

CHAPTER I

INTRODUCTION

The chapter presents the background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation and definition of the key terms.

1.1 Background of the Study

English is an international language and it is used as a tool of communication among nations in the world; it has a very important role in our society. In Indonesia English is considered as a foreign language. English is also one of the subject matters in education system of Indonesian which must be learnt from elementary school up to university level because of the importance of English, it is hoped that all students, especially in Indonesia are able to communicate their ideas to other in English.

In English teaching, there are four basic skills that must be taught by the teacher. They are listening, speaking, writing and reading. But among the four skills, reading is the most important for students because it is studied almost in all of the class activities, and most of the scientific books are written in English. In teaching reading, the students in the class learn how to understand or comprehend some text.

Adam stated, “Reading is a very important subject and it has continued through all the years of national growth”.¹ It means that reading is as the major

¹ Asep Barhutin, *A Study on the Technique of teaching Reading Comprehension at SMK – NU Miftahul Huda*. { Unpublished S-1 Thesis. Malang: English Department, UMM. 2005 } hal 1

emphasis of English teaching and learning. Besides, according to Chaterine “Reading is essential to success in our society. The ability to read is highly valued and important for social and educational advancement”.² Of course, most of the students learn to read fairly well. To make the students have a good mastery in reading skill, they need the ability to recognize words, phrases, sentences and paragraph.

According to Anderson

Reading is a 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 past experience and project beyond the in term of ideas, judgments, application and conclusion.³

It shows that in reading skill, the students must be able to understand and comprehend the text. And frequently, the students get involved in unfamiliar problems because reading is the hardest skill to teach, and also it is not a single skill but an interrelated process of many skills.

Realizing the fact that reading is a very complex process and important subject to teach for the learners, the teacher’s role is important for developing class situation. They should be able to design the lesson to make students interested in reading activities. In the case, the teaching technique of reading skill is very necessary for the English teachers. They should have the appropriate techniques to

²Chaterine Snow, *Preventing Reading Difficulties in Young Children*. (Online), (www.Etanewsletter.com).

³Asep Barhutin, *A Study on the Technique of teaching Reading Comprehension at SMK – NU Miftahul Huda*. { Unpublished S-1 Thesis. Malang: English Department, UMM. 2005 } hal 5

teach English reading more effectively because it is one of the factors that may determine whether the teaching will be successful or not.

By having the techniques in hand, it will provide a chance for the teacher to explore her capability in applying a variety of instructional practices.

Callahan has stated:

Their basic technique is to give the learners information and then insure remembering. Their role is to provide students with knowledge that will provide a foundation for higher thinking ⁴

The quotation above implies that, the teacher should be able to demonstrate how the various techniques in practice activities help the learners to further the fundamental of education. But in reality, many teachers do not know exactly how to implement the technique as the main factor for providing help and giving guidance to Junior High School students. And also, the problems often appear when the teacher applies the technique. Rasyid who conducted a research on *the teaching reading comprehension at Senior High School in kec. Guluk-guluk. Kab. Sumenep* , found that the teacher used Grammar-translation as the technique of teaching reading. The result showed that he got some difficulties in applying the teaching technique, concerning with linguistic problems. The linguistic problems are about structure, sound system and mostly vocabulary.⁵

Based on the reasons above, the researcher would like to investigate technique of teaching reading, problems and solution for the English teacher in MTS Miftahul

⁴ Joseph F and Leonard H Callahan. Clark. *Teaching in the Middle and Secondary Schools*. {New York: Macmillan Publishing Company, 1988} hal 177

⁵ Abdul Rasyid.. *A Study on teaching Reading Comprehension at Senior High School in Sumenep*. {Unpublished S-1 Thesis. Malang: English Department,UMM 2006} hal 53

Ulum Batang-Batang Sumenep The school is chosen because its un favorite school and thee is no one conducted about the technique of teaching English especially in reading skill. Researcher take second class because is the middle level in junior high school so they have already know about English subject especially in reading than first class.

And the research only focus to the teacher because the research search the techniques use by the teacher, the problems and what the teacher do to solve problems.

Focus on the reading techniques because reading is the most important for student and almost studied in class activity, and thee are many teacher not to master in teaching reading.

1.2 Statement of the Problems

From the background above, the problems of the study are formulated as follows:

1. What are the techniques of teaching reading applied by the teacher at MTS Miftahul Ulum Batang-Batang
2. What are the problems faced by the teacher in the teaching reading at MTS Miftahul Ulum Batang-Batang

1.3 Purpose of the Study

Based on the problems above, the main purpose of the study are:

1. To describe the techniques used by the teacher in teaching reading at MTS Miftahul Ulum Batang-Batang
2. To describe the problems faced by the teacher in teaching reading at MTS Miftahul Ulum Batang-Batang

1.4 Significance of the Study

The result of the study is expected to give some contributions. Firstly, it is expected that the result of the study may give more information about the techniques of teaching reading to the English teachers. In the case, they can compare or adapt the appropriate techniques for their students.

Secondly, the English teachers of MTS Miftahul Ulum Batang-Batang in particular can use the result of the study as a feedback to improve their quality of teaching reading in applying the techniques and minimize the problems.

The last, for future researchers the study can be useful to provide a scientific reference on the applied teaching techniques of reading.

1.5 Scope and Limitation

The scope in the study is focused on the techniques and the problems of teaching reading by the English teacher, and it is limited only on the teacher of the second class of MTS Miftahul Ulum Batang-Batang

1.6 Definition of the Key Terms

Some important terms needed to be defined in order to avoid misunderstanding. The definitions of the key terms which are used in the study are presented as the following:

A technique is an implementation which actually takes place in a classroom. It is a particular trick, stratagem and contrivance used to accomplish an immediate objective ⁶

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand ⁷ It means that the teacher as the guider and facilitating learning, enabling the leaner to learn and setting the condition for learning

Reading is a developmental process, changing with the ideas, concepts, or operations that increase in depth and scope with the reader's life experience ⁸

Problem is some portions of a situation, which cannot realize purposes. Since problem solvers often neglect the differences of purposes, they cannot capture the true problems. If the purpose is different, the identical situation may be a problem or may not be a problem ⁹

⁶ Theodore S Rodgers, *Approaches and Methods in Language Teaching*. {New York: Cambridge University Press, 2003} Hal 87

⁷ H Douglas Brown, *Principles of Language Learning and Teaching*. {San Francisco: Addison Wesley Longman, Inc. 2000} Hal 7

⁸ Joseph F and Leonard H Callahan. Clark. *Teaching in the Middle and Secondary Schools*. {New York: Macmillan Publishing Company, 1988} Hal 276

⁹ Hadi Suryo Setiawan, *The Problems In Teaching Reading Comprehension Faced by The teacher at Second grade of SMP 3 Batu*. {Unpublished S-1 Thesis. Malang: English Department, UMM. 2004.} Hal 7