

CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language, English has an important role in all sectors. It gives many people a breach into the world of higher education, science, international trade, politics, and many other ventures which interest them. In Muhammadiyah University of Surakarta, the position and function of foreign language especially in English Department is very important, so it needs to be learned by every student. In the teaching learning process in Muhammadiyah University of Surakarta the lecturers explained the material in the class and many students understand the material given by the lecturer.

The vision of English Department is English department and its roles are recognized, needed and preferred by the wider community at various levels. And the mission of teaching English is to produce competent outputs eligible for English teacher certification and graduate program application as well as capable for leading entrepreneurship.

Teaching reading in Indonesia focuses on the ability of communication of the students. The ability to communicate can be in the form of listening and reading skill. The learner should be capable of mastering the four language skills:

listening, speaking, reading and writing (Depdiknas, 2003:6). The learners should have the abilities in reading and listening to support their speaking and writing.

One of the skills in mastering the English language is reading. Reading is a process of decoding message which needs its own experiences and knowledge efficiently. If the students have prior knowledge of the topic and it will help them predict what might be in the text.

The context of learning is also important, both research and classroom practice support the use of balance approach in instruction. Because reading depends on efficient word recognition and comprehension, instruction should develop reading skill and strategies, as well as build on learner knowledge through the use of authentic texts.

The teacher usually has some methods in teaching learning process, especially in teaching reading. In the class, before the lecturers teach, the lecturer gave the student a passage to read and to understand. So, the students not only read but also understand the passage.

The general objectives of reading are classified into various kinds, such as getting general information of text, getting specific information from a text and reading for interest. Furthermore, reading helps the reader tackle many kinds of texts and also helps him or her read without any assistance. It helps him or her gain the reading skill such flexible speed gaining a competence in silent reading skill because this skill can improve comprehension. Nurhadi (1987:11) points out that the objectives of reading are to understand detail information from many

books, to get main ideas of any passages and also to recognize the meaning of words. So, by understanding the objectives of reading, the reader can get information not only implicitly but also explicitly. Moreover, he or she is able to read quickly because he only skims the idea. Reading foreign text may force him to be rich of new word.

As everybody knows, English in Indonesia is the first foreign language. In learning English the students get problem related to the first foreign language and the school or university. Here, one observes that Indonesian text is different from English text.

This condition happens also to the University in Muhammadiyah of Surakarta. The reason why the writer chooses Muhammadiyah University of Surakarta is because the students are expected to understand English language, especially in their reading skill.

Based on the background above, the writer is interested in conducting a research entitled: **TEACHING LEARNING PROCESS OF READING SKILL AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA: A MICRO ETHNOGRAPHY.**

B. Problem Statement

In this study, the writer formulates the problem as follows:

How is the teaching learning process of reading skill at English Department of Muhammadiyah University of? The investigation includes:

1. Learning Objective
2. Material
3. Syllabus
4. The Method used in teaching learning process
5. Teacher Roles
6. Student Roles
7. The Classroom Activity
8. Strengths and Weaknesses the method used in teaching learning process

C. Limitation of the Study

In this research, the writer limit the problems in teaching learning process on reading skill at English department of Muhammadiyah University of Surakarta. Teaching learning process on reading skill the writer especially in class B there are 40 students and reading teacher.

D. Objective of the Study

The objectives of the study are aimed to describe teaching learning process on reading skill at English department of Muhammadiyah University of Surakarta. To answer this objective the study, especially on learning objective, material, syllabus, the method used in teaching learning process,

teacher roles, students roles, the classroom activity, strengths and weaknesses in teaching learning process.

E. Benefit of the Study

There are some benefits of the study:

1. Practical Benefit
 - a. The teacher will get the description and information about how far her students understand the reading text. It is a feedback on teaching activities, so that the objectives of teaching program can be achieved.
 - b. The result of this study will help the English teacher and the learners solve their problem in teaching and learning English.
2. Theoretical Benefit

This research will give description of reading comprehension ability that is useful for improving teaching ideas especially in the reading subject.

F. Research Paper Organization

In research paper organization there are five chapters:

Chapter I is Introduction. It consists of Background of The Study, Problem Statement, Limitation of the Study, Objective the Study, Benefit of The Study.

Chapter II Theoretical Review. It consists of Previous Study, Language skill, The Notion of Reading, The Notion of Reading Comprehension, General Concept of Teaching Reading, The Notion of Teaching Reading, Principles of

Teaching Reading, Procedure of Teaching Reading, Technique of Teaching Reading, Teacher Role and Learner Role.

Chapter III Research Method. It consists of Type of The Research, Place and Time of The Research, Subject and Object of The Study, Data and Data Source, Method of Collecting Data, Technique for Analyzing Data.

Chapter IV Discussion. It consists of Research Finding and Discussion.

And the last chapter is Chapter V Conclusion and Suggestion.