

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the languages which is used as a means of communication for international matters. In Indonesia, English as a foreign language is taught to the students at schools and universities. English is not only as a medium of communication, but also as medium of transforming the knowledge and technology. English is a language which is also taught in Indonesia in the curriculum. The purpose of teaching English is that to enable the students to use English language in communication.

There are four language skills in English, namely listening, speaking, reading and writing. Reading is the basic communication skills that should be mastered by students. Reading is one of the most important tools to gain knowledge. Reading is the window of knowledge. By reading everyone will know everything in this world. Reading can increase our knowledge so we will not be out of date because we will know the actual news which happens in this world. Reading also will open our sights so that we can do the best in our life.

Reading is about understanding written text. By reading we will get much information by understanding the content of the text. The product of reading is communication. The reader understands ideas that have been put in print by the writer. Communication is dependent upon comprehension, which is affected by all aspects of reading process. Word recognition skills, the associational aspect of the reading process, are essential, but comprehension involves much more than

decoding symbol into sounds: the reader must derive meaning from the printed page. Turner (1988: 159) said that reading comprehension involves taking meaning to a text in order to obtain meaning from the text. It can be concluded that reading is very important to increase the ability to communicate with the others.

Based on the researcher's experience during his teaching Field Practice Experience (PPL program), there were some problems that caused the low students' achievement. The first is motivation. Most of students were not interested in learning English. They considered that English is a difficult subject. Reading is the main problem because they did not understand the content of the text. The second is facility of the reading room or a language laboratory. Facility of the reading room or a language laboratory is important to support in English learning especially reading. Teaching learning process would be effective if there is facility of reading room or a language laboratory. But, actually most of the schools do not have facility of reading room or a language laboratory because of economic problem. It caused the students do not have spirit in English learning. The third was teaching strategy. Teaching strategy that was used by the teacher in teaching learning process was still conventional and still applied lecturing strategy. There was no group work but they worked individually. Teaching strategy made the students felt bored and inactive because they cannot interact with each other.

The data from the researcher's observation shows that many of the students do not understand how to read well. When they are asked some questions

by the teacher they could not answer well. Some of them forget the texts they read before. They do not have skill in reading.

These conditions become the challenge for English teacher to find out the solution to increasing students' achievement in reading comprehension. One way to increase their achievement in reading comprehension is classroom management. Classroom management is very important because it helps students understand the text by making an analogy to related text and increase their activity. From the explanation or background it is clear that reading is main part of communication. That is why classroom management is very important to be discussed in order to help the students to increase their achievement in reading comprehension.

B. Problems of the Study

The formulating of problems in this research was formulated as follows:

1. How does the teacher manages the classroom in the teaching of reading comprehension.
2. Why does she do it the way she does?

C. Objectives of the Study

In relations to the problems, the objectives of this research are.

1. to describe how the teacher manages the classroom in the teaching of reading comprehension.
2. to find out the reason the teacher does it the way she does.

D. The Scope of the Study

This study was focused on the students' reading comprehension through classroom management. The limitation of the study was only to research about some topics in teaching reading.

E. Significance of the Study

The findings of this research was both theoretically and practically significant.

1. Theoretically, the findings of this research will strengthen, weaken or modify the theory of teacher's variable and the theory of effective teaching of reading comprehension.
2. Practically, the findings of this research was useful for the English teacher in making better effort to teach reading comprehension effectively, especially from the perspective of classroom management.