

CHAPTER 1

INTRODUCTION

A. Background of The Study

A language is a tool that people use to communicate with one another so that everyone understands each other. Language may help us manage our thoughts, ideas, feelings, and a variety of other things. Many languages are spoken around the world; in fact, one country may speak up to two languages. And, in today's globe, many people speak a variety of languages. English is one of the most widely spoken languages (Putra, 2020). Some countries, particularly those that were once British colonies, consider English to be a second language that must be learned after their original tongue (Maduwu, 2016).

There are four language skills that a language student must master in English learning activities: speaking skills, listening skills, reading skills, and writing skills (Asholahudin, 2020). Reading is an essential component of content instruction in the classroom. Everyone requires reading material in order to complete their studies, accelerate their lessons, and expand their knowledge. Reading is also important and necessary for students because the majority of their academic success is dependent on their ability to read. If they have poor reading skills, they are more likely to fail or make slow progress in their studies (Arsanti, 2014).

It is also crucial for a student to learn reading comprehension because reading comprehension seeks to develop students into persons who can take knowledge and apply it through their creations. Reading Comprehension is also

frequently found in English tests, both in high school and in college. Reading Comprehension is also frequently included in English tests such as the TOEFL, IELTS, and TOEIC. Additionally, several companies, particularly those on a global scale, add English Reading Comprehension as one of the admittance tests.

Furthermore, if a person knows reading comprehension, that person will be able to comprehend, analyze, and reply to documents and written communication in the workplace. It can also help to improve writing skills so that it appears more clear and more effective. The ability to concentrate on reading for an extended period will also improve. Moreover, high reading comprehension can make you appear more professional and reading activities more fun. This theory is supported by Hadis Habibi's (2015) research in his article "The effect of reading on improving the writing of EFL Students." His research revealed that involving reading in the writing task significantly improved the participants' writing skills.

Reading has a strong interrelationship with other skills, such as the relationship between reading and writing. According to system theory in the book written by Yang (1978), linguistic comprehension and linguistic production are two complementary aspects of the written communication system. Reading is the foundation for writing, and writing is the most effective approach to demonstrating and enhancing reading efficiency. People always pay close attention to the sense development and the relationships between parts and total when writing.

There is also a relationship between reading and listening. Reading and listening are two methods for gaining language knowledge. Listening and reading

share the same psychological activity and decoding process. Listeners have little or no control over the rate at which listening material is input. Reading is a psycholinguistic guessing game in which prior knowledge is required to succeed. Reading a lot allows students to obtain additional input by exposing them to different types of linguistic information. Students can improve their reading vocabulary by being exposed to a variety of practical and contextual words. Reading allows students to think in English more often, which improves listening comprehension.

This theory is also supported by M.C. Wolf's (2019) research in his article "The relationship between reading and listening comprehension: shared and modality-specific components." According to the findings, reading comprehension explained 34% of the variance in listening comprehension and listening comprehension explained 40% of the variance in reading comprehension. It was revealed that vocabulary and word reading fluency are both typical contributions to reading and listening comprehension. None of the other cognitive skills contributed significantly to reading or listening comprehension. These findings imply that only a fraction of the understanding process is domain-specific and is unaffected by how the information is presented. Vocabulary appears to be important in this domain-general area. The findings support a higher emphasis in research and teaching on modality-specific elements of reading and listening comprehension.

However, in the reality, there are still many difficulties experienced by students when doing reading comprehension. Students mostly find difficulties in

learning reading skills, particularly in comprehending texts, such as determining the main idea, interpreting word phrases, and drawing logical inferences. The student's problems may interfere with their interest in reading and cause them to become bored with the lesson (Lesvetic, 2015).

The same thing happened at SMA Negeri 1 Badegan. Based on the pre-observation that the researcher did at SMA N 1 Badegan during the PLP 3 activity in January – February, students of class XI MIPA 5 also still had many difficulties in doing reading comprehensions, such as lack of understanding of vocabulary, inability to find important information in the text, determining reference and the inability to making inference from a text. This affects their reading comprehension ability.

Therefore, to improve students' reading comprehension, the researcher examined the improvement of students' reading comprehension using the Problem-based Learning method. Problem-based learning (PBL) is arguably the most innovative instructional method ever devised in educational history. PBL was created to address the complaint that traditional teaching and learning approaches do not adequately equip medical students in the 1950s to solve problems in clinical settings. PBL embeds students' learning processes in real-life problems rather than requiring them to study content knowledge and then practice context-free challenges. PBL is now being used in higher education as well as K–12 education (Kindergarten to 12th Grade), following its successful adoption in several domains of medical education (Hung et al., 2008).

B. Identification of The Problems

According to the researcher's observations made during PLP 3 in January - February 2022, reading difficulties that happen in school include:

1. Lack of students' understanding of vocabulary.
2. Students were less able to find important information in the text.
3. Students were less able to determine references.
4. The inability of students to make inferences from a text.

In addition, several external factors, such as methods and learning media used by teachers also influence students' reading comprehension.

C. Statement of The Problem

The researcher decided to focus on the questions to answer the purpose of this research and formulated them as follows:

1. How was the Problem-Based Learning Method implemented to improve the students' reading comprehension of XI MIPA 5 at SMAN 1 Badegan in academic year 2021/2022?
2. What aspects of reading learning can be improved?

D. Purpose of The Study

The aims of this research are as follows:

1. To explain how the Problem-Based Learning Method is improving the reading comprehension of XI MIPA 5 at SMAN 1 Badegan in the academic year 2021/2022.
2. To identify what aspects of reading learning can be improved.

E. The benefit of The Study

The author expects that this study will aid in the teaching and learning of English. It has two important implications, namely, practical and theoretical implications:

1. Theoretical Significance

This study gives a solution to find out whether problem-based learning method is improving students' reading comprehension or not.

2. Practical Significance

a. For the Students

The result of this study can be used as a reference to improve students' reading comprehension.

b. For the Teachers

The result of this study can help the teacher to find out a new method to teach reading comprehension.

c. Other Researchers

To provide further information to those researchers who are interested in undertaking further research on the topic.

F. Scope and Limitation

This study aims to find out how effective problem-based learning method was in improving students' reading comprehension. Whenever the study's scope and limitations are limited to the subject and object of research.

1. Subject

The research subject is limited to the students of XI MIPA 5 of SMAN 1 Badegan in academic year 2021/2022.

2. Object

The research object is limited to the students' improvement in reading comprehension by using problem-based learning method.

G. Definition of Key-term

To avoid confusion and misinterpretation of the research findings, the researcher would like to define and explain the essential terms utilized.

Reading Comprehension. Reading comprehension is defined as the ability to read text, process it, and comprehend its meaning. The ability to make inferences is one of the talents that influence an individual's ability to interpret the text. Reading comprehension requires the coordination of numerous cognitive skills and talents (Oakhill, 2015).

Problem Based Learning. Problem-based learning was created to address the complaint that traditional teaching and learning approaches do not adequately equip medical students to solve problems in clinical settings. PBL embeds students' learning processes in real-life problems rather than requiring them to study content knowledge and then practice context-free challenges (Hung et al., 2008).