

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

A teacher is a knowledge transferer to students who are now the future nation, capable to make the nation's ideal a true. All teaching material, including learning materials, learning media, and exploration, elaboration, and confirmation activities, should be prepared. Good and Brophy (2003:48). Assume that teachers are aware of all that occurs in the classroom, and that this lack of knowledge may undermine their feasibility. There are many components that help make sure that the teaching – learning plan is successful.

One of the activity it operates and effective manner is of reading materials used in formal school. Grabe & Stoller (2002:79) purpose that reading process is internal and unobservable which involves a complex cognitive aspect because in reading, a reader interpretes sign or symbols as well as printed messages into sounds. In according to Echevarria, J., Vogt, M., and Short, D (2004:10) reading is related to language learners knowledge of facts. Therefore teacher need to investistigate ways that can enhance their reading knowledge in the context English as a foreign language (EFL).

Junior High School or *Sekolah Menengah Pertama (SMP)* is a period year when children physically and psychologically grow. They are always eager about what is to go on around them, supported by all information available means, and not all info has quite a positive effect on them. It is one of the teacher's duty to role and guide students to good activities, and formal school is the appropriate place. Formal school and context will be more pleasant if they are linked to increased teaching, learning, and activities reading material.

However, Reading is essential for student who study English as a foregin post- reading learning activities. Pre- reading task make students focus and pay attention to the text that they read. They can predict the meaning of the text from its context by previous study and schema. While reading activities will help students to read strategically by focussing on decoding skills. In post-reading activities develop student's knowledge and allow them to discuss and critically analyze the text content, which make them understand the text deeper.

Teachers must be help the learners to develop lower until higher abilities and utilize their previous knowledge to connect with the text by asking questions and using some operational verbs. To figure out how to encourage kids to think critically., Unrau cited in Godfrey (2001:20) According to the author, in reading materials and teaching learning, teachers to employ intensive strategies that motivate students to engage in analysis problem of intensive reading. Intensive reading establishes a foundation for recognizing and explaining the objectives of writers, which affect the method of reading is degree of comprehension, reading rate and skills employed. Considering the crucial role of reading in both teaching and reading, it seems reasonable to expect teachers to make a conscious effort to make skill of effective intensive reading and assist students toward accomplish higher order thinking skills . Bloom's Taxonomy may also be used to obtain a better understanding of how a specific set of educational programs prioritizes various behaviors. In Taxonomy Bloom in cognitive, Affective and psychomotoric. Bloom and his Bloom, B.S. (1956:18), presented their taxonomy of educational objectives as a basis for planning learning goals, teaching and learning a reading process, and assessment. Bloom's taxonomy assists a teacher in progressing the learning process from memorizing learning items to higher level thinking. Bloom's taxonomy is a useful tool for EFL teachers to impart the material effectively in the learning teaching process by guiding them to develop higher levels of thinking process for critical thinking or creative thinking in learning. It also provides a foundation for assessing student performance at all of these levels.

## **B. Problem Statement**

Based on the background above, the research problem is how the interaction between the teacher and learners is conducted in the teaching process of reading. Based on this research problem the writer raises for subsidiary research question as follows:

1. What is teaching learning process reading materials used in formal school at seventh grade in teaching English in SMP NEGERI 2 Gatak ?
2. How the factors influencing the teaching process of reading materials in teaching English ?

### **C. Limitation of the Study**

In this study, the writer limits her research on the teaching learning process of reading use at SMP NEGERI 2 Gatak in the 2020/2021 academic year, specially at seventh grade junior high school.

### **D. Objective of the Study**

The objectives of the study are:

1. To describe the teaching learning process of reading materials applied by the teacher to the students in SMPN 2 Gatak in 2020/2021 academic year.
2. To identify the factors influencing the process of teaching reading materials by the teacher in implementing the method in SMPN 2 Gatak in 2020/2021 academic year.

### **E. Significance of Study**

This research can be provide significance, both theoritical and practical significance :

#### 1. Theoritical Significance

- a. The result of the research can be useful in teaching - learning process of reading materials, especially for English teaching at junior high school.
- b. The researcher hope that the result of this research can be used as the reference in teaching and learning process of reading materials especially or English teaching at junior high school.

#### 2. Practical Significance

##### a. The teacher

- 1) The result of the research can be useful as additional information for the teacher regarding the appropriate analysis English lessons for students
- 2) This study become a source for information for teachers in order to increase the quality of English education in SMP NEGERI 2 Gatak.

##### b. The student

Selection of appropriate method can make the students intrested in the lesson.

c. The other researcher

The results of the study would be useful to other research as a guide for conducting additional research on the same topic using different research methods or models.

## **F. Research Paper Organization**

The following are the five chapters of this research paper :

Chapter I is Introduction. This chapter contains background of the study, problem of the study, limitation of the study, research paper organization.

Chapter II is Riview of Literature. This chapter consist of previous studies, English teaching learning process, reading materials, method of teaching English as a foreign language.

Chapter III is Research Method. In this chapter present of types of researched, place and time , subject of the study, object of the study, data and source data, technique for analyzing data.

Chapter IV is Finding and Discussion. It consist of research implementation and discussion.

Chapter V is Conclusion and Suggestion.