

**A DESCRIPTIVE STUDY ON TEACHING READING TO THE  
FIRST YEAR STUDENTS OF MTsN 1 SURAKARTA  
IN 2008/2009 ACADEMIC YEAR**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Teaching English in Indonesia is focused on the ability of student's communication. The communication can be in the form of oral and written forms. The learners should be capable of learning the four language skills, namely: listening, speaking, reading and writing (*Depdiknas*, 2003: 6). The learners should have the abilities in reading to support their speaking and writing.

Reading is one of the complex ways in learning English. Reading is a process of decoding message in which the students need their own experience and knowledge. Reading is such kind of activity to comprehend the writer's ideas or the way the writer communicates with the readers by way of the written or printed words (2008, [www.lf.la.org](http://www.lf.la.org)). Reading is important for everybody in order to cope with new knowledge in the changing world of technological age. The existence of the importance of reading will hopefully continue to increase in the years to come. Nevertheless, there are still some people who never have much initial interest or lasting interest in book or readings, so they cannot access to reading activities and reading programs.

The teacher usually has some methods in teaching-learning process. Teaching methods are needed in teaching-learning process, especially in teaching reading. Method is treated at the level of design in which the roles of

teachers, learners and instructional materials are specified. The method is theoretically related to an approach and is organizationally determined by design (Fauziati, 2001: 5). When the students are reading Indonesian text they have mastered vocabulary and structural system, but when they are reading English text, they are demanded to have adequate knowledge of the target language which have different system.

Students should have mastery on reading skill. Good achievement in reading is important to the students. Students will get information and ideas which can enrich their vocabulary and ideas. So it needs to use appropriate method in teaching reading, in order to produce good reading ability.

Teaching reading in junior high school can be done in many ways. The common way usually used by the teacher is reading short story whereas in fact there are other techniques that are more affective. For example, the methods of teaching reading there are short stories, puzzles, advertisement, games, and etc. It will make students more active in the classroom. The various activities will avoid classroom monotonous. It is very useful for increasing student's interest and motivation in learning English, so the teaching learning process will run better and faster.

The writer is interested in having a study on the method of teaching reading to the first year students of MTsN 1 Surakarta. In addition, realizing that most of the students usually get difficulties in understanding the text, the writer wants to know the method used in teaching reading.

Based on the background above the writer decides to carry out a research entitled “A DESCRIPTIVE STUDY ON TEACHING READING TO THE FIRST YEAR STUDENTS OF MTsN 1 SURAKARTA IN 2008/2009 ACADEMIC YEAR”.

### **B. Problem of the Study**

In this research the writer formulates the problems of the study as follows.

1. In general, this research is to answer the question “What are the method of teaching reading to the first year students in MTsN 1 Surakarta”. Specifically, it is to answer the following questions:
  - a. What are the objectives?
  - b. What are the materials given to the students?
  - c. How are the teaching and learning activities?
2. What are the problems faced by the teacher in implementing the method?
3. How does the teacher overcome the problems?

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

Based on the research problem, the writer has some objectives as follows:

1. Generally, it is to identify method of teaching reading to the first year students in MTsN 1 Surakarta. Specially, it is to:
  - a. describe the objectives of teaching reading.

- b. describe the material given by the teacher.
  - c. describe the teaching and learning activities.
2. Describe the problems faced by the teacher in implementing the method.
3. Describe the strategies implemented by the teacher to overcome the problems.

#### **D. Benefit of the Study**

The writer hopes that this research will have some benefits in the study of English especially in reading skill. There are two kinds of benefits in the research, those are:

1. Theoretical Benefits
  - a. The result of the research can be used as an input in English teaching learning process especially in teaching reading.
  - b. The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.
2. Practical Benefits

The result of this research will be helpful both for students and teacher to reduce the problems in teaching learning reading.

#### **E. Research Paper Organization**

To enable the writer arranging the research and to make it easy to understand, the writer divides this research paper into five chapters, as follows.

Chapter I is introduction. It deals with background of the study, problem of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II presents a review of related literature. It consists of previous study, notion of reading, notion of teaching reading, approaches of reading, the methods of teaching reading, principle of teaching reading, procedures in teaching reading, and the teacher's role.

Chapter III is research method. It consists of type of the research, place and time of the study, subject and object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV discusses the result of the research. It consists of research finding and discussion.

Chapter V is the last chapter. It consists of conclusion and suggestion.