

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is one of human needs, let alone in the globalization era. Education has been human primary needs. Many education institutions are held to answer people needs, such as: formal institutions, and non-formal institutions. People realize the importance of education for their live and more future live, so they are continuing their education. Formerly, people stopped their education after graduating from senior high school. But, now, more people study in university to get more knowledge and skills to prepare their future job.

English is very important to people, because English is a universal language and international language that people use to communicate with other people in the world. Many countries use English in their affairs, such as business, politics, education, science, and technology those are the reason why English becomes a very important language. It takes a big role in many affairs.

Due to the important role of English in all affairs, English is taught and learnt in non-English speaking countries; including Indonesia where English is the first foreign language. It may also be learnt for instrumental purpose to gain science and technology, so English may be taught in primary school.

In the teaching-learning process of English as a foreign language, students must master all of the English skills, namely speaking, reading, writing and listening. Reading is one of the language skills which is important for academic success because reading is the basis to learn English. Reading is the process of the readers reconstructing the writer's idea written in a text or printed symbols based on background knowledge and experience. It is a skill which must be developed and can be developed by means of extensive and continual practice. Students learn to read and to read better by reading. Every learner who wants to be able to read fluently must develop their reading skill overtime and with a great deal of practice. Teaching reading for the students in university needs appropriate technique in order that the students are active and creative in reading lesson.

In teaching reading to students in university, teacher should pay attention not only on how the right implementation of the techniques suited to the student characteristics in university but also on students participation in activities that simultaneously promote the development of reading skill. It is the target to create the teaching learning process becoming interesting and understanding to the adolescent in order to reach the objectives of learning.

Teaching reading in Muhammadiyah University of Surakarta 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,

such as teaching reading with puzzles, advertisement and games. It will make students more active in the classroom and the various activities will avoid monotonous class. As it is found in UMS, the teacher has some problems in teaching learning process of reading. Most students got difficulties in understanding the text and the students cannot comprehend well.

This condition appears from the students themselves where some of them do not understand the materials in reading test. Usually the students in UMS still have limited understanding about reading the text, because students are anxious in reading just little bit. They thought that reading is activities that make them bored. Usually the teacher has taught reading just in the class directly and does not combine the technique with the other technique in reading class. The problems found in teaching reading at English department of Muhammadiyah University of Surakarta is the students here reading word by word and students still had transform from English words' to Indonesia to get the meaning of real words, students feel bored as long as the reading course. The reading class at English Department of Muhammadiyah university of Surakarta consists of 40 students, here 23 students who have difficulty to understand about teaching reading and 17 students who have well understand to teaching reading.

Based on the explanation above, the writer is interested in a research entitled "A STUDY ON THE TEACHING LEARNING PROCESS OF

READING IN ENGLISH DEPARTMENT OF MUHAMMADIYAH
UNIVERSITY OF SURAKARTA: MICRO ETHNOGRAPHY”

B. Problem Statement

In conducting of the research, the problems of this research are as follows:

How is the teaching learning process of reading in reading class at English Department of Muhammadiyah University of Surakarta?

To answer this problem the writer raises some subsidiary research questions as follows:

1. What is the learning objective in reading class?
2. What is the syllabus used to teach reading?
3. What are the methods used to teach reading?
4. What are the materials used to teach reading?
5. What are the classroom techniques used to teach reading?
6. What is the procedure used to teach reading in reading class?
7. What is the teacher role in reading class?
8. What is the student role in reading class?

9. What is the media used to teach reading in reading?
10. What are the strengths and weakness in reading class?

C. Limitation of the Study

In this research, the writer focuses on two points; the subject of the study and the object of the study. The subjects of the study is the teachers in reading class at Muhammadiyah University of Surakarta in fourth semester 2012/2013 academic year amounts two class of reading (Mr. Spln and Mrs. RF as the reading IV lecturers). And the object of the study is teaching learning process of reading at English Department of Muhammadiyah University of Surakarta in fourth semester 2012/2013 academic year at the reading IV class B and class H.

D. Objective of the Study

Based on the statement mentioned above, the writer formulates two points in the objective of the study:

1. General Objective

To describe the teaching learning process of reading in reading class at English Department of Muhammadiyah University of Surakarta.

2. Specific Objectives

In the specific points in objective of the study, the writer is going to describe:

- a. the learning objective in reading class.
- b. the syllabus used to teach reading.
- c. the methods used to teach reading.
- d. the materials used to teach reading.
- e. the classroom activities to teach reading.
- f. the procedure used to teach reading.
- g. the teacher role in reading class.
- h. the student role in reading class.
- i. the media used to teach reading.
- j. the strengths and weakness in reading class.

E. Benefit of the Study

There are two kinds of benefits as the result of this study, namely theoretical and practical benefits.

1. Theoretical Benefit

- a. The result of this research can be used as an input in English Department especially in teaching learning process of reading.
- b. The result of the research can be used as the reference for those who want conduct a research in English Department especially in the teaching learning process of reading.

2. Practical Benefit

a. The Teacher

The result of this research can help the teacher in the process of teaching reading, so the teacher can decrease the difficulty in teaching reading.

b. The reader

The researcher will get more knowledge about teaching learning process of reading.