

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

In the teaching-learning process of English as a foreign language, students must master the English skills, namely speaking, listening, reading, and writing. The teacher should develop these four language skills in order that their students could use the skills to communicate or express their feeling, thoughts, and opinions in English.

One of the important skills in English language is reading skill. Reading is such kind of activity to comprehend the writer's opinion or message in written or printed words. It is defined as understanding of a message conveyed by the writer through visual and non-visual information. Smith (1991: 9) in Fauziati (2010: 33) stated that it is important to learn reading since it

(1) helps us learn to think the new language, (2) helps us build a better vocabulary, (3) makes us more comfortable with written English, (4) can help us plan to study in English—speaking country.

Regarding the importance of English at school, the teacher should be creative to apply teaching methods in order to help students master the reading skill, so that the students are interested in and able to understand the material easily in teaching-learning process. According to Fauziati (2009: 15), method is treated at the level of design in which the roles of teacher, learners, and instructional materials are specified. Teaching method is the theoretically related to an approach and is organizationally determined by a design. Teaching method is one of the elements in teaching-learning process, and is related to an approach design, and teaching procedure. It is needed in teaching learning process to determine the success in education.

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 teacher can use. Discovery Learning is one of the methods in language learning. Discovery learning is method of teaching that focuses on active, hands on learning opportunities for students. Thus, the learning takes place within individuals and the instructional strategies are designed by the teacher. The learning experiences take place when the teacher plays a role as a coach who provides clues to help students to come to solutions or discovery. In other words, the discovery learning happens whenever the students are not provided with an exact answer but rather the materials in order to find the answer themselves through problem-solution activities. In so doing, students are expected to draw on their own experience and prior knowledge and interact with their environment by exploring or manipulating objects, struggling with questions, or performing experiments (Ormrod in Fauziati, 2014: 177).

Here, discovery learning can help students in teaching learning reading. Discovery learning is method that uses students' experiences. For example, in the material about family, the students already have illustration such what is father, what is mother, etc.

The proper procedures for using Discovery Learning as follows: (1) Begin discovery learning by presenting students with a scenario that has a problem that they can solve, (2) Depending on the class, you might have students work individually or with partners, (3) Next, distribute copies of the task to students, (4) Address the necessary vocabulary by using graphic organizers, (5) Distribute materials and provide students time to work on the solutions to work on the solutions to the problems, (6) For the final activity, have students present their final projects to the class.

In this study, the writer is interested in observing the process of teaching English at the seventh grade students of SMP Muhammadiyah 8 Surakarta. Based on the interview, the writer found many problem faced by the teacher such as students' difficulties in understanding the text. Few students

cannot put themselves in the right time and the right place, and each student has different capability in receiving the teaching English material. Based on the fact, the writer is interested in understanding the teaching-learning process of reading.

Based on those explanation above, the writer is interested in conducting a research about the teaching-learning process of reading skill in the seventh grade of Junior High School. So, the writer decides to carry out a research entitled **A DESCRIPTIVE STUDY ON TEACHING-LEARNING PROCESS OF READING AT THE SEVENTH GRADE OF SMP MUHAMMADIYAH 8 SURAKARTA IN 2014/2015 ACADEMIC YEAR.**

#### **B. Limitation of the Study**

In this research, the writer limits her study on teaching-learning process especially in reading skill at the seventh grade of SMP Muhammadiyah 8 Surakarta in 2014/2015 academic year.

#### **C. Problem Statement**

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

1. How is teaching-learning process of reading to the seventh grade students of SMP Muhammadiyah 8 Surakarta?
  - a. What is the teaching objective?
  - b. What is the curriculum and syllabus?
  - c. What are the roles of the students, teacher, and material?
  - d. What are the techniques in teaching-learning process of reading?
  - e. How are the procedures in teaching-learning process of reading?
  - f. What evaluation is used in teaching-learning process of reading?
2. What are the problems faced by the teacher and the students in teaching-learning process of reading to the seventh grade students of SMP Muhammadiyah 8 Surakarta?

#### **D. Objective of the Study**

Based on those problems statements of the study, the objective of the study are as follows:

1. Generally it purposes to describe the teaching-learning process of reading of the seventh grade students of SMP Muhammadiyah 8 Surakarta in 2014/2015 academic year. It specifically describes:
  - a. The teaching objective
  - b. The curriculum
  - c. The syllabus
  - d. The roles of teacher, students, and material
  - e. The techniques
  - f. The procedures of teaching-learning process of reading
  - g. The evaluation
2. To describe the problems faced by the teacher and the students in teaching-learning process of reading to the seventh grade students of SMP Muhammadiyah 8 Surakarta.

#### **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 teaching-learning process of reading.
  - b. The research can be useful for English teacher in giving additional input in teaching-learning process of reading.
2. Practical Significance
  - a. To help the students find the way of learning reading English correctly.
  - b. It will give some information and knowledge about teaching-learning process of reading to the seventh grade students of SMP Muhammadiyah 8 Surakarta.
  - c. It will give readers a larger knowledge.

- d. The writer can find the problems faced by the teacher and the students in teaching-learning process of reading to the seventh grade of SMP Muhammadiyah 8 Surakarta.

## **F. Research Paper Organization**

Research paper organization is given to the readers so that they could understand the content of the paper easier. In this case, the writer organizes her 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, language teaching, and teaching reading. Language teaching consists of notion of language teaching and notion of learning. Teaching reading consists of notion of reading, approach adopted in teaching-learning process of reading, the procedures of teaching-learning process of reading, components of teaching-learning process of reading, reading technique, principle of teaching reading, and reading strategies.

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 teaching-learning process of reading.

Chapter V deals with conclusion and suggestion.