

CHAPTER 1

INTRODUCTION

A. Background of the Study

Learning English involves the four language skills; listening, speaking, reading, and writing. Teachers should develop these four language skills in order that their students could use the skills to communicate or express their thoughts, feeling, and opinion in English. According to Smith (1978) in Fauziati (2002:139), reading one of the skills in learning English,” is defined as an understanding a message conveyed by the writer through visual and non-visual information”. Reading is a process of an understanding a message which consists of visual and non-visual information by the reader. This skill is very essential to be mastered by students because it can help the students learn to think the language, build better vocabulary, make the students more comfortable with written English, and plan to study in English speaking countries.

Reading activity is a complex process which combines recognition of words that represent language and to respond intellectually and emotionally when being asked about the text. In increasing reading ability, the students have to adapt their reading strategies with the purpose of reading and the restricted reading materials. The students will be able to manage their reading behavior to deal with a variety of situations, types of input, and reading purposes by effective language by the teacher.

All of the factors above help the students develop their reading strategies and increase their reading skill.

Some strategies that can help students in reading include; previewing, predicting, skimming and scanning, guessing from context, and paraphrasing. In previewing, the teacher tells what they are going to read before the students read the text. This activity will familiarize the students with the materials. Predicting is useful for the students to make prediction based on the title, subtitles, and the non-linguistic context, such as; diagrams, tables, pictures, and map. Skimming and scanning activity can help the students to get a quick survey of the text to get the main idea. It very fundamental process when the students do the tasks. Guessing from context is useful to test prediction for the reader, which is a useful important in reading skill. And the last is paraphrasing; it gives the students a chance to store what they have learned from readings in long- term memory. Although there are reading strategies to help students, it still found some problems which exist in the classroom.

There are many problems faced by the students and the teacher of SMA Muhammadiyah 1 Surakarta in teaching reading. Firstly, the students find difficulties to get the main idea. Secondly, the students get difficulties in vocabulary. Thirdly, it is not easy to find suitable method in teaching reading by the teacher. Fourthly, the teacher cannot understand the characteristic of all the students in the classroom. And the last, the interaction between the teacher and the students in the classroom is not active.

For students, they should know some reading techniques that they need for their school work. They should find the suitable techniques used to help their understanding of reading materials. The students should be flexible in using these techniques, because different types of reading materials call for different reading techniques. The appropriateness of their techniques, will give positive effect; the objective he wants to obtain, to get some information, to get main idea and understand the whole materials reading.

In SMA Muhammadiyah, the teacher has some techniques to make her students more active in the class. The techniques used by the teacher included exploring students' background to prepare the students before starting the lesson, asking the students to read silently to exercise their thinking skill, and giving a chance to the students to discuss the assignment which given in the end of the lesson. The teacher also gives some questions orally to the class to improve their ability to answer orally. If the students cannot answer the teacher's question, the teacher will know the students' difficulties and help them to solve it.

The writer is interested in having a study on the method of teaching reading to the second year students of SMA Muhammadiyah 1 Surakarta. In addition, realizing that most of the students usually get difficulties in understanding the text, the writer wants to know the method used in teaching reading. In short, a descriptive research is very important to help the writer understand the view of those problems and find route through it.

Based on the phenomenon above, the writer wants to analyze deeper about *Teaching Reading to the Second Year of SMA Muhammadiyah 1 Surakarta*.

B. Problem of the Study

Based on the research background, the writer is going to discuss the research problems as follows:

1. What techniques are used by teacher in teaching reading of SMA Muhammadiyah 1 Surakarta at the Second year?
2. What are the problems faced by teacher in teaching reading of SMA Muhammadiyah 1 Surakarta at the second year?

C. Limitation of the Study

In this research, the writer limits the problem as follows: the research concerns only with the methods used by teacher in teaching reading at the second year students of SMA Muhammadiyah 1 Surakarta in 2011/2012 academic year.

D. Objective of the Study

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

1. To describe the techniques used by the English teacher of SMA Muhammadiyah 1 Surakarta to the Second year students in teaching reading in 2011/2012 academic year.

2. To describe the problems faced by the English teacher of SMA Muhammadiyah 1 Surakarta to the Second year student in teaching reading in 2011/2012 academic year.

E. Benefit of the Study

The writer hopes that the result of this research will be beneficial both theoretically and practically:

1. Theoretically

- a. This research might be useful for lecturer in giving additional input and reference about the realization of teaching reading to the students of senior high school.
- b. This research will be helpful for the students to understand about reading.

2. Practically

- a. The writer hopes that this study can help the teacher in teaching reading.
- b. The student will get more knowledge about reading.

F. Research Paper Organization

This research paper is divided into five chapters.

Chapter I is introduction, dealing with background of the study, previous study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is Underlying theory. This chapter consists of notion of reading, notion of teaching reading, principle of teaching reading, reading strategies, and teaching reading technique.

Chapter III is research method. This chapter is divided into five, they are type of research paper, object of the research, data and data source, technique of collecting data, and the last is technique of analysing data.

Chapter IV is research finding and discussion. The finding research is elaborated into teacher teaching reading technique, and the problems faced by the teacher in teaching reading.

The last chapter is chapter V. This chapter discusses conclusion and suggestion.