

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used as a means of communication by all people in the world. English is one of the first foreign languages. It was considered to be important for the purpose of scientific cases, international communication, development and technology. Several languages are used in communication with other countries. English is the one most widely used in politics, business, trade and the diplomatic circle. So, in Indonesia English is one of the compulsory subjects which is taught in elementary school, junior high school, senior high school and university as the first foreign language. As a result, the Indonesia government always makes effort to improve the quality of the English teaching in Indonesia.

Reading is one of language skills. The people can communicate with others not only in speaking but also in reading and writing. In reading we can receive the message from written text. Reading is the process of decoding message in which the students need their own experience and knowledge. Reading also helps the reader to expand vocabulary, grammar and help to make conclusion from written text or other printed text.

Reading is such 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. According to Kennedy (1981: 5),

reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, and on the basis of past experience, understands and interpret its meaning. In reading from books, it is usually necessary to recognize, understand and interpret several words in a series.

Reading is important for everybody to get message from written text or other printed text. Many people who never have much initial interest or lasting interest in book or reading cannot access to reading activities and reading program.

Teaching reading is a difficult work. The teacher usually has some methods in teaching-learning process especially in teaching reading. The teacher had to have suitable methods to teach their student and that method makes the students easy to understand the material given to them and makes the students enjoy the lesson. It makes the teacher easy in teaching-learning activities especially in teaching reading descriptive text. Teachers must be aware of the progress that students are making and adjusting instruction to the changing abilities of the students. It is also important to remember that the goal of reading is to understand the text and to be able to learn from them. Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in

printed materials and ultimately to contribute to that knowledge. Good teaching enables students to learn, to read, and read to learn.

To reach a good achievement in reading comprehension, the students need more time to practice it. A good achievement in reading will help the students achieve the ability of any other aspect of English language such as good speaking, good writing and expand students' vocabulary. Reading has some benefits. According to Richard (1997: 89)

reading is to develop techniques to continue increasing vocabulary, develop an awareness of linguistic and rhetorical structures found in advanced-level reading texts, increase reading speed and fluency, and promote an interest in different types of reading materials.

A good reading will improve the student's ability in gathering ideas to communicate. In fact, sometimes the language learners have difficulties in comprehending written text. The main goal of reading in the first year students of Junior High School in order the students can understand the message conclude the text and the kinds of texts. They get reading materials from textbooks and students worksheet which is difficult to understand by students. They feel bored and sleepy when the teacher explains the material especially in teaching reading descriptive text. It is caused by the word is not a common word and many texts are given to their students. So, the teacher must find suitable method in teaching reading. It must help the students to understand about the texts and get the message from the texts. They feel enjoy with the lesson and have not bored when teaching learning process.

This is why the writer is interested in observing the methods in teaching reading especially in descriptive text of *SMP N 2 Bendosari*. Many students have difficulties to understand the element of descriptive text, the language features of descriptive text, and the object that is described in descriptive text. “Description is a type of written text which has the specific function to give description about an object (human or non-human)” (Pardiyono, 2007: 34). The students have difficulties to determine that text is descriptive text or not. So the teacher must help their students to comprehend descriptive text. It needs suitable method so that the teacher is easy to submit the material and the students are easy to understand the material. This is why the writer wants to know the method applied in teaching descriptive text used by the teacher to make student easy to understand the content of descriptive text, because not all the school have suitable methods in teaching descriptive text. In daily activities the students of *SMP N 2 Bendosari* are not interested when they get English materials from the teacher. Therefore the abilities of students to comprehend the English text are limited, because they didn't have good spirits to comprehend it. Only some of students can comprehend and understand the meaning of the text quickly. So, the writer wants to know the methods of the teacher to give spirits to comprehend it.

Based on the background above, the writer is interested in conducting research on *Method Applied in Teaching Reading Descriptive*

Text to the Seventh Year Student in SMP N 2 Bendosari, Sukoharjo in 2010/2011 Academic Year.

B. Problem Statement

Based on the background, the writer formulates the problem as follows:

1. What are the methods applied by the teacher when teaching descriptive text to the seventh year students in *SMP N 2 Bendosari, Sukoharjo*?
2. What are the problems faced by the teacher in implementing the methods of teaching reading descriptive text to the seventh year students in *SMP N 2 Bendosari, Sukoharjo*?
3. How does the teacher overcome the problems faced by the teacher in teaching descriptive text to the seventh year students in *SMP N 2 Bendosari, Sukoharjo* ?

C. Objective of the Study

The objectives of the study are to:

1. describe the methods applied by the teacher when teaching descriptive text,
2. describe the problems faced by the teacher in teaching reading descriptive text, and
3. describe the ways used by the teacher to overcome the problem.

D. Limitation of the Study

Based on the problem above, the writer limits the study as follows:

1. The subject of this research of the seventh year students of *SMP N 2 Bendosari, Sukoharjo*, and

2. The study is only focused on methods applied by the teacher in teaching reading descriptive text in *SMP N 2 Bendosari, Sukoharjo* in 2010/2011 academic year.

E. Benefit of the Study

There are two kinds of benefits of the research, namely practical benefit and theoretical benefit

1. Theoretical Benefits

- a. The result of the research will help the teachers use in using appropriate methods in teaching descriptive text to make easy the students catch the aim of teaching learning process especially in teaching reading.
- b. The writer hopes that this research will be one of the references for the other researcher who will conduct the same object with different perspectives.

2. Practical Benefit

- a. For the writer

The writer can get larger knowledge about descriptive study of methods in teaching reading descriptive text.

- b. For the readers

The readers will get larger knowledge and information about a descriptive study of method in teaching reading descriptive text.

- c. For the teacher and the learners

The result of this research will be helpful both for students and teacher to solving their problem or the difficulties in methods in teaching descriptive text especially in reading class.

F. Research Paper Organization

This research is divided into five chapters that make the reader easy to read and understand the paper content.

Chapter I is introduction. It presents background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II presents review of related literature. It is the basic theory that is closely related to the topic. It deals with the previous study, general concept of reading, general concept of method in teaching reading descriptive text, and general concept of descriptive text.

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

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

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