

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the language skills that must be learnt by the students. Reading ability is very needed by the students since both local and national test of English are tested in written form, so that teaching reading should be learned in kindergarten until higher education. Reading is the ability of an individual to recognize a visual form, associate the form with a sound and or a meaning acquired in the past, and on the basis of the past experience, understand and interpret its meaning Kennedy (1981:5). Based from the statement, the students should have a competence to understand the writer's ideas.

Teaching reading in Indonesia is focused on the ability of communication of the students, which must be taught clearly. Teaching reading as foreign language in senior high school is very important because reading can improve the student's knowledge. Reading ability is needed by the students because it is one of skills examined in national examination. The students have to answer the question related to the reading materials, such as: topic paragraph, main idea, etc.

There are two approaches to teach reading, namely: text based processing skills (top down approach) and knowledge based processing skills (bottom up

approach). Text based processing skills includes recognizing text, starting from words, sentences, until phrase. Knowledge based processing skills covered previewing, skimming the text. If the approaches can be done propitiously, teaching learning process of reading will be run well.

Beside approaches, techniques have important roles. Reading techniques reading must improve students' reading ability. There are techniques for reading which can be applied by the teacher: pre reading, while reading, and post reading. This step makes the students active in the class because in pre reading the students previewing, skimming the text. While reading, the students search the specific information about the text, such as language features, topic idea, and main idea. The last is post reading; the student's makes summary, debate about the topic of the text, and answering question. Method in classroom activities must be creative, because the creative method makes the students comfortable and enjoy when teaching learning process. Monotonously method makes the students boring, so that the teacher must be creative when organize teaching learning process.

To see the reading ability each students, the teacher must be monitor the student progress. After monitor the students' progress, the teacher gives assessment both individual and peer assessment. Progress of the students can be seen after taken assessment; in here the teacher gives feedback the student's assessment. The important thing in evaluation, the teacher has passing grade in teaching reading. From the assessment, the teacher understand the ability each

student so that the teacher knows the problems during teaching learning process of reading, and the teacher can choose problems solving as soon as possible.

In SMA PGRI Sragen grades eleven, the teacher has done the approaches in teaching reading but the explanation the materials often monotonously. It makes the students not comfortable. Based on the observation in this school, the writer concludes that the theory often different with the real condition. So the writer is interested in observing this case, therefore the writer conducted a research entitled *Teaching- Learning Process of Reading in the Eleven Grades of SMA PGRI Sragen in 2011/ 2012 Academic Year*

B. Limitation of the Study

In this research the writer concerns this research with the teaching learning process of reading at second semester in the eleven grades of SMA PGRI Sragen 2011/2012 academic year

C. Problems Statement

Based on the background of the study above the writer formulates the problem of the study as follows:

1. How is the English teaching- learning process of reading to the eleven grades of SMA PGRI Sragen in 2011/ 2012 Academic Year?
 - a. What is the objective of teaching reading?
 - b. What is the teaching material of reading?

- c. What is the teaching learning procedure of reading?
 - d. What is the teaching technique and media of reading?
 - e. How is the evaluation in teaching reading?
 - f. What is the role of the teacher and learner?
2. What are the problems faced by the teacher and students during teaching-learning process?
 3. What are the problems solving by the teacher to overcome the problems during teaching learning process?

D. Objective of the Study

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

1. To describe how is the English teaching- learning process of reading to the eleven grades of SMA PGRI Sragen in 2011/ 2012 Academic Year.
 - a. To describe the objective of teaching reading.
 - b. To describe the teaching material of reading
 - c. To describe the teaching learning procedure of reading
 - d. To describe the teaching technique and media reading.
 - e. To describe the evaluation in teaching reading.
 - f. To describe the roles of the teacher and learner.
2. To describe the problems faced by the teacher and student during teaching-learning process.

3. To describe the problems solving by the teacher to overcome the problems during teaching learning process?

E. Benefit of the Study

The writer hopes that the result of this research will be benefit between practically and theoretically.

1. Theoretical Benefit

- a. This research might be useful for reference to the teacher, lecturer in teaching reading text.
- b. This research will be helpful for the students to understand about reading text

2. Practical Benefit

This research will be helpful for the students to understand about reading text.

F. Research Paper Organization

This research paper is divided into five chapters. Chapter I is introduction dealing with the background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory presenting the previous study, the notion of reading, notion of teaching reading, principal of teaching reading, technique of

teaching reading, methods of teaching reading, reading evaluation, roles of teacher and roles of student.

Chapter III is research method that consists of type of the research, place and time, object of the research, data and data source, technique of collecting data, technique of analyzing data.

Chapter IV is research finding and discussion. The research finding focuses on teaching learning process in reading and the problems faced by the teacher and the students in teaching reading, and problem solving by the teacher..

Chapter V is conclusion and suggestion, and references.