

## **CHAPTER I**

### **INTRODUCTION**

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

As we know that in English language teaching there are four skills that students should master. Reading is the central of the learning process. Reading comprehension is one of the skills that must be mastered by the students to prepare the students with good reading comprehension. Student should be able to read a text, book, newspaper, magazine and etc. In teaching reading comprehension, the teacher should deliver worthy materials, learning assessments and methods. The English teacher should just not make the students more active, but also make the students understand and comprehend about the teaching materials by inviting the students in an interesting learning activity. The English teacher should give stimulation to the students because when the students enjoy the English class, it can be a good way for the students to learn English. So, there will not be statement from the students that learning English is difficult, but learning English is easy and fun especially in reading comprehension class.

An enthusiastic process of constructing meaning from a piece of text and understanding it effusively and comprehensively is called reading comprehension (Nakamoto, Lindsey, & Manis, 2008). “With concern to the teaching of reading comprehension, a dynamic, vibrant, and vigorous process of teaching reading comprehension by involving reading materials for constructing meanings from the text assists ESL teachers to enhance ESL students’ academic performance” (Anderson, 2003). Through positive communication between the educator and the learner can be learned easily by Reading comprehension. Obvious strategy instruction is a useful method of teaching learners at all levels and competencies. In the truth, this way of instruction provides learners with the observation of the teacher as a model

and helps them apply different learning strategies. This instructional approach is consistent with the principles of Vygotsky's theory of social constructivism (Rogoff, 1990)"Social interaction can enhance learners' cognitive development when they engage in interpersonal talks and discussions" (Ben-Ari & Kedem-Friedrich, 2000)

In this research paper, the researcher desires to observe the technique used by the teacher in teaching reading comprehension to the 7<sup>th</sup> grade students of MTs N Surakarta II. The researcher will do a research in this case because MTs N Surakarta II have many English teacher with many technique in teaching English and this school have two school program. The two-school program in MTs N Surakarta II are the excellent program school which is consist of the student who has high score and full day schedule, And the regular program school who has on overage score.

The writer chooses reading comprehension subject as the object of the research in observing the technique used by the teacher in teaching learning process. In this sense, reading is the first way to understanding the meaning of word comprehensively. "The importance in teaching reading is the first important skill to understand in studying English language. As a result, a good reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode" (Ness, 2010). Based on the interview to the English teacher of 7<sup>th</sup> grade students in MTs N Surakarta II, the student often read the short text. So, that the researcher wants to conduct a research in observing the teaching and learning activities entitled the technique used by the teacher in teaching reading comprehension to the 7<sup>th</sup> grade student of MTs N Surakarta II in 2016/2017 academic years. This research has purpose to observing the technique used and implemented by the English teacher in teaching reading comprehension class.

**B. Scope of the study**

This study focused on the technique used by the English teacher in teaching reading comprehension to the 7<sup>th</sup> grade students of MTs N Surakarta II in 2016/ 2017 academic year. The subject in this research is an English teacher in full day classes program (the 7<sup>th</sup> grade students of 7A1 and 7A2) of MTs N Surakarta II.

**C. Problem Statement**

In this research, the researcher formulates some research questions, as follows;

1. What are the teaching techniques used by the English teacher in teaching reading comprehension to the 7<sup>th</sup> grade student of MTs N Surakarta II in 2016/2017 Academic Year?
2. How is the teaching technique implemented in teaching reading comprehension to the 7<sup>th</sup> grade student of MTs N Surakarta II in 2016/2017 Academic Year?
3. What are the strengthness and weaknesses in the teaching technique used by English teacher in reading comprehension to the 7<sup>th</sup> grade student of MTs N Surakarta II in 2016/2017 Academic Year?

**D. Objective of The Study**

The relation to the problem statement above, the objectives of this research are;

1. To identify the technique used by the English teacher in teaching reading comprehension to the 7<sup>th</sup> grade student of MTs N Surakarta II in 2016/2017 Academic Year.

2. To describe the way how the teaching technique used by the teacher in teaching reading comprehension to the 7<sup>th</sup> grade student of MTs N Surakarta II in 2016/2017 Academic Year
3. To find the strengtheness and the weaknesses of the Technique used by the teacher in teaching reading comprehension to the 7<sup>th</sup> grade student of MTs N Surakarta II in 2016/2017 Academic Year

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

After analyzing the problem, the researcher desires to get practical and theoretical benefits of this research paper, as follow;

##### **1. Practical Benefits**

- a. For the reader, the teaching reading comprehension it is potential that they will get large knowledge.
- b. For the teacher, teaching reading comprehension give some info and skill.
- c. For the student, the student can understand about new information about the important of mastering reading comprehension through reading text.

##### **2. Theoretical Benefits**

- a. Teaching reading comprehension it can be applied as input English teaching learning process at the end of the research paper.
- b. As the referent for those who want to conduct a research in the teaching reading comprehension process, it can be used by the result of the research.

## **F. Research Paper Organization**

The researcher organizes this study in order to make it easier to understand they are:

Chapter I is introduction. This chapter consists of the background of the study, scope of the study, problem statements, objective of the study, benefits of the study and the last is the research paper organization.

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

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

Chapter IV is the result of the studies; it contain of research findings and discussion.

Chapter V is conclusion and suggestion. It contain of suggestion to make the research to be better.