CHAPTER I

INTRODUCTION

A.   Background of the Study

Learning English is one of the activities done in many teaching learning. English usually is learnt and taught at junior high school, senior high school and the last at university. It means that English is important thing to know and understand by Indonesian people, but in the reality there are some problems that are faced by the students. It is realized that most students get bad score.

Learning English involves the found language skills; speaking, listening, reading and writing. Teachers should develop these four language skills in order that their students could use the skills to communicate or express their thought feeling, and opinions in English learning.

Reading is an activity with a purpose. A person may read in order to gain information, to verify existing knowledge, and to explore a writer's ideas or writing style. A person may also read for enjoying or enhance knowledge of the language being read. Reading is a basic life skill. It is the cornerstone for a child's success in school and indeed throughout life.

Reading is one of the language skills which must be taught in language classroom. When reading texts are very interesting and engaging, the acquisition process will be more successful. Fauziati (2010:32) states that reading text also provided opportunities for students to learn vocabulary,

grammar, pronunciation and even good models for English writing- the way sentences, paragraphs, or texts are constructed.

A descriptive text is a text which lists the characteristics of something. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has generic structure as below: (1) identification; identifying the phenomenon to be described. (2) description; describing the phenomenon in parts, qualities, and characteristics.

The problem is faced by teacher of *SMK Negeri Pringkuku Pacitan* in teaching reading at the first year is the method used, especially in the teaching reading descriptive text. In addition, it is realized that the most of the students usually get difficulties to understand the text. Therefore, the writer is interested in having a study on the teaching learning process of reading to the first year students of *SMK Negeri Pringkuku Pacitan*.

Based on the phenomena above, the writer is interested in conducting a research entitled *A Descriptive Study on Teaching Reading Descriptive Text to the First Year Student of SMK Negeri Pringkuku Pacitan in 2012-2013 Academic Year*.

B. Limitation of the Study

In this research, the writer focuses on teaching reading descriptive text to the first year student of *SMK Negeri Pringkuku Pacitan* and the method is used by the teacher.

C. Problem Statement

In analyzing this study, the writer emphasized her research paper on three kinds of problem.

1. What are the methods used by the teacher in teaching reading descriptive text to the first year student of *SMK Negeri Pringkuku Pacitan*?

2. What are the problems faced by the teacher in teaching reading descriptive text to the first year student of *SMK Negeri Pringkuku Pacitan*?

3. What are the problems faced by the student in teaching reading descriptive text to the first year student of *SMK Negeri Pringkuku Pacitan*?

D. Objective of the Study

Based on the research problems above, the writer has the following objectives:

1. to describe the methods of teaching reading descriptive text to the first year student of *SMK Negeri Pringkuku Pacitan*.

2. to describe the problems faced by the teacher of *SMK Negeri Pringkuku Pacitan* to the first year student in teaching reading descriptive text.

3. to describe the problems faced by the student of *SMK Negeri Pringkuku Pacitan* to the first year student in teaching reading descriptive text.

E. Benefit of the Study

From this research, the writer hopes that this study has the benefits that are divided into theoretical and practical benefits, they are as follows:

1. Theoretical Benefit

    a. Students

    The writer hopes this research will be helpful for the students to understand about reading descriptive text.

    b. Teacher

    The writer hopes this research of the study will increase teacher knowledge about teaching reading, especially a descriptive text.

    c. Lecturer

    The result of this research will provide such useful information to the lecturer to give additional references to the students about teaching reading descriptive text.

2. Practical Benefits

    a. Other Researcher

    The writer that this finding can be used by other researchers to open other analysis related to the researchers on descriptive study on teaching reading descriptive text.

    b. The Reader

    The study is expected to enrich knowledge and experience of the writer and the reader who have interest in descriptive study on teaching reading.

F. Research Paper Organization

The writer divides this research paper into five chapters:

Chapter I is introduction which contains background of the study, in this study explain that reading is a basic life skill. Reading is one of the language skills which must be taught in language classroom. Limitation of the study, the study is focused on teaching reading descriptive text to the first year student of *SMK Negeri Pringkuku Pacitan* and the method is used by the teacher. Problem statement, the research problems are the method of teaching reading descriptive text and the problems faced by the teacher and students. Objective of the study, based on the research problem the writer has some objectives. Benefit of the study, in the result of study is expected to be able to give some benefits for the teacher, the lecturer, the students, other researcher, and the reader and research of organization.

Chapter II is review of related literature. It discusses previous study that consists of the differences and similarity of the research with the previous researches. Notion of reading, Harison and Smith (1980:8) define reading as the act of responding with appropriate meaning to print or written verbal symbols. Teaching reading, Kennedy (1995:252) states that effective teaching of reading is virtually impossible if the teacher do not know the basic skills that are necessary for recognizing words and understanding content. Classroom activities in teaching reading, two kinds of activity should be considered in teaching reading, namely: Classroom Practices to Develop Text-based Processing Skills and Classroom Practices to Develop

Knowledge-based Processing Skill. Descriptive text, According to Sudarwati (2005:10) descriptive text is used to describe a particular person, place or thing. Teaching reading descriptive text According to Derewianka (1990:6) there are four cycles of teaching learning processes: Building Knowledge of Field (BKOF), Modeling of Text (MOT), Join Construction of the Text (JCOT) and Independent Construction of Text (ICOT).

Chapter III is research method. It deals with that research method covering the type of research, in this research the writer uses the descriptive research. Object of the research, in the research the object of the study is the teaching-learning process of reading descriptive text to the first year student of *SMK Negeri Pringkuku Pacitan.* Data and data source, there are the data sources; they are event, informant, and document. Method of collecting data, in the collecting data the researcher uses observation, interview, and document. Technique for analyzing data, in this study the writer conducts the data analysis with some procedures.

Chapter IV is result and discussion. In this chapter, the researcher describes the research finding and discussion on teaching reading descriptive text in *SMK Negeri Pringkuku Pacitan*. The research finding elaborates the implementation teaching reading descriptive text to the first year student of *SMK Negeri Pringkuku Pacitan*, based on the observation the writer finds that the teacher used Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) methods. The procedures of teaching reading descriptive text involves in four main procedures, namely Building

Knowledge of Field (BKOF), Modeling of Text (MOT), Join Construction of the Text (JCOT) and Independent Construction of Text (ICOT). In discussion, there are the methods of teaching reading, and the problem faced by the teacher and students.

Chapter V presents conclusion and suggestion. In conclusion the writer draw the conclusion based on the observation of teaching reading descriptive text in *SMK Negeri Pringkuku Pacitan*. In suggestion the writer purposes the suggestions for the teacher, the students, and the school.