CHAPTER I

INTRODUCTION

A. Background of the Study

Human is a social creature. Communication is an important thing in a social life. There are many tools for communication, i.e., gesture, sign, language etc. From these communication tools, language is used frequently.

A language has an important position in a social life. By using language, people feel easy to communicate the other people. As stated by Soepomo (2001: 171), language is a tool to do communication. Therefore, the language can be a measurement of the progress of the country in which it is used for communication.

As long as people’s ability grows, the people’s way in holding communication with others also grows. They, people, and then try to communicate with other and express all of what has kept in people mind not only trough speaking form but also trough reading form such as: novel, poetry and text materials.

English is a language, which is often used in communication among the countries in the world. It is one of the international languages so that it gives many benefits if we understand it well. For this purpose the government has made a policy to support the development of English in Indonesia, i.e., making English as the subject matter that have to be taught from Junior High School to Senior High School. Even, it has been taught in the Elementary School.
As it is stated in Teaching Guideline (Garis-Garis Besar Program Pengajaran) (1995: 1) states that teaching English in a Senior High School is directed to reading skill. The aim of English teaching in Senior High School is to master all of the language skills, i.e., reading, listening, speaking and writing. They are taught seriously. However, reading skill is the first priority. As we know, students are the agents of change for the future day. They have to do a lot of reading activities to add knowledge as the foothold of getting better life. Therefore, the statement of the government policy in Teaching Guideline Garis-Garis Besar Program Pengajaran (GBPP) is suitable with the demand of life. It is supported by Haryasujana, Yeti and Titin (1988: 2), that reading is an important factor in our life. Through printing media we can adapt various information we need in the daily life.

By reading we can adopt the information. Because the information is very important to adapt the civilization. In this reality, mass media like newspaper, magazine, scientific books etc, have important position. We cannot find out information in media without reading. So, reading skill is very important.

Constraints in implementing the program of teaching English as a foreign language at Senior High School are natural things. Whoever implements the program, a constraint needs to be solved because it does not only inflict the learning achievement, but also influences the teacher’s work in managing the teaching-learning process. The constraints in SMA Muhammadiyah 2 Pekalongan which are related to the English teaching-
learning process such as the constraints resulted from the teacher, constraints resulted from the students, constraints resulted from the facilities, constraints resulted from the materials, and constraints resulted from the time and space that happen in the first year students of SMA Muhammadiyah 2 Pekalongan in 2007/2008 academic year in understanding English text materials, which they learn.

Many schools have tried to improve the students reading skill. Many teachers have developed some concepts, but some of them fail to carry out the curriculum purpose. Because of the importance of reading, the writer is interested in conducting a research entitled Constraints in Comprehending English Text Materials of the First Year Students of SMA Muhammadiyah 2 Pekalongan in 2007/2008 Academic Year.

**B. Research Problem**

The problem of the study is stated as follows:

“What constraints are faced by the teacher and the first year students of SMA Muhammadiyah 2 Pekalongan in comprehending English text materials in 2007/2008 academic year?”

**C. Limitation of Study**

In this research, the writer discusses the constraints in comprehending English reading text materials faced by the first year students of SMA Muhammadiyah 2 Pekalongan in 2007/2008 academic year.
There are many constraints affecting the Constraints in Comprehending English Text Materials. It is difficult for the writer to find out all the constraints of comprehending English text materials. Therefore in doing this study, the writer limits the problem to one variable, namely the constraints which are related to the comprehending English text materials. More specifically, the constraints will be focused on the teacher and the students. These will be concerned with the materials, time and space as the subject of the English teaching and learning.

D. Objective of the Study

The objectives of the study are:

1. To know the nature of constraints in the language teaching and learning focused on; constraints in facility, constraints faced by the teacher, constraints faced by the students, constraints in materials and constraints in time and space.

2. To know the constraints of English component focused on; constraints in vocabulary, constraints in structure and constraints in pronunciation.

E. Benefit of the Study

The writer hopes the study will give benefits as follows.

1. Theoretical Benefit

a. The result can be used as the reference for those who want to conduct a research in English teaching learning process.
b. It is expected that the result of this research can give the English teachers in Senior High School general knowledge about the kinds of existing constraints in the English teaching learning process, so they can try to find some solutions in improving their teaching as an effort to eliminate the emerging constraints.

2. **Practical Benefit**

   a. For teacher

      The writer hopes this research can give contribution to English teachers to increase the teaching quality of the school so that he/she can minimize the constraints

   b. For the students

      They can make some learning strategies to minimize constraints in comprehending the subject.

   c. For the writer

      The writer hopes the result of the research gives new knowledge about learning teaching process.

D. **Research Paper Organization**

   The writer arranges the research paper in order that the reader can understand easily. He divides this research paper into five chapters.

   Chapter I, Introduction, consists of background of study, research problem, limitation of study, objectives of the study, benefit of study, and research paper organization.
Chapter II, Review of Related Literature, consists of previous of study, notion of reading, reading comprehension, and constraints in comprehending, and English text materials.

Chapter III, Research Method, consists of type of the study, subject of the study, object of the study, data and data source, technique of collecting data, and technique for analyzing data.

Chapter IV, Research Finding and Discussion, concerns with research finding and discussion.

Chapter V, Conclusion and Suggestion, concerns with conclusion and suggestion.