CHAPTER I
INTRODUCTION

This research presents background of the study, statement of the problems, purposes of the study, significances of the study, scope and limitation also definition of key terms. Each section is presented as follow:

1.1 Background of the Study

Reading skill is one of the basic skills to learn English. According to Snow (2002), reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that without learning reading, student will be difficult to understand the materials not only at school but also at the other educational institutions. Reading can help student to get information and knowledge that they need. Moreover, reading can be a tool to see the world because reading is one of the activities to enlarge knowledge and improve technologies.

Based on the above definition, reading is translating written language into oral language and then constructing it into knowledge. In addition, in reading comprehension, readers have to understand the purposes of the text, so they can get the information from the text.

Furthermore, reading has some difficulties to be mastered. Kusen (2011) states there are at least three difficulties in reading. Firstly, students get difficulties to answer the questions especially to find out main ideas and inferences. Secondly, students face difficulties to paraphrase the texts. Thirdly, they cannot interpret the main idea with specific details.
Charles (1990) also proposes further difficulties in reading, such as the manner of reading itself. It means that reader should understand how to pronounce the words in the text.

From those difficulties, the teachers must have some techniques to make students know and understand about the text and also can achieve the goal of learning. Dealing with this case, the teachers are the main mediator to make their students understand about the material (Agustina, 2011).

Furthermore, techniques are defined as a super ordinate term to refer to various activities that either teachers or learners perform in the classroom (Doughlas, 2001). Today, there are many techniques of teaching reading. It is aimed for the teacher to get easier ways to make the students get better result in teaching and learning activities. It is also supported by Herwindasari (2010) in “The Technique in Teaching Reading in Bilingual Class at SMP N 1 Singosari”. She stated that the English teacher in SMP N 1 Singosari used three stages of reading activities, there were Pre-reading, Whilst-reading, and Post-reading. Those techniques were implemented to make students understand easily.

Another research was conducted by Barhutin T.M (2005) in “A Study on the Technique of Teaching Reading Comprehension at SMK-NU Miftahul Huda Kepanjen Malang. He found that technique of teaching reading used by the teacher was one of the factors that might determine the success of an instruction. A teaching technique provided a chance for the teacher to explore his capability either in applying teaching theory or in teaching technique and alternative solution to increase the quality of teaching.
The researcher investigates the techniques in teaching reading as a research because the researcher wants to give some information about kinds of teaching techniques that can be applied in the learning process. By using the suitable techniques, the teacher can help students to understand the materials easily so they can enjoy and apply it in their activities, both in indoor class and in outdoor class.

Technique that is used in each class is different and must be appropriate with the student’s condition and also the class situation. In RSBI class (toward international standard school) students have to use bilingual language in their class activity and learning process. In this case, the students use both Bahasa Indonesia and English so the teacher has to give them different technique which is suitable with the student's condition and class situation.

Bilingual class is a class that provides students with ESL instruction as well as instruction in their native language. In this case, bilingual class uses English and Indonesian language in the teaching and learning process (Depdiknas, 2005).

Bilingual class is taken as a research because it is one of the popular and newest school programs in Indonesia. In addition, students in bilingual class have to communicate both English and Indonesian language in their teaching and learning process not only in English subject but also in the other subjects such as Biology, Physic and Chemistry, Mathematics and Civic. The students also use bilingual book in their class activities so, it is very interesting to study.

SMPN 5 Malang is chosen by the researcher because this school is one of the favorite international standard schools in Malang and being top ten favorite schools that has very good achievements. It has 20 bilingual classes in this year
and will have more next year and this school can apply bilingual language not only in English subject but also in the other subjects. In addition, the researcher prefers the first grade of bilingual class that will be the model because the first grade in this school uses the newest programs not only in the curriculum but also in the methods and techniques in teaching and learning process.

1.2 Statement of the Problems

Based on the background that has been discussed above, the researcherformulates the problems as follow:

What techniques are used by the teacher of bilingual class of SMPN 5 Malang in teaching reading?

How is the implementation of the technique in the teaching reading in bilingual class at SMPN 5 Malang?

What are the advantages and disadvantages of the technique in the teaching reading in bilingual class at SMPN 5 Malang?

1.3 Purposes of the Study

Based on the the problems that have been discussed above, the researcherformulates the purposes as follow:

To identify the techniques used by the teacher of bilingual class in SMPN 5 Malang in teaching reading

To find the implementation of the technique in teaching reading in bilingual class at SMPN 5 Malang

To analyze the advantages and disadvantages of the technique in teaching reading in bilingual class at SMPN 5 Malang
1.4 Significant of the Study

The results of this study is aimed to be the input for English teacher and give information about technique of teaching reading that used by the teacher in SMPN 5 Malang. Then, for teacher in SMPN 5 Malang especially English teacher, this study can be used as a feedback to develop the quality of teaching reading.

Furthermore, it also can give knowledge to the other teachers not only for teachers in bilingual class but also for non bilingual class teachers. Moreover, the teachers can evaluate if the techniques that used have reached goals or not. The last, for candidate of English teachers, this study can be used to prepare the teaching activity or as references to get technique in teaching reading before they teach the students in the class.

1.5 Scope and Limitation of the Study

The scope of this research focuses on studying techniques of teaching reading, the way how the teacher implements those techniques, also advantages and disadvantages using those techniques. This research is limited to the bilingual class of SMPN 5 Malang.

1.6 Definition of the Key Terms

To avoid misunderstanding of the terms used in this study, it is necessary to define the key terms as follow:

1. Technique is any of wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives (Brown, 2000).
2. Reading is an active attempt, on the part of reader, to understand a writer’s message (Smith & Robinson, 1980).

3. RSBI (toward international standard school) is a way to provide quality education for all (MONE, 2007)

4. Bilingual class is a class that provides students with ESL instruction as well as instruction in their native language. In this case, bilingual class uses English and Indonesian language in the teaching and learning process (Depdiknas, 2005).

5. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000).