

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English is important for its position as a dominant international language. It is used worldwide by various nations in almost every aspect of life. It has become the language of politics, trades, cultures, technology and etc. The continuous advancement of commerce, science and technology has forced learners in Indonesia to master English. Without mastering English, the development of science and technology in Indonesia will be adopted slower by learners since most of the science and technology books are written in English.

To adopt the growth of science and technology, learners should read the science and technology books because reading is the most important language skill. Reading is one of four skills that is considered being important to the learners as an effective means of expanding and improving the learners' English as well as enriching their experience and intellectual ability.

Reading is an essential skill for all students at all levels. The students are required to be able to read. The most important step to preparing students to comprehend writing material is to help students understand the reading comprehensions.

According to Nunan. D(1999: 249)

“Reading is sometimes viewed as a passive skill. unlike speaking, reading is not something that every individual learns to do. An enormous amount of time, money, and effort is spent teaching reading in elementary and

secondary schools around the world, in fact, it is probably true to say that more time is spent teaching reading than any other skills.

There are three reasons to recommend reading as one of the language programs as a more central attention in English as Foreign Language (EFL) class. First, students can usually perform at a 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. Finally, 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 many less motivated students give up. Reading passage is bound to be too difficult for them and they predict that the whole experience will be frustrating and be motivating.

Sometimes, the students are bored with the materials which are presented in reading comprehension tasks. According to Soejoto (2002) one of the greatest problems 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 is unsatisfy in doing reading tasks .

It is the fact that the majority of the students are not independent readers and do not achieve good ability of it. The fact shows that when the students face the time-test, some of them cannot use the time wisely and answer the question correctly.

Moreover, the Senior High Schools Curriculum has been concentrated on the use of genre. According to 2007/2008 The Competency Standard for Senior High School (Depdiknas, 2007 :2) the students should be able to comprehend short functional text, dialogue and monologue text in form of narrative, recount, news item, descriptive, report, exposition, explanation and discussion. They are not hoped to write a text in a certain genre, but they are expected to be able to comprehend some sorts of text and answer some questions related to the text. However, it is important for the students to master genres, besides language proficiency, because they will be able to understand a reading text by mastering them.

⊗ In addition, government expects the students' achievement in each skill of English as global language including reading by determining the graduation standard of high school students that is called National Exam (UN) is held, and reading is included in one skill to be tested.

By having some facts related to reading comprehension, students need strategies in order to overcome their lack desire of reading comprehension. In line



with this background, this study used two major types of strategies. The first type is Problem-based Learning and the second type is Project-based Learning.

Generally, in PBL classrooms, the teacher acts as a coach for or facilitator of activities that students carry out themselves. The teacher provides students with appropriate problem to work on, assist them in identifying and accessing the materials and equipment necessary to solve the problems, gives necessary feedback and support during the problem solving process, and evaluates student's participation and products, with the goal of helping them develop their problem solving as well as their language and literacy skills. According to Sanjaya (2006:220) PBL is good technique in understanding, increasing, critical thinking, developing and interesting.

Project-based Learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying. Project is an attempt to create new instructional practices that reflect the environment in which children now live and learn. And, as the world continues to change, so does our definition of Project. The most important recent shift in education has been the increased emphasis on standards, clear outcomes, and accountability

By having those strategies, students are expected to achieve good comprehension in reading. Besides the strategies, the writer carried the reading comprehension focus to narrative text.

Narrative is not simply about entertaining a reading audience although it generally always does so. Narrative is also a powerful medium for changing social opinions and attitudes as some soap operas and televisions drama as narrative to raise topical issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs program. Formally, narrative sequences people/characters in time and space. The structure of narrative is generally more complex than the orientation and sequencing typical of recounting. Stories, for example, bring a rather complex dimension into play more than simply sequencing a series of events, stories sequence to set up one or more complexities or problems. It is the problem making that usually draws the reader can emphasize with the characters. This problem part of the narrative must eventually find some way of being resolved, otherwise people are left with very frustrated or angry readers. Good problem - solving skills are necessary part of reading successful narratives and this is stage that most young readers find the most difficult.

### **1.2 Problems of the Study**

The research problems of this study are formulated as follows:

1. Does Problem-based Learning affect significantly on students' reading comprehension of narrative texts?
2. Does Project-based Learning affect significantly on students' reading comprehension of narrative texts?

3. Which of these strategies is the more effective in developing the students' reading comprehension of narrative texts ?

### **1.3 Objectives of the Study**

Related to the research problems specified above, this study attempts to investigate whether the:

1. Problem-based Learning significantly affects on students' reading comprehension of narrative texts.
2. Project-based Learning significantly affects on students' reading comprehension of narrative text.
3. To explore which strategy more significantly affects on students' reading comprehension of narrative text.

### **1.4 Significance of the Study**

Findings of this study are expected to be useful for teachers of English in overcoming the students' problems when reading the English text. This study is also expected to be useful as the grounds for further research in conducting a research related to the improvement of the students' reading comprehension. Beside that this study is expected to be useful for headmasters, in order to improve his teachers' quality to teach the students.



### 1.5 Scope of the Study

Beside the knowledge of Problem-based Learning and Project-based Learning strategies as it has been mentioned in the previous background, there are other factors that enable the readers to comprehend a reading text, such as the readers will concern on reading comprehension on narrative text. This proposal describes how Problem and Project learning aligns with research on the second language acquisition, gives guide lines for teachers and administrators on implanting Problem-based Learning in classes or programs for adults in learning English as a second language (ESL), and outlines of the benefits and challenges of a Problem-based Learning approach with adult English language learners.

Considering the fact that reading comprehension is effected by many factors, the researcher should limit the scope of the study. Hence, in line with the background, this study is focused only narative text. Eventhough, base on levels of comprehension, there are three kinds of level reading comprehension namely: literal comprehension, inferential comprehension, and evaluation but for this study, the reseacher limited merely on literal and inferential comprehension, because the population used for this reasearch is still the first year students of senior high school.

