

CHAPTER I

INTRODUCTION

A. Background of the Study

Million of people in the world use English to various purposes, such as English for general communication, trade and commerce, science, education and government purposes. In this era, where the world is global and communication is broad, English becomes more important as the medium of communication.

The first foreign language in Indonesia is English. This policy means that English is used as a compulsory subject at junior and senior high school and optional subject at the university level. Because of the position of the language in Indonesia, English, therefore, becomes (1) the medium of international communication, (2) the medium help of Indonesian language development, and (3) as an instrument to develop and to improve many fields particularly in science and technology for the sake of the Indonesian development.

English, as foreign language in Indonesia, is a language for science and technology. English also becomes an instrument for everyone to broaden the knowledge or to move beyond particular national boundaries. Considering its importance, the 2004 Curriculum for basic education, State that English is taught starting from elementary school. It is aimed at motivating the students in order to make them much more ready and confident in learning English at

the higher levels. English is taught to the high school student as a local content subject in which some schools may choose it if this suit the situation, condition and the time allocation. Furthermore the local-content subject is based on the 2004 Curriculum for Basic Education (Depdikbud, 2004: 10-11) stating that “English can be taught at the level of elementary school on condition that is considered important by concerning local society and the availability of teacher with the ability to teach it.

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) states 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 fields in English language skill must talk 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.

The conventional method of English language-teaching that still only transferring knowledge from the teacher to the students or teacher-centered was felt ineffective anymore. The conventional method caused the students will feel bored and have no chance to improve their skills. Because of 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.

Teaching reading to high 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 that 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 in the teaching learning.

In this research the writer is interested in observing the activities of the teaching process to know and to describe the implementation of teaching reading in class X.b student of senior high school of Assalaam Surakarta in 2012/2013 academic year. Basically, reading is a skill practice. A lot of practice is the best way to improve it. By practice dealing with the students' habit makes students do reading activities and repeat it until become automatically. There are some points of study and this research relates 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 test.

Based on the background above, the writer is interested in choosing the topic of the study: **DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF TEACHING READING TO THE TENTH GRADE STUDENTS OF SENIOR HIGH SHCOOL OF ASSALAAM SURAKARTA IN 2012/2013 ACADEMIC YEAR.**

B. Limitation of the Study

The researcher conducts this research on the implementation of teaching reading to the class X.B students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year. Because the researcher wants to know the process of teaching learning by implementation of teaching reading in the class.

C. Problem Statement

The writer formulates the problems of the study as follows:

1. How is the implementation of teaching reading to the tenth grade students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year?
2. What are the strengths and weaknesses of the implementation of teaching reading to the tenth grade students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year?

D. Objective of the Study

The objectives of the study are:

1. To describe the implementation of teaching reading to the tenth grade students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year.

2. To describe the strengths and weaknesses the implementation of teaching reading to the tenth grade students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year.

E. Benefit of the Study

The writer expects that this research paper may give the following:

1. Theoretical Benefit

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

2. Practical Benefit

- a. For the writer, he can also get large knowledge about the implementation of teaching reading in reading habit, especially in teaching English.
- b. The reader may get a large knowledge in teaching English and can stimulate students to have reading habit.
- c. The teacher may get the knowledge in applying the learning process of teaching reading in teaching English and may be more expected to motivate the students to learn English.

F. Research Paper Organization

This research paper divided into five chapters, they are as follows:

Chapter I is introduction. It consists of background of the study, limitation of the study, problem statements, objective o the study, benefits o the study and research paper organization.

In chapter II is review of related literature, consisting of previous study, notion of teaching reading, notion of teaching competence, teaching reading, and micro skill of reading comprehension.

In chapter III is research method. It deals with the types of research, subject of the study, object of study, data source, and description of school, technique of collecting data and technique of analyzing the data.

Chapter IV deals with the result of the observation. It is about research finding and discussion.

Chapter V is the last chapter, it concerns with the conclusion and suggestion.