

CHAPTER I

INTRODUCTION

A. Background of the Study

The common classroom practice of teaching reading is testing reading. Teachers usually provide the students with reading selection and a number of questions dealing with the text to answer. Such a procedure in a reading class will not help the students develop their reading skills. Reading skills is a skill which must be developed, and can only be developed by extensive and continuous practice. Students learn to read and to read better by reading. Reading is primarily a cognitive process, which means that the brain does most of the work. In reading, that remarkable instrument must, almost simultaneously, take in the information provided by the eyes relate it to what it already knows about the subject, and thereby construct a full meaning for the text.

Reading is an intrinsic part of the classroom teaching of content. It means that the content of curricula will show the importance of teaching students how to obtain information along with teaching subject matter. For the EFL students to become efficient reader, many skills must be so well developed that they function maximally. To help the students, the reading teacher should be able to bridge the reading theory to practice in teaching reading. Starting from such a theoretical assumption, working through the approach, design, procedure framework, will delineate the movement from

theory to practice. Theoretical assumptions are translated into comprehensive plan of instruction, taking the EFL students from high elementary reading level to a level where a student will have a reasonable chance of success in a university environment.

In relation to learning process, reading activities are the most important source in obtaining knowledge. In teaching learning process the roles of teacher giving material will decrease in accordance with the increasing educational level of student. So the students have to improve themselves by reading a lot of. In relation to this problem the student's activities are improved if teachers can create and improve the student's interest in reading

Basically, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension, thus requires the ability to relate the textual material to one's own knowledge (schemata). To improve the student's ability to comprehend the text. Teachers have to help students change their inefficient reading habits. In this way the student can learn how to read in different ways at different speeds and for different purposes (Fauziati, 2002: 138).

Cognitive Code Learning (CCL) is a methodological revolution in language teaching as displacement of the traditional approach. In CCL the student hopes to understand and apply the rule in real language with conscious practice in the application of rule which is not only in written practices but also oral ones.

The term cognitive process refers to the individual internal mental operation. It may involve conscious reorganization of material to understand better the concept being learned, or conscious attempts to recall previously learned information. Conscious learning required active participation on the part on the learner.

Teaching reading in CCL in class begins as the teacher directs the students attention to the problem written on board. She proceeds to have them read it aloud. The teacher utilizes dual coding theory by encouraging students to read the problem from the board not only visually but orally as well. She is almost certainly using insightful learning by posing a problem such as this to the class and through humorous and encouraging comments, guiding them through the problem solving.

Such a method is implemented in SMA MUHAMMADIYAH 5 JUWIRING in which most of the students got good mark in Englishon test. Hence, the writer observes the students on teaching learning process of reading using CCL.

B. Review Previous Study

Some relevant researchers have been conducted. The first is Warsini who has conducted the research entitle “ Teaching If- Clause Using Cognitive Code Learning In Intermediate Class Of ‘Elite’ English Course Sukoharjo”. Applying the teaching “ if-clause” using CCL of course needs some strategies

to know the advantages and disadvantage and we have to know about the student's English achievement after they are taught if clause.

The second is Indriyasari. She wrote " A Correlational Study between Reading Habit and Reading Achievement of the First Semester English Students of Muhammadiyah University of Surakarta in 2004 / 2005 Academic Year." In her research, the result of analyzing the data and testing the hypothesis, show that reading habit has role in improving reading achievement. By having good reading habit, student will tend to be active (in reading) and have a good grade.

The last is Puspitaningrum is research with titled " An Analysis of Teaching Reading by Using Communicative Approach Done by English Teacher in SLTP N Pematang. In her research paper, she found that the English teacher applies Communicative Approach in English teaching reading. She uses experiment research, the writer teach the student by implementing the Communicative Approach. The research of the research is the student can develop the reading skills.

In this research, the researcher conducts a research on teaching learning process of reading using Cognitive Code Learning. The subject is the first year students of SMA MUHAMMADIYAH 5 JUWIRING.

C. Problem Statement

1. How does teacher teach reading using CCL to the first year students of SMA MUHAMMADIYAH 5 JUWIRING?

2. What are the problems faced by the teacher in CCL?
3. What are the students opinion about the implementation on CCL?

D. Limitation of the Study

In this research, researcher limits the research problem only on teaching reading using CCL in English teaching process at the first year in SMA MUHAMMADIYAH 5 JUWIRING.

E. Objective of the Study

1. To know how the teacher teaches reading using CCL to the first year students of SMA MUHAMMADIYAH 5 JUWIRING.
2. To know the problems faced by the teacher in CCL.
3. To know the students' opinion about the implementation CCL.

F. Benefit of the Study

After finishing the study the researcher hopes that this research paper will have some benefits namely :

1. Theoretical Benefit
 - a. The result of the research can be useful for English in giving additional in put of English teaching learning processs especially reading.
 - b. The result of the research can be used as the reference for those who want to conduct a research in English teaching reading.

2. Practical Benefit

a. For Teacher

The result of the study can be useful for English teacher in determining whether teaching reading using CCL is effective or not.

b. For Student

The result of the study can be used to improve the students achievement in understanding reading.

G. Research Paper Organization

The writer is going to discuss five chapters in this research. Chapter I is introduction which contains background of the study, review of previous study, problem statement, limitation of the study, objective of the study, the benefit of the study and research paper organization.

Chapter II is a review of related literature that consists of the notion of reading, the notions of CCL, the objective of CCL, basic principles, basic characteristics of CCL and the aspects considering the classroom procedures of CCL.

Chapter III is research method containing type of research, subject of the study, object of the study, data and source of data, method of collecting the data and the technique of analyzing data.

Chapter IV is the result of the teaching experiment containing the implementation of teaching reading using CCL, the problems faced by the teacher in CCL, and the students' opinion about the implementation of CCL.

Chapter V is conclusion and suggestion.