

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of the problem, objectives of the study, significance and scope and limitation of the study. They are discussed in order as follows.

1.1 Background of the Study

Language is one way to communication for one person to another person. English is international language that used around the world. For students that have a capability in mastery English is something a must. They can improve their change into other countries. There are many techniques to learn English, such as complete English communication, reading a simple text, listening to the native speakers or free writing, and of course with helping from teachers as experts.

When we talk about language learning, we often talk about the four language skills: listening, speaking, reading, and writing. In short, the students have to be aware about four kinds of skill in learning English. All skills are related to each other. The students will learn from the easiest to the most difficult, like skill by skill. Then teacher gives more exercises with higher difficulty.

As we know that, world is in books. According to Mikulecky and Jeffries (1996:1) that reading is one of important ways to improve your general language skill in English. People can read many kinds of texts, not only text in the book but also in many resources like internet or newspaper that students can use. They can read other topics beside school textbook to make their mind so rich of knowledge, like politics or news. It helps them to look around the problem in the surroundings.

Sometimes, the teachers will find several problems to teach the reading skill. As teacher, using a technique is a must to make the students interest and understand. Teacher has to follow their students' style, it can be done by giving the up-to-date examples or by asking something that related to the teenager's habit, such as reading folklore, comics or anecdote text are suitable ways for students in the first request. Then, the teacher can direct them to other texts through highly level of meanings. The students need to be active in learning process about what they read, so that they can be more successful in reading skill. In addition, processing has to still until the students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge.

Finally, the researcher in tenth class of SMA Hangtuah 4 at Surabaya finds that the teacher uses the difficult method to teach reading, it is because of the teacher wants to improve their reading skill. The students might response the method positively all texts such us announcement, invitation or simple procedure text except narrative text. Actually, they understand about the whole text which has Indonesian translation, but they cannot give in simple written response for instance if the teacher asks then to mention the setting of the text or why someone in the text being angry. Even thought, the text is so famous among them.

As a teacher, we have to force our self to be creative. The researcher would like to try a treatment to help the students to be an expert in analyzing original English text. By using reader response approach, the researcher hopes that student will be able to understand well and build the response in narrative text that has no Indonesian translation. Usually, the technique that is used by the teacher in daily, is the teacher wants to the students to open the resource pack then ask them to fill around of two or three pages. There are several pages with some texts before the exercise. And all texts that they have to read before doing the exercise are very common or having Indonesia translation, for instance, Cinderella, snow white, etc.

In reader-response approach, the students must be active in reading comprehension in many kinds of text. The students can get more experiences while participating in learning process using reader-response approach. For pressure, the students that learning kinds of skills in English must have the goals with every used approach. It can make students know the effects or influences of each skill in daily activities.

Determining the goals can motivate the students to learn seriously in reading skill. When they know the goals and having good motivation, the teacher can be easier to deliver knowledge. It is supported by Carlisle (2000:56) that it is strongly held by the advocating of the application of the reader-response theory in English Language Teaching (ELT). The advantage of reader response approach seems so obvious in language teaching contexts compared to the traditional approaches.

1.2 Statement of the Problems

Based on the background, there are four statements of the problems. They are:

1. How is the implementation by using reader response approach in teaching reading for SMA Hangtuh 4 Surabaya?
2. How is the students' improvement by using reader response approach in teaching reading for SMA Hangtuh 4 Surabaya?

1.3 The Purposes of the Study

The objectives of this study are:

1. To describe the implementation of reader response approach in teaching reading for SMA Hangtuh 4 Surabaya?
2. To describe the improvement of students' ability of reading skill by using reader response approach.

1.4 Significance of the Study

By using this approach, there is an advantage for the students and the teachers. This approach will be the facilitator in teaching reading for the students to increase the understanding level. And with this approach, the teacher will be easier to teach reading in English class.

1.5 Limitation of the Study

The scope of this study is to introduce the new approach to teach reading for students of Hangtuh 4. The new approach introduced is reader response approach. Limitation of this approach is to improve reading skill for tenth grade of SMA Hangtuh 4 at Surabaya. It is based on the teacher information that their reading capability needs to be developed, especially in original English narrative text. Furthermore, for confining the researcher will take only one class of tenth grade in SMA Hangtuh 4 at Surabaya that is X-4 as population.