

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is central to the learning process. By reading activity, people may gain important information that are not presented by teachers in the classroom. Referring to cognitive psychology and schema theory, the reader is an active participant who has an important interpretive function in the reading process. It means that in the cognitive model, people as reader are more than passive participants who receive information while an active text makes itself and its meanings known to them. Actually, the act-of-reading is a push and pull between reader and text. As readers, people actively make or construct, meaning; what people bring to the text is at least as important as the text itself.

One of the most difficult tasks of a language teacher in the context of teaching English as a foreign language is to foster attitude toward reading. It is caused by the time limits and other constraints they faced during the teaching and learning process. Teachers are often unable to encourage students to find entertaining and interesting information in reading materials. Therefore it often creates a negative mind-set in students who consider the effort to interact with reading materials as an unattractive activity compared to the process they may get from visual electronic media.

One of the vital components of the language in learning language besides listening, speaking and writing is reading. The fundamental goal to any reading activity is knowing enough science concepts and knowing the language. There are some definitions of reading given by language scholars. Smith (1978) in Fauziati (2002: 139) stated that reading is more pragmatically as an understanding a message conveyed by the written through visual and non – visual information. Teaching reading as one of the aspects in English language skill must taught clearly and the material must be well understood by the students to avoid the uncomfortable atmosphere, because usually most of the students in conventional classes only hang up the information transferred by the teacher.

However, reading programs may help students develop their language skills necessary for success. But it is hard to implement an effective reading program, especially in countries where English language is treated as foreign language. The success of implementing reading programs will depend on the students' interest.

In relation to reading, the survey research administered by National Education Department of Republic of Indonesia showed surprising results. It is proved that reading comprehension competence of elementary school students were in a low level. Almost 76.95% of students were unable to use dictionary. Among those who were able to use dictionary, there were only about 5% can search words in Indonesian Dictionary systematically (Muhibbin, 1995: 34).

Therefore it is necessary for language teachers to foster reading on their students. It may be done by selecting proper materials to the students. The reading

programs may be useless if it is not done properly. Teachers should select reading materials that are relevant to the students' needs and interests.

The conventional method of English language teaching that still only transferring knowledge from the teacher to the students or teacher-centered was felt ineffective any more, because the students will feel bored and have no chance to improve their skills, so that experts begin to look for a model of teaching learning process that can meet the need of a meaningful teaching learning process that also dig the students' ability to master the material of the knowledge. Wichadee (2003: 3) states that teacher-centered approach taking place in traditional classrooms do not produce active recipients and result in fossilized language learning.

Teaching reading to elementary school is not easy and it needs more patience. In teaching English, especially teaching reading teachers have their own method. The Teacher needs to encourage children to acknowledge some responsibilities. The teacher has to identify properly about the student achievement ability. It means that the teacher should have a plan as accurate as possible to get an effective teaching and learning. Especially, to reach a good development in teaching reading, teacher should create various teaching method to increase motivation of the children. There is a method of teaching learning by the teacher which is interesting and it can improve students' ability.

In this research the writer is interested in observing the activities of the teaching process to know and describe the implementation of teaching reading to the fifth grade of SDN 2 Banyuagung Surakarta. The phenomena above attract the

writer to observe it, since no previous researcher conducts it. There are some points studied and this research related to the teaching of English; the goal of the English, the curriculum and the syllabus, classroom activities, teacher's roles, student's role, the role of instructional materials, the classroom procedure, and the type and procedures of evaluation.

From that description, the writer wants to know the correlation between reading habit and reading skill. So the writer is interested in choosing the topic of the study "THE STUDY ON THE IMPLEMENTATION OF TEACHING READING IN THE FIFTH GRADE OF SDN 2 BANYUAGUNG SURAKARTA.

B. Problem Statement

In this study, the writer focuses the problem statement as follows:

1. What are the components of teaching reading in the fifth grade students of SDN 2 Banyuagung Surakarta?
2. How is the reading habit realized in the fifth grade students of SDN 2 Banyuagung Surakarta?

C. Objective of the Study

Generally, the study aims to find out the correlation of tests score in the implementing between reading habit and reading skill at the fifth grade of SDN 2 Banyuagung Surakarta. Specifically this study is to:

1. identify the components of teaching reading in the fifth grade students of SDN 2 Banyuagung Surakarta.
2. describe the implementation of teaching reading in the fifth grade students of SDN 2 Banyuagung Surakarta.

D. Benefit of the Study

The writer expects that the research will be able to give several benefits, both theoretically and practically.

1. Theoretical Benefit

Theoretically, the writer hopes that the research gives the information about the correlation of reading habit and reading skill.

2. Practical Benefit

- a. The writer hopes this research can stimulate students to have good reading habit.
- b. Reading habit may increase the students' mastery of vocabulary well.
- c. To the other researchers, they are expected to be able to see the result of this research as an additional reference in carrying out further research.

E. Research Paper Organization

In order to make this research paper is easy to follow, the writer organizes it as follow:

Chapter I is introduction. This chapter consists of background of the

study, problem statements, objectives of the study, benefits of the study, and organization of the research paper.

Chapter II is concerned with review of related literature. It consists of previous study, notion of reading habit, the notion and the type of reading skill.

Chapter III is research method. This chapter is dealing with type of research, object of research, data and data source, methods of data collection, and technique of data analysis.

Chapter IV is research finding and discussion. It focuses on the research finding and the discussion of research finding.

Chapter V is dealing with conclusion, implication, and suggestion.