

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication to human life. In everyday usage, communication is a process that people use language for exchanging significant messages and share the meaning about their ideas and feeling with others (Hoy and Miskel, 2003: 357). English language as the foreign language is needed in studying and learning particularly in the educational institution. It must be learned by Indonesian students from elementary school to university students. Related to teaching English at the university, every English department conducts the highest standard of teaching. One may distinguish small department with well-defined educational goal for a limited and reasonably stable number of students (Fisher, 1965: 283). In this case, teaching English at university also concerns on its administration, encouragement of high standard and establish a certain environment to conduct the teaching of English.

The English departments of UMS, language skills taught are speaking, writing, reading and listening. Speaking and writing are usually learned in the classroom but reading and listening are conducted in the language laboratory. The university establishes the language laboratory for teaching language skills to make the teaching learning process more effective and efficient. The university establishes the language laboratory for teaching

language skills to make the teaching learning process more effective and efficient. The classroom is usually the scene of group learning experiences: Listening to the music of a culture, watching a film of an area and carrying on a group of conversations in the language but the language lab is where the students do their aural-oral homework (Walter and Charles, 1979: 167)

Teaching reading is one of language skills which are learned in language laboratory to get the understanding and not only the content of it but also the pronunciation, intonation and also the imitation from the native speaker. Reading is language function, it is the manipulation of symbolic materials (Heilman, 1961: 5). Basically there are two types of reading the first is silent reading and the second is oral reading. In this case, silent reading has only to get the meaning of content later, oral reading related to the pronunciation, intonation and also the content of the text.

Teaching reading aloud in language laboratory is more effective because the students can imitate from native speaker. Generally, the common classroom practices or teaching reading are like testing reading (Fauziati, 2002: 138). In reading, the students are related to developing the sounds from the native speaker. The students hear the real sounds from the native speaker, they will identify the pronunciation and also the intonation of the sentences.

B. Research Problem

Based on the background of the study the writer states the research problem as the following:

1. How is teaching reading using language laboratory in the first semester of English Department of UMS?
2. What are the advantages and disadvantages of teaching reading using language laboratory?

C. Limitation of the Study

The writer focuses on the first semester students of English Department of UMS 2003/2004 academic year. This research paper only presents listend-respond-compare laboratory.

D. Objectives of the Study

In this research the writer has three objectives namely:

1. To find the function of language laboratory in teaching reading.
2. To describe the implementation of teaching reading using language laboratory.
3. To describe the advantages and disadvantages of teaching reading using language laboratory.

E. Benefits of the Study

It is expected that the result of this ethnographic study will be able to give some benefits:

1. Theoretical benefits
 - a. The result of the research paper can be used as input in English teaching learning process especially teaching reading.
 - b. The result of the research can be used as the referent for those who want to conduct a research in English teaching learning process.
2. Practical benefits
 - a. For the readers, it is expected that they will get a large knowledge of teaching reading using language laboratory.
 - b. For the English teachers, they are able to conduct teaching reading using language laboratory in which the students try to find out the understanding of the subject matter.
 - c. For the students, they can get knowledge about new information of teaching reading using language laboratory.

F. Previous Study

The previous study, which discusses teaching language skills namely listening, speaking and also reading are very limited especially related to the language laboratory.

In this case the writer found the previous study as the following: the first is “Teaching Reading Using Communicative Approach at Elementary

School”. She tried discussing how the implementation of teaching reading using communicative approach is. Her conclusion is that teaching reading using communicative approach at elementary school is an effective process.

The second is “the Use of Language Laboratory in Teaching Speaking to the Second Year Students of MTS Assalam Sukoharjo” written by Umi Hartiyah. She tried discuss how is the language laboratory is used in teaching speaking. Her conclusion is that by using language laboratory, the teaching of speaking is more effective and efficient.

Here, the writer tries to develop the previous study with different object that discusses teaching reading using language laboratory especially in the first semester of English department.

G. Research Paper of Organization

The writer is going to discuss five chapters in this research paper as follows:

Chapter I concerns with introduction framework that deals with background of the study, research problems, objectives of the study, benefits of the study, previous study, and the last is research paper of organization.

Chapter II concerns with theoretical framework. The theory which is taken by the writer are general concept of teaching reading that includes the nature of reading process, the principles, stages of reading development, and the advantages of reading in the laboratory. Then, procedures of teaching reading using language laboratory. The last is general concept of language

laboratory that includes the notion, types, the function, and the advantages of it.

Chapter III concerns with research method that consists of type of research, subject of the study, object of the study, data and data sources, method of collecting data and technique of analyzing data.

Chapter IV concerns with the analysis of the data that contains the result of the research that includes the function of language laboratory for teaching reading, the implementation of teaching reading using language laboratory that includes the goal of teaching, the material, classroom practices that includes teacher's roles, student's roles and teaching and learning activities, discussion of the finding, at last, the advantages and disadvantages of teaching reading using language laboratory.

Chapter V concerns with conclusion and suggestion.