CHAPTER I

INTRODUCTION

In the Chapter I, the researcher discusses about background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of key term.

A. Background of the Study

In learning English, four main skills must be mastered by students such as listening, writing, speaking, and reading. The fourth skills are divided into two groups namely productive and receptive skills. Speaking and writing are considered as productive skills whereas listening and reading considered receptive skills. "Productive skills are defined as the ability to actively communicate both in the forms of written and spoken. Whereas receptive skills are defined as the ability of the learners to comprehend the texts" (Yuzar & Rejeki, 2020). Reading is considered as the most crucial skill for the learners. By reading the text or books, students can get a lot of benefits such as getting new information, finding solutions to problems, and also developing their way of thinking skills.

Reading is related to the activity that focusses on the process of understanding the text. To comprehend the text, students should read the whole text and connect the facts or information they get from the text with the background knowledge that they have. The ability to comprehend the text is

known as Reading Comprehension. "Reading comprehension is the act of combining facts in a passage with prior knowledge to assemble meaning" (Giawa & Panjaitan, 2021). To develop prior knowledge, students need a lot of practice. Practice in developing prior knowledge of the students can be done by doing reading and also getting from student's experiences. That is why reading can not be done once and it should be repeated.

Reading is taught from elementary school to university level. Reading at the elementary school level is very simple. It is only focused on students are able to read the text and try to answer the questions related to the picture. Reading in junior high school and university level is very different from reading in elementary school. "At the junior high school students, the level of reading comprehension is known as literal comprehension while at the university level is known as critical comprehension" (Triyana & Melati, 2018). In the literal comprehension, students must be able to find out the information or fact based from the text they have read. The purpose of reading is to find the main idea and specific information (Setiawati & Budiasih, 2022). While critical comprehension at the university level, students must be able to examine whether the author's idea should be accepted or rejected by finding out the evidence or arguments that supporting the author's idea with the logical reason (Rohmah, 2018). The differences between reading in the level of junior high school and university lies in the level of difficulty of the texts used. Reading in university often uses journal articles meanwhile reading in junior high school

often uses articles from the internet with the topic of the texts are familiar to the students.

Reading activities are adjusted to the needs of the readers and the goals to be achieved. "The goal of reading will be achieved, when the students are motivated in reading and comprehend the text they have read" (Indriastuti et al., 2023). According to Zainurrahman & Djabir (2020) "There are several functions of the texts of reading such as to inform, to entertain, to argue, to instruct, to get information, to believe, etc". Based on the function, texts of reading that are used in Junior High School are divided into several texts such as descriptive, narrative, procedure, recount, report, etc. Where the use of this text is adjusted to the level of difficulty from easiest to difficult. Moreover, the use of vocabulary in reading texts is also adjusted to the student's abilities.

The teaching of reading in junior high schools is not easy because some teachers may be using inappropriate strategies. Some teachers only ask the students to read the text with a loud voice and after that, the activity of the reading only finds the answer to the questions. It means that reading at the junior high school level only focuses on the process to finding out the answer. But now teaching reading in the Merdeka Curriculum is different. Merdeka Curriculum requires teachers to be able to teach with student-centred approach, where students are more active than teachers. There are 2 learning models in the Merdeka Curriculum, namely project-based learning and problem-based learning. Project Based Learning is a learning model where the learning activities carried out by students focus on project planning. Whereas Problem

Based Learning is a learning model where the learning activities carried out by students focus on solving the problems. Project Based Learning can be used to develop students' creativity by making the project while Problem Based Learning can be used for students' critical thinking by solving problems.

Many teachers chose Project Based Learning as a model rather than Problem-Based Learning. Several reasons the teacher choosed Project-based learning as the learning model such as: "during the learning process students showed strongly attitude toward the teacher by giving respond, so students doing the learning process very well" (Amini et al., 2019). Project-based learning can also create fun atmosphere during the lesson because students are not only focusses on solving the problems but students also try to create a good communication with their groups. Implementing project-based learning have a better effect on improving student learning outcomes and student process skills. This is because students prefer to create something rather than solve problems. The reason Problem-Based Learning is less popular with students is because of the characteristics of the students themselves. Where the characteristics of Indonesian students tend to be less confident in solving problems and less critical. These characteristics are based on the impact of lack of English language proficiency. "When the teacher asking the students to participate in the class activity, they do not participate" (Suryanto, 2014). Some of the students did not want to express their opinions because they are not able to speak English fluently. Students who have a good communication and critical thinking skills, they can express their opinion and also give the good respond

to the teacher during the learning. "But there is also some students who less able to think critically, they have some difficulties as follows: difficulties to understand the material and they are not able to identify the problem" (P.A.R., 2017). Where there is a gap between students with high abilities and students with low abilities. So, the choice of problem to be solved must be appropriate to motivate students to be enthusiastic about learning.

There are several previous studies that conducted research with the topic of improving the students' reading comprehension by applying Problem Based Learning as a learning model. Based on the study done by Syahfutra (2019) with the title of the study "Improving Students' Reading Comprehension by Using Problem-based Learning Strategy" the result showed that Problem-Based Learning not only can improve students' reading comprehension but also it can improve students' motivation. Other research was done by Setyaningrum (2022) with the title of the research "Improving Students' Reading Comprehension By Using Problem-Based Learning Method At XI MIPA 5 SMA Negeri 1 Badegan Ponorogo In Academic Year 2021/2022" the result showed that Problem-Based Learning was successful to improve students' reading comprehension. The study was done by Aulia (2023) with the title "Problem-Based Learning as a Method to Improve Senior High School Student's Reading Comprehension In English" also concluded that the using Problem-Based Learning can improve students' reading comprehension significantly.

Literacy is still the main problem of education in Indonesia. Based on the result of PISA in 2018, "Indonesia rated 73rd in reading with the score of PISA was 371" (Mustafa, 2023). This is caused by two factors: the teacher and the students themselves. Some teachers still teach by using inappropriate strategies such as asking the students to read a book with a loud voice and then students must answer the question. The students must feel bored with this type of learning. The factors based on the perspective of students are the low interest and motivation to read a book. The low interest in reading can be caused by unfamiliar topic or maybe the text used words that are hard to understand. Low motivation to read can be caused by the students themselves. "Students must keep their mood for reading by having the comfortable time and place"(Indriastuti & Mustikawati, 2021). Having the comfortable time and conducive place helping the learners to comprehend the text more easily. If their mood of reading is good, they will more enjoy the process of reading.

Where the students of class X have experience in the transition from Junior High School to Senior High School, sometimes their childish nature still carries over. When teachers tell them to read or even study upcoming material, they don't want to do it. Most of the students like to spend their time accessing social media rather than reading a book. That is why the researcher want to investigate this study with the topic of the study was focussing on the process to improve students' reading comprehension by applying appropriate strategy such as Problem-Based Learning. The researcher wants to show that reading the book can be fun if teachers can choose the best topic for the students.

According to the research by Meriani et al., (2019) concluded that "the PBL learning model is a better learning model for improving students' critical thinking abilities". Problem-based learning allows students to study problems close to their lives because in this learning, the teacher presents issues that exist around them, both those they experience themselves and those experienced by family members of several students. PBL model learning changes conventional teacher-centered learning into student-centered learning so that it can develop students' skills in problem-solving, encourage students to be critical, and increase their ability to develop cooperation and students' communication skills.

So based on the explanation above, the purpose of this study is the writers would like to explain the teachers' implementation of Problem-Based Learning in teaching reading comprehension and to describe the impact of Problem-Based Learning implementation towards students' reading comprehension. The writer entitled her research with "Problem-Based Learning to Promote Students' Reading Comprehension".

B. Statement of the Problem

The statement problem of this study are:

1. How do teachers implement Problem-Based Learning in English language learning (especially in teaching reading comprehension)?

2. How extend Problem-Based Learning can promote the students' reading comprehension?

C. Purpose of the Study

The purpose of the study are:

1. To explain the teachers' implementation of Problem-Based Learning in teaching reading comprehension.

2. To describe the impact of Problem-Based Learning implementation towards students' reading comprehension.

D. Significance of the Study

By implementing Problem Based Learning model, the writer hopes that the result of this research can give contributions to teaching and learning the English language as follows:

1. For the students

   It is very useful for the students' future life and motivate them to read a lot of books. The more books they read, their academic achievement will also increase.

2. For the teacher

   It can remind the teachers to change the way of teaching reading in a better way. Teacher should choose the best suitable strategy in teaching reading so students can get the benefits of the reading

3. For the other researchers

It can be applicable as the reference for the other researcher who takes the same topic or another researcher can use Problem Based Learning Model with specific text so they can get the better result.

E. Scope and Limitation

In this study, the researcher only focusses on the teachers' implementation by using Problem-Based Learning in teaching reading comprehension at Junior High School level. This study is limited to several teachers at the Junior High School level who are experience in implementing Problem-Based Learning to teach reading comprehension.

F. Definition of Key Term

To avoid the readers misunderstanding of the concept of this study, the researcher gives some definitions as follows:

Problem Based Learning   : stimulating, demanding, and entertaining learning strategy that emerged from the act of attempting to comprehend or solve a problem (Setyaningrum et al., 2022).

Reading Comprehension   :   process of analysing, evaluating and understanding of the reader to get some ideas or information in the text (Septiani & Tridinanti, 2018).