CHAPTER I
INTRODUCTION

A. Background of Study

English is an international language. Living in this globalization era makes people have a must to master English, because English has an important role in the various kinds of activities, such as : communication, technology, economics, politics, etc. In short, English language is very important to be learnt now.

English as a foreign language in Indonesia is taught from elementary level up to university. Learning English means that people have to learn four basic language skills, they are : listening, speaking, reading, and writing. Reading is one of the important skills in teaching English ,as Sharan (1999) states that reading is an essential skill for English as a second or foreign language students (ESL/EFL) ; ESL is the use or study of English by speakers with different native languages and EFL is a traditional term for the use or study of the English language by non-native speakers countries where English is generally not a local medium of communication. For many studies, reading is the most important skill to be masteredbecause it helps people to keep their minds active and growing. With strengthened reading skills, ESL/EFL readers will make greater progress and attain greater development in all academic areas.

Reading as one of the four language skills becomes very important and cannot be separated in language learning because students have to read any kinds of book to increase their knowledge, and most of scientific books available are written in English. In line with this, McDonough and Shaw (2003) states that as a

skill, reading is clearly one of the most important. Many instance around the world argue that reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject but may never have to speak the language , such cases are often referred to as English as a library language.

There are three reasons to recommend reading as one of the language programs in English as Foreign Language (EFL) class. First, students can usually perform at higher level in reading than in other skills; second, they can accurately understand written materials that they have not yet prepared to discuss them accurately; third, reading is a productive skill. Although one may read fictions for pleasure, one often reads nonfictions with eyes to perform the pleasure reading which serves to integrate a variety of language activities and purposes. Scientific and technological information written in English are available in large number nowadays. To access such information, the students need to be able to read and understand written sources.

In fact, reading is not as easy as people think, it is not easy to have the ability of drawing meaning from the printed page and interpret the information appropriately. Consequently, students will need to read the text two or three times to get even approximate sense. All these take time and make students give up because of lack of motivation. Reading passage is bound to be difficult for them and they predict that the whole reading passage will be frustrating.

Sometimes, the students are bored with the material which are presented in reading comprehension tasks. Soejoto (2002) states that one of the greatest

problem in reading comprehension faced by junior, senior, and university students in Indonesia are still poor. Although some teachers have used many strategies in reading instructions to make students interested in doing reading comprehension tasks, yet they just cheat or guess the answer of the questions or the result was unsatisfied in doing reading tasks.

It is the fact thatmajority of the students are not independent readers and do not achieve good ability of it. The fact shows that when the students face the test, some of them cannot use the time wisely and answer the question correctly.From the facts above, the researcherhad decided to use a strategy which would help the students to achieve good ability in reading narrative texts. The major strategy that used is Problem Based Learning Strategy (PBL)

The PBL format actually originated from the medical school, and is now used in other schools. The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem-based learning is a style of active learning.In PBL classroom, the teacher provides students with appropriate problem to work on, assist them in identifying and accessing the materials and equipment necessary to solve the problem, gives necessary feedback and support during the problem solving process, and evaluates the students participation and products, with the goal of helping them develop their problem solving as well as their language and literacy skills. Sanjaya (2006) states that PBL is good technique in understanding, increasing, critical thinking, developing and interesting.

Based on the research report result about using PBL to reading comprehension, Hasibuan (2010) shows that teaching reading comprehension of narrative text by using PBL significantly affect the students' reading comprehension. Prakash (2013) shows that PBL activities with authentic media and reading procedure significantly noticeable positive enhancements in the academic writing of the students. Rahman (2010) shows that teaching poem by using PBL improve students' ability speaking. In Science, Nasruddin (2010) proves that teaching biology by using PBL improves students' ability in studying of biological variety. In physics, Mutoharoh (2011) shows that teaching physics by using PBL makes students learn more active and creative to solve the problem. By having those research report above, it can be concludedthat Problem Based Learningstrategy is good to be applied in doing research.Beside the strategy, the researcher carried the reading comprehension focuses to narrative text.

The purpose of narrative text is to entertain, gain and hold reader's interest; however, writers of memoirs and novels often relate complex stories that examine universal ideas, events, and issues. In addition, speakers, advertisers, and politicians use stories to persuade us to accept or reject an idea. In effect, students need to learn the purposes and methods of narration in order to understand the narrative framework and to eliminate frustration when they read.Narrative framework is part of involving someone that relates the main story to another character, and it shows how someone affects character in the present. The narrative framework can help the readers recognize person and character as they read and give them ideas for writing the own words. Narrative is not simply about

entertaining reading audience although it generally always does so, but the problem of narrative itself must also find some way of being resolved. Good problem solving skills are necessary part of reading narrative.

B. Problem of Study

Based on the background of study, the research problem is formulated as follows : *"Does problem based learning strategy affect the students' achievement in reading narrative text ?"*

C. Objective of Study

The objective of study is to find out the effect of using Problem Based Learning on the students' achievement in reading narrative text.

D. Scope of Study

It has been mentioned in the background that the texts being discussed only deals with narrative text. This research describeshow problem based learning strategy gives lines for teachers and administrators on implementing Problem Based Learning Strategy in classes and outlines of the benefits and challenges of Problem Based Learning Strategy approach with the students.

The scope of study just focused on narrative text. Eventhough, base on levels of comprehension, there are four levels of reading comprehension namely : literal comprehension, interpretive comprehension, critical comprehension and creative comprehension. Butthis in study, the researcherlimited on literal and

interpretive comprehension. Because the population that used was still the second year student of senior high school.

E. Significant of Study

This research finding are expect to be useful for :

1. English teachers who are expected to improve their English teaching quality in teaching learning process.

2. The students who are expected to learn more about reading skills and get motivation in improving their reading skill.

3. The researchers who may apply the same strategy in conducting further research.