

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English becomes one of the most important languages to learn because it is the common language used in international communication. People whose mother tongue is not English have to learn English in this global competition due to the reason stated above. Those who learn foreign language think that learning a foreign language can increase their ability to understand others and encourage their deeper awareness of the structures of language and its relation to thought. In Indonesia, the English lesson is the important lesson, because English lesson is one of the subjects that examined in the national examination.

The key factor of the success of teaching learning process is communication. The Frameworks for a series of interactive English-mediated tasks which encourages teachers to meet curriculum requirements and the learning needs as well as the interests of their own students. In term of teaching learning process, teachers are able to employ English to complete the task of teaching, to introduce and learn technology, to encourage the students to communicate their results of learning, to achieve the objective of learning, and to develop teaching learning resources. The teacher needs to appropriately

use English-mediated interactions as a basis for expanded classroom interaction and develop the attitude with their students to this use of English.

Some of the objectives of teaching reading in senior high school are to enable the students to get certain pieces of information, identify general idea about the text and get the main idea both explicitly and implicitly. A good rule for the teacher is lets them read when they are ready to do so.

The teacher is not to tell the students what they should learn, but to help them to select what they want to learn. The teacher becomes a facilitator of learning of personal and social change by assisting the developing person at those points where help is requested. Teacher should have at their fingertips a set of exercises, task or activities that they can use with their classes whenever they may English needed. It is really pleasure and positive experience to try various classroom activities because successful lessons depend on the usage of a variety of teaching methods.

There are four skills which are very important for the students when they learn English namely; reading, writing, speaking and listening skill. Of the four skills, reading is the most important skill because, without reading all people in this world do not know the information that occur in this world. Beside that, we also know well about the science and knowledge from the reading. The fundamental goal of any reading activity is knowing enough science concepts and knowing the language. Because of its importance, student should be equipped with reading skill.

The reading activity needs a process by which people comprehend what they read. That process happens when they face written symbols, they look at them through their eyes then their mind will process them. Since then, a process of viewing changes into a process of comprehending. This process is called a cognitive process. Rinking and Scheiner (1985: 107) in Kustaryo (1988) suggest that “reading is an active cognitive process of interacting with print and mentoring comprehension to establish meaning”.

Teaching reading is instantaneous recognition of various written symbols, simultaneous association of the symbols with existing knowledge and comprehension of the information and communicative ideas. It explains that teaching reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated. Considering the needs of mastering reading as one of the ways for mastering English, 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 past of experience, understand and interpret its meaning.

Richards and Rodgers (1987:146) in Fauziati (2009) have proposed a modification to the conceptualization by using method as an umbrella term for the specification as interrelation of theory and practice. Their three terms are used to label three interrelated elements of organization upon which language teaching practices are founded. They define approach as “assumptions,

beliefs and theories about the nature of language and the nature of language learning which operate axiomatic contrast or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom” (Richards and Rodgers, 1978:146 in Fauziati, 2009). The second level in the system is design. It “ specifies the relationship between theories of language and theories of learning to both the form and function of instructional materials and activities in instructional setting” (Richards and Rodgers, 1978:146 in Fauziati, 2009). The third level in the system is procedure. It “comprises the classroom techniques and practices which are consequences of particular approach and designs” (Anthony, 1987:146 in Fauziati, 2009). These three level approach, design, and procedure form an interdependent system. The ideal methodological development proceeds from approach to design, to procedure.

The writer is interested in having a study on the method of teaching reading at the second year of *SMK Muhammadiyah 4 Surakarta*. In addition, in teaching learning process, the students read the texts loudly, and then made some group to discuss the meaning in the paragraph. The students usually get difficulties in understanding the text, the writer wants to know the method used in teaching reading.

Based on the statement above and because the writer wants to analyze deeper about **METHOD USED IN TEACHING READING AT THE SECOND YEAR OF SMK MUHAMMADIYAH 4 SURAKARTA.**

## **B. Problem Statement**

Considering the background above, the problem statement is:

What is the method used by teacher in teaching reading of *SMK Muhammadiyah 4 Surakarta at the second year*.

Based on research problem, the writer raises some subsidiary research questions as follows:

1. What is the method used by teacher in teaching reading.
2. What is the approach used by teacher in teaching reading.
3. What is the design used by teacher in teaching reading. This

includes:

- a) The syllabus model
  - b) Type of learning and teaching activities
  - c) Learner roles
  - d) Teacher roles
4. What is the procedure of teaching learning process.

## **C. Objective of the Study**

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

1. to describe the method used by the English teacher of *SMK Muhammadiyah 4 Surakarta at the second year* in teaching reading.

2. to describe the approach used by the English teacher in teaching reading.
3. to describe the design of method used by the English teacher in teaching reading.
4. to describe the procedure of teaching learning process.

#### **D. Limitation of the Study**

In this research, the writer limits the problem as follows: the research concern only with the methods used by teacher in teaching reading at the second year students of *SMK Muhammadiyah 4 Surakarta* in 2011/2012 academic year.

#### **E. Benefit of the Study**

After analyzing the problems, the researcher would like to get practical and theoretical benefits as follows

##### **1. Practical Benefit**

- a. This research will be helpful for the students to understand about reading.
- b. It will give contribution to English teacher and can be a reference to improve their ability and competence in teaching English.

##### **2. Theoretical Benefit**

- a. This research might be useful for lecturer in giving additional input and reference about the realization of teaching reading to the students of vocational school.

- b. The finding of this research will contribute to the development of knowledge especially language teaching methodology

## **F. Research Paper Organization**

The organization of the research paper is given to make the readers understand the content of the paper.

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

Chapter II is review of related literature. It deals with previous study, notion of reading, notion of reading comprehension, reading purposes, reading skill, background of teaching reading and principle of teaching reading.

Chapter III is research method. This chapter deals with the type of the study, subject of the study, object of the study, data and data sources, methods of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It consist of research finding are to describe the methods used by the English teacher, strength and weakness and discussion of the finding.

Chapter V is conclusion and suggestion. It presents the conclusion of the research and completed by suggestion.