

CHAPTER I

INTRODUCTION

This chapter provides the background of the study that is describing the reasons why the researcher intends to conduct the study. Because of those reasons, problem of the study, objective of the study, and significance of the study are formulated next the scope and limitation of the study are presented. Finally, the last part is the definition of key terms is given to avoid misunderstanding terms.

1.1. Background of the Study

“Language is Our Crown”.

The idiom above expresses the important of language for human life. They use language to communicate everything in their life and express their idea and thought. Minimally, language is a series of arbitrary sounds strung together that permit a group of people to communicate. However, it is much more than this-it is a universal human phenomenon that is the foundation of all our communication. It is systematic and rule-governed, influenced by culture, social and economic class, and even when, where, and with whom we use it”¹

English is one of world’s languages. There are no part of the world affairs know nothing about English. International affairs such as education, economic,

¹. Carmen.Z. D and Evelyn. M. W. *Helping English Language Learners Succeed*. Page 9-10. (www.scribd.com/Helping-English-Language-Learners-Succed. accessed on November, 20, 2009. 10.00 pm)

sport, science, medicine, and security always involve English as the medium. Besides, it must be realized that most scientific book are written in English. Accordingly in order to be able to comprehend the book for getting knowledge, Indonesian students have to mastery in English as well as possible.

In order to understand all international affairs that involve English as the medium and all of reasons above, students must improve their English skill especially reading skill.

In Indonesia English is as a foreign language. In teaching-learning English there are four language skills. They are listening, reading, writing, and speaking. The four language skills are taught and developed integrated, but reading skill is the most important that can support the process of mastering the other skills because reading can improve the student ability to speak English fluently, increase the vocabularies, comprehend the English text, compose writing skill, and also can improve knowledge.²

Abdul Halim said that reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. Reading proficiency plays a great role in understanding a written statement accurately and efficiently. Reading serves an important tool in every field of professional service³.

². R.R Jordan, *English for Academic Purpose: a Guide and Resource Book for Teachers* (Cambridge: Cambridge University Press, 1997), p. 143

³. Muhammad H. Al- Dress. *Teaching Reading Skills*. Page 1 (www.scribd.com//Teaching-Reading-Skill). Accessed on November, 20, 2009. 10.00 pm)

Reading is useful for language acquisition provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has positive effect on student's vocabulary knowledge on their spelling and on their writing. Good reading text can introduce interesting topics and stimulate discussions.⁴

Richard and Renandya argue that in many foreign language teaching situations, reading receives a special focus⁵. Although reading is become a special focus in foreign language teaching. But it is not a guarantee that student can well posted. But sometime also faces many constraints that are possibly are influenced many factors. Possibly one of them is submission-teaching techniques. Studies conducted by some researcher showed that the student ability is still insufficient. In addition, Gunarwan even states that university students, who have study English for six years, still cannot comprehend English passages⁶. It is also confirmed by Sutarsyah who says that many students are still unable to learn and to read adequately in a foreign language⁷.

According to Richards, reading is studied almost in all of the class activities, and most of the scientific books are written in English. Without reading, students can hardly get new knowledge for themselves. In many second

⁴. Jeremy harmer, *How to Teach English* (England: Addison wesky longman, 2002) p. 99

⁵. Jack C Richards And Renandaya Willy A, *Methodology in Language Teaching: An Analogy of Current Practice* (United States of America: Cambridge, 2002), p. 273

⁶. Insiyah, *Teaching Techniques Of Reading Skill For The Second Year Students of Mts Miftahul Ulum Batang-Batang Sumenep* (Surabaya: State Institute Of Islamic Study Sunan Ampel, Unpublished thesis, 2009), p. 5

⁷. Insiyah, op.cit, p. 5

or foreign language teaching situations, reading receives a special focus.⁸ Lindsay also explained that there are several reasons for reading. Most students consider that reading is important. They want to read both for information and for pleasure, for their career, and for study purposes.⁹ In fact, in most English First Language (EFL) situations, the ability to read in foreign language is all that students ever want to acquire.¹⁰

Adam states, “Reading is a very important subject and it has continued through all the years of national growth”.¹¹ It means that reading is the major emphasis of English teaching and learning. According to Anderson, Reading is very complex process: it requires a high level of muscular coordination, sustained effort and concentration. Reading is more than just visual task. Not only must the readers use and identify the symbols in front of her but also he must interpret what he reads in the light of her background knowledge, associate it with experience and project beyond there in term of ideas, judgment, application and conclusion.¹²

By reading, students will be able to increase their knowledge on culture. If they read every rule in written English from their country, they will know what

⁸. Jack C Richards And Renandaya Willy A, *Methodology in Language Teaching: An Analogy of Current Practice* (United States of America: Cambridge, 2002), p. 273

⁹. Cora Lindsay and Paul Knight, *Learning and Teaching English: A Course For Teacher* (UK: Oxford University Press, 2006), p. 70

¹⁰. Jack C. Richards and Renandaya Willy A, *op.cit.*, p. 274

¹¹. Insiyah, *Teaching Techniques of Reading Skill For The Second Year Students of Mts Miftahul Ulum Batang-Batang Sumenep* (Surabaya: State Institute Of Islamic Study Sunan Ampel, Unpublished thesis, 2009), p. 7

¹². Insiyah, *Teaching Technique of Reading Skill.....*, p.4

their country is like. For instance read novel from another country, they will get more knowledge about the other country with its culture.

All of reasons above show that reading skill is the hardest skill, because one has to go through complicated processes to be able to understand and comprehend a text. Students not only have to read but also identify what the main point of the text and interpret what they have read. For that, the students needs their background knowledge and combine it with experience. Therefore, the students must have serious effort to study reading.

Teaching reading in a foreign language is a hard working. The teacher main task to help the student increase adequate linguistic background based on their needs, interest and levels of understanding before they attempt any reading activities. The student should know the language well enough to read efficiently. Gebhard states that student needs chances to build bottom up processing abilities in a language.

Realizing the fact, Haris believes that reading has a very complex process and important subject to teach for the learners. This gives teacher very important role to facilitate English reading lesson. They should be able to design the lesson to make students more interested and enthusiastic in reading activities. In this case, the teaching reading technique of reading skill is necessary for the English teachers. They should have the appropriate techniques to teach English especially

teaching reading more effective because it is the factors whether the teaching will be successful or not.¹³

Having appropriate teaching techniques will provide a chance for the teacher to explore her capability in applying a variety of instructional practices. Callahan states that basic techniques is giving the learners information and then insure remembering.¹⁴

In the implementation of reading, many techniques can be applied. William Grabe states that the main component abilities of higher order comprehension processing include: a text model of reader comprehension, a situation model of reader interpretation and a set of reading skills and resources under the command of the executive control mechanism in working memory (strategies, goals, inferences, background knowledge, comprehension monitoring).¹⁵

In those all cases, the teacher has big responsibility to increase the student's reading skill and find out the solutions to read efficiently for them. The teachers must have creativities how to improve their students reading skill.

In teaching reading, there are many methods to improve the student's reading skill like Previewing, Predicting, Guessing from context, Paraphrasing, etc. Student should therefore be trained to be flexible in reading by using different

¹³. Zainuddin, *The Use of Group Work in Teaching Reading for The First Year Students of MAN Pamekasan* (Surabaya: State Institute of Islamic Study, Unpublished thesis , 2009), p. 04

¹⁴. Zainuddin, *The Use of Group Work.....*, p. 5

¹⁵. Grabe. Williamp. *Reading in A Second Language: Moving from Theory to The Practice* (Cambridge applied linguistics series. 2007)

kinds of exercises, i.e. to obtain specific information (Scanning), to obtain the general idea (Skimming), to obtain comprehensive understanding of reading (Through Comprehension) or to evaluate information (Critical Reading).¹⁶

Hesham Suleiman Alyousef, in his research he talks about how to teach reading comprehension to ESL/EFL learners and also the activities used in teaching reading¹⁷. Lawson, Anita S also explains about some assignments that help develop such skills include reading and analyzing good essays based on research, corroborating evidence found in such essays, reading responses to essays such as letters to editors, identifying the differences between factual and editorial writing, learning to make attribution either internally or in footnotes, and preparing an independent project that indicates a mastery of the other skills¹⁸.

The all researches above are done in other country. But in this research, the writer try to conduct a research about how the teacher improves his student's reading skill in Indonesia, especially at SMP Negeri 2 Buduran Sidoarjo.

The students at SMP Negeri 2 Buduran Sidoarjo have better result in reading skill than other skill in English. They also have sufficient facilities to support their English student's competence like laboratory of language and

¹⁶. Muhammad H. Al- Dress. *Teaching Reading Skills*. Page 15 (www.scribd.com//Teaching-Reading-Skill. Accessed on November, 20, 2009. 10.00 pm)

¹⁷ Hesham Suleiman Alyousef. *Teaching Reading Comprehension to ESL/EFL Learners*. 2005 (www.readingmatrix.com/articles. accessed on December, 05, 2009.10.00 pm)

¹⁸. Anita S. Lawson. *Teaching Research as a Reading Skill* (<http://www.eric.ed.gov/ERICWebPortal>. Accessed on December, 12, 2009. 10.00 pm)

library. In their library, they have many books collection especially books using English language.

The writer chooses eight grade students with the assumption that eight grade students have more knowledge of English than the seventh grade students. So they already used to know words in English. The similarity is the first grade students and the second grade students have difficulties in Reading.

Because of those all reasons above, in this research the writer will research what kinds of strategies used to improve the student's reading skill? How the teachers apply the strategies to improve the student's reading skill? And how are the students' responses to teaching reading used by their teacher?

1.2. Problem of the Study

Based on the background of the study described above, the writer formulates the research question as follow:

1. What kinds of strategies used to improve the student's reading skill?
2. How do the teachers apply the strategies to improve the student reading skill?
3. How are the students' responses in teaching reading used by their teacher?

1.3. Objective of the Study

Based on the research questions above, there are three objectives of this study as follows:

1. To know the kinds of strategies used to improve the student reading skill at eight grade of SMP Negeri 2 Buduran Sidoarjo.
2. To describe how the teachers apply the strategies to improve the student's reading skill at eight grade of SMP Negeri 2 Buduran Sidoarjo.
3. To describe the students' responses in teaching reading used by their teacher at eight grade of SMP Negeri 2 Buduran Sidoarjo.

1.4. The Significance of the Study

This study is expected to give contribution to the teachers, learners, and the following researchers.

1. For the teachers

The result of this study is expected to give information and description as a feedback in order to improve the quality of teaching and learning process for learners.

2. For the learners

The result of this study, hopefully to give information in order to improve their reading skill and hoped to be able to engage the students more in reading classes and improve their achievement especially in reading.

3. For the following researchers

The result of this study is expected to be used as a reference for their research.

1.5. Scope and Limitation of the Study

This study is limited on the teacher who teaches English at the eighth grade of SMP Negeri 2 Buduran Sidoarjo and their students. There are 7 classes of the eighth grade but the researcher only took two classes on four observation meeting that were eight D and eight E that consisted of thirty seven students. The different class had the different English teacher; there were Mrs. Lilik Suharti S.Pd M.Pd as class eight E English teacher and Mr. Suprayitno S.Pd M.M as class eight D English teacher.

The writer focused on the teachers' strategies in teaching English which used to improve the students' reading skill, and the student responses to their teacher's strategies.

1.6. Definition of Key Terms

1. Strategy is a plan designed for a particular purposes or the process of planning¹⁹. they are also specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information²⁰
2. Teaching is the activities of educating or instructing that impart knowledge or skill²¹. In this research, teaching means the process of transferring knowledge

¹⁹. Hornby, *Oxford Advance Learner's Dictionary*, page. 1179

²⁰. Brown H. Douglas, 2000, *Principles of Language Learning and Teaching*, Fourth Edition, San Francisco University: Pearson Education Company

²¹. <http://www.ardictionary.com/1174>. Accessed on October 03, 2010. 10.00 pm

in the classroom through instructing her students to do some activities which enrich their knowledge and skills.

3. Reading is a way in which is interpreted or understood. Reading is a complex information processing skill in which the reader interacts with a text in order to (re) create meaningful discourse²².
4. Skill is the ability to do. Proficiency, facility, or dexterity that is acquired or developed through training or experience²³.

²². Sandra Silberstein, *Technique And Resource In Teaching Reading* (New York: Oxford University Press, 1994), p. 12

²³. *The Definition of Skill* (<http://www.thefreedictionary.com>. Accessed on December 05, 2009. 10.00 pm)