CHAPTER 1

INTRODUCTION

A. The Background of the Study

Reading is important skill that should must be mastered by the students, reading also is one of the most important skills in getting a lot of information from the text. Grabe (2002:18) states that reading is interactive in the sense that linguistic information from the text interacts with information with information activated by the reader from long term memory, as background knowledge. By reading, people are able to understand, to follow the progress of science and technology and even to make their life more interesting. Reading is become necessary skill to master since it determines the students' academic success. Furthermore, reading also has become necessary part in learning to share and get information.

The aim of reading is the process how to get a lot of information from the text and how the readers can comprehend and to share about that information. Manik (2010:1) states reading is one of the language skill that have to be improved in learning a language. This compilation is designed to provide students practice, it is based on premise that reading is an interactive process in which readers get information from the text and their own background knowledge in order to build active communication.

But in fact, teaching reading is not easy as it looks, among the four language skills (reading, writing, listening and speaking). Reading is difficult to be

mastered by the students, how to comprehend, understand, and reading well to getting information from the text.

In Indonesia school there are four language skills such as reading, speaking, listening, and writing. According to English School Curriculum 2006, The Educational Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP), for students of Junior High School are expected to be able to understand and read many genres of reading text, such as narrative, recount, procedure, descriptive, report, news item, and anecdote. Narrative text is a kind of text about story or event which can be informative or entertained, it also can be past events or present happening. Dirgeyasa (2014:45) states that narrative text is to amuse, entertain and to deal with actual or vicarious experiences in different ways.

In fact many students are not able to comprehend and understand about reading narrative text, based on the researcher's observation in grade VIII at SMP Swasta Masehi Berastagi the researcher doing interview with English teacher in that school so that the researcher getting the data as follows: from 40 students it is found that there are only 12 students could pass the KKM and 28 students still get score below KKM which is made by the teacher, the score of the passing grade (KKM) is 70. Here is the data about students who get the score of reading narrative text below KKM :

Table 1.1 The English grade students' score of reading narrative text in the first semester at SMP Swasta Masehi Berastagi in Academic Year 2014/2015

Semester	Score	Students	Percentage
1[St]Semester 2014/2015	> 70	12	30
	< 70	28	70
Total		40	100

Source : The English teacher's evaluation of SMP Swasta Masehi Berastagi.

From the data above, we can see that the comprehension of students in reading narrative text is still low. The students who get score below KKM is 70%, while the students who could reach KKM is still 30 %. Based on the researcher's interview with the teacher in that school she said that, most of students are not interested in learning English, especially in reading narrative text. It is caused by some aspects, such as: The students do not know much vocabulary. In the other words, the students lack of vocabulary, It comes from the students itself such as the motivation of study sand the attitude of the students. When the teacher asks them to read, they often cheat their friends work. Then, they seldom bring an English dictionary to school so that it is make them to difficult to know the meaning from the words, because sometimes some of words they not understand about that meaning, and also students boring in teaching learning process when the subject is about reading text, so that is makes many students get the low score in teaching reading text.

In this study, the researcher also makes interview with the students in that school, where the students said that their score low in teaching learning process especially in reading text because their teacher's method in teaching learning process make them bored because that method only focus and active for teacher to explains the topic in front of class, after that teachers just give the task for the students to read the text without giving any information, of course, that situation makes the students are not interested in teaching learning process and get bored,

because in fact the students also wants to active and has the chance to discuss about the topic in teaching learning process.

Those cases are quite problematical and it should be solved because students will find bigger difficulties in the next to comprehend reading narrative text if their low degree of reading is not improved soon, they will be continuous to have difficulties in comprehend reading narrative text in any other text. It depends on how the teacher views and manages the students regarding with their activities in classroom. That's why English teachers need to knows and consider the characteristics of their students. English as a subject matter is managed for developing the four skills such as listening, speaking, reading and writing, so the students are hoped to be able to communicate using English in certain levels.

To solve this problem, the researcher wants try to use each other model in teaching learning process, there are many model in teaching learning process to interact and improve the students comprehension in reading narrative text. The researcher wants to use Problem Besed Learning (PBL) as a model to develop the students' comprehension in understanding reading narrative text, for istance the students can develop their own to answering the question given by the teacher. PBL model is a kind of model help the students to understand the story that they read. PBL stands for setting, problem order of action, resolution, and end. So doing the students automatically can express their comprehension the reading narrative text well.

Levin (2001:2) saying that this model consist, with an issue, case, or structured problem that can be researched, studied, or even solved. The model introduces to help teacher in teaching learning process in reading narrative text. Levin (2001:2) states that Problem based learning (PBL) is likely discussion, reflection, research, projects, and presentation. This instruction plays several roles including lecture, facilitator, foil, coach, and assessor. This roles entail offering guidance, instruction, and resources to help students acquire content knowledge and problem solving skills. Evaluation is authentic, performance based, and ongoing.

By using PBL model help the students to learn and remember information for a long period of time building bridges in the student's mind. Information is retained and connected in mental links or path ways that are mapped in on to and individual are existing schemata. In reading, people are suggested not only to have their own reading model, which can be different depend on the texts genre but to increase their reading comprehension that enables them to read a variety of the text.

In considering the explanation above, the study is aimed to apply problem based learning (PBL) on students' comprehension in reading narrative text.

B. The Problem of the Study

Based on the previous discussion in the background of the study, the research problem is formulated as follows : Does Problem Based Learning (PBL) Model significantly affect the students' comprehension in reading narrative texts ?

C. The Objective of the Study

The objective of this study is to find out the significant effect of using problem based learning model on students' comprehension in reading narrative text.

D. The Scope of the Study

There are many genres of text namely narrative, recount, procedure discussion, exposition, discussion, explanation, descriptive, anecdote, spoof, news item, report. The research is focuses on the Problem Based Learning Model on students' comprehension in reading narrative text especially for legends.

E. The significance of the Study.

The study is conducted in order to know about Problem Based Learning Model and the findings are expected to have both theoretically and practically importance to the English teacher, students, and the researchers.

1. Theoretically, this study is to develop the theories for teaching reading, especially narrative text.

2. Practically, this study are expected to :

    a. For Students, it helps the students to increase their comprehension in reading narrative text.

    b. For Teacher, it provides reference to use PBL Model in English teaching-learning process especially in teaching reading narrative text.

c. For Researcher, it enlarges the understanding of improving reading skill and provide reference for further study research especially in reading, and it is also as reference for further similar research.