

CHAPTER I

INTRODUCTION

A. Background of the Study

One of the languages used for communication in the world is English. As an International language, English plays a very important role in the global communication. It is the way to communicate and socialize with people from other countries about many aspects in human life such as education, technology, economics, socials, and politics.

In Indonesia, English as the first foreign language has been included subject matters learned by the students is given at any educational level, starting from elementary till university. The students have to learn English to face the better future. There are four skills in teaching English, namely: listening, speaking, reading and writing. The teachers should develop these four language skills in order that their students could use the skills to communicate their feeling, thoughts, and opinion in English. From the four language skills, reading have important role to cover other skill. It caused in every subject, students learning activities involve reading. Besides that, reading is very needed by the students since both local and national test of English are tested in written form.

Reading is an activity to comprehend the author's opinion or message in written printed or printed words. A student is also able to develop their potential of reading skill when they learn carefully. It is defined "as understanding a message conveyed by the writer through visual and non-visual information" (Smith, 1991: 9) in Fauziati (2010: 33).

Reading is one of the language skills which needed be taught in language classroom. Students need to be able to read texts in English either for careers, for study, or simply for pleasure. Reading is also plays an important role for language acquisition. When reading texts are very interesting and engaging, the acquisition process will be more successful. Reading texts provides opportunities for students to learn vocabulary, grammar, pronunciation, paragraph or texts are constructed (Harmer, 2005: 68) in (Fauziati, 2010: 33).

Smith (1991: 9) in Fauziati (2010: 33) stated that it is important to learn reading since it

(1) Help 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.

Carrell and Eisterhold (1987) in Fauziati (2010:32) state that “to improve the student’s ability to comprehend the text, therefore, we, teachers, have to help students change in their inefficient reading habits (reading word by word, focusing too much attention on form, relying heavily on dictionary etc). In this case, the teacher must help the students have efficient habits to read many textbooks, reference or related library reading in order to the ability of the students to understand text can improve be better beside they can get a lot of information and knowledge from it”.

Generally, in teaching-learning process of reading the teacher starts with enter into classroom and asks the students read the text in their book or material that giving by teacher. In fact, this technique makes students bored and do not attract to continue reading activities. Reading still became a big problem for the teacher because to develop student’s interest in reading is still difficult. The students generally do not have their self-motivation to read their books. They think that reading is an activity related with longer text that they are in difficulty to understand it. The important thing which the teacher must do is apply the appropriate technique to make them more active in the class and motivated in learning reading. So, the process of teaching-learning reading will run well.

In teaching of reading, the teacher must master various kinds of classroom techniques to make a teaching learning process successfully. Technique is a tool used by the teacher to get the goal in learning process. Based on Fauziati (2014:13) technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom

activities are integrated into lesson and used as the basis for teaching and learning.

According to Anthony (1963: 94) in Fauziati (2014: 11), identifies three levels of conceptualization and organization, which are termed as approach, method, and technique. The first level of trio terms is approach. According to Anthony cited by Fauziati (2014: 11) defines approach as “A set of correlative assumptions dealing with nature of language and the nature of language teaching and learning. An approach is an axiomatic”. Then Anthony (1963: 95) in Fauziati (2014: 12) views method as “An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic whereas method is procedural. Then Fauziati (2014: 13) views technique as the third level. It is “implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance which used to accomplish an immediate objective. Technique must be consistent with a method, and therefore harmony with an approach as well.

Based on the definition above, we can conclude that approach is theories of language learning to describe how people learn in general. Method is action of teacher such as teacher and learner role and instructional materials by selected approach. While technique is the real implementation happen when teaching-learning process in the classroom.

Some of the main objectives use technique in teaching reading is to help the students improving their vocabulary and to make them understanding the content of text easily. There are many kinds of classroom techniques that can be used the teacher to teach reading, such as reading aloud and silent reading. When apply reading aloud technique, the teacher asks the students repeat a sentence has been pronounced by teacher loudly or the teacher command the students to read aloud sentence by sentence on the text. According to Fauziati (2009: 39) students take turns reading sections of passage, play, or dialog out loud. The end each of student’s turn, the teacher uses gesture, picture, realia, examples or other

means to make the meaning of section clear. Meanwhile, in silent reading, the students can understand the content of text by reading it silently.

One of Junior High Schools in Indonesia that applies English as one of compulsory subjects is MTs N 1 Grobogan. MTs N 1 Grobogan is Islamic based school. In MTs N 1 Grobogan, teaching learning process of reading is not interesting. The teacher still uses traditional ways by reading a text and giving the meaning of text to the students. The teacher acts as classroom-centered. This condition makes the students feel bored and have no chance to improve their reading skill.

Based on the pre-observation at MTs N 1 Grobogan, the writer found that the teacher faced some problems in teaching learning process of reading. Some problems occur when the students get difficulties in understanding the content of text because they have limited vocabulary and they are too lazy to open dictionary to consult any difficult words or to search the meaning of words. For this, the teachers' role to develop students' English reading skill is very important. The teachers should be more creative to find and use the teaching techniques which are appropriate with the student's characteristic to get students interest in reading activity, to make students easier to comprehend the text also improve the students' vocabulary.

The writer is interested in doing observation on classroom techniques used by the teacher to develop students' English reading skill at MTs N 1 Grobogan. The writer wants to know the best techniques used by the teacher in teaching-learning process of reading.

Considering the explanation above, the writer is interested to do a research about *Classroom Techniques Used by the Teacher to Develop Students' English Reading Skill at MTs N 1 Grobogan in 2015/2016 Academic Year: A Naturalistic Study*.

B. Problem Statements

Based on the background of the study above the problem of this study is “How the classroom technique used by the teacher to develop students’ English reading skill at MTs N 1 Grobogan in 2015/ 2016 academic year?”

To explain the problem statement, the writer formulates the research question as follows:

1. What are the types of classroom techniques used by the teacher to develop reading skill?
2. What are the purposes of each classroom techniques used by the teacher to develop reading skill?
3. What are the teacher’s roles to develop reading skill?
4. What are the student’s roles to develop reading skill?
5. What are instructional materials to develop reading skill?

C. Objectives of the Study

Based on the problem statement mentioned above, the objectives of this study are:

1. To identify the types of classroom techniques used by the teacher to develop students’ reading skill.
2. To identify the purpose of each classroom techniques used by the teacher to develop reading skill.
3. To describe the teacher’s roles to develop reading skill.
4. To describe the student’s roles to develop reading skill.
5. To describe instructional material to develop reading skill.

D. Scope of the Study

To make this study focus, the researcher limits the research. In this research, the researcher observes teaching-learning process of reading in the classroom by the teacher in MTs N 1 Grobogan in 2015/2016 academic year. It consists of subject and object:

1. Subject

The subject of this study is limited to the English teachers and students of seventh and eighth grade at MTs N 1 Grobogan. The researcher

takes the sample from the class VII E, VII B, VIII A, VIII D, VIII G, and VIII I. The teacher's name are Mrs. Rusmini, S.Pd as the English teacher of seventh grade, Mrs. Nita Kurniatawati, S.Pd and Mr. Ali Mahsun, M. Pd as the English teacher of eighth grade of MTs N 1 Grobogan.

2. Object

The object of this study is limited to the classroom techniques used by the teacher to develop student's English reading skill at MTs N 1 Grobogan.

E. Benefit of the Study

The writer hopes that the result of this research will have some benefits, both theoretical and practical benefit:

1. Theoretical Benefits

The writer hopes that the result of this research can be used as the reference for those who want to conduct a research about classroom techniques in teaching reading process.

2. Practical Benefits

- a. For English teacher, the result of the study can be a reference for teacher to choose the best classroom techniques in teaching reading.
- b. For the students, various classroom techniques can help students to learn reading more easily. It is expected to motivate the students in English learning process.
- c. For the other researcher, the result of the research can be the reference for the next researcher who interested in the classroom techniques in teaching reading.

F. Research Paper Organization

The organization of the research paper is given to make the readers easier to understand the content of the research paper. The writer divides this paper into five chapters as follows:

Chapter I is Introduction. It consists of background of the study, problem statements, objectives of the study, scope of the study, benefits of the study, and research paper organization.

Chapter II presents of underlying theory. It relates of previous study and theoretical review. Theoretical review such as notion of approach, method, and technique, notion of reading, components of reading, micro and macro skills of reading, notion of teaching reading, techniques of teaching reading, teacher's role, student's role, and instructional material.

Chapter III is research method. This chapter presents the type of the study, setting of the study, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data, and data validity.

Chapter IV is the research finding and discussion. It consist of the result are to describe the types of classroom technique, the purpose of each classroom techniques, teachers' role, students' role, and instructional materials in teaching learning process at MTs N 1 Grobogan.

Chapter V is conclusion, pedagogical implication and suggestion.