

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching and learning English in Junior High School in Indonesia uses English as the main material of second language learning. English as an international language has a very important role in many aspect of our life. So, the students have to learn English to face the better future. English as a subject matter in school covers the four basic language: listening, speaking, reading, and writing. In every subject, students learn activities that involve reading.

One of Junior High School in Indonesia that applies English as one of subject of instruction is SMP Muhammadiyah 10 Surakarta. SMP Muhammadiyah 10 Surakarta is Islamic school. In SMP Muhammadiyah 10 Surakarta, teaching learning process especially in teaching reading at SMP Muhammadiyah 10 Surakarta is very interesting. The teacher uses a variety of ways to improve students' English reading skills. In teaching-learning process of teaching reading, teachers use a variety of classroom techniques to attract the attention of students in learning English of reading.

Smith (1991: 9) in Fauziati (2010: 33) defines Reading “as an understanding a message conveyed by the writer though visual and non-visual information”. By reading, students will get an information, knowledge, increase better vocabulary and make the students easily in mastering the other skills.

(Harmer, 2005: 68) in Fauziati (2010: 32) states that reading is one of the language skill which needed be taught in language classroom. Students need to be able to read texts English either for their careers, for study, or simply for pleasure. Reading is also plays an important role for language acquisition. When students are provided with comprehensible linguistic inputs, some of the language will stick in their minds as part of the language acquisition process. When reading texts are very interesting and engaging, the

acquisition process will be more successful. Reading text opportunities for students to learn vocabulary, grammar, pronunciation and even good models for English writing – the way sentence, paragraphs, or texts are constructed. Last but not be the least, reading texts can introduce interesting topics and simulate discussion.

Carrell and Eisterhold (1987) in Fauziati (2010: 32) states that “to improve the students’ ability to comprehend the text, therefore, we, teachers, have to help students change their inefficient reading habits (reading word by word, focusing too much attention on form, relying heavily on dictionary, etc)”. The teacher must to help students change their inefficient reading habit become efficient reading habit in order to the teacher can improve the students’ ability to comprehend the text and can improve the student’s reading ability.

Here are some of the micro-skills involved in reading. According to Brown (2004: 187-188) there are micro skills of reading, such as: 1) Discriminate among the distinctive graphemes and or the graphic patterns of English, 2) Retain chunks of language of different lengths in short-term memory, 3) Processing writing at an efficient rate speed to suit the purpose, 4) Recognize a core of words and interpreting word order patterns and their significance, 5) Recognize grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, pluralisation), patterns, rules and elliptical forms, 6) Recognize that a particular meaning may be expressed in different grammatical forms, 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

In general, teaching reading starts when teacher enters the class and asks to open the book or the teacher gives some examples of the text, after that the students are asked to read the text. In fact, the technique makes students bored. Reading still has a big problem for students because to develop the student’s interest in reading is very difficult. So, the teacher should make the students more active in the classroom. The teachers need various classroom techniques. The various techniques will motivate students

learning English especially in learning reading, so the teaching learning process in teaching reading will run better.

In teaching reading, teachers must master kinds of classroom techniques that can be adjusted to classroom conditions. Based on Fauziati (2014: 13) technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to particular method. In other words, techniques in classroom practices done by teacher when presenting a language program. This is the way the classroom technique are integrated into lessons and used as the basis for teaching and learning. Based on the statement, classroom technique is the implementation that teacher and the student uses in teaching learning process in the classroom.

There is relation between approach, method, and technique. Celce-Murcia (2004: 9) in Fauziati (2014: 15) states that an approach is general (e.g. cognitive approach), that a method is specific set of procedures more or less compatible with an approach (e.g. the silent way method), and that a technique is very specific type of learning activity used in one or more methods (e.g. using colored rods of varying lengths to facilitate language practice in silent way).

Based on the statement, approach is the theory about language learning of how people learn in general. Method is kinds of different ways that are used in each process of teaching. While technique is the implementation that teacher and the student uses in teaching learning process in the classroom.

One of the main aspects of teaching reading classroom techniques is to help improve students vocabulary and to make students understand the content of the text and they think that the lesson is easy. There are various kinds of classroom techniques to teach reading.

One of kinds of techniques used by teachers in teach reading is reading aloud and silent reading. In teaching using techniques of reading aloud the teachers asks the students to read aloud the text or the sentence after

that the teacher asks the students repeat the text or the sentence has been pronounced loud by teacher as well. According to Fauziati (2009: 39), students take turns reading sections of passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gesture, pictures, realia, examples or other means to make the meaning of the section clear. Then, in silent reading techniques, the students find information or the content of text by reading it silently.

Based on the observation before, in English class, teacher finds many problems in teaching reading. For understand the text is very difficult for students because their vocabularies is limited. For understanding the meaning when reading the text, the students must diligently to open the dictionary. If the students want comprehend the text easily, the student have to a lot of vocabularies. In addition, the teacher must have a good classroom technique for teaching reading skill to improve students' reading skills in order to make students easier comprehend the text.

The teacher must choose and uses appropriate the classroom technique to make the student comprehend the text easily. Because reading text usually has long text, it is that make the student different to comprehend content of the text. So, the teacher has to use classroom technique to help the student easier to understand the text. Classroom techniques to be important to make a research because as a writer must to know what is the best classroom techniques used to teaching of reading to make the students comprehend the text easily.

The writer is interested in getting a study about classroom technique on teaching of reading at SMP Muhammdiyah 10 Surakarta. The writer wants to know about classroom techniques used by the teachers to develop students' English reading skills at SMP Muhammdiyah 10 Surakarta.

Based on the explanation above, the writer is interested in doing research entitled **“CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS' ENGLISH READING SKILLS**

**AT SMP MUHAMMADIYAH 10 SURAKARTA IN 2015/2016
ACADEMIC YEAR: A NATURALISTIC STUDY”.**

B. Problem Statement

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

1. What are the types of classroom technique used by the teacher to develop students' English reading skills?
2. What are the purposes of classroom technique used by the teacher to develop students' English reading skills?
3. What are teachers' roles in each types of classroom technique used by the teacher to develop students' English reading skills?
4. What are the students' roles in each types of classroom technique used by the teacher to develop students' English reading skills?
5. What are the instructional materials in each types of classroom technique used by the teacher to develop students' English reading skills?

C. Scope of the Study

This study focuses on classroom techniques used by the teacher to develop students' English reading skills at SMP Muhammadiyah 10 Surakarta in 2015/2016 academic year. The limitation of this research is to get results of the observation, especially the classroom techniques, the purpose of classroom techniques, teachers' role, students' role, and instructional material. The subject of this research is limited English teacher and the students of seventh and eighth grade at SMP Muhammadiyah 10 Surakarta. The data are taken from the teaching learning of reading in the class.

D. Objectives of the Study

The writer has some objectives dealing with the problem statement above, they are:

1. To describe the types classroom technique used by the teacher to develop students' English reading skills.
2. To describe the purpose of classroom technique used by the teacher to develop students' English reading skills.
3. To describe the teachers' role in each types of classroom technique used by the teacher to develop students' English reading skills.
4. To describe the students' role in each types of classroom technique used by the teacher to develop students' English reading skills.
5. To describe the instructional material in each types of classroom technique used by the teacher to develop students' English reading skills.

E. Benefits of the Study

This research gives advantages on education aspect especially in teaching learning process. The writer hopes some benefits from the study are theoretical benefit and practical benefit:

1. Theoretical benefits
 - a. The result of research can be used as input in English teaching learning process especially in teaching reading.
 - b. The writer hopes that the result this study can be used as an additional reference in teaching reading process.
2. Practical benefits
 - a. To help the teacher and the learners find the way of teaching learning English.
 - b. It will give readers a larger knowledge.

F. Research Paper Organization

The research paper organization includes five chapters.

Chapter I is introduction that consists of background of the study, problem statement, scope of the study, objectives of the study, benefits of the study, and research paper organization.

Chapter II is review or related literature. It discusses underlying theory which covers previous study, theoretical review that consist the notion of approach, method, and technique, notion of reading, micro and micro skills of reading, notion of teaching reading, techniques of teaching reading, teacher's role, student's role, instructional material.

Chapter III is research method. It deals with that research method with covering the type of research, sites of the research, subject of the research, object of the research, data and data source, and method of collecting data, technique of data analysis, and technique of checking the data credibility.

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

Chapter V is conclusion, pedagogical implication, and suggestion. After chapter V, the writer presents bibliography, virtual reference and appendix.