

CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language has a very important role in many aspects of our life. In Indonesia, English is one of the favorite foreign languages in the formal school from kindergarten to the university level. Learning English is not as easy as learning the mother tongue. When we learn a language, there are four skills that we need to communicate well. In English there are four skills that must be mastered, namely: listening, speaking, reading and writing. When we learn our mother tongue either in English, we learn to listen first, then to speak, then to read and finally to write.

Reading is the third skill after listening and speaking. We know that in our own language reading is considered as important because it can be entertaining and educational. Besides, it can open up new worlds to enrich our life in many aspects.

Reading is an essential skill for language learners. Reading is one of the necessary language skills taught in the language classroom. Students must be able to read the texts in English for their careers, for study, or just for pleasure. Reading the text also provides opportunities for students to learn vocabulary, grammar, pronunciation, and even a good model for writing English, such as making a sentence, paragraph, or text. In addition, reading texts can introduce interesting topics and stimulate discussion.(Harmer, 2005:68) in Fauziati (2010:32)

Smith (1991:9) in Fauziati (2010:33) defines Reading “as an understanding a message conveyed by the writer through visual and non-visual information”. The ability to read is one of the keys to reach success in learning English. By reading, students will learn a new knowledge, improve better vocabulary and make students easily in mastering the other skills. If they have poor reading skill, they will find difficulties to make progress.

Teaching reading in the junior high school level is emphasized in comprehending a text, to support development vocabularies and read the text correctly. It is not as easy as teaching reading for children. Junior high school students are transition from elementary to middle school. They as young adolescence, have to adapt with their hormonal changes. One of the effects is unstable emotion. Here, the teacher needs more attractive techniques in teaching such as game, discussion, pair work, etc. to arise their interest in the reading class.

SMP N 2 Sawit is one of junior high schools in kecamatan Sawit, Boyolali. SMP N 2 Sawit is located far from the main street. Students usually go to school on foot or by bicycle. In this school, there are three English teachers. There are nineteen classes from seventh grade until ninth grade.

Based on the observation before, in English class, teacher finds many problems in teaching reading. Because reading is the process in which we use our eyes to receive written symbols such as letter, punctuation mark and spaces to translate them into sentences that is communicative enough. The problem

that is often found is the limited of vocabulary. In addition, the problem that is often found is incorrect pronunciation and intonation in reading aloud activity.

Beside the problem above, there is a problem arises from the student. It is the low motivation to follow the reading class. The condition is caused by less social interaction in the classroom. From the perspective of sociocultural theory Oakes and Lipton (1999: 210) in Moguel (2004:21) state that,

classroom social interactions...that lead students to develop new insights, deeper understanding, and greater thinking skills are those in which a teacher or a classmate presses the student through questioning and sharing of ideas to go beyond his current thinking.

Teacher has difficulty in promoting students' participation because of the students low motivation learning. It causes the teacher can't deliver the material to the maximum level. Therefore, the teacher tries to apply different teaching techniques to promote students' participation.

In the classroom, teaching-learning process is occurred. Teacher delivers materials and students receive it. But actually, the teacher's role is not only as a tutor.

Socially and emotionally competent teachers set the tone of the classroom by developing supportive and encouraging relationships with their students, designing lessons that build on student strengths and abilities, establishing and implementing behavioral guidelines in ways that promote intrinsic motivation, coaching students through conflict situations, encouraging cooperation among students and acting as a role model for respectful and appropriate communication and exhibitions of prosocial behavior. (Jennings, 2009:492)

Based on this statement, teacher also has to create optimal social and emotional classroom climate, so relationship between teacher and students is created and it will promote intrinsic motivation.

Based on the explanation above, the writer is interested in doing research entitled “A STUDY ON ENGLISH TEACHING TECHNIQUES ON READING SKILL BY TEACHER TO PROMOTE STUDENTS’S PARTICIPATION OF THE EIGHTH GRADE STUDENTS AT SMP N 2 SAWIT IN 2012/2013 ACADEMIC YEAR

B. Limitation of the Study

In this study, the writer limits her study on techniques for teaching reading that promote students’ participation applied by teacher at the eighth grade students of SMP N 2 SAWIT in 2012/2013 academic year. The research concerns with teaching reading techniques by teacher and students’ participation as the response of teacher’s techniques.

C. Problem Statement

Based on the background of the study, the writer would like to present the problems as follows:

1. What are teaching reading techniques used by English teacher in the classroom activities?
2. What are the teacher’s roles in the classroom activities?
3. What is the students’ role in the classroom activities?
4. How do the teaching reading techniques to promote the students’ participation?

D. Objective of the Study

In relation to the problem statement above, the objectives of the study are,

1. to describe the teaching reading techniques used by English Teacher in the classroom activities.
2. to describe the teacher's roles in the classroom activities.
3. to describe the students' role in the classroom activities.
4. to describe the teaching reading techniques that promote the students' participation.

E. Benefit of the Study

The writer hopes that this study can give benefits, both theoretical and practical:

1. Theoretical Benefits
 - a. The result of the study can be used as an input in English teaching learning process especially in teaching reading.
 - b. The writer hopes that this study will be the references for the other researchers who will conduct the same object with different perspective.
2. Practical Benefit
 - a. For the writer
The writer gets larger knowledge about techniques for teaching reading.

b. For the Teacher

The finding of this study will be useful to increase the knowledge of teaching reading techniques that promote the students' participation.

c. For the Reader

The reader will get a larger knowledge about the techniques of teaching reading to promote students' participation.

F. Research Paper Organization

In order to make this research paper is easy to understand, the writer divides it into five chapters.

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

Chapter II is review of related literature. It consists of previous studies related to this study, notion of reading, teaching reading, theory of classroom participation.

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

Chapter IV is the result of the research. It explains of research finding and discussion.

Chapter V is conclusion and suggestion that are followed by bibliography and appendix at the end of research paper.