

CHAPTER I

INTRODUCTION

A. Background of the Study

There is little dispute about the basic idea that oral language skills are fundamentally related to reading. Reinking and Scheiner (1985: 107) in Kustaryo (1988: 2) suggests that “reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning”. Reading means the process to get information from the text, going word by word and look up every unknown vocabulary to find the meaning. Reading is one of important skills in learning English language, because reading helps the students learn to think the new language, build a better vocabulary, makes the students more comfortable with written English, and it can help the students plan to study in other country.

Based on preliminary observation, when the English teacher at MTs Muhammadiyah 02 Blora taught reading subject, many students at the second year of MTs Muhammadiyah 02 Blora felt bored and sleepy because they did not understand the meaning of reading text. For solving this problem, the teacher should have better teaching strategies.

There are some strategies of teaching reading which can help students to read more quickly and effectively including: (1) Previewing that is reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection. (2) Predicting that is using knowledge of the

subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content. (3) Skimming and scanning are using a quick survey of the text to get the main idea, identifying text structure, confirm or question predictions. (4) Guessing from context is using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up. (5) Paraphrasing is stopping at the end of a section to check comprehension by restating the information and ideas in the text, (<http://www.nclrc.org/essentials/reading.htm>).

Reading would involve the interaction between thought and language. By guessing, the readers predict the content of the text. This means that their background knowledge is important to help in understanding the text.

In English class, the goal of reading at the second year students in MTs Muhammadiyah 02 Blora reading English text is commonly to get information and increase vocabulary of the students. However in the fact, there are many students in the second year of MTs Muhammadiyah 02 Blora that are not interested in reading which makes problem to the teacher for developing students reading skills. For this, the teacher should be more creative to create strategies of teaching reading so that students will not get bored in the class. For example, the teacher can apply reading aloud so that the students will not sleepy and active in

reading class. Besides, reading aloud can improve understanding and pronunciation of the students.

Reading activities should be handled in such a way that the learners are able to improve their text-based information processing as well as their knowledge-based information processing. The former concerns with the activities which can develop the learner's skill on the language, whereas the later provides activities to improve the knowledge background which helps them understand the text (Fauziati, 2002: 140).

Preliminary observation in the second year students of Islamic School MTs Muhammadiyah 02 Blora informed that the reading ability of students was unsatisfactory. Most of the students did not know the real use of reading skills. They read because the teacher wants them to read. So, the students were not interested in reading. They thought that reading made them bored and tired, this is because they tended to read word by words. In other word, the students had less motivation and interests in reading.

English teachers have responsibility as they are demanded to have teaching strategy in order to solve the problems. They are demanded to motivate the students in order to learn English well. On the other hand students often complained that they did not like to read the text because it was not interesting. In many cases this is a true statement, but it does not remove the fact that in many classes if students do not read the text, they will not be able to do the final examination. The difficulty of the reading material can encourage or discourage a

student from studying the text. Sometimes the format of the text is more difficult than the actual course material.

Considering the problem faced by the students in MTs Muhammadiyah 02 Blora, the teacher solve it by applying previewing, predicting, skimming and scanning and paraphrasing for developing students' reading skills. This strategy requires the teachers to be able to make interesting materials for the students in the process of teaching and they have to know how to apply it. The teacher should arouse the students' attention and make them creative and active.

Based on the phenomenon above, the writer decides to carry out a research entitled **“A DESCRIPTIVE STUDY ON STRATEGIES FOR DEVELOPING READING SKILL AT THE SECOND YEAR OF ISLAMIC SCHOOL MTs MUHAMMADIYAH 02 BLORA IN 2011/2012 ACADEMIC YEAR”**.

B. Limitation of the Study

This study focuses on strategies for developing reading skill used by the teacher at the second year of Islamic School MTs Muhammadiyah 02 Blora.

The sources of this data are taken from the activities of teaching reading at the second year of Islamic School MTs Muhammadiyah 02 Blora in 2011/2012 academic year. In that school, the material used in teaching learning-process in English subject are book entitled *Let's Talk Grade VIII Junior High School* and *English in Focus for Grade VIII Junior High School*. The writer

focused on teaching reading Recount text with theme *Vacation* which strategies for developing reading skills applied by the teacher in teaching reading skills in all the class VIII A-C such as: previewing, predicting, skimming, scanning, and paraphrasing.

C. Problem Statement

The writer formulates the problems as follows.

1. What are the strategies used by English teacher for developing the reading skills of the second year students of Islamic School MTs Muhammadiyah 02 Blora 2011/2012 Academic year?
2. What are the classroom problems faced by the English teacher in applying strategies for developing reading skill in teaching English at the second year students of Islamic School MTs Muhammadiyah 02 Blora 2011/2012 Academic year?

D. Objective of the Study

Based on the problem statements, the objectives of the study in this study are:

1. To describe the strategies for developing reading skills of the second year students of Junior High School in Islamic School MTs Muhammadiyah 02 Blora.

2. To describe classroom problems faced by the English teachers when they apply strategies of developing reading skill at the second year students of Junior High School in Islamic School MTs Muhammadiyah 02 Blora.

E. Benefits of the Study

The researcher expects that this research can give benefits, both theoretical and practical:

1. Theoretical Benefits

- a. The result of this research will enrich the study on teaching reading and give more information about the strategies for developing reading skill at the second year students of Junior High School.
- b. The result of this study can be used as an additional reference in teaching reading process.

2. Practical Benefits

- a. For the teacher

The finding of this study will be useful for the teacher trainees who are interested in analyzing teaching reading of the second year of Junior High school.

- b. For the students

It will make the students easier to read English text in teaching reading.

- c. For the other researcher

The finding of this study can be used as the reference for the other researcher.

- d. For the reader

It will give experience and clear understanding about the strategies for developing reading skill at the second year students of Junior High School to the readers.

F. Research Paper Organization

The organization of this study is given in order to make the readers understand the content of the research paper.

Chapter I is Introduction, which consists of background of the study, limitation of the study, problem statement, objective of the study, and benefit of the study.

Chapter II is deals with previous study, notion of reading, purpose of reading, teaching reading skill, notion of reading skill, teaching reading, strategies for developing reading skill and procedures for teaching-learning process of reading.

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

Chapter IV is research result and discussion. It consists the result of the research to describe the strategies used by the English teacher for developing reading skill and to describe the classroom problems faced by the English teacher in applying strategies for developing reading skill in teaching English to the second year students of Islamic School MTs Muhammadiyah 02 Blora.

Chapter V is consists of conclusion and suggestion.