

## **CHAPTER I**

### **INTRODUCTION**

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

Language is a tool used to communicate and interact with others. As a human, we need language to communicate and interact with others. English is one of the languages that we must understand because English is an international language. People are forced to be able to speak English since English has been the key in this globalization era. English can be used to communicate with another people from different countries. While English is applied in many aspects in our life such as information about education is often used in English. Therefore, the Indonesian government chooses the English to become one of mandatory subjects in the formal education.

We have to know some major skills in English to be able to communicate with English fluently. And the major skills in English are divided into two types and every type has two skills. Those types consist of active process and passive process. Active process consists of speaking and writing skill while the passive process consists of reading and listening skill. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written (Harmer, 1983: 44). The four language skills must be mastered by student in order to communicate and to express their opinions, feels and ideas using English fluently. Therefore, the teacher must have technique and strategy in order to develop and apply four major skills in teaching process so that students can understand and master English.

We know that in teaching classroom, the approach, method and technique are different. According to Anthony in Fauziati (2014: 12) method is 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 a method is procedural.” Whereas, the technique is “implementation which actually takes places in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well” (Anthony, 1963: 96).

Every language skill has a classroom technique. And teaching reading also has a classroom technique where classroom techniques and classroom activities are the same thing. Fauziati (2015: 115) stated that “There is an obvious implication for the teaching of reading skills. In order to help language learners develop their reading skills, two kinds of activity should be considered, namely: Classroom Practice to Develop Text-Based Processing Skills and classroom Practices to Develop Knowledge-Based Processing Skill.

Every teacher has his own strategies to teach the English to his students especially in teaching reading skills. Harmer in Fauziati (2015: 113) stated that “Reading text also provide opportunities to learn vocabulary, grammar, pronunciation and even good models for English writing—the way sentences, paragraphs, or texts are constructed. Last but not least, reading texts can introduce interesting topics and stimulate discussion. (Harmer, 2005: 68). There are some micro-skills of reading according to Brown (2004: 187-188) such as: 1) Discriminate among the distinctive graphemes and or the graphic patterns of English. 2) Retain chunks of language lengths in short-term memory. 3) Processing writing at an efficient rate speed to suit the purpose. 4) Recognize grammatical words classes (noun, 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 the day to day, we usually see that reading learning is boring. Teacher begins the classroom by asking students to open the textbook and to read it. If student gets some difficult words, the student will be asked to open the dictionary. But, that technique makes the student bored at the learning process. It can influence the level of student understanding in reading. At this moment, reading skill still become a major problem for student and teacher to develop the student ability in understanding reading skill. Most of students feel lazy to learn reading skills because the text in reading skill learning usually is too long to read by the students. Because of that phenomena, the teacher is charged to have various techniques that can make students more interested and active in learning process.

From the observation result which is conducted by the researcher about teaching reading process at SMP Negeri 22 Surakarta, the result shows some problems which is faced by the students in doing or answering reading question. Most of them didn't know the meaning of every single words and difficult words whereas the most important thing to understand the reading skill is mastering vocabulary in order to understand the text. They also couldn't read and pronounce the word in English so that they get difficulty to express their opinions. Therefore, the teacher have to have the best way to help the students to solve the problem that they face.

Nowadays, the technique which is used by the teacher is good enough but not enough to develop the student ability in reading skill. Based on that problem, the researcher is interested in doing research about classroom technique in teaching reading at SMP N 22 Surakarta. The researcher want to know what types of classroom techniques used by the teacher to develop student ability in reading skill at SMP N 22 Surakarta.

Based on the explanation above, the researcher is interested in doing research entitled “**CLASSROOM TECHNIQUES TO DEVELOP STUDENTS’ ENGLISH READING SKILLS: A NATURALISTIC STUDY AT SMP NEGERI 22 SURAKARTA**”.

### **B. Limitation of the Study**

This study focuses on the techniques used by the teacher in reading learning process at SMP N 22 Surakarta. The limitation of this research is to get the observation result about classroom techniques used by the teacher, purpose of the technique, teachers’ and students’ roles in each type of classroom technique used by the teacher and the role of instructional material. The subject of this research is teacher and student of SMP N 22 Surakarta.

### **C. Problem Statement**

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

1. What are the types of classroom techniques used by the teacher to develop students’ English reading skill?
2. What are the purposes of the teacher using that technique in developing students’ English reading skill?
3. What are the teachers’ roles in each type of classroom technique used by the teacher to develop students’ English reading skill?
4. What are the students’ roles in each type of classroom technique used by the teacher to develop students’ English reading skill?
5. What are the roles of instructional material in each type of classroom technique used by the teacher to develop students’ English reading skill?

#### **D. Objectives of the Study**

The objectives of this study are:

1. To describe the types of classroom techniques used by the teacher to develop students' English reading skill.
2. To describe the purposes of the teacher using that technique in developing students' English reading skill.
3. To describe the teachers' roles in each type of classroom technique used by the teacher to develop students' English reading skill.
4. To describe the the students' roles in each type of classroom technique used by the teacher to develop students' English reading skill.
5. To describe the role of instructional material in each type of classroom technique used by the teacher to develop students' English reading skill.

#### **E. Benefits of the Study**

This study gives some benefits on the teaching learning process especially in reading skill. The benefits from this research are theoretical and practical benefit, they are:

1. Theoretical benefits
  - a. The result of this study can be used to add the reference for the other researchers.
  - b. The writer expects this study can be useful to improve the teachers' knowledge about teaching learning process.
2. Practical benefits
  - a. Practically the result of the study can help the teacher to find the best technique to teach their student in English reading skill so it can help to achieve the learning goals.
  - b. Adding the readers' knowledge about teaching English especially in reading skill.

## **F. Research Paper Organization**

The writer organizes this study in order to create it easier to understand they are:

Chapter I is introduction. This chapter contains of the background of the study, problem statement, limitation of the study, objective of the study, benefit of study and the research paper organization.

Chapter II is review of related theory. It contains the previous studies and the underlying theories that are useful for conducting the analysis of the data.

Chapter III is research method. It consists of type of the research, sites of the research, subject of the research, object of the research, data and data source, method of collecting data and technique for analyzing data, and technique for checking the data credibility.

Chapter IV is the result of the study. It consists of research findings and discussion.

Chapter V is conclusion, pedagogical implication, and suggestion. It consists of conclusions of the research, pedagogical implication and completed by suggestion to make the research to be better.