

CHAPTER I

INTRODUCTION

A. Background of Study

Language is as means to communicate. Every person uses a language to interact with the environment around them. People can express a thing or an idea to other people by using a language. They can express their idea orally or by writing it. According Finnochiaro in Srijono (2001: 7), language is used to express one's emotions, needs, thoughts, ideas, attitudes, etc.

Indonesian government applies English as an important subject since elementary school to university because English is a global language in this global era. There are four English skills, namely listening, speaking, reading, and writing. Teachers should develop these four language skills in order that their students could use skills to communicate or express their idea orally or by writing it in English.

One of the four language skills in English skill is reading skill; a student is able to develop their potential of reading skill when they learn carefully. It is defined as an understanding a message conveyed by the writer through visual and non-visual information (Smith (1991: 9) in Fauziati (2010: 33)). It is important to learn reading since it (1) helps us learn to think the new language, (2) helps us build a better vocabulary, and (3) makes us more comfortable with written English. As we know, teaching foreign languages to the students is something difficult to do. Therefore, an English teacher is

required to use different techniques of teaching English including learning techniques which are informative and interesting so that students will learn English in the class joyfully.

In this study, the writer observes reading teaching-learning process at the seventh grade of SMP N 2 Sawit Boyolali in 2013/2014 academic year. Based on information from the English teacher in SMP N 2 Sawit Boyolali, there are many problems faced by the teacher and the students in reading teaching-learning process, like the teacher finds difficulties in managing the students in the class, the students have low motivation in learning English, students' ability in pronunciation is still low, and students are hard to interpret the content of English reading. Besides, the students also have difficulties in translating the words from English into Indonesian and Indonesian into English.

Based on those explanations, the writer is interested in observing reading teaching-learning process at SMP N 2 Sawit Boyolali. So, the writer conducts the research entitled **A DESCRIPTIVE STUDY ON READING TEACHING-LEARNING PROCESS AT THE SEVENTH GRADE OF SMP N 2 SAWIT BOYOLALI IN 2013/2014 ACADEMIC YEAR.**

B. Limitation of the Study

In this research, the writer limits his study on teaching-learning process of reading at the seventh grade of SMP N 2 Sawit Boyolali in 2013/2014 academic year.

C. Problem Statement

Based on the background of the study the writer formulates the problem as follows:

1. How is reading teaching-learning process including classroom procedure and classroom activities to the seventh grade students of SMP N 2 Sawit Boyolali?
2. What are the problems faced by the teacher and the students in teaching-learning of reading at the seventh grade students of SMP N 2 Sawit Boyolali?

D. Objective of the Study

Based on those problem statements of the study mentioned, the objective of the study are:

1. To describe the reading teaching-learning process including classroom procedure and classroom activities at the seventh grade students of SMP N 2 Sawit Boyolali?
2. To describe the problems faced by the teacher and the students in teaching-learning of reading at the seventh grade of SMP N 2 Sawit Boyolali?

E. Significance of the Study

There are two kinds of advantages, namely theoretical and practical.

The advantages of the study are:

1. Theoretical Significance

- a. The research result can be used as the reference for those who want to conduct a research in reading teaching-learning process.
- b. The research can be useful for English teacher in giving additional input in reading teaching-learning process.

2. Practical Significance

- a. To help the students find the way of learning reading English correctly.
- b. The finding of this research can reflect the teaching English of reading by using techniques and strategies when the students get the difficulties in learning reading.

F. Research Paper Organization

Research paper organization is given to the readers so that they could understand the content of the research paper easier. In this case, the writer organizes his research paper into five chapters.

Chapter I is introduction that consists of 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 covers previous study, notion of language teaching, notion of learning, notion of reading, the component of reading teaching-learning process, classroom procedure in

reading teaching-learning process, classroom activities in reading teaching-learning process, method for teaching reading, role of teacher, and role of student.

Chapter III is research method. It deals with type of the research, subject of the study, object of the study, data and data source, method of collecting data, and techniques for analyzing data.

Chapter IV presents research finding and discussion. The research finding is divided into reading teaching-learning process and problems are faced by the teacher in reading teaching-learning process.

Chapter V deals with conclusion and suggestion.