

BAB 1

INTRODUCTION

Chapter 1

INTRODUCTION

1.1 Background of the Study

In this era, people try to broaden their knowledge in order to keep up with the development of the science. One of the best ways to do this purpose is by reading, because the sources of knowledge and information are usually found in textbooks, library research materials, supplementary books, articles on magazines or newspapers. The problem is, the language used in these books are often different with the reader's native language. Therefore, to make it easier, scholars and scientists are required to be able to read in a foreign language.

In line with the fact above, it is undeniable that it is important for the scholars and scientists to learn at least one foreign language. As most of the sources of information are written in English as one of the International Languages, it is advisable that scholars and scientists to learn it in order to be able to understand the content of the books.

In Indonesia, English is the first foreign language to be taught, and reading comprehension in English is one of the major skills which is taught to the foreign language students. According to Krashen (1981 : 2), reading comprehension is vital for language acquisition. It means that through reading, hopefully students will find it easier to learn other skills (such as listening, speaking, and writing). In more specific way, Dubin (1986 : 3) says that in the real world, people who read, read for intellectual profit or pleasure. That is, they believe that the content of whatever they have chosen to

read will be useful for them, help them to understand the world better, or give them special kind of pleasure that comes from the experience of reading literature. Thus, it is undeniable that comprehending what is read is important, especially to achieve people's needs and desires in learning a foreign language.

However, even though reading is a very essential skill to learn, it is not an easy skill to study. Blake (1989 : 4) says that being good at reading but without an understanding is not enough. It is as if a person who walks without thinking about his steps. Therefore, to be a good reader, one need to learn about the skills of reading and then do a lot of practice. To do this, of course, foreign language students need the help of the teachers.

Unfortunately, since teachers are human beings, they might have some shortcomings. They might not be creative enough to practice the teaching skills they have with the students' conditions. Consequently, it will make it more difficult for the students to achieve their goals to be competent readers of English language. As another way out, they make use of the opportunities to join an English course with the hope that they can fulfill their needs to master the English language more effectively. In addition, besides fulfilling special needs, English courses also open the chances to learners in various ages. So, adult may join them depending on the goals they are going to achieve in learning English language.

Considering the situations above, it is obvious that every English teacher has to realize that good teaching skills are very needed. It is their obligation to keep on struggling, making his best effort in teaching so that, at least, the students are able to achieve the course objectives. Dealing with this, Fries (1945 :4) suggests that English

courses teachers should also pay attention to their teaching activities. Furthermore, he states that techniques in teaching are very important to achieve the goals of studying the language. Moreover, he adds that if a teacher is untrained in the techniques in language teaching, he is more likely to mislead his students to learn the language. Therefore, it is obvious that mastering certain teaching techniques are important for the teachers.

According to Barnett (1989 : 66), techniques refers to the mental operations involved when teachers want to make the students purposefully comprehend the texts to make sense of what they read. so, if teachers are able to apply the appropriate techniques in teaching reading comprehension, surely they will be able to make the students capable to read in the foreign language.

Speaking about “teacher” and technique” as exposed by these two statements above, it is better to examine Eskey’s opinion (1983: 4), which states that, first of all, teacher must create the world of reading in particular class. It is the teacher who must stimulate the interest in reading and help the students to see that reading can be of real value to them. However, the teacher must realize that it is not easy to create this kind of atmosphere in the real teaching practice. Therefore, as an addition, he suggests that teacher should be able to meet the students’ needs and interests in his reading lesson. Besides that, he also has to consider the students’ proficiency, which means that she has to adapt his teaching strategies with the students’ ability.

Nevertheless, further than these all, Saville-Troike (1979) as quoted by Mey-yun (1989 :14) in English Teaching Forum vol XXVII no. 2 says that improving the reading skill of any student begins with identifying his weaknesses; and then implementing

appropriate techniques for strengthening these skills. Through his research, he found that students' weaknesses are mostly in reading intensively (such as : reading word by word, relying too heavily on their visual information, which greatly hampers their comprehension, relying heavily on dictionary to find the meaning of the word, and paying too much attention to the details, with the result that they often miss the main ideas of the passage). Therefore, the teacher's tasks, then, after detecting her students' lack in reading skills, she must be ready with some techniques which are appropriate to the students' conditions and abilities in order to teach them more efficiently.

Considering about some "appropriate techniques" that the teacher should use in the classroom, Heilman, Blair, and Rupley (1981:10) confidently states that one method of teaching must not necessarily superior to another. They add that when a teacher uses only one method to the exclusion of others, she shuts out the possibility to meet her students' needs which may vary. Since technique is the behavioral manifestation of the method (Diane-Larsen 1983),thus, it can be inferred that there may be so many techniques of teaching reading in general.

Based on this statement above, it is predictable that English teachers may perform at least more than one technique in the reading class. This may result from these following considerations, such as : the variety of students' needs, students' ability, the time allocated for the teaching-learning process, the students' ages, the students' educational backgrounds, etc.

Having a further consideration of the statements above, the writer becomes interested to find out the teaching techniques in teaching reading comprehension

performed by the English course teachers who teach students of a bible school, named Lempin-el (Lembaga Sekolah Elkitab) in Surabaya . The main intention that the writer would like to obtain is to discover the kinds of techniques which are often used by the teachers. Secondly, the writer would also like to prove whether or not they are relevant with the existing theories about reading techniques, and the last, she also tries to find out the teachers' reasons of using such techniques in the classrooms.

1.2 Statement of the Problem

The problem that the writer would like to put forward are :

1. What are the teaching procedures used by the English teachers of the Bible school "Lempin-el (Lembaga Sekolah Elkitab) in teaching reading comprehension skill ?
2. What techniques that are mostly used by the teachers ?
3. What are the underlying reasons for the teachers to use those techniques ?

1.3 Objectives of the Study

In line with the background of the study, this paper is intended to find out which teaching techniques used by the English course teachers when they are teaching reading comprehension skill. Furthermore, it is also intended to find out their comments or reasons of using those techniques, and check them out, whether these techniques are relevant with the theories of the reading techniques or not.

1.4 Significance of the Study

The writer hopes that the result of this study will be able to improve the teaching-learning process, especially for the reading comprehension skill. In addition, the writer hopes very much that she will be able to find out the teaching techniques used by the

English course teachers and also the advantages of using those techniques in reading comprehension lesson.

1.5 Assumptions

The writer made this thesis writing with the assumption that the English language teachers of Lempin-el (Lembaga Sekolah Elkitab) at GPT. Kristus Ajaib Surabaya have some procedures in teaching reading comprehension. Besides, they also use certain techniques in their teaching activities.

1.6 Scope and Limitation of the Study

Considering that this paper is going to present the result of the teaching observation of reading comprehension skill, the writer decides to have an observe the teaching techniques performed by the English Language teachers of a Bible School named "Lempin-el" at Jalan Johor 47 Surabaya. There will be two teachers to be observed by the writer. The decision is made under the consideration that they are graduated from the Teacher Training Faculty of English Language and they are experienced in teaching English to the Indonesian students.

Since this study wants to analyze the teachers' techniques in teaching reading comprehension skill, the techniques to be observed are limited to those which are performed by the teachers in the classrooms.

1.7 Definition of Key Terms

There are some terms that need further explanations in order to avoid the readers from misunderstanding them when they read this paper. The terms to be defined are :

1. Teaching

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 (Kimble and Garmenzy 1987:6).

2. Techniques

According to Larsen-Freeman (1983), technique is the behavioral manifestation of the methods.

3. Foreign Language Learners

According to Barnett (1989:3), Foreign Language learners are students who study foreign language(s) in their native environment.

4. Advanced Students

Ones that have greatly developed in acquiring something in front or beyond the elementary or introductory (Heilman, 1981:34)

5. Reading Comprehension

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language (Heilman, 1981:242).

1.8 Theoretical Framework

This study is underlined by the theory of Reading Comprehension, The Objectives of Reading, and Techniques on Teaching Reading Comprehension Skill.

1.9 Organization of the Thesis

This study consists of five chapters. Chapter one is the Introduction, which is divided into seven sub-topics: Background of the study, Statement of the Problems, Objectives

of the study, Significance of the study, Assumption, Scope and Limitation, Definition of the Key-terms, Theoretical Framework, and Organization of the thesis. Chapter two contains Review of the Related Literature which presents the theories of the study, such as the theories of : Language Teaching, Reading Comprehension, Reading Purposes, and Techniques on Teaching Reading. Chapter three is the Research Methodology which covers The Nature of the Study, The Subjects of the Study, The Research Instruments, The Procedure of Collecting Data. Chapter four is the Results of Data and the Interpretation of the Findings (discussions). Chapter five is consisting of Conclusion, Suggestions For Teachers, and Suggestions of Further Research.