

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English is not easy. From the Elementary School until Senior High School English is taught based on its curriculum. The goals of English learning as stated in the 2006 Curriculum are as follows:

- 1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulisan untuk mencapai tingkat literasi functional*
- 2. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global*
- 3. Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya.*

The junior high school students must have communicative competence in the speaking and writing to reach functional level. The students must have awareness to improve their English skill in global community and to improve their comprehension of relation between language and culture. The students in Junior High School must also accomplish the curriculum with the comprehension of the information about knowledge and culture.

Hyme'sin Richards and Rodgers (1986: 69) state that a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:

1. Whether and to what degree something is formally possible.

2. Whether and to what degree something is feasible in virtue of the means of implementing available.
3. Whether and to what degree something is appropriate adequate, happy, successful in relation to a context in which it is used and evaluated.
4. Whether and to what degree something is in fact done, actually performed, and what its doing entails.

Canale and Swain (1980) in Richards and Rodger (1986: 71) say that four dimensions of communicative competence are identified: grammatical competence, sociolinguistics competence, discourse competence, and strategic competence.

1. Grammatical competence is dominant of grammatical and lexical capacity.
2. Sociolinguistics competence refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose for their interaction.
3. Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and if how meaning is represented in relationship to the entire discourse text.
4. Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair and redirect communication.

Littlewood in Richards and Rodger (1986: 76) distinguishes between functional communication activities and social interaction activities as the

activities that comprise sets of pictures also conversation and discussion. Functional Communication activities include such as tasks as learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map, etc. Social interaction activities include conversation and discussion session, dialogues and role play, simulation, skits, improvisation, and debates.

Relating the communicative language in Junior High School is important to student learning English. The student must develop their communicative competence. There are two aspects to accomplish communicative competence such as communication activities and social interaction activities.

The student must master four skills in learning English. There are: Speaking, Listening, Reading and Writing. Especially, reading is important to people to know many things. The people can explore through reading book, magazine, newspaper, news online etc.

Wallace (1994:4) defines reading as interpreting means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which the reader has some purposes in attempting to understand. William (1984:3) states that reading is a process whereby one looks at and understands what has been written, the reader does not necessarily need to look at everything in a given piece of writing.

The student reads to give reaction about what they read and understand about the meaning without understanding about the writing technique. Reading is about what you look and understand about it.

Teaching reading in Senior High school must use techniques to reach the goal. To find out the students' problem in learning reading, the writer conducted observation and interview in the seventh grade of SMP Negeri 2 Jatisrono. The techniques used by the teacher can help the student of SMP Negeri 2 Jatisrono to be interested in teaching reading.

Besides, the writer also found some problems of the classroom from their teacher. Some students were quiet when the teacher asked them to read the text. The student was not also active when the teacher gave explanation. They looked not interest to read or answer the question about reading.

There are some reasons of choosing the techniques used by the teacher in teaching reading to overcome the problem in reading lesson. The techniques in teaching reading can help student in reading lesson in the classroom. The student will get some techniques from the teacher to master reading skill.

Related to the techniques used by the teacher in teaching reading is not just aspect of my research, but through trick can refer other teacher in teaching reading. The techniques used by the teacher can be interesting and give motivation in learning process especially reading lesson becomes more active and participative in reading.

In this study the writer will focus on techniques used by the teacher in teaching reading to the seventh grade of Junior High School in SMP Negeri 2 Jatisrono. This study is entitled “The Techniques Used by The Teacher in Teaching Reading to the seventh Grade Students of SMP Negeri 2 Jatisrono.”

B. Scope of the Study

Based on the case study above, the writer will discuss on the techniques used by the teacher in teaching reading to the seventh grade students of SMP Negeri 2 Jatisrono.

C. Problem Statement

Based on the background of the study, the problem statements are as follows:

1. What are the techniques used by the teacher in teaching reading?
2. What are the problems faced by the teacher in implementing the techniques?
3. How does the teacher solve the problems in implementing the technique?
4. What are the roles of the teacher and students in implementing the techniques?

D. Objective of the study

The objectives of the study are:

1. to describe the technique used by the teacher in teaching reading in the classroom,

2. to identify the problem faced by the teacher,
3. to find the way the teacher solves the problem,
4. to describe the student and teacher roles in implementing the technique.

E. Benefit of the Study

1. Theoretical Benefit

From this study, it is expected that the results of the research can give contribution to the techniques used by the teacher in teaching reading meaning for English teaching-learning process in general.

2. Practical Benefit

For the English teacher in Junior High School especially SMPN 2 Jatisrono, the result of this research can give reference to the teacher how the best way to teach reading. The teacher can find the problem of the student about vocabulary and can give solution to them.

Besides, for me, this research can give many new experiences in English teaching – learning especially in reading. This research can help to finish my final work.