

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the four skills in English. Reading is such a kind of activity to comprehend the writer's ideas in written or printed words. Students think that reading skills are not important. They read only when the teacher asks them to read. They think that reading makes them bored and tired when they do not know the meaning of the language that they read. The teacher task becomes more difficult when students are not interested in the lesson that will be taught. Teacher are not only required to transfer knowledge, but also should make students truly understand the lesson.

Teaching reading on senior high school is not easy and it needs more patience. The teacher has to identify properly what the student achieved from him. It means that the teacher should have an accurate plan to get an effective procedure.

Anthony (1963) in Fauziati (2009:15) defines method as "an overall plan for the orderly presentation of language material, no part of contradicts, and all of which is based upon the selected approach". Based on this, appropriate method is also needed for both students and teacher to enable them to face the difficulties that may appear in the process of

reading. Therefore, the teaching and learning activities get the maximum result.

There are various kinds of reading teaching methods that the teachers can use. Grammar translation method is one of the methods in language teaching. GTM is an old and traditional method, but the method is still widely used by teachers in various regions. Each method certainly has advantages and disadvantages. It is the duty of a teacher to maximize the benefits and minimize the obstacles of these methods.

In this research, the writer chooses SMK Ganesha Tama Boyolali as a place to do the research. SMK Ganesha Tama is located in Jl. Perintis Kemerdekaan, Boyolali. Here, teaching English focuses on learning language skills. They are listening, writing, reading and speaking.

The writer is interested in observing the eleventh grade students of SMK Ganesha Tama because in this school English gets a few appreciations from the students, but they got good scores. Based on the facts, the writer is interested in understanding the method and the process of teaching reading.

Based on the explanation above, the writer is interested in conducting a study entitled *A Descriptive Study on Teaching Reading to the Eleventh Grade Students of SMK Ganesha Tama Boyolali in 2012/2013 Academic Year*.

B. Limitation of the Study

To limit the scope of the problem, the researcher only concerns with the methods used in the teaching of narrative text in terms of reading skill to the eleventh grade students of SMK Ganesha Tama Boyolali in 2012/2013 academic year. This will be further limited to reading teaching method. The choice of this problem limitation is based on the fact that method is one of the most influencing factors in the learning process.

C. Problem Statement

Based on the background of the study , the writer determines the problems of the study are as follows:

1. What are the methods on the teaching of narrative text in terms of reading skills in SMK Ganesha Tama Boyolali?
2. How is the process of teaching reading in the eleventh grade students of SMK Ganesha Tama Boyolali in 2012/2013 academic year?

D. Objective of the Study

The objectives of the study are as follows:

1. To describe the methods on the teaching of narrative text in terms of reading skills in SMK Ganesha Tama Boyolali used by the teacher
2. To describe the process of teaching reading in the eleventh grade students of SMK Ganesha Tama Boyolali in 2012/2013 academic year

E. Significance of the Study

This study can have significance on education aspects, especially in English teaching and learning process. The writer hopes that the result of this study will have theoretical significance and practical significance.

They are as follows:

1. Theoretical Significance

- a. The result of the research paper can be used as input in English teaching-learning process, especially on teaching reading.
- b. The result of the research paper can be used as the reference for those who want to conduct a research in English teaching-learning process.

2. Practical Significance

- a. For other reader will get a large knowledge of teaching reading.
- b. For English teachers, the result of this study can help them in teaching reading.
- c. This research will be helpful for the students to understand about reading.

F. Research Paper Organization

This paper consists of five chapters. To enable to carry out this paper, the writer presents the research paper organization as follows.

Chapter I is introduction. In this chapter the writer presents background of the study, limitation of the study, problem statement,

objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature which presents the previous study, notion of reading, the component of reading, notion of teaching reading, goal of teaching reading, approach of teaching reading, method of teaching reading, and technique for teaching reading.

Chapter III is research method. It covers type of research, subject of the research, object of the research, data and data source, method of collecting data, and techniques of analyzing data.

Chapter IV is research finding which constitutes result of data analysis and discussion of the finding.

Chapter V is conclusion and suggestions.