown (2003: 187-188) states that there are some micro and micro skills' of reading:

1) Micro skills

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different length in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of word, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verb, etc.), system (e.g., tense, agreement, pluralization, patterns, rules, and elliptical form.
- f) Recognize that a particular meaning may be expressed in different grammatical form.

- g) Recognize cohesive device in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) Form described events, ideas, etc., infer link and connection between events, deduce cause and effects, and detect such relations as main idea, supporting idea, new information, give information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific reference and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

3. Purpose of Reading

Wallace (2010: 23) classifies the purposes of reading based on the personal reasons as follows:

a. Reading for survival

Reading for survival is reading a text that is crucial for life. For example: warning signs, admonition signs, and instruction signs. Survival reading serves immediate needs.

b. Reading for learning

It's expected to be exclusively school-related. Reading is intended to support learning. The reader needs to 'translate' the text, literally to metaphorically, to learn vocabulary, to identify 'useful' structures or collocations, to use a text as a model for writing and to practice pronunciation. For example, one reads a text loudly, then analyzes it and makes the same kind of text.

c. Reading for pleasure

Reading for pleasure is reading to get happiness. The reader wants to make enjoy the sounds and rhythm or rhyme of the text. The text being read is written only to offer enjoyment. For example, read narrative text.

4. Kinds of Reading

In order to success comprehending passage, the researcher should know the kinds of reading. Reading activity will help the reader to easier to understand their purpose the reading. There are kinds of reading:

a. Intensive reading

Lewis and Hill (1992: 109) states that Intensive reading helps to improve extensive reading, but the latter also needs to be practiced in its own right, principally to give students confidence in dealing with authentic materials. Brown (2001: 312) said that intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.

b. Extensive reading

Lewis and Hill (1992: 109) states that extensive reading means students have a general understanding of the text without necessary understanding every word. Nunan (2003: 72) states that extensive reading can be contrasted with intensive reading. Extensive reading means reading many books (or longer segments of text) without a focus on classroom exercises that may test comprehension skills. Brown (2001: 313) said that extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Most extensive reading is performed outside of class time. Pleasure reading is often extensive reading. By stimulating reading for enjoyment or reading where all concepts, names, dates, and other details need not be retained students gain an appreciation for the effective and

cognitive window of reading: an entrée into new worlds. Extensive reading can sometimes help learners get away from their tendency to overanalyze or look up words they do not know, and read for understanding.

c. Reading aloud

Lewis and Hill (1992: 110) said that reading aloud is a very difficult skill. Unseen texts probably contain new vocabulary items which students will not know how to pronounce; dialogues may require particular intonations patterns unfamiliar to students. Unprepared reading will be hesitant, unnatural and difficult for other students to follow. Scott and Ytreberg (2001: 57) states that reading aloud is a separate skill and not one which most people have that much use for outside the classroom but, it can be useful especially with beginner in a language.

d. Silent reading

Nunan (2003: 69) states that reading is primarily a silent activity. The majority of reading that we do will be done silently. Scott and Ytreberg (2001: 60) said that silent reading is what remains with most people for the rest of their lives. Some of the uses of silent reading that define by Broughton et al (2003: 92) are (i) to survey material which is to be studied, to look through indexes, chapter headings and outlines, (ii) to skim particularly when one item of information is being sought in a mass of other printed information, (iii) to gain superficial comprehension, as

when reading for pleasure or preparing to read aloud, (iv) to study the content of what is read in some detail, (v) to study the language in which the material is written this may involve textual study in the literary sense or it may involve the kind of language study that a foreigner may need to do.

Broughton et al (2003: 92) state that these five kinds of reading activity: 1) Survey reading 2) Skimming 3) Superficial reading 4) Extensive reading 5) Intensive reading.

5. Phase of Reading

Stoller (1997 : 2-5) states that there are three main phases needed to be followed in reading activity, namely:

1) Pre-reading

This phase functions to tap students background knowledge and to provide students with new information that will help them comprehend the passage. Brown (2001: 315) said that spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the chance to “ease into” the passage. There are some strategies that can be done in the classroom by Stoller, they are:

a) Creating a semantic map, before even looking at the reading material, the teacher and the students create semantic map display information within categories related to a central concept and

simulate meaningful words associations. The teacher begins the process by introducing the major theme, a major concept, or the major issue of the text.

- b) Studying the layout of the reading text. Students can quickly examine the layout of the text, and try to predict the contents of the text.
- c) Skimming for the main idea after examining the title and heading, students can be asked to read quickly the first paragraph and the last paragraph to determine the main idea of the text.
- d) Examining the visuals. If the selected text has charts, graphs, or figures that are fairly easy to decipher without having read the text, students can be asked to examine those visuals in order to discover the main idea of the text.
- e) If the article includes vocabulary words that are likely to be new to students, these terms can be introduced before students are asked to read the passage.

2) Whilst-reading

- a) The primary purpose of whilst reading phase is to facilitate the actual reading of the selected passage. It provides more academically oriented students to practices in activities while reading for purposes (genre). Strategies in applying this phase are highlighting the text, take notes predict the content of the text and determine that has happened. They are:

- (1) Read with the specific purpose
- (2) The teacher can ask the students to read with the highlighter (or pen) in hand, so they can highlight the main points of the text and the answer to set of questions posed to them before reading.
- (3) The students can take abbreviated notes on a separate sheet paper about the text while they are reading.
- (4) Teacher can ask the students to work in groups or as a class to predict what will happen next in the text. In this way, students are exposed to diverse reactions and interpretation of the text. They can work together to hypothesize the content of the text of the reading passage.
- (5) The last is determining what has happened in the text. The students can be asked to read the text section by section, stopping at the end of each section to discuss the main idea up to that point.

In addition, Brown (2001: 315) said that not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give the students a sense of purpose for reading rather than just reading because you ordered it.

3) Post- Reading

Post-reading phase gives the idea to the students about reviewing, synthesizing, summarizing, and reacting to selected reading text they have

read. It is useful to prepare students for what they read through pre-reading phase. The reading strategies are:

- a) Student can discuss the text with their classmate. They can discuss the main idea or specific issue from the text with a classmate, in groups or as a class. Rather than asking students to summarize main points. The teacher can pose questions that will create more communicative interchange among students.
- b) Generating summarize or reactions. Students can be asked to present oral or written summarize and reactions to the article utilizing information from the text.
- c) The last is that students can apply information from the text to an information gap activity, problem-solving activity, debate, simulation, game, role play, etc.

6. The importance of Reading Techniques

Reading techniques play an important role in understanding reading materials. Roe and Smith (2012: 429) said that reading techniques are strategies that enhance comprehension and retention of information in print and nonprint sources, and thus help students cope successfully with content area assignments and with other informational reading. The reading technique facilitate students who want to read efficiently. A students who has determined what he expects to gain from his reading should select a reading technique which best suits his particular purpose. Kustaryo (1988:

4) said that reading is very complex and progress from very poor reading habits to better ones. It requires a high level of effort and concentration. It is more than just a visual task. A reader must only see and identify the symbols in front of him but he must be able to interpret what he reads, associate with past experience, and project beyond this in term of ideas, judgments, applications, and conclusions. These reading necessities should be taught to help improve the students' reading abilities. The techniques of reading are presented by Kustaryo (1988: 5-11), they are:

1) Skimming

Skimming is technique used to look for 'gist' of what the author is saying without a lot of detail. This is used if one only wants a preview or an overview of the material. Skimming is also used after a person has already carefully studied and he needs to review the major and concept. Skimming is a skill that requires concentration, adequate knowledge of vocabulary, and comprehension skill. Besides, a certain amount of practice is necessary in order to skim and fulfill their purpose. Another method would be to read only key words. These key word could be: 1) the topic (place, people, dates), 2) the descriptive adjectives (negative, positive, effective, impressive), 3) the abstract nouns (concept, power, love, hate, politics, government), 4) the function words (and, but, for, to).

2) Scanning

Scanning is when a student needs to locate specific information, he might not read carefully or even skim. Instead, he might be able to scan to find the information he needs. For instance if he needs a telephone numbers of a friend whose name begins with B, he would not need to carefully read all the names in the dictionary or even all the B's to locate the number.

3) Reading with Comprehension

Reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating.

7. Models of Reading

Simanjuntak (1988: 7) explains that there are three models of reading.

The models and explanations as follow:

a. Bottom-Up Model

Bottom-up model of reading process is that 'reading is a precise process involving exact, detailed, sequential perceptions and identification of letters, words, spelling pattern, and language units.

This model assumes that a reader proceeds by moving eyes from left

to right across the page, first taking in letter, combining these to form words, then combining the words to form the phrases, clauses, and sentence of the text.

b. Top-Down Model

Top-Down Model of reading process deals with the general notion of reading as the reconstruction of meaning based on the skill-full sampling of the text, and such specific notions as the use linguistics redundancy, the crucial role of prior knowledge in prediction, and the necessity for reading at a reasonable rate in larger, more meaningful chunks of text. This model involves an interaction between thought and language. Efficient reading does not result from precise perceptions and identification of all elements, but from in selecting the fewest, most productive cues necessary to produce guess. Top-down process occurs as the system make general prediction based on higher level, general schemata and then search for the input for information. From the text above explanations, it is clear that in the top-down model, the process of reading deals with the background knowledge to predict the meaning of the text. It means that a reader will read a text by reading the sentences, and then tries to find the information by guessing the meaning.

c. Interactive Model

The interactive model of the reading process deals with a particular type of cognitive behavior, which is based on certain kinds of knowledge,

which form a part of the reader's cognitive structure. Nunan (2013: 72) said that interactive models is the models that are accepted as the most comprehensive description of the reading process. This third type combines elements of both bottom-up and top-down models assuming "that a pattern is synthesized based on information provided simultaneously from several knowledge sources". An interactive models to reading would include aspects of both intensive and extensive reading. The teachers need to provide learners with shorter passages to teach specific reading skills and strategies explicitly. The teachers also need to encourage learners to read longer texts without an emphasis on testing their skills. Extensive reading provides opportunities to practice strategies introduced during intensive reading instruction. Teachers should be aware that a single classroom textbook will not meet the needs for both intensive and extensive instruction. Materials will need to be selected that engage the learners in both types of reading.

8. Methods of Teaching Reading

Study methods are techniques that help the students reads, listen to, or view material in a way that enhances comprehension and retention. Study methods are students directed, rather than teacher directed, and should provide students with skills to become independent and strategic learners.

Pinter (2007: 43) also mentions the method of teaching reading are as follows:

1) Shared Reading

Shared reading involves the use of commercially produced, teacher made or children produced books with enlarge texts and illustrations, popularly known as ‘big books’, which are shared with groups or clauses of children. Before reading the book, the teacher discusses it with the children, asking the questions such as: what it the book to be about? How do we know? What is it called? Who wrote it? The children will be encouraged joining in reading the book with the teacher. It is also giving them demonstration of how to read and practiced reading. The use of enlarged texts is very useful for early bilingual learners of English since shared reading provides visual and oral demonstration of reading, but it needs a long time to do share reading in a class.

2) Guided Group Reading

The teacher works with small group, between four and six children, who have similar level of reading ability. The aim of guided reading is to help the children to learn to use and apply reading strategies effectively. At the start the teacher introduces the text. Then the children read independent and quietly. At the end, the teacher selects one or two point which should consolidate or extend the children’s experience. Guided enables teacher to teach children how to read different text types.

3) Group Reading

Group reading is when four to six children grouped by ability take it in turn to read aloud from the same text. Those who are not reading aloud

listen and read the words silently. It is more concerned with giving children practice at reading rather than with teaching reading.

4) Literature Circle

For this activity children discuss texts that they have read independently. The children and adults meet in small group to share and discuss their reading. They talk about what they noticed and question each other about the books. This activity helps to develop children's understanding and response to what they read and can be used for both fiction and non-fiction.

5) Paired Reading

The two children take turns in reading aloud to each other from a book of their choice. During the reading the partner can give the reader help by supplying words or trying to work out unfamiliar words. The teacher and other adult can also be partners.

6) Individual Reading

Individual reading sessions have an important place in nursery and reception classes where children may read with any of the adults who are available. During individual reading sessions, the adult works with each child individually as they read and discuss a book together.

7) Shared Writing

It involves a demonstration of writing. It gives children insight into many aspects of text and reading including words, letters, style, and structure.

There are many method of reading. It should be adapted to the characteristic of the students and the situations of learning. The number of students and the facilities are also being the consideration to apply those methods.

B. Theories of Teaching Reading

1. Definition of Teaching

How to teaching a good teacher is a key and a prerequisite for students to learn well. One of the benchmarks that students have learned well is if the student can learn what should be learned, so that the indicator of the desired learning outcomes can be achieved by the students ... Teaching is a conscious effort from the teacher to teach the students (directing the students' interactivity with other learning resources) in order to achieve the expected goals. (Tritanto, 2009: 17).

Brown (2007: 8-9) stated that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. The understanding of how the learner learns will determine the used of philosophy of education, teaching style, your approach, methods, and classroom techniques. Moreover, he also stated that teaching will spell out governing principles for choosing certain methods and techniques. A theory of teaching, in harmony with the integrated understanding of the learner and the subject matter to be learned, will point the way to successful procedures on a given day for given learners under the various

constrains of the particular context of learning. In other words, your theory of teaching is your theory of learning “stood on its head”.

Richards (2001: 29) said that teaching is complex process which can be conceptualized in a number of different ways. Traditionally, teaching has been described in terms of what teacher do: that is, in terms of the actions and behaviors which teachers carry out in the classroom and the effects of these on learners.

Teaching is nothing more than helping the students to acquire knowledge, skills, attitudes, and ideas and appreciation that lead to changes in the behavior and growth of students Subiyanto (1988: 30) in Tritanto (2009: 17). Harmer (2007: 23) said that teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students’ progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

Sadirman (2012: 48) said that teaching is an activity to organize or manage the environment as well as possible and connect with students, so that the learning process occurs. Teaching is an effort to create conditions conducive to learning activities for students. Conditions are created in such a way as to help develop the child optimally both physically and spiritually, both physically and mentally. The definition of teaching provides clues that the main function in teaching is to provide conditions conducive, while the active role and many

activities are students in an effort to find and solve problems. The learners are the students, and the teacher only as mentors.

Based on the theory it can be concluded that teaching is a two-way interaction of a teacher and a student, where between two instances of intent and focused communication leads to a predetermined target.

2. The Elements of Teaching

Edge (2001: 9) defined that teaching has three elements, there are teachers, learners, and material.

a. Teacher

Teacher is main actor in success or not to transfer of knowledge in teaching learning to the students. They must have wide knowledge, good idea, and etc. Brown (2001: 82) said that teacher are enablers, not rewarders. When teacher teach, focus less on how to administer immediate or tangible rewards and more on how to get students to tune in to their potential and to be challenged by self-determined goals. Richards (2001: 209) stated that many things can be done to create a context for good teaching, but it is teacher themselves who ultimately determine the success of a program. Core component of the teacher knowledge include the following: a) Practical knowledge: the teacher's repertoire of classroom techniques and strategies. b) Content knowledge: the teacher's understanding of the subject of TESOL, e.g., pedagogical grammar, phonology, teaching theories, second language acquisition, as well as the specialized discourse and terminology of language teaching. c) Contextual knowledge: familiarity with the school

or institutional context, school norms, and knowledge of the learners, including cultural and other relevant information. d) Pedagogical knowledge, ability to restructure content knowledge for teaching purposes, and to plan, adapt, and improvise. e) Personal knowledge: the teacher's personal beliefs and principle and his or her individual approach to teaching. f) Reflective knowledge: the teacher's capacity to reflect on assess his or her own practice.

The teacher is the most powerful in the classroom. There are many ways for the teacher to use that power by Edge (2001: 9), such as:

1) Organization

The learners have purpose in their activity in the classroom, which they are learning in the classroom to get knowledge. In the other words, the learners feels confidence in their teaching learning process. In this case learners have structure which exactly in their learning.

2) Security

The learners must give one condition which safe and comfort to the students. So, the condition in the classroom will be conductive without the students feel afraid or noisy in their learning.

3) Motivation

Learners will be success if they are a given motivation when they learn. The teacher should give motivation to their students if they faced difficulties or problem in their assignment.

4) Instruction

Learners need to be told new things, and told how to do new things.

5) Modeling

Learners need to be shown the new things, and shown how to do new things

6) Guidance

Learners need a helping hand and discover new things and to practice new skills.

7) Information

Learners need source of extra information about what they are learning, which they can call on as required.

8) Feedback

Learners need to know how close they are getting to their targets.

9) Encouragement

Learners need to feel that the language is developing inside them, even if what they are producing at the moment seems unlike Standard English.

10) Evaluation

Learners need to know the result of their study. So, motivate instruction, model, guidance, information, give feedback, encourage, and evaluate.

b. Learners

Sardiman (2012: 111) stated that learners are one of the human components that occupy a central position in the process of teaching and learning. In the process of teaching and learning, students as parties who

want to achieve goals, have a goal and then want to achieve it optimally. Learners will be the deciding factor, so demanding and able to influence everything necessary to achieve its learning goals. So in the teaching learning process the students must be attention how their conditions and abilities, then determine the other components of the other. What materials are needed, how appropriate to act, what tools and facilities are appropriate and fit to support, they must be suitable for the conditions or characteristics of the students. That is why students or learners are said to be subject of learning.

Edge (2001: 11) defines that the most aspect that important in their learning process are:

- 1) Some learners more successful than others. These characteristics are typical of good language learners, although no learners would have them all.
- 2) They have positive attitude about the language they want to learn and about speakers of that language.
- 3) They have a strong personal motivation to learn the language.
- 4) They are confident that they will be successful learners.
- 5) They are prepared to risk making mistake and they learn from the mistakes that they makes.
- 6) They like to learn about the language.
- 7) They organize their own practice of the language.
- 8) They find ways to say things that they do not know how to express correctly.

- 9) They get into situations where the language is being used and they use the language as often as they can.
- 10) They work directly in the language rather than translate from their first language.
- 11) They think about the strategies for learning and remembering and they consciously try out new strategies.

c. Material

Edge (2001: 43) states that materials are used to support learning and teaching. Materials exist in order to support learning and teaching, so they should be designed to suit the people and the process involved. The material must be varied, it should be managed well based on the students' needs, so the teacher must be creative to choose which material is good for their students".

3. Teaching Reading

Brown (2001: 7) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It means that teaching is a process of guiding the students to learn and develop their knowledge. Furthermore, teaching reading is a guideline for the teacher to help the students in comprehending the text easily. The teacher should understand some principles of teaching reading to help teach the students in reading text.

4. The Principle of Teaching Reading

The principle of teaching reading can be used to guide the design and practice of a reading. William (1986) in Nation (2009: 6) states principles for teaching reading. They are:

a. Meaning Focused-Input

In meaning focused-input, there are three major thing that should be understood. The first one, a reading course should cover these purpose-reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts and reading to write. The second one, the course should include reading of graded readers. The last one, reading should be used as a way of developing language proficiency.

b. Meaning-Focused Output

In meaning focused-output, reading should be simply related to other language skills that can be used. The course should involve listening, speaking, writing activities related to reading.

c. Language Focused-Learning

In language focused-learning, the course should work on the sub skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards and grammar study. Moreover, the strategies could include- previewing, setting a purpose, predicting, posing question, connecting the

background knowledge, paying attention to text structure, guessing word from context critiquing and reflecting on the text.

d. Fluency Development

In fluency development, the reading materials should be familiar and contain unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning and skimming.

Principle of teaching reading have big influence in helping the teacher to understand what thing necessary and unnecessary to do when he or she starts a reading lesson. Principle are made in order to guide the teacher to do a good preparation before teaching.

5. Problem in Teaching Reading

There are some problem which cause the difficulties in teaching reading. These kinds of problems are produced by some crucial factors in teaching reading. The factors in teaching reading which are the often responsible for people to comprehend reading materials by Kennedy (1981: 195-197) are:

a. Classroom management

Many teacher are not good enough in managing the class. it is caused by some factors that came the condition, time, students, or even the teacher.

When the class has many students, it means that the class is not an

effective has many students, it means that the class is not effective class to teach. So, the teacher will find difficulties related to manage the class.

b. Knowledge

Knowledge is essential to comprehension. Without an appreciation of the meanings of word, there can be no comprehension. Moving beyond the meaning of individual words, domain knowledge is also considered crucial for comprehension. Appreciation of domain that is being referred to in a text allows the readers to move from a word or propositional-level representation of the text to one which integrates this knowledge with a broader body of background knowledge, thus allowing the reader to build a potentially inference-rich mental model situation or event.

c. Vocabulary difficulties

An excessive vocabulary burden forces the readers to rely dictionary or to bypass many important words. When any appreciable number of words is left out, understanding must suffer.

d. Lack of pupils interest

It is difficult to any readers but the most thoroughly discipline readers to concentrate on material they dislike or that is unrelated to their personal interests. Without thoughtful attention to content comprehension of such material will be negligible. Lack of interest causes the mind to wander, eliminates any desire to excel. Encourage a dislike for the task and reduces consciousness effort.

6. The Problem Solving to Teaching Reading

The problem solving to teaching reading, there are some ways. In teaching reading, there must be class organization. There are some kinds of class organization. Nunan (1998: 159) states that there are three kinds of class organization in reading class. 1) Individual mode 2) teacher center class and 3) the use of group work. First, individual mode is a mode where the students work on his reading during reading. Second, teacher-center class in which the teachers set tasks, check terms, and do everything he can do to ensure that the every students participates actively in class. Third, using group working in reading class usually very enthusiastic for the teacher and the students. It will make the students have higher motivation, especially if the group working is challenging and promote discussion.

C. Theories of Writing

1. The Nature of Writing

Writing is one of the four English macroskills. It involves communicating with others or conveying messages through symbols or signs including handwriting, spelling or letters, word formations, layouts and punctuation. Same as speaking, writing requires someone to communicate productively. Although they are the same in terms of productive skills, writing has some literacy issues which do not exist in speaking (Nunan: 2004; Harmer: 2007). However, a correct usage of those literacy issues in writing is not adequate. The writing must also fit to what someone writes and

to whom he writes (Spratt: 2005). Lenneberg (1976) in Brown (2001: 334) stated that writing is culturally-learned behaviour. It means that one's writing skills will only develop if he exists among members of a literate society and if there is someone who teaches him. Unlike the other skills, the culture of writing does not naturally occur in a society since it is less dominant in daily life.

People dominantly listen, speak and read daily however do not dominantly write daily, especially in the formal way. He claims that even not all native speakers are able to write in particular fields such as writing an essay, a journal or a review. In addition to this, a single mistake in writing is easily recognized by the readers. Therefore, a writer needs much attention to his writing accuracy. In result, if there are many mistakes in his writing, his English proficiency will be considered low (Harmer: 2007: 332). Accuracy in writing refers to the correctness of spelling, letter shapes, punctuation, word choices, grammatical rules, formation of words, sentences, and paragraphs, and layouts. However, accuracy is not the ultimate goal of writing, rather, its ultimate goal is to successfully express the ideas through writing and then to appropriately communicate it to other people. In order to do so, a writer must have enough ideas and then organize and conform the ideas to a particular writing style (Spratt, 2005).

Writing styles which are also called stylistic variations refer to the variations of writing according to the situation or the topic. In brief, writing

is not simply writing down a speech. Someone who can speak accurately and fluently is not automatically able to write accurately and fluently.

Further discussion, a written text has several characteristics which differ it from an oral text. These differences also lead to differences in the process of learning writing. Harmer (2007: 333) highlights several issues regarding written texts.

- a. Recently writing activities are dominated by computer writing however handwriting is still avoidable. Sometimes, it is used in a personal letter, a writing test or a written assignment. Learners should improve their handwriting because it influences the readers' thought toward the writer. In addition, those whose native language orthography is different from English natives', e.g. Arabs and the Japanese, will easily face difficulties in forming letters or typing through a keyboard.
- b. It is obvious that English has inconsistency in the correspondence between the sound and the spelling. Moreover, learners will find that not all varieties of English spell the same word in the same way. Incorrect spelling also influences the readers' thought toward the writer, for example, too many errors in spelling are perceived as lack of education or care.
- c. Writing has particular conventions on punctuation, such as quotation marks, commas, full stops, capitalization and so on. What makes it worse is that different language may have different conventions. Violation in these conventions will make one's writing looks awkward.

d. Each genre of a text has its own layout. A business letter differs from a personal letter; an email differs from a short message and sort of things. A foreign language learner must be aware of such layouts in order to convey meanings through writing correctly and appropriately.

Therefore, teaching writing is not merely about grammatical accuracy. It is necessary for a teacher to emphasize the issues above in the teaching-learning process since they are not easy to be acquired without any guidance.

2. Teaching writing

To teach writing, English teachers do not simply come into the class, explain the material and then involve the students into writing practices. Rather, they must understand micro- and macroskills of writing, approaches to the teaching, the writing process, the students' writing performances and their roles during the teaching-learning process. Briefly, they must understand how to teach and what to teach in teaching writing.

a. Micro and macroskills of writing

Micro and macroskills of writing are basis upon which the criteria of writing are valued. Neat and long writing does not mean that the writing is good. Rather, writing is good if it complies with the micro and macro skill of writing. There are listed as follows (Brown, 2004: 221):

Microskills of writing:

- 1) Producing graphemes and orthographic patterns of English.
- 2) Producing writing at an efficient rate of speed to suit the purpose.

- 3) Producing an acceptable core of words and use appropriate word order patterns.
- 4) Using grammatical system (e.g., tense, agreement, and pluralization, patterns, and rules).
- 5) Expressing a particular meaning in different grammatical forms.
- 6) Using cohesive devices in written discourse.

Macroskills of writing:

- 1) Using the rhetorical forms and conventions of written discourse.
- 2) Accomplishing appropriately the communicative functions of written text according to form and purpose.
- 3) Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. Distinguishing between literal and implied meanings when writing.
- 4) Correctly conveying culturally specific references in the context of the written text.
- 5) Developing and using a battery of writing strategies, such as accurately assessing the audience,,s interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Criteria to consider whether or not the students are able to write are based on the micro and macroskills above. The more micro and macroskills they can utilize, the better their writing skills are.

3. The writing process

Deciding the approach of writing to employ also includes deciding the stages that the students go through to compose their texts. Harmer (2007) sees the stages of writing process as a wheel, where they do not follow a series of sequential stages, rather, they may go back to any stage if necessary.

a. Planning

It is the initial stage in which a writer gathers all ideas related to the topic. Ideas are refined from the writer's own knowledge, experience and belief, and the writer's ideas which are going to impart to the readers. Further, he starts sorting the ideas into a structural organization of a particular genre.

b. Drafting

In this stage, the writer starts composing a draft by carrying his ideas through letters, words, sentences, paragraphs and punctuation to construct a text.

c. Editing

In this stage, if the writer finds that his focus of writing is not precisely gained or his ideas are not well-conveyed through his writing, he can generate different compositions of the same text.

d. Final version

The result of the editing stage is the final version of the writing. Although the final version has been done, the writer may re-edit his writing. He may re-visit the previous stages before he has been sure about his final writing.

D. Theory of Integrated

1. Integrating the four skills

Brown (2001: 232) said that treating the four skills separate segments of a curriculum, there is a recent trend toward skill integration. That is, rather than designing a curriculum to teach the many aspects of one skill, say, reading, curriculum designers are taking more of a whole language approach whereby reading is treated as one of two or more integrated skills. A course that deals with reading skill, then, will also deal with related listening, writing, speaking, and writing skills. A lesson in a so called reading class, under this new paradigm, might include.

- a. A pre-reading discussion of the topic to activate schemata.
- b. Listening to a lecture or a series of informative statements about the topic of a passage to be read.
- c. A focus on a certain reading strategy, say, scanning.
- d. Writing a paraphrase of a section of the reading passage.

This reading class, then, models for the students the real-life integration of language skills, gets them to perceive the relationship among several

skill, and provides the teacher with a great deal of flexibility in creating interesting, motivation lessons.

2. Integrating Reading and Writing

Shuying (2002: 1) said that Reading and writing have been considered language skills that should be studied separately. Dartmouth (2014) said that though the connection between reading and writing seems to be a "given," reading was not always a dominant force in writing classrooms. In the nineteenth century, students did not typically write analyses of what they read, but instead wrote themes on prescribed topics, such as vanity, democracy, ethics, and so on. Reading and writing became curricularly of the century, when Harvard and other universities decided that reading literature was essential to learning to write.

Reading also gives students something to write about: at eighteen, students often lack the experience to come up with sophisticated subjects for their essays; texts provide these ideas. Finally, reading illustrates models of truly excellent writing, thereby offering students instruction in voice, organization, syntax, and language. Still, professors who teach writing often find themselves questioning the role of reading in the first-year writing classrooms. These professors are concerned about the amount of class time they devote to discussing readings as opposed to the amount of class time they devote to teaching writing.

They worry that the attention to reading and analyzing course materials risks crowding out writing instruction which, they feel, should be the priority of the course.

Dartmouth (2014) said that reading and writing as disparate course activities. In fact, reading and writing work best when one process fuels or informs the other. In order to make sure that reading and writing are working together effectively in the classroom, following: 1) Limit the amount of reading assigned so that students have time to devote themselves to their writing. 2) Devote class discussion or perhaps a writing assignment to an analysis of how an argument is constructed, rather than focusing exclusively on the content. 3) Provide students with course readings that are well written, and take time in class to talk with students about what, exactly, makes the writing so good. 4) Provide students with models of bad writing, taking time to talk about what, exactly, makes the writing so bad. 5) Generate materials perhaps with your students that articulate the qualities of good writing in the particular discipline; ask students to evaluate a piece of writing according to these standards. (For this exercise, consider breaking students into smaller groups and then reconvening to compare observations.

3. Write to Improve Reading

Dartmouth (2014) said that using writing to enhance our students' reading experiences is perhaps the most common write-to-learn

exercise. Professors who use these sorts of exercises typically have developed them because they understand that students often read texts passively, simply to glean information. Write-to-learn exercises like the ones listed below insure that students work closely and carefully with texts by Dartmouth (2014) are:

- a) Ask students to write in their texts. Students are too often passive readers. If they are instructed to write in the margins where they can challenge or ask questions of the writer the reading process becomes far more active. Furthermore, in writing in the margins, students find that there is "room" on the page for their conversations a visual reminder that all texts are part of an ongoing discussion and are not the last word on a given subject.
- b) Ask students to keep a reading journal. In journals, students are free to pursue their ideas in any way that they feel is productive. Some professors respond in writing to the journals, seeing them as an opportunity to engage students in dialogue about the course materials. Other professors don't read the journals; instead, they simply note that they've been kept. In any case, reading journals are particularly effective in encouraging students to use the writing process to deepen their understanding of the course materials.
- c) Ask students to write short response papers. These can be rooted to one particular passage in the text (of the students' choosing). Short response papers not only encourage students to write their way

towards a more complete understanding of the texts, they also serve as the basis for class discussions. Some professors discuss students' response essays in class, noting when a student has raised a particularly interesting observation or has produced a particularly elegant turn of phrase.

4. Write to Discover

Dartmouth (2014) perhaps the most difficult challenge for first-year students is coming up with a good academic response to course content. Students are sometimes bewildered by the prospect of coming up with original responses to the materials they are reading or the lectures they are hearing in class. Even if they can find a topic that intrigues them, students often don't know how to transform their interest into an academic question. Once the question is developed, students are often at a loss as to what position they might take.

Writing can help students to discover interesting questions and to make interesting responses. Students need to be told that writing isn't just a way of telling; it's a way of knowing as well. Indeed, experienced writers often don't know what they think about a particular subject until they write about it. Instructors use writing to get students to discover by Dartmouth (2014):

- a) Assign discovery drafts. Discovery drafts are focused free-writing exercises, in which students sit down at the computer and allow

themselves to "think out loud" on a particular topic. If students aren't sure about how to approach the discovery draft, have them frame it as a letter to you, to themselves, or to a friend. Discovery drafts are especially useful if students are encountering ideas that are foreign to them. Typically, students don't write well about subjects that they aren't familiar with. Discovery drafts help students to become familiar with the phrasings and nuances of difficult or new material.

- b) Assign in-class free-writing assignments. Present students with a topic (or let them come up with their own) and allot fifteen minutes of class time for free-writing. Then use what students have written to guide the class discussion.
- c) Create writing and research assignments whose chief aim is to make students discover new ways of thinking about the course materials. For example, provide students with a passage from a text that is full of allusions, then ask students to go to the library to track these allusions down. Students can then write a short paper about how knowledge of these allusions illuminates the text. Or ask students to go to the library or to the Internet to find five facts relevant to a particular assignment and then to write a short essay about how these facts have brought a new or revised understanding of the text.
- d) Use email or the Canvas discussion board. Ask students to email you and the class with questions and ideas about course materials. Or have them post their thoughts on the Canvas discussion board. Ask

students to reply to these emails and postings in order to contribute to an ongoing group discovery about the topic at hand.

E. The Theory of Project Based Learning Method

1. Definition of Method

Method has an important role in order to support teaching and learning process. A teacher has to know what kind of method which are able to be employed in order to create an effective teaching. Method is a way of giving the change to students to get information, which is needed to achieve the goal. Anthony (1963: 95) defines method as an overall plan for the orderly presentation of language material, no part of which is based upon the selected approach.

Hamdani (2011: 80) said that method is the way that teachers use to convey lessons to students. The teaching learning was occur educational interaction, learning methods can be interpreted as a way used by teachers in relationships with students at the time of teaching. Thus, the learning method is a tool to create teaching and learning process. Hamiyah (2014: 47) said that the method is the operational step of the chosen learning strategy to achieve the learning objectives, so the learning resources using the learning method must be suitable to the type of strategy used. The accuracy of the use of a method will show the function of the strategy in the learning activities.

Method should come after approach together with the assumptions about the nature of learning will differentiate one method from another. Based on Richards and Rodgers (1993: 15) says that method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all which based upon, the selected approach. Within one approach, there can be many methods. While Brown (2007: 6) defines method as a generalize set of classroom specification for accomplishing linguistics objectives. Methods tend to be concerned primarily with the teacher and students roles and behavior ad secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to the variety of audiences in a variety of contexts. Thus, method is theoretically related to an approach and is organizationally determined by a design (Fauziati, 2009: 15).

2. Project Based Learning

a. The Nature of Project Based Learning

Project based learning is one of the learning methods that is suitable with the 2013 curriculum. In project based learning lessons are driven more on design activities, formulating actions, designing actions, calculating the chances of each action, executing assignments or actions, and evaluating teaching learning process.

Bell (2010: 39) defines Project-Based Learning (PBL) is a student-driven, teacher-facilitated approach to learning. Learners pursue knowledge by asking questions that have piqued their natural curiosity. Torres & Rodriguez (2017: 59) said that Project-Based Learning is a constructivist instructional method that supports students' learning process through group work and social interaction in order to solve problems. Students are not only encouraged to complete the steps of class projects related to their personal interests and needs, but also to develop the ability to think critically and use content knowledge. Project Based Learning (PBL) is also the learning method that places students' center of the teacher, who is the center, strictly follows the teaching plan. Koparan & Guven (2012: 147) defines that Project Based Learning (PBL) is the method that places students at the center of the learning process. It is extensively used to replace the traditional teaching method in which the Project Based Learning (PBL). In a PBL classroom, the teacher leads the students to the learning that they desire or the learning following the project objectives.

Grant (2002: 10) said that project-based learning is centered on the learner and affords learners the opportunity for in-depth investigations of worthy topics. The learners are more autonomous as they construct personally-meaningful artifacts that are representations of their learning. Project-based learning is an instructional method centered on the learner. Instead of using a rigid lesson plan that directs

a learner down a specific path of learning outcomes or objectives, project-based learning allows in-depth investigation of a topic worth learning more about (Ablex & Katz, 2001: 201).

Project-based learning is a comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of complex, authentic problems and carefully designed products and tasks (Blumenfeld, 1991: 3). Meanwhile, Thomas (2000) states that Project Based Learning briefly as “a model that organizes learning around projects”. According to him, even though assigning project to students in traditional classroom is not a new phenomenon, project based learning is quite different from the usual application. Thomas listed five major criteria for a method of learning to be called project based learning:

- a) Project based learning projects are central, not peripheral to the curriculum,
- b) Project based learning projects are focused on questions or problems that “drive” students to encounter the central concepts and principles of a discipline,
- c) Project involve students in a constructive investigation,
- d) Projects are student-driven to some significant degree, and
- e) Projects are realistic, not school-like.

Project based learning pedagogy was used to instruct learners in the concept of classification of organisms. This is an instructional

technique that transforms learning from ‘teacher telling’ to ‘student doing’ in which students are provided with task based on challenging questions or problems that involves the students problem-solving, decision-making, meaning-making, investigative skills and reflection, that includes teacher facilitation but not direction (Capon & Kuhn 2004).

Blumenfeld (1991: 25) have grouped five key features of project based learning: driving questions, situated inquiry, collaboration, learning technologies, and artifacts.

a) Driving Questions

The hallmark of project based learning is a driving question that guides instruction and that learners find meaningful and important point (Blumenfeld, 1991: 25) Driving question serve to organize and drive activities of the project, provides a context in which students can use and explore learning goals and scientific practices, and provides continuity and coherence to the full range of project activities.

b) Situated Inquiry

There are several steps to make inquiry situation as follow; helping students design an investigation, writing conclusions and explanations

c) Collaboration

Brown & Campione (1994) argue that Project based learning provides opportunities for students, teachers, and members of society to collaborate with one another to investigate questions and ideas. The classroom becomes a community of learners. Students collaborate with others in their classroom and with their teacher to ask questions, write explanations, form conclusions, make sense of information, discuss data, and present findings. Blumenfeld (1991: 23) states collaboration help students build shared understandings of scientific ideas and of the nature of the discipline as they engage in discourse with their classmates and adults outside the classroom.

d) Learning Technologies

Technology can help transform the classroom into an environment in which learners actively construct knowledge.

e) Artifacts

Students develop physical models and computer models, reports, videotapes, drawings, games, plays, web sites, and computer programs. To be effective, artifacts need to address the driving questions, show the emerging understanding of students, and support students in developing understanding associated with the learning goals of project.

b. Stages of Project Based Learning

Learning by using project based learning method is a teaching-learning process that encourages students independently with groups and individuals to develop their own learning how to fulfill the task assigned to the teacher. Students are actively involved in the process of problem definition, problem solving, decision-making, and other activities. They are encouraged to come up with realistic ideas and solutions that will ultimately produce a result or project.

The basic phases found in most projects include selecting a topic, making plans researching developing products, and sharing results with others, Wrigley (1998) in Arifin (2014: 31). However, because project based learning hinges in group effort, establishing a trusting cooperative relationship before embarking on a full-fledged project is also necessary. Activities that engage learners in communication tasks and in peer- and self-evaluation help create the proper classroom environment. Information gab activities (where the assignment can only be completed through sharing of the different information given each learner), learner-to-learner interviews, role plays, simulations, field trips, contact assignment outside of class, and process writing with peers prepare learners for project work. The following are stages of project based work.

1) Selecting Topic

A project should reflect the interest and concerns of the learners. Teacher can begin determining project topics at the start of an instructional cycle by conducting a class needs assessment to identify the topic areas and skills to be developed. As the teacher and learners talk about projects and get to know each other, new topics and issues may come to light that are appropriate for project learning.

2) Making Plans and Doing Research

After a topic is selected, learners work together to plan the project, conduct research, and develop their products. Learners with low language proficiency or little experience working as a part of a team may require structure and support throughout the project. Pre-project activities that introduce problem-solving strategies, language or negotiation, and methods for developing plans are useful. Learners may also need practice in specific language skills to complete project tasks.

3) Sharing Results with Others

Project results can be shared in a number ways. Oral presentations can accompany written products within the classroom or in other classes within the program. Projects products can also be disseminated in the larger community.

c. Benefits of Project Based Learning in English Foreign Language (EFL) Classroom

Thomas (2000) defines the issues about the positive side effects of project based learning for students as the development of positive attitudes toward their learning process, work routines, abilities on problem-solving, and self-esteem. Gulbahar and Timmaz (2006: 12) says that participants in project-based learning learn better and are more actively acting in their learning. Besides, the instructors work backstage as students work on their projects. This turn participants into active to solve their problems on the project, rather than passive receivers of knowledge. In addition, as students complete their projects, they think reflectively on their experience about project based learning processes individually. Besides, students realize similarities between what they are learning and what is going on outside the school walls.

Lenschow (in Gulbahar, Timnaz 2006) argue Even though the students get disturbed in the early stages of implementation of project based learning into their courses, most students feel more motivated as time elapses in a project based learning course. Because project based learning provides students with opportunities to implement their freedom in their learning environment, they give up their habit of waiting step-by-step instructor-based commands.

d. Types of Projects

Stoller (2002) in Arifin (2014:33) suggests the following types of project: research, survey, production, performance, encounter, correspondence, and organizational. Research project necessitate the gathering of information through research at library, or via the internet.

In survey projects students create a survey in order to gather information about the various interests of members of their school community. Following that they may create a guide for the new students based on the survey data, or they may collate the data and present it using graphs or charts. Production projects may include student's newspapers, bulletin, boards, collages, poster sessions, and videos. Performance projects includes skits, oral presentations, and fashion show. In encounter projects, students are required to find native English speakers outside of school and interview them on a particular subject.

F. Previous Study

The researcher provided some information from others researcher to prove the originally of the study. The researcher will show the previous studies that are in line first research is entitle, “A Study on the Implementation of Project-Based Learning in Teaching Writing Skill to English Education Department Students of Maharaswati University Denpasar in Academic Year 2013/2014”. This thesis was written by Rat Dwiyana Putra, a postgraduate program Ganesha University of Education Singaraja. Based on his objective the study on his analysis are (1) how is the implementation of Project-Based Learning in essay writing classroom, (2) to what extent is the effectiveness of PBL approach in improving students’ essay writing skill, and (3) how do students respond to the application of PBL in teaching essay writing. This study is a descriptive study which is employed Sequential Exploratory Design of mixed method.

The second research is Mayasari, (Lampung University, 2017) conducted a study with a title, “Improving Student’s Achievement through Project Based Learning Method to Student One Grade at SDN 1 Beringin Raya Kemiling Bandar Lampung”. Her research design is CAR (Classroom Action Research). The purpose of this reaserach is to improving student's achievement using 2 cycles, each cycle consists of four stage namely, planning, implementation, observation, and reflection, data collection technique is done by observation sheet and test of the work. Project Based

Learning method can be useful and improving in the learning process of grade 1 students of SDN 1 Beringin Raya Kemiling Bandar Lampung.

The third is, from Wardah (2013), a bachelor of English Education Department Graduate School Sebelas Maret University Surakarta, her research about “The Effectiveness of PBL Method to Teach Speaking Skill Viewed from Student’s Critical Thinking (An Experimental Study at the Second Semester of English Program Students of FKIP Tanjungpura University Pontianak in the Academic Year of 2012/2013”. In her study, the objectives of the research are to examine: 1) Whether PBL method is more active than ALM method to teach speaking, 2) Whether the students having high critical thinking have better speaking skill than those having low critical thinking, 3) Whether there is interaction between teaching methods and student’s critical thinking in teaching speaking to the second semester of english program students of FKIP Tanjungpura University Pontianak in the Academic Year of 2012/2013.

Based on the previous study above, the first until third previous study the similarities is about the variable, it is Project Based Learning and the differences are on the problem statement and research design. The research design of first previous study is Sequential Exploratory Design of mixed method, the second previous study is CAR (Classroom Action Research), and the research design of third previous study is quantitative research. So, In this research the researcher want to describe the implementation of Project Based Learning method to teach reading at the

tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019, to know the problem faced by the teacher in teaching reading using Project Based Learning method at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019, and to know how the teacher solves the problems faced by English teacher in teaching reading using Project Based Learning method at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019 so the research is end titled: **“PROJECT BASED LEARNING METHOD TO TEACH INTEGRATED READING AND WRITING AT THE TENTH GRADE ACCOUNTING PROGRAM OF SMK N 3 SUKOHARJO IN THE ACADEMIC YEAR OF 2018/2019”**.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher present the point of research method, namely; a) research design, b) the research setting, c), source of data d) techniques of collecting data, e) the trustworthiness of the data, and f) technique of analyzing data.

A. Research Design

The type of the research that is conducted by the researcher is the descriptive qualitative research. Suryabrata (2013: 76) said that descriptive research that intends to create a description about situations or events. In this sense descriptive research is the accumulation of basic data in a descriptive way merely not necessarily seeking or explaining mutual relationships, testing hypotheses, making predictions, or obtaining meaning and implications, although research aimed at discovering these may include methods descriptive. Tuckman in Sawono (2006: 15) stated that research is a systematic attempt to provide answers to questions. Such answer may be abstract and general as is often the case in basic research or they may be highly concrete and specific as is often the case in applied research. Creswell (2009: 4) said that qualitative research it a means for exploring and understanding the meaning or groups ascribe to a social or human problem.

Sugiyono (2015: 15) states that qualitative research is a research method based on the philosophy of postpositivise, use to examine the condition of

natural objects, (as opposed to experiment) where researchers are as a key instrument, the sampling of data sources done purposively and snowball, collecting techniques with triangulation (combined), data analysis is inductive or qualitative, and the results of qualitative research more emphasize the meaning of the generalization. Flick (2010: 20) said that qualitative research is oriented towards analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in their local contexts.

The research was intended to describe. The research design was designed enable the researcher to describe or present the phenomena under investigation. The purpose of this research was to describe the implementation of project based learning method to teach reading at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.

B. The Research Setting

1. The place of research

The researcher was carried out at SMK N 3 Sukoharjo as the setting of place of this research. It is exactly Jl. Raya Telukan Cuplik, Parangjoro Grogol Sukoharjo 57552, phone (0271)7081854, Fax (0271) 2018210, and address email is smkn3_Sukoharjo.

2. Time of research

The research did at SMK N 3 Sukoharjo from the beginning until the end of research. Time of this research was scheduled from February until

August 2018. The researcher attended and observed the chosen classrooms in order to gain data of this research. Here is schedule for this research:

No	Activities	Rubric Schedule of Research						
		Month						
		February	March	April	May	June	July	August
1	Pre-research	■						
	Interview							
	Observation	■	■					
2	Analysing the result of pre-research			■	■			
3	Proposal Examination						■	
4	Observation 1						■	■
	Observation 2							
	Observation 3							
	Observation 4							
	Interview							
5	Collecting and Analyzing the Data							
6	Thesis Examination							

Times of Research

C. Source of the Data

Moleong (2004: 122) stated that the source of the data in qualitative research are words and events, the additional data can be documents and other. Arikunto (2006: 129) said that data resources is the subject of the research where the data would be gained. If the researcher uses questionnaire or interview as the technique of collecting data, then the data resource is called as respondent, who responds or answers the researchers' questions, whether written or oral questions. If the researcher uses observation, then the source of the data is event. If the researcher uses documentation, then the data resources is document or field note that to be data resources.

The data of this research were the information about project based learning method to teach reading at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.

The source of data in this research were: event, informant, and document.

1. Event

Sutopo (2002: 53) stated that observation in the event or activity, the researcher would know about the process how something happens in the observation. The event in this research was on project based learning method to teach reading at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.

2. Informant

The informant in this research was the English teacher in SMK N 3 Sukoharjo, Mr. S. The researcher decide the English teacher as the informant to gain the information about project based learning method to teach reading at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.

The researcher took the research in class X Accounting A, that consist 36 students in class. The researcher picked out to some students in A class as the informant about project based learning method to teach reading at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.

3. Document

Documents had important roles in qualitative research. It was used in the research because of some reasons. Documents is the source of the research which is stable, rich, and supported. It is as evidence and has natural characteristics. Meleong (2004: 161) said that document is written materials which are not prepared intentionally to fulfill the researcher's request. Document that was used as the supportive data in this research included the books from the teacher, syllabus, lesson plan, artifact, or other which add enrich the data in project based learning method to teach reading at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.

D. Technique of Collecting Data

Sugiyono, (2015: 308) states that the technique of collecting data is the most important step in the study, since the main purpose of the research is to obtain data. Without knowing the techniques of data collection, the researchers will not get data that meets the established data standards. Data collection can be done in various settings, various sources, and various ways. When viewed from its settings, data can be collected in natural settings. When viewed from the source data, then the data collection can use primary sources, and secondary sources. Primary sources are data sources that directly provide data to the data collector, and the source secondary is a source that does not directly provide data to the data collector. In terms of ways or techniques of data collection, the

technique of data collection can be done by observation, interview, questionnaires, documentations.

Sugiyono (2015: 309) said that in qualitative research, the technique of collecting data can use natural setting, data source primer, and data collection techniques more at participant observation, in dept interview and documentation.

1. Observation

Sugiyono (2015: 310) said that, observation is based all knowledge. Expert can work based on data. The fact about the real in the world can get it through observation. Through observation, the researcher learn about behavior and meaning attached to those behavior. The researcher observed the project based learning method to teach reading at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.

The researcher choosen one teacher in accounting class because the teaching learning English subject in the class of accounting was interactive, the teacher can make the good conditions and gave of the students if the students were active and followed instruction's teacher in the classroom. The teacher made the students interested and comfortable to following the English subject.

In the observation, the researcher came into classroom, took a seat at the back and paid attention to the teaching reading and all activities of the

teacher and the students. Observation is focus on activities to an object in the class, it is about the project based learning method to teach reading.

2. Interview

Arikunto (2006: 155) said that interview called the dialogue did by interviewer and respondent. Esterberg (2002) in Sugiyono (2015: 317) said that a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon than can be gained through observation alone. Then, Sutopo (2002: 59) stated that interview in the descriptive qualitative research is generally done by giving the open-ended questions which purposed to gain the deep information and it is done by using unstructured formally things in order to get the views of the subject observed about many things that brings advantages for gaining the details information. The researcher interviewed the English teacher Mr. S and some students in class X Accounting A. The researcher interviewed with English teacher about the project based learning method to teach reading. Not only interviewed with English teacher but also with some students about project based learning method to teach reading by the English teacher.

3. Documentation

Sugiyono (2015: 329) said that documentation is a record of past events, a biased document in the form of writing, drawing, or the works of

a person. Moleong (2004: 160) stated that document is everything or written or film, differ from the record, which is not prepared because of the need to the researcher. Bogdan in Sugiyono (2015: 329) states that in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experience and belief. Publish autobiographies provide a readily available source of data for the discerning qualitative research.

Documents are important in the research, it can get more information. The researcher needs such as, lesson plan, syllabus, or other which add and answer the problem of the research.

E. The Trustworthiness of the Data

In analyzing the data, the researcher analyzes the validity of the data source to get the valid data. To prove the trustworthiness of the data, the researcher uses the triangulation technique. Sugiyono (2015: 372) define that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Triangulation in credibility testing is defined as checking data from various sources in various ways, and at various times. Hornby says that triangulation is a method of determining distance and position by measuring at the distance between two fixed points and then measuring the angle from each of this to a third points. Sugiyono (2015: 330) said that triangulation is a

technique of collecting data that is merging from various data collection techniques and data sources that already exist. The researcher uses observation, interview, and documentation.

The purpose qualitative research is not to seek the truth, but rather the subject's understanding of the world around. In understanding the world around, perhaps what the informant put forth, because it is not in accordance with the theory, not in accordance with the law. Sugiyono (2015: 332) states that, the value of triangulation lies in providing evidence, whether convergent, inconsistent, or contradictor. Through triangulation, “can build on the strengths of each type of data collection while minimizing the weakness in my single approach”, (Patton 1980 in Sugiyono 2015: 332). Sugiyono (2015: 372) says that any kind of triangulation there are:

1. Triangulation of source it is to test the credibility of data is done by checking the data that has been obtained through several sources.
2. Triangulation of technique is that the researcher collecting the data from diversely in same of source to get the data. Such us observation, interview, and documentation.
3. Triangulation of times it is the data collected by interview techniques in the right time will provide valid data so it is more credible. For that in order to test the credibility can be done by checking by interview, observation, or other techniques in different times or situations. The researcher employed the data triangulation to check the validation of the data. She compared the

data from observation with the data of interview, and then compared with the documentation.

F. Technique of Analyzing Data

In analyzing the data, researcher conducted a descriptive qualitative research. Using this technique, researchers collect data, compile data and then present data. Qualitative method is a type of research without using statistical calculations or procedures, by describing the data as clear as possible. To know the implementation of project based learning method to teach reading at the tenth grade accounting program of SMK N 3 Sukoharjo.

Sugiyono (2015: 335) defines that data analysis is the process of searching and systematically compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, translating into units, synthesizing, compiling into in a pattern, choosing what is important and what will be learned, and making conclusions so easily understood by yourself and others. Regarding with this research, the researcher use data analysis Miles and Huberman (1984: 20) states that process of analyzing data is depicted by Miles and Huberman (1984: 22) in the following picture.

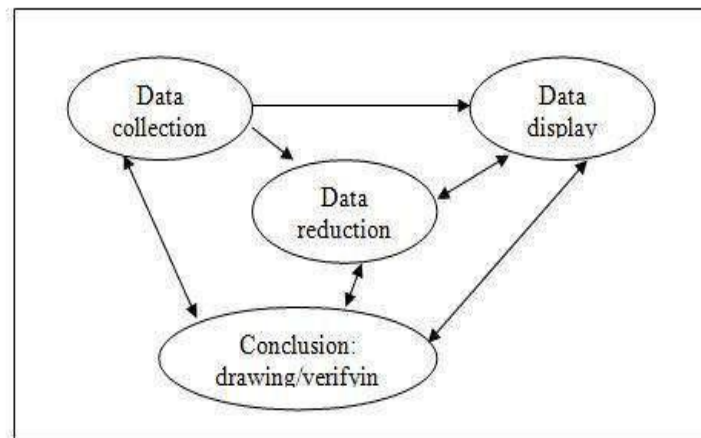


Illustration of Interactive Model by Miles & Huberman (1984: 22)

Miles & Huberman (1984: 22) states that elaborate the four types of analysis data form interactive process which was analyzing qualitative data as follows:

1. Data collection

In analyzing data, data collection means collecting data from many sources. The researcher collected data from observation, interview, and documentation. The researcher interviews with the informants and doing observation of project based learning method to teach reading at the tenth grade accounting of SMK N 3 Sukoharjo. Moreover, the researcher ask the data interview, documentation, and observation.

2. Data Reduction

Reduce data means that summarizes, choose, things that are basic, focusing on things that are important, sought themes and patterns and remove unnecessary. The researcher do reduction of the data which is get from interview and observation to the teacher and students. During the interviews and observations have done by the researcher, a reduction of the

data is needed because not all of the data can be input as the need in the research, just the necessary and important point and according to requirements of the data were analyzed. Researcher make reduction on the data of interview that she only took the best data for analyzing deeply.

3. Data Display

The data will reduce and then make the presentation of data. The presentation of data can be do in the form of brief description, charts, relationship between categories, and so on. The most frequent form of data display for qualitative research data in the past has been narrative text. By the data display, then the data is organized, arranged in pattern of relationships that would be easily understood. The researcher organized the data and describe project based learning method to teach reading by the English teacher.

4. Conclusion: Drawing and Verification

Drawing and verification which present preliminary conclusion is still tentative and will change if not find evidence that supports strong data collection on the next stage. The conclusion in qualitative research may be able to answer the formulation of the problem that formulating from the beginning, but sometimes not, because as has been stated issues and problems in the qualitative research is still tentative and will be develop in the field.

In this step, the researcher make an initial conclusion about the on project based learning method to teach reading at the tenth grade accounting

of SMK N 3 Sukoharjo. The initial conclusion was able to achieve the research question based on qualitative data which is taken from interview, documentation, and observation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher analyzed the data gathered from the research. The data were obtained from observation, interview, and documentation. The data includes the description of the project based learning method to teach integrated reading and writing and the result of interview to English teacher and the students at the tenth grade accounting program of SMK N 3 Sukoharjo in the academic year of 2018/2019.

In this chapter the researcher arranges and analyzes all the data from the observation, interview, and document analysis in which is appropriate to the problem statements, such us the implementation project based learning method to teach integrated reading and writing, the problems faced by the English teacher in implementing using project based learning method, and the teacher solve the problems in implementing project based learning method.

A. Research Finding

1. The Implementation of Project Based Learning Method to Teach Integrated Reading and Writing at the Tenth Grade Accounting Program of SMK N 3 Sukoharjo

Learning by using project based learning method is a teaching-learning process that encourages students independently with groups and individuals to develop their own learning how to fulfill the task assigned to the teacher. Students are actively involved in the process of problem

definition, problem solving, decision-making, and other activities. They are encouraged to come up with realistic ideas and solutions that will ultimately produce a result or project.

Teaching learning process project based learning method to teach reading were done in tenth grade AK A of SMK 3 Sukoharjo. The tenth AK A, its consist 36 students there are 34 girls and 2 boys. Teaching learning English using project based learning method in teaching reading needs a long time in order to done the project and to get good understanding. It is proven by the statement from interviewed with the tacher:

“When I teach and explain the students about the material using project based learning I needs much time, because if the students did not understand about the material I should explain again and their project will be done a long time. Example, when I teach descriptive text I explain about the material of descriptive text until the students understand what the meaning of descriptive text, purpose and do their project”.

Based on the observation and interview which were done by the researcher, the implementation project based learning method in integrated reading and writing involves three stages, they are: 1) Selecting topic, 2) Making plans and doing research, 3) Sharing result with others. In the implementation project based learning to teach reading, the teacher taught appropriate role of learning. The teacher considered herself as fasilitator during the whole lesson. The teacher selecting a topic and making plans. It can be seen when the teacher presents the material on the first learning.

a. First Meeting

The first meeting classroom observation was conducted on Monday, 6th of August 2018 at 10.15-11.45 (90 Minutes)

1) Opening

The teacher came to the class and saying Assalamau'alaikum Wr Wb before started the lesson. Then, he checked the students' attendance list. Before continue the lesson, the teacher greet students using English language and students respond. Then the teacher reviews the previous material, this was to remind students about the previous material. Then the teacher gave about today's material that was descriptive text then the teacher explain the teaching learning procees that will do together.

Wrigley (1998) in Arifin (2014: 32) mention the stage of project based learning is selecting the topic.

“Selecting the topic, a project should reflect the interest and concerns of the learners. Teacher can begin determining project topics at the start of an instructional cycle by conducting a class needs assessment to identify the topic areas and skills to be developed. As the teacher and learners talk about projects and get to know each other, new topics and issues may come to light that are appropriate for project learning”.

2) Main activity

The teacher asked various tourist attractions that students had visited using English.

*Teacher : Hello class, where are the places that was you visited?
Students: Yoyakarta...Bandung...Prambanan temple, Sir.*

Then the teacher showed photos of tourist attractions in Indonesia.

Students pay close attention to selection the topic.

*Teacher : Coba lihat, gambar ini merupakan tempat wisata dimana?
Students : Pantai
Teacher : Tempat apa?*

Students : Tempat liburan....tempat wisata....tempat yang nyaman untuk tamasya, pak.

Teacher : In this chapter we are going to learn how to communicate using descriptive text. Jadi, apa tema hari ini?

Students : Descriptive text.

Teacher : Ok?

Student : Ok, Pak.

Teacher : In daily life is very common to describe something or listen or read people describe something. Can anyone give example? "

There were some children who dared to tell about the tourist sites they had visited and other students pay attention.

Students : Saya, Pak. Saya pernah liburan bersama teman ke candi prambanan.

Teacher : Ok, please explain briefly.

Students : Pakai Bahasa Indonesia ya, Pak.

Teacher : Ya, gapapa.

Student : Candi Prambanan adalah candi Hindu yang terbesar dan Tecantik di pulau jawa. Terletak di Jogjakarta. Biaya masuknya sebesar Rp. 40.000. Kemudian disana ada tiga candi, pertama candi siwa, wisnu, dan brahma. Di dalam candi siwa ada patung Roro jonggrang. Tempatnya luas, kemudian ada legenda menceritakan bahwa Candi Prambanan merupakan Candi yang dibangun oleh Bandung Bondowoso sebagai Janji untuk memenuhi Rorojonggrang. Namun, pembangunan Candi ini tidak selesai karena tipu muslihat Rorojonggrang. Akhirnya Bandung Bondowoso mengutuk Rorojonggrang menjadi sebuah patung untuk melengkapi candi tersebut. Begitu kira-kira.

The teacher explained the learning objectives that would be assigned and asked questions about the characteristics of the description text.

Teacher : Well students, today we will study about descriptive text. Ada yang tau tidak apa itu text descriptive?

Students : Text yang menggambarkan sesuatu, pak...Teks, yang menceritakan tentang benda, orang, atau yang lain, Pak.

Teacher : Ciri-ciri atau karakteristiknya ada yang tau?

Students : Belum... Sudah, menggunakan noun, ada adjectivenya.

Teacher : Apalagi? Menggunakan simple...?

Students : Simple presents tense.. Past tense.

Teacher : Past tense? Yang bener? Iya, jadi menggunakan simple present tense. Apa itu simple present tense?

Students :Tenses yang digunakan pada kejadian yang sedang berlangsung saat ini atau yang berlangsung berulang kali.

Teacher : Benar tidak? Coba ayo, contohnya apa?

Students : Yusuf, take the motorcycle to the school....The President of Indonesia is Joko Widodo.

Teacher : Yuk, apa lagi? Coba kamu Devi contoh kalimat yang menggunakan Simple Present Tense.

Student : A cow has four legs.

Then, the teacher asked to students to form groups of 5-6 members.

When forming groups, the atmosphere of the class was very crowded because the teacher asked students to form their own groups.

Teacher asked to students to open the package book chapter 4 and asked each group to read the text of Tanjung Putting National Park per paragraph.

Teacher : Please open your book chapter 4 page 58.

When each group read the teacher justified the speech and identified vocabulary meaning. After reading, the teacher asked each group to look for adjectives and nouns.

Teacher : Coba ditext tersebut ada kata sifat dan kata bendanya ? .

Students : Iya, Pak....Ngih, Pak ada.

Teacher : Digaris bawah atau ditulis dibuku terserah kalian, yang penting kalian tau dan tetap ingat.

The teacher gave words in English and asked students to read and spell the word.

Teacher : Coba ini tadi bacanya bagaimana?

Students : Gift.. Give..Giff.

Teacher : Give ya ini. G-i-v-e. Banyak-banyak baca-baca buku text Bahasa Inggris di perpustakaan, diinternet, dimajalah atau yang lain. Kata-kata yang menurut kalian susah itu ditulis dan diartikan. Biar pengucapan kalian terlatih dan menambah vocabnya. Ada kamus elektronik juga kan yang ada pronunciation, pelafalannya. Dicoba ya, Ok?

Students : Yes, Sir. Ok, Sir. Ngeh, Pak.

The next activity the teacher asked students to read the next text entitled Taj Mahal then students were given several questions individually and discussed together in class.

3) Closing

The teacher asked questions and summarized the material just discussed. After it finished the teacher inform the project assignment to be made.

Teacher : Anak-anak, tugas kali ini kita akan membuat booklet ya. Nanti terserah kalian sesuai kreativitas kalian. Ini tugas berkelompok.

Students : Iya, Pak. Mulai kapan, Pak... Iya, Pak. Bagaimana itu, Pak?

Teacher : Jadi nanti kalian persiapkan bahannya berupa teks descriptive tentang tempat wisata. Bisa dipersiapkan sendiri sesuai dengan pengalaman wisata kalian. Grammar di text nya diperhatikan, ya. Desainnya bagaimana juga seinisiatif kalian bersama kelompok kalian.

Students : Jadi besok berupa print-print an, Pak?

Teacher : Bisa soft file bisa hard file. Jadi kalian bisa bawa laptop atau print-printannya. Yang penting dipersiapkan dan dikerjakan besok pagi bersama-sama.

Students : Iya, Pak....Baiklah, Pak.

Teacher : Waktu pengerjaan nanti sampai pertemuan ke tiga. Jadi sampai minggu depan ya.

Students : Jadi, sampai pertemuan minggu depan, Pak?

Teacher : Iya, ini kan senin dihitung pertemuan pertama, besok kedua dan senin minggu depan pertemuan ketiganya, harus sudah selesai semua.

Students : Ngih, Pak...Siap, Pak... Iya, Pak.

Students approve the project delivered by the teacher and asked to the students to prepare the material for the next meeting and allow it to search on the internet, journals, etc. or make their own. The teacher announces the work on the project in 3 meetings. The time has been shown at 11:45 WIB then the bell rings and the teacher closes the lesson and leaves the class. The second stage of project based learning by Wrigley (1998) in Arifin (2014: 32) was making plan and doing research.

“Making plan and doing research, after a topic is selected, learners work together to plan the project, conduct research, and develop their products”.

b. Second Meeting

The second meeting classroom observation was conducted on Tuesday, 7th of August 2018 at 10.15-11.00 (45 Minutes)

1) Opening

The teacher came to the class and saying greeting, Assalamau'alaikum Wr Wb before started the lesson. Then, he checked the students' attendance list. Before continue the lesson, the teacher asked them about the last material and asked the material that must they prepared to do project based learning task.

2) Main Activity

The teacher explained again the learning method used then the teacher asked students to sit with their respective groups.

Teacher : Jadi anak-anak hari ini kita akan membuat project yang berupa booklet. Sudah membawa materinya belum?

Students : Sudah, Pak.

The group consisted of 6 groups containing 6 students in their group. They are: 1) The first group were A, M, A, B, K, and K. Theirs project were a booklet of descriptive text about National Monument. 2) The second group were D, F, D, I, M, and M. Their project were a booklet of descriptive text about Lawang Sewu. 3) The third group were A, A, NH, R, R, and S. Their project were a booklet of descriptive text about Prambanan temple. 4) The fourth group were A, E, M, N, S, and S. Their project were a booklet of descriptive text about Yogyakarta Place. 5) The fifth group were A, A, F, T, D and N. Their project were a booklet of descriptive text about Borobudur Temple. Then 6) The sixth group were F, F, O, Y, R, and T. Their project were booklet of descriptive text about The Botanical Garden. After the teacher asked students to sit with their respective groups, the teacher asked to students to do their project task, each group had prepared and doing their project task.

Teacher : ... dalam pengerjaan project ini kalian bisa mengidentifikasi teks yang sudah kalian bawa, yang sudah kalian buat. Kalian bisa identifikasi vocabularynya, pronounciationnya, main ideanya, atau ketiga-tiganya atau yang mana silahkan dikerjakan dan didiskusikan dengan kelompok masing-masing. Tugas dibuat semenarik mungkin sesuai kreativitas kalian.

There were some students who asked about vocabulary meaning and others.

Students : Pak, divided dalam bahasa indonesia artinya apa? Discovered itu ditemukan ya, Pak artinya? Mr, I want ask about what is the meaning of renovation in Indonesia language, Sir?

Teacher : Well, coba dicari sendiri dulu dikamus kalau tidak ketemu baru tanya ke guru.

The atmosphere in the class was a little crowded because there were students who were asked questions from other groups and some students were seen chatting with their own groups. The teacher monitors students when students work. Teachers walk to groups to observe student work and monitor student activities. The teacher asked each group about the difficulties and completion of the tuition they were working on, there were several groups that had understood and finished but there were some groups that had not been completed.

3) Closing

The teacher then closed the lesson with *hamdalah* and asked students to move their project task on the Microsoft Word worksheet and print it to make a booklet and take it to the next meeting and provide information to continue the next project assignment.

c. Last Meeting

The last meeting classroom observation was conducted on Monday, 13th of August 2018 at 10.15-11.45 (90 Minutes)

1) Opening

At the beginning of this lesson the teacher said Assalamualaikum Wr Wb, and checked the attendance of students at class X AK A. Some students had prepared the book and the previous project assignments

on his desk. Today the number of students is 36 students, none of them absent today. After that the teacher asked the condition of students and continuation of the material of the previous project assignment.

2) Main Activity

The teacher asked the students to sit with their respective groups. The teacher went to each group to check the project assignments. The teacher asked students to check the project assignments that was done. Time has been running for about 30 minutes. The teacher asked the difficulties, then the teacher asked each group to present the project tasks that have been done.

Teacher : Ada kesulitan tidak sejauh ini? Bagaimana perkembangan tugas proyeknya?

Student : Kelompok kami ada yang belum selesai mencari type katanya, Pak. Adjective dan Verbnnya belum ketemu.

Teacher : Diselesaikan dulu.

Teacher : Yuk, bagi kelompok yang sudah selesai bisa mempresentasikan ke depan.

But no one wanted to start forward, then the teacher scrambled by making a lottery number for each advanced group to present their respective projects. Group 5 got its first turn, the representatives from group 5 came to the front of the class to present their work by reading the description text and other generic structures they have done.

Teacher : Kelompok 5 maju, bisa perwakilan. Dan kelompok yang lain nanti bisa memberikan pertanyaan tentang isinya atau yang lain.

The teacher asked each group to ask questions and suggestions or assess the group that was presented in front. The class atmosphere was

crowded, there were 3 students who were chatting alone, then asked the students to give suggestions or rating to the group that had just come forward. Then another group continued. The descriptive text that was done by first group was national monument, second group was lawang sewu, third group was prambanan temple, fourth group was yogyakarta place, fifth group was borobudur temple, and the last group was the botanical garden. After all the groups had progressed, the teacher asked the students to reflect on the project assignments they was done. After the teacher asked the class leader to collect the results of each project to make a booklet class.

Teacher : Tugas projeknya sudah selesai. Nanti tugas proyeknya bisa dikumpulkan langsung keketua kelas. Berupa filenya, ya. Nanti selanjutnya hasilnya dtaruh dimeja saya dan saya kumpulkan ke petugas perpustakaan biar dipake referensi temen-temen kalian di kelas lainnya.

And the other students were asked to return to their respective benches and the time was 11.32 WIB.

3) Closing

The last stage by Wrigley (1998) in Arifin (2014: 32) was sharing results with others,

“Sharing result with other, project results can be shared in a number ways. Oral presentations can accompany written products within the classroom or in other classes within the program. Projects products can also be disseminated in the larger community”.

The teacher evaluated together with students. The teacher concluded today's material. Students paid closed attention and justified the

pronunciation of the pronunciation of each group representative who just represented his group forward.

Teacher : Sudah, mari kita evaluasi pelajaran hari ini apa saja?

Students : Melanjutkan penyelesaian proyeknya kemarin...presentasi..

Teacher : Iya, hla bagaimana? Sudah puas dengan hasil pekerjaanya belum?

Students : Lumayan, Pak...Belum...Belum, ada yang belum selesai kelompok kami, Pak...Sudah puas Pak, tapi lama pengerjaanya.

Teacher : Ya, tadi ada kelomok yang masih salah dalam penentuan topik. Kalau diberi pertanyaan soal harus dicantumkan jawabannya dilembar sebaliknya sebenarnya, vocabulary yang ditulis juga bisa ditambahi lagi. Hla kira-kira ada peningkatan tidak?

Students : Ada, Pak?

Teacher : Apa saja peningkatan yang kalian rasakan?

Student : Vocab nya, jadi lebih banyak tau artinya... iyaa, artinyaaa... cara membacanya... tau tempat wisata yang diceritakan kelompok lain, hehe. (The situation in the class was crowded, after it)

Teacher : Apa lagi, yuk yusuf? Bagaimana dengan mu?

Student : Apa, Pak? Aku suka dibagian ngedit-ngeditnya, Pak. Nambah kreativitasku lah, Pak. Sama nambah vocab nya, arti dalam bahasa inggris.

Teacher : Baik. Oke, Nur Halimah coba. Kalau menurutmu bagaimana, Nur?

Students : Menurut saya ya bisa nambah vocab nya, Pak. Lebih nambah rasa tanggung jawab antar kelompok, dan pelafalannya juga lebih tau saya, Pak.

Teacher : Good. Untuk tugas proyek selanjutnya harus lebih baik, ya. Sementara ini cukup.

Then the bell at the turn of the lesson had already sounded and the teacher closed the class with greetings at 11:45. And inform students that the project results will be collected in the library as additional references.

2. The Problems Faced by the Teacher in Implementing Project Based Learning Method

Based on the interview, researcher explained the question about problems faced by the teacher in implementing Project Based Learning method. After analyzing implementing of Project Based Learning method the researcher found that there were some problems faced by the teacher such as:

a. Difficult to control the activities.

The researcher did interview with the teacher, the researcher found that the teacher felt difficult to control the activities of the students in making the project. It can be proven:

“Ketika dalam penerapan project kemarin salah satu kesulitannya dalam mengontrol kegiatan siswa. Jadi dalam proses pembuatan booklet kemarin ada kelompok yang sudah selesai namun ada juga yang belum selesai, bahkan masih dalam tahap analisis text yang mereka buat, jadi ini membuat siswa yang sudah selesai menunggu kelompok yang belum selesai karena kegiatan perkelompok siswa itu berbeda-beda”.

The problems faced by the teacher in difficult to control the activities it made the students done the same of project. Most of the students made the same project. It seemed that they imitated on the each other but different creativity. It can be proven:

“Anak-anak dalam membuat project booklet kemarin hampir sama dengan kelompok lain, maksudnya meskipun tempat yang di discripsikan itu berbeda tapi langkah-langkah menganalisis textnya hamper sama. Misalnya kelompok A yang dianalisis itu main idea dan difficult vocabulary nya, kelompok B atau C juga begitu, tapi dalam kreativitasnya berbeda-beda tiap kelompok”.

b. Classroom management

Classroom management based on Kennedy (1981: 195-197) explain that many teacher are not good enough in managing the class. It is caused by some factors that came the condition, time, students, or even the teacher. When the class has many students, it means that the class is not an effective has many students, it is means that the class is not effective class to teach.

In this case, the researcher found the problems faced by the teacher when the researcher did the interview with the teacher that the teacher feels difficulty in managing the class especially when any students noisy with their friend because it will be offend the concentration other friends and the time the teachers felt that the students needing more effort in mastering material to understand and got the point of the materials. It is proven by the teacher statement that:

“Each students had different capability in receiving the materials. Some of the students could understand the materials easily and the other students feels difficulty in the teaching learning English”.

There were some reason why the teacher felt difficulty in managing the class because, conditions of the students not appropriate with time that given in teaching learning English because each students had different capability in receiving the materials. There were some students participate actively in reading class, but the other did not. So, the teacher

repeat explained the materials for the students understand until the students got the point of the lesson.

c. Less of media

The researcher saw that the problem of this case because the students when presentation their project in the last meeting, there were not used LCD although each group was prepared power poin to presentation their result of project in English lesson. It is can be proven when the researcher did interview with the teacher, the teacher said that:

“Pada pertemuan ke tiga kemarin, yang saya sayangkan karena tidak adanya LCD dalam presentasi hasil proyeknya siswa, padahal setiap kelompok sudah menyiapkan slide power point nya untuk presentasi hasil proyeknya. Ini karena kemarin itu LCD nya sudah habis, kita terlambat untuk meminjam LCD nya, tapi bagaimanapun presentasi hasil proyeknya harus tetap terlaksana mengingat waktu dalam pengerjaan projek bookletnya ini sudah kita sepakati dalam 3 pertemuan”.

3. The Teacher Solve the Problems in Implementing Project Based Learning Method

In teaching process of reading descriptive text, the researcher found some problems that related with teaching learning process done by the teacher. The teacher tried the solution to solve those problems as follows:

a. Arrange the time

To solve the problems related difficult to control the activities, arrange the time. The students had different time to done the project. So, the problem solve were arrange the time in other activities. It is

can be proven when the researcher did interview with the teacher, the teacher said that:

“Penyusunan waktu bisa menjadi solusi saya kedepannya untuk lebih bisa dalam mengontrol siswa selama proses pengerjaan tugas proyeknya agar semua kelompok saya bisa mengontrol lebih baik dan semua kelompok bisa selesai dalam waktu yang sama. Dan juga bisa memantau perkelompok agar konten proyeknya itu tidak sama, jadi siswa bisa lebih berpikir, oh kelompok saya mau saya isi dengan ini ini begitu”

b. The teacher giving advice and motivation

To solve the problems related to classroom management, the teacher giving advice and motivation. The researcher did interview to know what the problem solutions had by English teacher in teaching reading using Project Based Learning method. It is in line with the teacher’s statement on interview:

“I feels little bit difficulty in managing the class, because not simply to teach all of the students. Each students had different capability in receiving the materials, some students participate actively in reading class, but the other didn’t. So to solve this problem I giving advice and motivation to build their knowledge”.

The first solutions of problem faced by the English teacher in teaching reading in the teacher felt difficulty in managing class. There were not simple to teach all of the students, the teacher needed an extra time to mastering the material after that explain step by step until the students understand about the material. To solve this problem, the teacher had motivation to the students before starting giving materials, so the students can understand the material.

c. Booking of media

The second solution of problems faced by the teacher in implementing project based learning method, the students less of media. The students when presentation their project they not used LCD to improve their project.

The solution to solve this problems, the teacher asked to the students to booking the LCD before the students used it.

B. Discussion

After describing implementing project based learning at the tenth grade accounting program of SMK N 3 Sukoharjo, the researcher found some research finding to answer the research problem. It generally, it concluded that the implementation of project based learning method to teach integrated reading and writing, the problems faced by the teacher in implementing project based learning method, and the teacher solve in the problems in implementing project based learning method. The results findings could be classified as follows:

1. The Implementation Project Based Learning Method to Teach Reading at the Tenth Grade Accounting Program of SMK N 3 Sukoharjo in the Academic Year of 2018/2019

a. The stages of project based learning method

In this learning existed of some activities showed that the teacher used three stages, they are: 1) selecting topic, 2) making plans and doing research, and 3) sharing result with others.

Teaching learning project based learning method done by teacher teach the students until understand about the materials and result the project, the project are a booklet of descriptive text.

b. The materials that were been taught

The English material which are taught are tenth grade that are in accordance with the syllabus have been facilitated by the government, by schools and sometimes used material from the internet for additional material. It is proven from the interview with English teacher.

“Materi ajar yang sesuai dengan silabus sudah difasilitasi oleh pemerintah, oleh sekolah dan terkadang saya juga menggunakan materi dari internet untuk tambahan materinya.”
(Interview with English teacher, on Tuesday, 30th July 2018)

c. The evaluation that used to teaching learning process

If a student collects the final product from learning the project based learning method, the results are not satisfactory. Remedial will be conducted, evaluating, by providing relevant questions to ensure all students have mastered all the material or for stabilization so that the material delivered can be perfectly absorbed. How to evaluate it by giving questions that are similar to the material being taught. There were questions that were related to text material. The evaluation is more to the repetition of the material. Later it seen how far the success of students is by answering questions related to the material provided.

Evaluation is always indicated by the achievement of the value of the child that the teacher expects. If for example the KKM is 70 then the teacher gives the material and the student can achieve a value above the KKM then it is considered successful. It is proven from the interview with English teacher:

“Jika seorang siswa mengumpulkan produk akhir dari pembelajaran metode project based learning, dan hasilnya kurang memuaskan, ya saya lakukan remedial mbak, mengevaluasi, dengan memberikan soal yang berkaitan untuk memastikan semua siswa sudah menguasai semua materi atau untuk pemantapan agar materi yang disampaikan bisa tererap sempurna. Dan cara mengevaluasinya ya biasanya kita berikan soal yang mirip dengan materi yang diajarkan. Nha disitu ada soal-soal yang ada kaitannya dengan materi teks. Ya sebenarnya evaluasinya lebih kepada pengulangan materinya mbak. Nanti akan terlihat sejauh mana keberhasilan mereka dengan menjawab pertanyaan-pertanyaan terkait materi yang diberikan. Evaluasi selalu diindikasikan dengan ketercapaian nilai anak yang kita harapkan. Kalau misalnya KKM nya 70 kemudian kita memberikan materi dan mereka bisa mencapai nilai diatas KKM tersebut maka kita anggap berhasil.”

From the statements above it can clearly that the teacher evaluate the materials gave the questions related to the material provided.

2. The Problems Faced by the Teacher in Implementing Project Based Learning Method

The problems faced by the teacher in implementing project based learning at the tenth grade accounting program A class, the researcher had found that the problem faced, there are: 1) difficult to control activities, 2) classroom management, and 3) less of media

The first problems faced by the teacher were difficult to control the activities. The researcher did interview with the teacher, the researcher found that the teacher felt difficult to control the activities of the students in making the project.

The second problems faced by the teacher in implementing project based learning method was classroom management to mastering the materials to understand and got the point of the materials. Not all the students have same capability in receiving the materials.

The third problems faced was less of media, the researcher saw that the problem of this case because the students when presentation their project in the last meeting, there were not used LCD although each group was prepared power poin to presentation their result of project in English lesson.

3. The Teacher Solve the Problem in Implementing Project Based Learning method

The first problems solutions in implementing project based learning method by the teacher were, 1) arranging the time to solve the difficult to control the activities, 2) giving advice and motivation to solve the problem clasrom management, then 3) booking of media to solve the problem less of media. The researcher conclude were the teacher should be read more about management class and how to apply project based learning method in the classroom. So the

tacher has more experience in handling, controlling and applying project based learning method, which material are suitable with project based learning method. The more the teacher read and enhance their knowledge, they more can apply in the classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

In this research, the research conducted descriptive research in order to describe project based learning method to teach integrated reading and writing at the tenth grade accounting program of the SMK N 3 Sukoharjo in the academic year of 2018/2019. This research was to know the implementation project based learning method to teach integrated reading and writing, the problems faced by the teacher in implementing project based learning method, the teacher solve the problems in implementing project based learning method.

Based on the data gotten from the observation, the result of interview, and also document, it could be concluded that there were three stages of project based learning method, they were selecting topic, making plans and doing research, and sharing result with others. All of those stage the teacher did implement the stage in teaching learning process of reading and writing and could make balancing between the problems faced by the teacher in teaching integrated reading writing ofproject based learning method. Because of those stage, the teacher paid attention or checked the appropriateness of those stage with the material. The result project task was a booklet of descriptive text.

There were some problems faced by the teacher in implementing project based learning such as: the teacher had the problems were difficult to control the activities, classroom management, the teacher needed more time managing the class to explain the material until the students could understand toward the materials. Then, when the students had less of media, because the students when presentation their project in the last meeting, there were not used LCD although each group was prepared power poin to presentation their result of project in English lesson.

The teacher solve the problems in implementing Project Based Learning method were: the teacher needed to arrange the time to solve the difficult to control the activities, then managing the class to mastering the materials. To solve this problem the teacher had motivation to the students before starting giving materials, so the students can understand the material. The students had less of media, to solve this problems, were booking the media before they used it.

B. Suggestion

After analyzing and making conclusion about the research, the researcher gives some suggestion are useful for teacher, institution and for the students.

1. For the teacher

The teacher must maintain his teaching learning process and improve their teaching method to be better. The teacher should used step in project based

learning appropriate and orderly with their lesson plan. Manage the time carefully supposed the students get the right material proportion.

2. For the institution

Give an extra time for the teacher to teach English, it can be outside of the school.

3. For the students

The students have to find the way them interested in English outside the school. They should follow the teaching learning process in the classroom well. When they are commanded to do something, they have to do it well.

BLIBLIOGRAPHY

- Ablex, Harris, J. H., & Katz, L. G. 2001. *Young investigators: The project approach in the early years*. New York.
- Anbar, Ada. 2014. *The Secret of Natural Readers*. United States of America: PRAEGER
- Anthony, Edward M. 1963. "Approach, Method, and Technique". *English Learning* 17. Ann Arbor: University of Michigan Press
- Arifin, Zainal. 2014. *Project Based Learning (PBL) for Reading Academic Purposes (RAP) Classroom (Voice from a Research Result)*. Yogyakarta: CV. Hidayah
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian, Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta
- Bell, Stephanie. 2010. *Project-Based Learning for the 22st Century: Skills for the Future*. Francis: Routledge
- Blumenfeld, P. 1991. *Motivating Project-Based Learning: Sustaining the doing, supporting the learning*. Educational Psychologist
- Broughton, Geoffrey. Brumfit, Christopher. Flavell, Roger. Hill Peter. & Pincas, Anita. 2003. *Teaching English as a Foreign Language: Second Edition*. London and New York: Routledge
- Brown, H. Douglas. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Edition*. San Francisco State University: Longman
- _____, H. Douglas. 2003. *Language Assessment: Principle and Classroom Practices*. San Francisco State University. Longman.

- _____, H. Douglas. 2004. *Language Assessment: Principle and Classroom Practices*. New York: Pearson Education, Inc.
- _____, H. Douglas. 2007. *Principles of Language Learning and Teaching*, fifth edition. New York: Pearson Longman
- Celce, Marianne. 2001. *Teaching English as a Second or Foreign Language: Third Edition*. United States of America: Library of Congnas Cataloging in Publication Data
- Cresswell, John. W. 2009. *Research Design, Third Edition*. United States of America: SAGE Publicator
- Edge, Julian. 2001. *Essential of English Language Teaching*. New York: Longman
- Fauziah, Endang. 2009. *Introduction to Methods and Approaches in Second or Foreign Language Teaching*. Surakarta: Era Pustaka Utama
- _____, Endang. 2010. *Teaching English as a Foreign Language (TEFL)*. Surakarta: Era Pustaka Utama
- Flick, Uwe. 2010. *An Introduction to Qualitative Research: Fourth Edition*. Berlin: SAGE Publications Ltd
- Grant, Michael M. 2002. *Getting a Grip on Project-Based Learning: Theory, Cases and Recommendations*. NC State University: Meridian
- Gülbahar, Yasemin and Hasan Timnaz. 2006. *Implementing Project-Based Learning And E-Portofolio Assesment In an Undergraduate Course Journal of Research on Technology in Education 311*. ISTE: International Society for Technology in Education, 1.800.336.5191. U.S: Canada
- Hamdani. 2011. *Strategi Belajar Mengajar*. Bandung: CV. Pustaka Setia
- Hamiyah, Nur. Jauhar, Mohammad. 2014. *Strategi Belajar-Mengajar di Kelas*. Jakarta: Prestasi Pustaka

- Hamruni. 2012. *Strategi Pembelajaran*. Yogyakarta: Insan Madani
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. United States of America: Longman
- _____, Jeremy. 1998. *How to Teach English*. Edinburgh: Addison Wesley Longman
- Johnson, Andrew P. 2008. *Teaching Reading and Writing*. United States of America: United Kingdom
- Kennedy, Edy C. 1981. *Method in Teaching Development Reading*. London: Houghton Mifflin Compay
- Koparan, Timur. Guven, Bulent. 2012. *The Effect of Project Based Learning o the Statistica Literacy Levels of Students 8th Grade*. Turkey
- Kustaryo, Sukirah. 1988. *Reading Techniques for College Students*. Jakarta
- Lems, Kristin. Miller, D Leah and Soro, Tenona M. 2010. *Teaching Reading to English Language Learners: Insight from Linguistics*. New York London: The Guilford Press
- Lewis, Michael. Hill, Jimmie. 1992. *Practical Techniques for Language Teaching*. England: Commercial Colour Press
- Milles, M. B and Huberman, A. Michael. 1984. *Qualitative data analysis: A sourcebook of new methods*. Beverly Hills: Sage Publications.
- Moleong, J. L. 2004. *Metode Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya
- Mulyasa. 2014. *Guru dalam Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosdakarya Offset
- Nation. 2006. *Methodology of Teaching*. London: The Macmillan Press Ltd

- Nunan, David. 1998. *Language Teaching Methodology: A textbook from teachers*. Practice Hall
- _____, David. 2003. *Practical English Language Teaching*. Singapore: Mc Graw Hill
- _____, David. 2015. *Teaching English to Speaker or Other Languages: An Introduction*. New York and London: Routledge Taylor & Francis Group
- Pinter, Annamaria. 2007. *Teaching Young Language Learners*. New York: Oxford University Press
- Poerwanti, L.E & Amri, Sofan. 2013. *Panduan Memahami Kurikulum 2013*. Jakarta: PT Prestasi Pustaka
- Richards, Jack C. Rodgers, Theodore S. 1993. *Approaches in Methods in Language Teaching (A Description and Analysis)*. United States of America: Cambridge University Press
- Richards, Jack. C. 2001. *Curriculum development in Language Teaching*: Cambridge University Press
- Roe, Betty D. Smith, Sandy H. 2012. *Teaching Reading on Today's Elementary Schools*. United States: Wadsworth, Cengage Learning
- Sadirman. 2012. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers
- Sani, Ridwan Abdullah. 2014. *Pembelajaran Saintifik*. Jakarta: Bumi Aksara
- Sawono, Jonathan. 2006. *Metode Penelitian Kuantitatif & Kualitatif*. Yogyakarta: Graha Ilmu
- Scott, Wendy A. Ytreberg, Lisbeth H. 2001. *Teaching English to Children*. London New York: Longman
- Shuying, Yang. 2002. *Integrating Writing with Reading*. Dalian: China

- Simanjuntak, Edithia Gloria. 1988. *Developing Reading Skill for EFL Students*. Jakarta
- Stoller, F. L. 1997. *Project Work: A Means to Pro-mote Language and Content*. *English Teaching Forum*. New York: Oxford University Press
- _____, Fredricka L. 2005. *Maximizing the Benefits of Project Work in Foreign Language Classrooms*. *English Teaching Forum*. New York: Oxford University Press
- Sugiyono. 2015. *Metode Penelitian Pendidikan; Pendekatan Kualitatif, Kuantitatif; dan R&D*. Bandung: Alfabeta Bandung
- Suryabrata, Sumadi. 2013. *Metode Penelitian*. Jakarta: PT Rajagrafindo Persada
- Sutopo. 2002. *Metode Penelitian Kualitatif: Dasar Teori dan Terapannya dalam Penelitian*. Surakarta: Universitas Sebelas Maret
- Tarigan, H. G. 2008. *Membaca Sebagai Suatu Ketrampilan Bahasa*. Bandung: Angkasa
- Thomas, J. W. 2000. *A review of research on project-based learning executive summary*. San Rafael, CA: The Autodesk Foundation
- Torres, A. M., & Gómez Rodríguez, L. F. 2017. *Increasing EFL learners' oral production at a public school through project-based learning*. *Profile Issues in Teachers' Professional Development*. <http://dx.doi.org/10.15446/profile.v19n2.59889>.
- Tritanto. 2009. *Mendesain Model Pembelajaran Inovatif_Progresi*. Jakarta: Kencana Prenada Media Group
- Wallace, Catherine. 2010. *Reading*. Hongkong. Oxford University Press
- Weygandt, Jerry J. 2007. *Accounting Principles*. Jakarta: Salemba Empat

APENDIXES