

**AN ANALYSIS OF TEACHING READING TO THE SIXTH YEAR
STUDENTS OF SD NEGERI 04 KARTASURA IN 2007-2008
ACADEMIC YEAR (AN ETNOGRAPHY RESEARCH)**



RESEARCH PAPER
Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

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2008

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a system of communication, a medium of thought, a vehicle for literary expression, a social institution, a matter for political controversy, a capital for nation building (O'Grady, *et al.* in Srijono (2001:1). Learning to read has an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.

English is an international language of which the role is very vital in communication both in reading and listening forms. As the international language, English has a significant position in the international communication. Therefore, in this global era the mastery of English is needed.

One of the skills in mastering the English language is reading skill. Reading is a process of decoding message which needs its own experiences and knowledge efficiently. Adm (1990) in Howell, (1993:182) defines reading comprehension as an interactive process through which the reader uses code, context analysis, prior knowledge, vocabulary to understand the text. Reading skill is the eye skill and the measuring of the reading technique if both of them have been achieved, so it will influence the result of reading achievement (Tampubolon, 1990:228). If the students have prior knowledge of the topic and it will help them predict what might be in the text.

Reading comprehension is very important for students because in fact the textbook for most science and technologies are written in English. This means that learners are expected to be able to understand English textbook that they are reading. In this case, reading ability is needed by learners of English as a foreign language.

Dealing with different aspects of reading that are important in the planning and design of instruction and materials, the type of learner will effect the type of methods and materials to be used as well. The context of learning is also important, both research and classroom practices support the use of a balance approach in instruction. Because reading depends on efficient word recognition and comprehension, instruction should develop reading skills and strategies, as well as build on learners knowledge through the use of authentic texts.

Teaching reading in Indonesia is focused on the ability of communication of the students. The ability of communication can be in the form of listening and reading skill. The learners should be capable to master the four language skills: listening, speaking, reading and writing (Depdiknas, 2003:6). The learners should have the abilities in reading and listening to support their speaking and writing.

As everybody knows, English in Indonesia is the first foreign language. In learning English the students get problem related to the first foreign language and the school curriculum. Here, one can observe that Indonesian text is different from English texts.

This condition happens also to the sixth year of the elementary school in Kartasura. The reason why the writer chooses SD Negeri 04 Kartasura is because it is on the first rank of the elementary school in Kartasura, according to Education

and Culture Department in Sukoharjo. The students are expected to understand English language, especially in their reading ability.

In fact, however based on the interview with the English teachers, the students of SD Negeri in 04 Kartasura still find difficulties in reading a paragraph. The students can not comprehend well. On the pre-research, at November 27, 2007 it can be seen that the students assumed that reading is not an easy subject.

Based on the background above, the writer is interested in conducting a research entitled : AN ANALYSIS OF TEACHING READING TO THE SIXTH YEAR STUDENT OF SD NEGERI 04 KARTASURA IN 2007-2008 ACADEMIC YEAR (AN ETNOGRAPHY RESEARCH).

B. Problem of the Study

Based on the background of the study, the writer states the problem as follows:

1. How is the teaching reading to the sixth year students of SD Negeri 04 Kartasura?
2. What are the difficulties faced by the students in comprehending the reading material?
3. What are the strengths and weaknesses of teaching reading to the sixth year students of SD Negeri 04 Kartasura?

C. Objective of the Study

The objectives of the study are as follows:

1. To describe the teaching reading to the sixth year students of SD Negeri 04 Kartasura.

2. To describe the difficulties faced by the students in comprehension the reading material.
3. To describe the strengths and weaknesses of teaching reading to the sixth year students of SD Negeri 04 Kartasura.

D. Benefit of the Study

There are some benefits of the study:

1. Practical benefit

- a. The teacher will get the description and information about how far her student catch what she teaches from the result of the study. It is a feedback on teaching activities, so that the objectives of English teaching program can be achieved.
- b. The result of this study will help the English teacher and the learners solve their problems in teaching and learning English.

2. Theoretical benefit

This research will give description of reading comprehension ability that is useful for improving teaching ideas especially in the reading subject.

E. Research Paper Organization

Chapter I is Introduction. It consists of background of the study, problem of study, objective of the study, benefits of the study and research paper organization.

Chapter II is review of related literature. It consists of previous study, underlying theory, the definition of teaching, the definition of reading, the definition of teaching reading and the skill of reading comprehension.

Chapter III is research method. It consists type of research, source data, subject and objective of research, method of collection data, technique for analyzing data.

Chapter IV is the research finding, It consists of the result of teaching reading, the strengths and weaknesses using teaching reading comprehension, teaching strategy and difficulties of teaching reading.

Chapter V is the last chapter here the writer presents the conclusion and suggestion about the teaching reading comprehension process of English using the teaching reading at Elementary school.