

CHAPTER I

INTRODUCTION

This chapter discusses the Background of the research, Scope of the research, statement of the problem, objective of the research, significance of the research.

A. Background of the Research

Reading is one of the four language skills taught in the English learning process besides listening, speaking and writing. However, among all these skills, reading is considered the most important skill. Therefore, it is one of the language skills that students need to master. Reading is a very valuable activity because it opens the door to knowledge, develops imagination, and increases understanding of the world for personal growth and intellectual development. Through reading, a person can broaden their horizons, improve critical thinking skills, and enjoy the beauty of language.

We nowadays there are many books, magazines, newspapers as well as other forms of writing as conveyers of information. For this reason, reading skills it is very necessary to understand the information or message content in the reading text. Reading skills are used to communicate and must be possessed by everyone. Because reading also adds insight to provide information this era of globalization. If you read a lot, you will increase your vocabulary, increase your knowledge, train your speech organs, and increase your reasoning abilities used in the learning and teaching process. The teaching and learning process carried out in class is an

active interaction that occurs between students and students teacher. The teaching and learning process occurs to provide knowledge and understanding towards students, so that the learning objectives that have been achieved can be achieved set. Thus the learning designs is in skills reading can use a learning model so that the learning process attract students attention.

Reading is a language skill in language learning. It is realized that its role is very large not only in mastering language competence but also in mastering science. By giving reading activity in the language learning, teacher actually has opened students' schemata or horizon. In further condition, the knowledge they get from reading will give big impact for other language skills such as writing and speaking. Knowledge comes from reading. When students understand what they read, they have already acquired some knowledge. Grabe and Stoller stated that "reading is an ability to draw meaning from the printed page and interpreted the information appropriately" William et al (2002). From the definition above, it can be concluded reading means that to find out the messenger or information that the writer put into the text as efficient as possible.

Reading Comprehension is very important because it is understanding a text that is read or the process because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the readers's mind. Reading comprehension is also the process of making meaning from text. The goal, therefore is to obtain an overall understanding of what is described in the text information. Children develop mental models. Or

representations of meaning of the text ideas during the reading process, reading comprehension is a flexible and ongoing cognitive and construction process.

The act of reading cannot be separated from comprehension. The students cannot achieve their academic success without comprehending what they read. In comprehending the text, the students should be monitored by their teachers. Hence, the way to teach comprehension should be well understood by the teachers. Therefore, it can be concluded that reading comprehension is a long process.

The problems faced by the students and the teacher are caused by some factors that may come from the students, the teacher, media, or technique used in teaching learning process. The students are not so interested in learning English especially reading because English is just considered as a foreign language and not used in daily conversations. Method and approach are important things to attract the students' attention and motivation that can help them develop their creativity and imagination in expressing their ideas. It means that teachers must have a good preparation before teaching.

In general, teachers teach reading comprehension by translating the reading text. So, students only know the meaning from the teacher. Due to this situation, students become bored and uninterested in learning reading comprehension. Currently in teaching reading, teachers focus on students' English books. However, the fact shows that reading text is not an easy thing. Based on the observations made by the researcher, the students have some problems in reading comprehension, such as most students have difficulties in reading comprehension

even though they have been doing it for years. They do not know how to understand a text and get information from the text, although students sometimes know the meaning of the words, but they have difficulty conveying the meaning into the whole paragraph. In the teaching and learning process, there are many teaching strategies or techniques that can be used to help students.

Based on the results of observation data conducted in class VIII consisting of 20 students. They were asked to read a passage from the textbook. Students was given time to read it and answer questions. After checking the answers, some of them could not summarize the ideas from the text; find factual information, main idea, antonyms and synonyms, etc. From the researcher's observation, it can be concluded that the students were unable to summarize the ideas from the text.

From the researcher's observation, it can be concluded that they have not been able to understand a text by considering several factors in reading comprehension, one of which is motivation. To overcome the problems found in students' motivation and reading comprehension, some strategies can be offered to help students in reading comprehension. One of them is problem-based learning strategy. For this reason, the researcher conducted a reading comprehension study at MTS Darul Falah Kota Ternate.

Problem-based learning links theory and practice by engaging students in real-life problems. Higher-order skills such as application, analysis, and evaluation can only be achieved through a more active approach to learning. The purpose of the problem is to motivate students to learn by providing a real-world context for examining the issues involved. When learning is in context rather than

as a series of isolated facts and theories, the concepts are better retained. The underlying belief of PBL is that learning is more meaningful and enjoyable when it occurs in small active groups that are self-directed (SDL). This process encourages students to take responsibility for their learning and that of their learning group Lieux and Luoto (2000).

To overcome the above problems, the researcher decided to use one of the many cooperative learning techniques to improve their ability in reading comprehension, namely Problem Based Learning (PBL). According to Saputra (2015), Problem-Based Learning is driven by the innate desire of learners to personally investigate the situation". The fact in the field learners do not investigate and only memorize the concept and are less able to use the concept if it encounters real-life problems related to the concept. Furthermore, even learners are less able to determine the problem and formulate it. This will certainly affect the ability of learners in facing problems or a problem both in school and outside of school. According to Arends & Trianto (2011) stated that in teaching teachers are always demanding learners to learn and rarely provide lessons on how learners to learn, teachers also demand learners to solve problems, but rarely teach how learners should solve problems.

The purpose of this study is to apply the PBL model and to measure the influence of PBL learning model on the problem-solving ability of learners on English subjects. To bring learning goals in the direction that can improve problem-solving skills, learning should be more emphasis on authentic problem solving such as problems that occur in everyday life. This technique requires

students to start with the problem itself. It also requires students to explore more resources other than the teacher, including reference materials and community members, and to draw knowledge from different fields of study such as math, geography, and science.

B. Scope of the Research

In this research, the researcher focused on students' reading comprehension using narrative text in model Problem-Based Learning (PBL).

C. Statement of the Problem

Based on the problem identification and limitations that have been described, the problem formulation in this study can be formulated as follows:

How is the effectiveness of Problem-Based Learning (PBL) model in improving English reading comprehension ability of grade VIII students at MTS Darul Falah Kota Ternate?

D. Objective of the Research

The objectives of this research are as follows:

To find out the effectiveness of problem-based learning (PBL) method in improving English reading comprehension ability of grade VIII students at MTS Darul Falah Kota Ternate.

E. Significance of the Research

The research conducted is expected to have benefits in the future. the benefits of this research are as follows:

a. Theoretical Significance

- a. This research can make a theoretical contribution to the development of English language learning methods, especially in the context of reading comprehension. The application of PBL can enrich teaching approaches that focus more on students' comprehension and engagement.
- b. This study can provide support for problem-based learning theories by providing further insight into its effectiveness in improving students' reading ability at the secondary school level.
- c. The results of the study can contribute to refining learning strategies in the area of English reading, especially in an effort to improve students' comprehension.

b. Practical Significance

- a. This research can provide direct benefits in improving English reading comprehension skills in grade 8 students at SMP Negeri 1 Kota Ternate, through the application of PBL model which is expected to be more effective.
- b. This research can have a positive impact on students' motivation related to English learning. Engaging and contextualized PBI can increase students' interest in learning to read.
- c. By focusing on student engagement, this research can provide practical guidance for teachers to create a more dynamic and participatory learning environment.