

CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is one of the language skills must be mastered when the students are learning language. Reading is the most important activity in any class, not only as a source of information but also as a means of support and extending one's idea of knowledge of language. Reading can help students to get the information about the general knowledge of the subject in the school. Not only get the information but also given positive effect on students' vocabulary knowledge and their spelling and on their writing.

According to Penny Mckay said that, "Reading is both process and product. It means that the process of reading involves the interaction between the reader and the text, the product of reading is reading comprehension, or internal construction of meaning; there has been understanding."'¹ In addition, According to Harmer said that "Reading provides good models for English writing and provides opportunities to study language; vocabulary, grammar, punctuation, and the way contract sentences, paragraph and texts."'²

Based on the statement above, researcher assume that reading has an important role in human interaction between the reader and the text for getting the information. Then give the opportunity to study language such as vocabulary, grammar, punctuation, and the way

¹ Penny Mckay, *Assessing Young Language Learners* (New York: Cambridge University Press, 2006), 224.

² Jeremy Harmer, *How to Teach English* (London: Longman, 1998), 99.

contract sentences, paragraph and texts. Reading provides good models for English writing also.

Based on the researcher experience in taking teaching practicum at MAN 2 Kabupaten Serang. Most of eleventh grade students argued to face various difficulties in reading level. There is some problem that students reading comprehension, the first is difficulties to understood the text. secondly, most of students cannot predicting the text. Third, some students cannot analyse the text. Then, the students lack of vocabulary. So, they did not know what to read. From that reason, because the teacher usually used the English class by traditional or conventional method then the student not interesting in joining to the activity. The result, most of students got low score.

Teaching reading need strategy as well as good. Teacher should use up to date strategy to make students more active and to make students interested to read the text. Therefore, the teacher should be applying new teaching techniques. From this paper, the researcher believes that by employing new teaching strategy namely Problem Based Learning method may improve their reading performance since they were reported to be far weak in this issue.

According to savin Maden said that, “problem based learning is teaching model that uses problem scenario to encourage students to engage in the learning process.”³ Problem-Based learning (PBL) is a learner-cantered educational method. Problem-based Learning was described as instructional approach that students do an authentic problem to arrange their own knowledge, to develop inquiry and the higher thinking process, and to develop self-confidence independently. From those activities, that offered by problem based learning are freely (let the students decided by them self, what they want to do. It can

³ Savin Maden, *Foundation of Problem-based Learning* (New York: Open university Press)

active or foster the students to explore their main in English consequently. It will help them improve their skill especially reading comprehension.

Based on the statement above, the researcher assume that Problem based- Learning method is a method to engage the students to communicate, share each other in order to solve their learning problem. Researcher believe that it is having the significant effect in improving their reading comprehension.

In this paper the researcher focus on make student interesting in studying English in order they can improve their reading comprehension through Problem Based Learning Method. Based on the background above, the researcher intends to focus this study on *“the effectiveness of using Problem Based Learning Method in enhancing students’ Reading Comprehension”*.

B. Identification of Problem

Based on the background above, the researcher identifies the problem as follows: the first is students felt difficulties to read. Second is some students not confidence to read English text. Third is students lack of vocabulary. The last is some students have the problem about how to pronunciation.

C. Statements of the Problem

The researcher in this research is eager to identify:

1. How is the students’ reading comprehension on the eleventh grade of MAN 2 Kabupaten Serang?
2. How is the effect of using problem based learning method in enhancing students’ reading comprehension on the eleventh grade of MAN 2 Kabupaten serang?

D. Objectives of the Research

1. To know students' reading comprehension on the eleventh grade of MAN 2 Kabupaten Serang.
2. To know there is effect of problem based learning in enhancing students' reading comprehension on the eleventh grade of MAN 2 Kabupaten Serang.

E. Significant of the Research

The researcher really hopes that this research on the Effectiveness of using problem based learning method in enhancing students' reading comprehension has some benefits especially for the researcher and for the reader in general, there are some benefit of this research. The first is for the researcher, it is to increase acknowledgment in implementation of using problem based learning in enhancing students' reading comprehension. Secondly for the Teachers, from this research can be used as guide and reference to increase learning system in the class as a learning style in the classroom. Third is for the student, from the result of this research students are hoped get a good speaking skill mastery and fluency in spoken English.

F. Limitation of the Research

Because this research is too wide, researcher limits this research by focusing on *“the effectiveness of using problem based learning method in enhancing students' reading comprehension”*.

G. The Hypothesis

1. The alternative hypothesis (Ha)

There is significant influence of problem based learning method in enhancing students' reading comprehension at the eleventh grade of MAN 2 Kabupaten Serang.

2. The null hypothesis (Ho)

There is no significant of problem based learning method in enhancing students' reading comprehension at the eleventh grade of MAN 2 Kabupaten Serang.

H. Previous Study

The researcher found some previous studies dealing with the effectiveness of using Problem Based Learning method with another skill. There are some previous studies have different area of being researched from what the researcher conducts.

The first previous study was conducted from a journal which is conducted by Prof. Dr. Yuen Chee Keong and Hussein Fahim Abdalhussein in Improving Iraqi Secondary Students' Speaking Performance through Problem Based Learning Approach at the context of 11th grade among Iraqi secondary students in Kuala Lumpur, Malaysia. In their research, they used quantitative–qualitative research in the form of Classroom Action research. To get the data collection, they used observation checklist, field notes, questionnaire sheet and test. Whereas for classroom action research, they used two cycles that include planning, action, observation, and reflection in each cycles. The results indicated that PBL approach in the context of their study was

able to improve students' speaking ability and motivate them toward better language achievement.⁴

The second previous study was conducted by Syifa Fauziyah (142301706) in the Effectiveness of Problem Based Learning On Writing Ability (An Experimental Research at The Eleven Grade of SMA Al-Khairiyah Kalipian). She used quasi experiment research method. She collected the data from 47 students spread in two classes, one as experiment class and another as a control class. The data were collected through pre-test and post-test. The result from her study is showed there is significant influence in teaching writing using problem based learning method.⁵

Based on the previous studies above, the researcher separated the similarity and the difference between this research and third previous studies. The similarity of those previous studies and this research is same method. It is used Problem based learning method. Minewhile, the differences of those previous studies and this research are; the first previous studies are used quantitative–qualitative research in the form of Classroom Action research. To get the data collection using observation checklist, field notes, questionnaire sheet and test. The second previous studies focus on effectiveness on writing skill using problem based learning method while researcher focuses on enhancing students' reading comprehension using problem based learning method.

⁴ Yuen Chee Keong and Hussein Fahim Abdalhussein,” Improving Iraqi Secondary Students’ Speaking Performance through ProblemBased Learning Approach’’, *International Journal of Education and Research*, Vol. 3, No. 12, 2015.

⁵ Syifa Fauziyah, *The Effectiveness of Problem Based Learning On Writing Ability at The Eleven Grade of SMA Al-Khairiyah Kalipian* (Faculty of Education and Teacher Training The State University For Islamic Studies Sultan Maulana Hasanuddin Banten)

I. Writing Organization

This paper is divided into four chapters, the following is the short description about what each chapter contains.

Chapter one is introduction: In this chapter the researcher puts some points: background of the research, statements of the problem, objectives of the research, significant of the study, limitation of the research, previous study and the writing organization.

Chapter two is theoretical frameworks: This chapter consists of, definition of reading, definition of reading comprehension, types of reading, the principle strategies for reading comprehension, factor affecting reading comprehension, reading assessment, definition problem based learning, the step of problem based learning and the advantages of problem based learning.

Chapter three is research methodology: which consists of the research design, Research variable, the site and time of research, population and sample, the technique of data collecting, the technique of data analyzing.

Chapter four is the result and discussion: which consist of description of data, data analyzing, hypothesis testing and the interpretation of data.

Chapter five is closing: which consists of conclusion and suggestion.