CHAPTER I

INTRODUCTION

A. Background

Today, as the world moves to the globalization era, English as an International language obviously becomes one of important languages in business sectors. English can help transfer many information and kinds of technology from abroad or vice versa. It compels us to compete with others. Most of institutions and companies in our city, local or national, look for employers who have English skill. This fact is even apparent in our work field. This encourages everyone to provide his or herself with English.

As a Maritime country, Indonesia has a great value of culture. Many cultural values are introduced to foreign countries, but many of Indonesians do not understand about the communication using English. In fact, our country needs a lot of Indonesian human resources who master English well. In this case, a good preparation is very important. The government encourages Elementary school in Indonesian to teach English to their students starting from 1st grade up to 6th grade, even now in the kindergarten English has been taught.

The elementary school is the basis to learn toward English language. Teaching process must be interested to students. It would be influenced the students’ mind set of English and it would be improved
their competence. Here students learn the Basic English language for example reading, speaking and writing.

Reading can be integrated easily into some program for teaching English to young learners. Teachers should have various strategies, so the children can understand the text well. Young learners should be taught comprehend strategies when they read the text, children feel enjoy reading the short, pictorial and colorful text (Linse and Nunan, 2006: 75).

Teaching of reading comprehension refers to reading for meaning, understanding and entertainment. By reading sentence or text, the students can know the meaning and understand the purpose. Teaching children how to get explanation about meaning from a sentence or text so they can know and analyze what they have read is essential part of the reading process (Linse and Nunan, 2006: 71).

From the explanation above, I am interested in taking job training in elementary school especially in MIM Dimoro Sukoharjo. I think, I will find many problems in teaching reading to the 5th grade students of elementary school. Based on the experience in job training, I present discussion and report the title of “Teaching Reading to the 5th Grade Students of MIM Dimoro Sukoharjo”
B. Objectives

The objectives of this report are:

1. To explain the process of teaching reading to the 5th grade students of MIM Dimoro Sukoharjo.
2. To find out the problems and the solutions of teaching reading to the 5th grade students of MIM Dimoro Sukoharjo.

C. Benefits

The writer expects that this report will give some advantages and be useful for:

1. English teacher

This report is expected to give more references to English teachers so they can determine the appropriate technique in teaching reading to the students. The English teacher knows the problems and the solution when she teaches reading to the students. By reading this report, the English teacher is expected to improve the quality teaching reading to the students and can be used as a reference in teaching reading in order to make the learning process better.

2. Students

This report is expected to give students information and reference in learning English reading. By reading this report, they will give an input for
those who need additional information about teaching reading, especially the readers who are interested in teaching reading.

3. The Readers

The readers can get a lot of information and knowledge about teaching reading. By reading this report, it is also hoped to change the reader’s perception about teaching reading that is difficult, boring, and not important into the positive perception. And the reader can get knowledge about information of teaching reading.