

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language and it is very important for the students to study it. In Indonesia, English as an international language is taught from elementary school up to the higher education (junior high school, senior high school and higher learning). It is aimed at developing the student's ability to absorb and disseminate important information through listening, speaking, reading, and writing in English language skills.

Hidayatullah (2002) analyzes the four skills which are developed integrally by emphasizing on reading for comprehension. This is caused by the demand of globalization era, which the next generation hoped to have competence in technology and science if they have reading competence. This is in accord with the function of English, as a self-development in technology, culture-art and science.

Reading is a process of decoding message in which reader needs his or her own experiences and knowledge efficiently. Nunan (1995: 33) found that for high school ESL (English as Second Language) readers, relevant background knowledge is the most important factor in reading comprehension. In line with this opinion, Aebersold (1997: 33) argues that background information is the most helpful with "moderately unfamiliar" text. The

students have prior recall knowledge and they use it to help them predict what might be in the text. This information might also be of help later as they read.

In academic field, teaching reading skill cannot be separated from evaluation. Teacher would be missing in talking about the process of designing a reading course if he did not address the issues of evaluating the students performance and determining course grades. By its nature, teaching requires administration, the parents and the students themselves. Although not all judgment is equally important, there are many that have lasting significant effort. Because teaching has such an important endeavor, the haphazard guessing or custom, instead, the teacher is obligated to assemble analysis, and utilize whatever evidence can be brought forward to make the most effective decision (evaluation) for benefit of students in their class. Evaluating the products of the students learning and assessing how well students are participating in classroom activities will make learning process observable (Aebersold, 1997: 169).

Based on the statement, the title of this research paper is “A STUDY ON TEACHING LEARNING PROCESS OF ENGLISH READING OF THE FIFTH YEAR STUDENTS OF SDN 1 WANADADI: A NATURALISTIC STUDY.

B. Previous Study

In this case, the writer will discuss some previous researches to prove the originality of this study. There are some researchers who precede the study of teaching of English reading.

Sri Budiyatmi (2001) takes the problem of teaching reading using communicative approach (CA) in SLTP 5 Polanharjo. She found that the goal of teaching-learning English is difficult to reach. The difficulty is that the students lack of vocabulary. In teaching-learning process, the students are not as the subject of learning but as the doer to finish the task. The teacher still dominates the classroom activities.

Ali Murasi (2004) takes the effectiveness of teaching by using communicative approach to the students of Oxford Boyolali. The result of this study is that teaching English by using communicative language teaching are the students can active in the classroom, the students can fluent in using English language.

Specifically, this research uses teaching observation at Elementary School. Through this study, the writer will try to observe the teaching learning process in the classroom, including the teacher's role and the student's role. Meanwhile, the data are analyzed by using descriptive qualitative method. Therefore, the writer concerns in discussing "A Study of Teaching-Learning Process of English Reading of the Fifth Year Students SDN1 Wanadadi: (A Naturalistic Study).

C. Problem Statement

Based on the background of the study the writer formulates the problem as follows:

How is the teaching learning process of English Reading by Using Naturalistic Study in the class of the fifth year student's of SDN 1 WANADADI, which is focused on:

1. Type of Syllabus
2. Type of Teaching and Learning Activities.
3. Role of the Student and Teacher in Teaching Learning Process.

D. Objective of the Study

Based on the problem statements. The objective of the study in this research is:

To know the process of teaching and learning English reading of the fifth year student's of SDN Wanadadi I, which is focused on:

1. Type of Syllabus.
2. Type of Teaching and Learning Activities.
3. Role of the Student and Teacher in Teaching and Learning Process.

E. Benefit of the Study

The writer hopes that this research paper will have some benefits in English teaching and learning.

1. Theoretical advantages
 - a. The result of the research paper can be used as an input in English teaching learning process.
 - b. The result of the research paper can be used as the reference for those who want to conduct a research in English teaching learning process.
2. Practical advantages
 - a. For the students, this research can grow student's motivation in studying English.
 - b. For the teacher, this research can become the inputs for material development of strategy and teaching technique of reading comprehension.

F. Research Paper Organization

This research paper is divided into five chapters, they are as follows:

Chapter I is introduction. It consists of background of the study, previous studies, problem statements, Objectives of the study, benefit of the study and research paper organization.

Chapter II talks about underlying theory. It is the basic theories closely related to the topic: the description of reading, reading process, English teaching learning process in Elementary School, Natural Approach, teaching reading, and teaching English to children.

Chapter III discusses the research method. It consists of the description of school, type of the study, subject of the study, object of the study, data and source of data, method of data collection and technique of data analysis.

Chapter IV is discussion of the result of observation; it is about the lesson planning and materials, the process of teaching and learning, teacher and students activity.

Chapter V is the last chapter; here the writer talks about the conclusion and suggestion.