

## **CHAPTER I**

### **INTRODUCTION**

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

English can be learned by reading. Realizing the importance of reading in one's life, reading was included in the four language skills (listening, speaking, reading, and writing). In our own language, reading is usually the third language skill that people learn. Reading is the process of looking at a series of written symbols and getting meaning from them. When the people read, people use our eyes to receive written symbols (letters, punctuation marks, and spaces) and people use brain to convert them into words, sentences, and paragraphs that communicate something to us. It is known that reading is one of the four English language skills, without reading the reader's can't understand the meaning of the text if they only see the sentences. So they need to read firstly.

People usually say that reading is a way of the world, because by reading, people can get more extensive information and knowledge, can improve without going anywhere. "Reading is an activity that confers strong knowledge, insights, and perspective on the reader." (Heath (1983) in Aebersold (1997:6) define "reading is a part of daily life for those who live in literate communities".

Therefore, in delivering the content of the materials that will be used to teach reading, teacher should prepare lesson plans, so that students can receive accurate reading lessons delivered by teacher. This lesson plan will be applied in the teaching and learning activities, namely teaching and learning reading comprehension.

There are many methods used by teacher for teaching learning process, such as; Direct Method (DM), Grammar Translation Method (GTM), Think Pair Share (TPS), and etc. That method used by teacher depends on teacher's needs in teaching learning process.

Learning English for students in Al-Irsyad seems less attractive, especially in reading, such as reading a narrative paragraph of text along with questions. Usually, the difficulty of student is reading the words that are difficult to read and

do not understand the meaning of reading text. And to overcome the shortcomings of the students, the teacher has to provide supporting facilities such as a dictionary.

The teacher must use the best method in the school levels. Without a method, the teacher will not be successful in the teaching-learning process. Method is concerned with how the procedures, principles, and practices used in teaching.

Based on the explanation above, the writer is interested in studying the teaching reading comprehension of SD Al-Irsyad Surakarta.

The title of the research is **DESCRIPTIVE STUDY ON TEACHING READING COMPREHENSION AT THE SIXTH GRADE OF SD AL-IRSYAD SURAKARTA IN 2014/2015 ACADEMIC YEAR.**

### **B. Problem Statement**

Based on the previous background, the writer formulates the problem as follows:

1. How is the process of teaching reading comprehension?
2. What are the problems faced by English teacher in teaching reading at the sixth grade of SD Al-Irsyad Surakarta?
3. What are the solutions taken by teacher to solve the problem?

### **C. Limitation of the Study**

In this research, the writer limits her research on methods by teacher used in Teaching Reading Comprehension at the sixth grade of SD Al-Irsyad Surakarta in 2014/ 2015 Academic year. The researcher wants to know the application of the method and it is successful or not in the teaching-learning process.

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

Based on the problems, research objectives in this study are:

1. To describe the learning process of reading comprehension in the sixth grade of Al-Irsyad Surakarta in 2014/2015.

2. To classify the problems faced by English teachers in teaching reading comprehension in sixth grade from Al-Irsyad Surakarta in 2014/2015.

### **E. Significance of the Study**

The writer hopes that this research can provide significance, both theoretical and practical significance:

1. Theoretical Significance
  - a. The results of this study can be useful in teaching reading comprehension, especially for the teaching of English in primary schools.
  - b. The results of this study can be used as a reference for those who want to do research in teaching reading comprehension and learning process.
2. Practical Significance
  - a. Teacher will gain their knowledge and information about teaching reading comprehension
  - b. The results of this study can be useful for teachers of English in the teaching reading comprehension.

### **F. Research Paper Organization**

This research paper is divided into five chapters as follows:

Chapter I is introduction. It covers background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II presents review of related literature which covers Previous Study, Reading, Reading skill, Reading Comprehension, Teaching Reading Comprehension, Method of Teaching Reading

Chapter III is research method. This chapter deals with research method covering type of the research, subject of the research, object of the research, data and source of data, method of collecting data, and technique for analyzing data.

Chapter IV discusses research result and discussion. It consists of Teaching Reading Comprehension, and discussion.

Chapter V is conclusion and suggestion.