CHAPTER I
INTRODUCTION

This chapter presents 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. They are discussed as follows:

1.1. Background of the Study

English is still considered as the most common international language in this millennium. It is the foreign language which makes us possible and easier to communicate with other people around the world. Most of scientific and technological textbooks are written in English. Thus, Indonesian students are encouraged to have a good mastery in English. If they do not master it well they will get difficulty in understanding English material textbooks.

According to Brown (2001: 232), there are four skills in English, namely: listening, speaking, reading and writing as the paramount importance in English teaching. It means that learners can be judged as good in English language when they master those four skills. All of them support each other to show one’s ability in using English language. However, in the practice, learning English in Indonesian schools is done separately. It means that the English language teaching in the curriculum in the Indonesian schools covers four skills, namely: listening, speaking, reading and writing. Each of them has been allocated in specific time in accordance with the
Graduation Standard which is stated in School-Based Curriculum (Kemendiknas RI No 23 Tahun 2006).

Celce & Murcia (2001: 187) states that among those four skills, reading is the primary means for independent learning. It is the central means for getting new information and access to alternative explanation and interpretation. Students can broaden their knowledge or learn something independently by self reading. It means, the more the students read, the more they get knowledge. In addition, the more they read, the more they know vocabulary that can support other skills, such as speaking skill, and the increase in grammar knowledge. That is why reading is considered as one of the four basic skills in English which plays an important role in the student success. It is in line with Grabe (1991, in Celce & Murcia, 2001) who states that reading is probably the most important skill for second language learners in academic contexts. Thus Indonesian students are encouraged to have a good mastery in reading.

Seeing the importance of reading, it is essential that the teacher teach their students how to read English well and effectively. The teacher should recognize the problems which appear in the class during having reading class. According to Callahan & Clark (1988: 294), there are five problems of the reader which the teacher needs to help. First is slow reader. It means that the reader who is categorized as slow learner because of less mature and needs relatively easy materials which he/she can cope. Second is able retarded reader. The problem which is dealt by this reader may be because of reading activities done below his/her capacity. Third is culturally different, economically impoverished, or educationally disadvantaged reader.
Students in the classroom may be from different background. Fourth is poor study habit reader. In this case, the reader may be categorized into clever or smart student, but he/she has poor study habit, so it makes him/her poor in reading skill. Fifth is retarded student with emotional, visual, auditory, and neurological problems. It is one or two of the problems above may be found in SMP Muhammadiyah 6 Dau Malang.

Besides dealing the problems of the students, the teacher him/herself should deal with his/her own problems. Callahan & Clark (1988: 278) explain that the major obstacle for the teacher is finding the way to introduce new words to the students. Thus, the teacher should handle the kinds of problem which may be faced in the class either the students’ problem or his/her own problem as mentioned above. In this situation, the teacher is demanded to have appropriate techniques and solutions to handle those problems. It is important for the success of teaching reading that the teacher succeeds to increase students’ ability in reading skill.

This study is focused on the techniques of teaching reading implemented in SMP Muhammadiyah 6 Dau Malang. The writer chose this school because the students of this school have been accepted in this school through the tight selection, so this school is supposed to have the high proficiency students. In addition, based on the previous interview to the English teacher, the writer got the information that the students get more reading skill than other three skills in English subject. Thus, the writer is going to investigate the technique of teaching reading implemented by the teacher.
1.2. Statements of the Problem

1. What are the techniques used by the teacher to teach reading at the second grade of SMP Muhammadiyah 6 Dau Malang?
2. What are the difficulties faced by the teacher in using the techniques?
3. How does the teacher solve the difficulties?

1.3. Objectives of the Study

1. To know the techniques used by the teacher to teach reading at the second grade of SMP Muhammadiyah 6 Dau Malang.
2. To identify the difficulties faced by the teacher in using the techniques.
3. To know the way the teacher solves the difficulties.

1.4. Significance of the Study

The result of this study has both theoretical and practical significance. The theoretical significance is that the result of the study will be a valuable input for the teacher to face and to cope the difficulties in using technique of teaching reading. So they will try to evaluate if it is found to be significantly correlated to make the students have new motivation. And the practical significance is that the result of this study can be used by the teacher to determine the techniques to be used in teaching reading at their school.
1.5. Scope and Limitation

The scope of this study is the technique of teaching reading implemented in SMP Muhammadiyah 6 Dau Malang. The discussion of this study will be limited on the techniques used by the teachers in teaching reading at the second grade of SMP Muhammadiyah 6 Dau Malang in the academic year 2012/2013, the difficulties faced by the teachers in using techniques of teaching reading, and the way the teachers solve the difficulties.

1.6 Definition of Key Terms

*Technique* is any of a wide variety of exercises, activities, or task used in the language classroom for realizing lesson objectives (Brown, 2001:16).

*Reading* is an active process in which people attempt to extras ideas, concepts, thoughts, or images from the pattern of words set forth on the printed page (Callahan and Clark, 1988:295).