

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English in Indonesia is focused on the ability of student's communication. The communication can be in the form of oral and written forms. The learners should be capable of learning the four language skills, namely: listening, speaking, reading and writing (*Depdiknas*, 2003: 6). The learners should have the ability in reading to support their speaking and writing.

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 kind of activity to comprehend the writer's ideas or the way the writer communicates with the writer's ideas or the way the writer communicates with the readers by way of the written or printed words (2010, www.If.la.org). 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 books or readings, so they cannot access to reading activities and reading programs.

The teacher usually has some methods in teaching-learning process. Teaching methods are needed in teaching-learning process, especially in teaching reading. Method is treated at the level of design in which the roles of teachers, learners and instructional materials are specified. The method is theoretically related to an approach and is organizationally determined by design (Fauziati, 2001: 5). When the students are reading Indonesian text they have mastered vocabulary and structural system, but when they are reading English text, they are demanded to have adequate knowledge of the target language which have different systems.

Students should master reading skill. Good achievement in reading is important to the students. By reading, students will get information and ideas which can enrich their vocabulary and ideas. Reading skill also supports their speaking and writing abilities. So it needs to use appropriate method in teaching reading, in order to produce good reading ability and to build the reading skill.

Teaching reading in elementary 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 affective. For example, the methods of teaching reading there are short stories, puzzles, advertisement, games, and etc. These methods will make students more active in the classroom. The various activities will avoid classroom monotonous. It is very useful for increasing student's interest and

motivation in learning English, so the teaching learning process will run better and faster.

The writer is interested in having a study on the method of teaching reading to the sixth year students of SDN Kidul Beteng 51 Surakarta because the writer wants to know the methods used in teaching reading on Elementary School especially to the sixth year students in SDN Kidul Beteng 51 Surakarta. The writer wants to know the methods in teaching reading for young learners. The writer wants to know the difficulties and problems faced by the teacher in implementing the methods, and the strategies implemented by the teacher to solve the problem. Furthermore, the writer wants to know the factors that make students bored and feel difficulties in understanding the text.

By this research, the writer hopes it will be helpful both for students and teachers to reduce the problems in teaching learning reading. This result can describe the problem solving in teaching learning reading. Based on the background above the writer decides to carry out a research entitled "A DESCRIPTIVE STUDY ON TEACHING READING TO THE SIXTH YEAR STUDENTS OF SDN KIDUL BETENG 51 SURAKARTA IN 2010/2011 ACADEMIC YEAR".

B. Problem of the Study

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

1. In general, this research is to answer the question “What are the methods of teaching reading to the sixth year students in SDN Kidul Beteng 51 Surakarta?”. Specifically, it is to answer the following questions:
 - a. What are the objectives?
 - b. What are the materials given to the students?
 - c. How are the teaching and learning activities?
2. What are the problems faced by the teachers in implementing the method?
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. Generally, it is to identify method of teaching reading to the sixth year students in SDN Kidul Beteng 51 Surakarta. Specially, it is to:
 - a. describe the objectives of teaching reading,
 - b. describe the material given by the teacher,
 - c. describe the teaching and learning activities,
2. describe the problems faced by the teacher in implementing the method, and
3. describe the strategies implemented by the teacher to overcome 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 of the research, those are Theoretical Benefits and Practical Benefits.

1. Theoretical Benefits

- a. The result of the research can be used as an 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 Benefits

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

E. Research Paper Organization

To enable the writer arranging the research and 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 review of related literature. It consists of previous study, notion of reading, notion of teaching reading, approaches

of reading, some methods that can be used to teach reading, principles of teaching reading, procedures in teaching reading, and the role of teacher in teaching reading.

Chapter III is research method. It consists of type of the research, place and time of the study, subject and object of the 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.