CHAPTER I

INTRODUCTION

This introduction intends to offer a brief description about the topic that is related to and discussed in this study. This chapter provides the background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

Teaching English is targeted to achieve the literacy level included performative, functional, informational, and epistemic. Meanwhile, teaching English at Junior High School aims to achieve the functional level. Some of the purposes of English lesson at Junior High School are: (1) to provide the communication competences in the form of oral and written language, (2) to have awareness of the nature and importance of English for enhanced the nation's competitiveness in a global society, and (3) to develop students’ understanding about interrelationships between languages and culture.

According to PERMENDIKBUD (2012) the scope of English lesson for Junior High School includes: (1) the ability in conveying the ideas which is realized into four skills (listening, reading, speaking, and writing), (2) the ability of understanding and creating short functional text and essay in the form of procedure, descriptive, recount, narrative, and report, and (3) the understanding of linguistic, sociocultural, strategy, and conveying ideas.
Furthermore, there are four skills in teaching English, namely reading skill, listening skill, writing skill, and speaking skill. Grabe and Stoller (2013) defined reading as a way to draw information from a text and to form an interpretation of that information. Bernardt et al (2003) stated that reading is about understanding written texts. It is a complex activity that involves both perception and thought. It means that reading is an activity to comprehend and interpret the content of the text.

Teaching reading does not only teach about word recognition and phrasing but is also the way to comprehend, interpret and understand the meaning of the texts. There are certain general principles that should be incorporated into any method of teaching reading. These principles are: (1) reading must be enjoyable, (2) systematic training must be given in the mastery of specific skills, (3) the program must be balanced and contains varied activities, and (4) provision must be made for individual differences. According to Harmer (2003), there are many reasons why getting students to read English texts is important part of the teacher’s job. Firstly, reading is useful for other purposes too, for example, it is good for students’ language development. Secondly, reading texts provide good models for English writing. Then, it also provides opportunities to study language (vocabularies, grammar, pronunciation, and the way to construct sentences, paragraphs and texts). Lastly, good reading texts can introduce interesting topics, stimulate discussion, and excite imaginative responses.

Problems in teaching reading are a little bit complex because they involve the entire components of reading. Most of the reading problems are phonological,
phonemic awareness, word decoding and phonics, fluency, vocabularies, and comprehension. Whereas mastering in reading skill can help the students have better communication skill, academic excellence, enhanced concentration and discipline, basic speech skill, and also mastery of language itself.

In this occasion, the writer focuses on methods of teaching reading for acceleration students. Acceleration students are selected students who have different levels ahead in the teaching learning process. It means that the English teacher should have different methods in the teaching from the regular students especially teaching reading. Dealing with this case, the most suitable methods are needed to solve the problems.

Varied methods in teaching reading are really needed for the English teacher. Furthermore, the teacher should put her own methods of teaching reading, procedures and teaching habits which need to be renewed and refreshed in order to improve the skill and efficiency. According to Richards and Rodgers (2010), a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based on the selected approach. Additionally, Brown (2007) defines method as a generalized set of classroom specification for accomplishing linguistic objectives. In this study, method in teaching reading is the teacher’s ways in delivering the reading materials to the students in the teaching learning process through varied activities.

The previous research conducted by Syarif (2013) showed that the teaching methods that were employed by the English teacher in SLB-C Bakti Luhur Malang for mentally retarded students were Grammar –Translation method,
Audio-Lingual method, and Total Physical Response. Meanwhile, Febriantini (2014) found that the teaching methods that were employed by the English teacher in teaching reading at the second grade of acceleration class of MAN Malang I were Grammar –Translation method, Jigsaw method, and Students Team Achievement Division (STAD).

Furthermore, Maulidah (2013) acknowledged that the teaching methods employed by the English teacher for the second grade of International class at SMP Al-Izzah Islamic Boarding School Batu Malang were Audio-Lingual method, Direct method, and Student Team Achievement Division (STAD). Additionally, Anggraini (2014) found that the teaching methods employed by the English teacher for Autism children at Specific Education “Cahaya Ananda” Tulungagung were Picture Exchange Communication System (PECS) and Sign Language. In this case, the teacher applied the methods through three stages; they were pre-teaching activities, whilst-teaching activities, and post-teaching activities.

Based on the result of preliminary observation conducted by the writer, the problems faced by the English teacher of SMP 5 Malang in the teaching and learning reading were fluency, vocabulary and comprehension. However, these problems are crucial in mastering reading skill. Without mastering the vocabulary of the text, it means that the texts cannot be understood well by the readers (students). Furthermore, fluency is also related to understanding, if the reader reads the text with incorrect pronunciation, it can be
misunderstood/misinterpreted. All of the components of reading are related to each other, they cannot be separated.

The reason for choosing SMPN 5 Malang as the location of this study is because it has a high standard of education which is proved by the qualified English teacher. Moreover, SMPN 5 Malang is one of favorite schools in Malang. It often gets good achievements every year. It is also known as an excellent school that used to apply RSBI system. It is also one of the schools that have an acceleration program for the students who have better capability than the regular students. In this study, the writer is specifically curious to investigate the methods that the English teacher used in teaching reading, the problems faced in teaching reading and also the ways she copes with the problems in employing the methods of teaching reading at the 8th grade of acceleration students in SMPN 5 Malang.

1.2 Statement of the Problems

Based on the above background, the research problems are formulated as follows:

a. What methods does the English teacher employ in teaching reading at the 8th grade of acceleration students in SMPN 5 Malang?

b. What problems does the English teacher face in employing the methods of teaching reading at the 8th grade of acceleration students in SMPN 5 Malang?

c. How does the teacher cope with the problems in employing the methods of teaching reading at the 8th grade of acceleration students in SMPN 5 Malang?
1.2 The Purpose of the Study

In order to answer the research problems, the writer states the purposes of the study as follows:

a. to describe the methods of teaching reading employed by the English teacher at the 8th grade of acceleration students in SMPN 5 Malang.

b. to describe the problems faced by the English teacher in employing the methods of teaching reading at the 8th grade of acceleration students in SMPN 5 Malang.

c. to describe the ways the English teacher copes with the problems in employing the methods of teaching reading at the 8th grade of acceleration students in SMPN 5 Malang.

1.3 Significance of the Study

The objective of this study is to give accurate explanation about the methods, the problems and also the teacher’s way to cope with the problems in employing the methods of teaching reading at the 8th grade of acceleration students in SMPN 5 Malang. The finding of this study is expected to give some contributions to English teachers, students and next researchers.

First of all, the significance of this study is for English teachers. It can be used to enrich their knowledge in choosing appropriate methods of teaching reading to facilitate students in attaining their learning goal.
The second significance of this study is for students. The writer hopes that the result of this study can motivate and make the students easier in learning reading because it creates a better result in acquiring and learning reading skill.

Additionally, the result of this study is expected to be used as a reference for the next researchers. It can facilitate their future research on the area of methods of teaching reading.

### 1.6 Scope and Limitation

To have unbiased study, the writer confines the study on the methods of teaching reading, the problems and also the teacher’s way to solve the problems in employing the methods of teaching reading. Meanwhile, the limitation of this study is the English teacher who taught at the 8th grade of acceleration students in SMPN 5 Malang.

### 1.4 Definition of the Key Terms

The writer defines the key terms related to the title of this research in order to avoid misinterpretation of their meaning. The key terms are defined as follows:

1. Method of teaching

   “Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based on the selected approach” (Richards & Rodgers, 2010). In this study, the writer defines a
method as the teacher’s ways in delivering the materials to the students in the teaching learning process.

2. Reading

“Reading is a way to draw information from a text and to form an interpretation of that information” (Grabe & Stoller: 2013). In this study, reading is an activity to comprehend and interpret the content of the text.

3. Acceleration students

“Acceleration is an intervention that moves students through an educational program at a more rapid rate than their age-mates. The goal of acceleration is to tailor the level and complexity of the curriculum to the ability and academic readiness of individual children” (Emerson: 2007).