

# CHAPTER 1

## INTRODUCTION

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

All components of English language are taught integrated by achieve the language skills, namely reading, speaking, writing, and also listening. Reading is one of the skills in learning English. Smith (1991:9) in Fauziati, (2010:33) states that, it is defined as an understanding a message conveyed by the writer through visual and non-visual information. By reading student can extract a lot of information and knowledge from many textbooks, references and related library reading they read.

Reading can also serve pleasure feeling. It is mostly gained by reading magazine, news paper, short story, novel, etc according to what they like. By reading those material, we can feel relax and joyful since in this type of reading we just read what we want. Reading then can be said as a means of studying and thinking as well as a means of enjoying. Some of the objectives of teaching reading in junior high school are to enable the students to get certain pieces of information. Identify general idea about the text and get the main idea both explicitly and implicitly.

In teaching learning process, reading has become the major skills since students who have good capability in reading will be able to expand their knowledge more easily. Reading can be said as a primary avenue to access to all

knowledge and information of the surrounding world. Through reading students can expand their view of the things, people and events. For students who are setting in the higher, education their success in learning is mostly influenced by their success in reading since many textbooks and reference are written in English. Here their reading ability does not focus on the level of recognizing the words but also comprehending the meaning and the message of the text.

Teaching reading is one of language skills are learned in junior high school to understand and not only the content of it, but also the pronunciation and intonation. Reading comprehension is fundamental for English foreign learner in observing new information and knowledge. Since many source books for the student especially for higher students are in English, they to be able to comprehend their book well.

In Indonesia, the model of curriculum always change follow the modernization of this world. The newest curriculum that used by the every school in Indonesia is KTSP (*Kurikulum Tingkat Satuan Pendidikan*), this model is made by the school it self, and used for the school it self also. This curriculum suggests for the teacher to use creative method that can make the student more innovative and creative. The techniques that the teacher can use in this curriculum are Discussion method and Preaching Method.

The dictionary of education describes discussion as an activity in which people talk together in order to share information about the topic or problem or to seek possible available evidence or a solution. It is used more and more in student centered learning venues as a means of engaging students in the active

construction of learning by through collaboration and the exchange of perspectives. Teacher use communicative method to teach reading. The definition of communicative method is the teacher deliver the material according to oral to the students in front of the class, sometimes the teacher give a questions to the students about content of the text.

In this research, the writer observes in *SMPN 1 Nogosari* at the first grade in 2012/2013 academic years. The writer reason observes this school because in the school he can found some procedure in teaching reading. And the teachers have interesting way to teach reading in English lesson according the curriculum.

Based on the explanation above the researcher wants to know the learning process in teaching reading comprehension the writer will conduct the research entitled *Teaching Reading to the First Year Students of SMPN 1 Nogosari in 2012/2013 Academic Year*.

## **B. Problem Statement**

The focuses the problem of the study as follows;

1. How is the implementation of teaching reading comprehension?
  - a. What are the materials used by the teacher?
  - b. What are the techniques used by the teacher in teaching reading comprehension?
  - c. How does the teacher evaluate the students reading comprehension?
2. What are the problems faced by the teacher in implementing of teaching reading comprehension technique?

### **C. Objective of the Study**

Based on the research problem, the study is aimed at:

1. Describing the implementation of teaching reading comprehension to the first year students of *SMP N I Nogosari*.
  - a. Describing the materials used by the teacher in teaching reading comprehension.
  - b. Describing the techniques used by the teacher in teaching reading comprehension.
  - c. Describing the teacher way to evaluate the students reading comprehension.
2. Describing the problems faced by the teacher in teaching reading comprehension to the first year students of *SMP N I Nogosari*.

### **D. Limitation of the Study**

The research focuses only on teaching reading comprehension technique in the first year of *SMP N I Nogosari*.

### **E. Benefits of the study**

After analyzing the problems, the researcher wants to get practical and theoretical as follows;

#### **1. Practical Benefits**

- a. For the readers, it is expected that they will get a large knowledge of teaching reading comprehension.
- b. For the teacher, they give some information and knowledge about teaching reading comprehension.

- c. For the students, they can get knowledge about new information from the reading text.

## **2. Theoretical Benefits**

- a. The result of the research paper can be used as input in English teaching learning process especially in teaching reading comprehension.
- b. The result of the research can be used as the referent for those who want to conduct a research in the teaching reading comprehension process.

## **F. Research Paper Organization**

In order to make the readers understanding content of this research, the writer arranges the research into five chapters. There are chapter I is introduction which consist of the background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and the last is research paper organization.

Chapter II is underlying theory, consist of previous study, notion of reading, notion of reading comprehension, reading skill and strategies, principle of teaching reading, techniques of teaching reading, and procedures of teaching reading.

Chapter III is research method dealing with type of research, object of the research, subject of the research, data and data source, method of collecting data, and method of analyzing data.

Chapter IV is conduct research finding and discussion. The research finding is separate into describing the implementation teaching reading comprehension to the first year students of *SMPN I Nogosari*, the result of

teaching reading comprehension to the first year students of *SMPN I Nogosari*, the problem faced by the teacher in teaching reading comprehension to the first year students of *SMPN I Nogosari*.

Chapter V is conclusion and suggestion. After that, the writer also presents bibliography, virtual references and appendix.