

CHAPTER 1

INTRODUCTION

A. Background of the Study

As everybody knows, reading is one of the most important skills in learning language beside listening, speaking, and writing. The fundamental goal of any reading activity is knowing enough science concepts and knowing the language (i.e, comprehending /understanding) (Kustaryo, 1988:1).

Reading is one of the complex ways in learning English. It is a process of decoding message in which the students need their own experience and knowledge. Reading is such a kind of activity to comprehend the writer's ideas or the way the writer communicates with the readers by way of the written or printed words (www.if.la.org, 2008). Reading is important for everybody in order to cope with new knowledge in the changing world of technological age. The existence of the importance of reading will hopefully continue to increase in the years to come. Nevertheless, there are still some people who never have much initial interest or lasting interest in book or reading, so they cannot access to reading activities and reading programs.

In reading, the students are expected to have a competence to understand and comprehend English text, both scientific and literary text. The problems are not just in translating word by word but also in comprehending the content of the text. As the students, they are expected to master reading literary work because comprehending literary work is important.

In the process of teaching learning, the teacher usually has some techniques. Teaching techniques are needed in teaching-learning process, especially in teaching reading. Technique encompasses the actual moment to moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning (Fauziati, 2001:6). When the students are reading Indonesian texts they have mastered vocabulary and structural system, but when they are reading English texts, they are demanded to have adequate knowledge of the target language which has different system.

Teaching reading in junior high school can be done in many ways. The common way usually used by the teacher is reading short story whereas in fact there are other techniques that are more effective for example, teaching reading using puzzles, advertisement, games, and etc. It will make students more active in the classroom. The various activities will avoid and motivate students learning English, so the teaching-learning process will run better and faster.

The writer focuses on reading study because the students's reading comprehension in the first year of SMP NEGERI 2 COLOMADU is still low especially in vocabulary development, understanding the text, and catching the message of the text of the literary work.

The writer is interested in having a study on the techniques of teaching reading to the first year students of SMP Negeri 2 Colomadu. The writer wants to know the techniques used in teaching reading, because in teaching reading process have many kinds of technique to be used, with choosing of proper technique can increase the ability of the students in understanding reading. Based on the background above the writer decides to carry out a research entitled “A STUDY ON THE TECHNIQUE OF TEACHING READING TO THE FIRST YEAR STUDENT OF SMP NEGERI 2 COLOMADU”

B. Problem of the Study

In this research the writer formulates the problems of the study as follows.

1. What are the techniques of teaching reading to the first year students in “SMP Negeri 2 Colomadu?”
2. What are the problems faced by the teacher in implementing the techniques?
3. How does the teacher overcome the problems?

C. Objective of the Study

Based on the research problem, the writer has some objectives as follows:

1. To describe technique of teaching reading to the first year student in “SMP Negeri 2 Colomadu

2. to describe the problems faced by the teacher in implementing the technique.
3. to describe how the teacher overcomes the problems.

D. Benefit of the Study

The writer hopes that this research will have some benefits in the study of English especially in reading skill. There are two kinds of benefits in this research, those are:

1. Theoretical Benefit
 - a. The result of the research can be used as input in English teaching learning process especially in teaching reading
 - b. The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.
2. Practical Benefit

The result of this research will be helpful both for the students and teacher to reduce the problems in the process of teaching-learning reading.

E. Research Paper Organization

In order to make it easy to understand, the writer divides this research paper into five chapters, as follows:

Chapter I is introduction. It deals with background of the study, problem of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II presents a review of related literature, it consists of previous study, notion of reading, notion of teaching reading, principle of teaching reading, techniques of teaching reading.

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

Chapter IV discusses the result of the research. It consists of research finding and discussion.

Chapter V is the last chapter. It consists of conclusion and suggestion.