

CHAPTER I

INTRODUCTION

This chapter present background of the research, research question, the objective of the research, limitation of the research, significances of the research, the definition of key terms, and organization of the paper.

A. Background of the Research

There are several definitions of reading. Nuttal (1996) defines reading as a way to get information (message) from a text. Alyousef in Nur (2017) argues that reading is an interactive process between readers and a text which leads to automaticity (reading fluency). Manan (2017) argues that reading involves the process in understanding the content of the text. From these definitions, it can be concluded that reading refers not only to the interaction between readers and text, but also to the interaction that occurs between the readers' prior knowledge and the information stated on the text. In other words, the readers have to use their knowledge to comprehend the message of the text.

The result of pre-observation in high school showed that there were some problems in learning reading. The problems are similar to the problem found by Gustadevi (2012) in her research. It dealt with the elements of reading such as: recognizing the main idea of the text; identifying the stated detailed information on the text; determining implied information in the text; guessing the meaning of unfamiliar words; identifying pronoun referent; and deciding the purpose of the text. Moreover, most of the student also showed lack of enthusiasm in following the lesson.

Problem based learning (PBL) is an innovative learning model (Suharini & Handoyo, 2019) that can be a solution to solve the above problem. Problem-based learning is a learning model that uses real world problems as a context for students to learn about critical thinking and problem solving skills, as well as to obtain essential knowledge and concepts from subjects (Hairi, 2017). According to Kosasih as quoted by Astuti (2016), PBL consists of five stages namely observing, orienting students towards problems; asking questions, formulating problems; reasoning, collecting data; associating, formulating answers; communicating. At the first stage, the teacher explains the objectives and problems to be solved. Then, the teacher helps students organize task with the given problem and encourages them to gather information needed to conduct experiments and solve the given problems. After the students present their work, the teacher evaluates the process carried out during problem solving activities. Problem based learning has the advantages (Andini, Susanto, & Hobri, 2017; Karyatin, 2016). It can improve students' critical thinking skills in the learning process of reading recount text, improve the students' skills in putting the mind map of the level well enough in all aspects to good level, improve cognitive, affective, and psychomotor (Khoiriyah, Java, & Java, 2018).

Make a match is one of techniques that can be used in problem based learning. This technique uses card containing question and answer card (Lubis et al., 2017). In this technique, the students are divided into two groups, group A and group B. Each of the students in each group gets one card. The students in group A get the question cards, while the students in group B get the answer cards. After they find their matches, they have to report it to the teacher. In the last step, the teacher asks the students to explain the words they got on their cards. This

technique is belief to be able to make the learning process to be more interesting (Lubis et al., 2017). This statement is in accordance with Lie (2010:55) who states that make a match technique can create a joyful learning in which the students will not feel bored or be afraid of making a mistake in pronouncing a word or sentence. In other words, the learning process becomes more interactive (Wastawan, Sutarsyah & Sudirman, 2014). It can also increase students' comprehension of the material and prompt the students to be more active (Lie, 2010).

Based on the statement above, this study aims to investigate how problem based learning using make a match can increase the reading students' skill. Recount text is chosen because it can enrich knowledge, attract attention and provide entertainment (Saragih: 2014).

B. Research Questions

The research questions of this study are as follows:

1. How is the implementation of the scenario in teaching reading recount text using PBL method through make a match technique?
2. What are the teacher's and students' responses in teaching reading recount text using PBL method through make a match technique?
3. What are the students' difficulties in learning reading using PBL method through make a match technique?

C. Objectives of the Research

In line with the above research problems, the objective of this study are:

1. To find out the implementation of scenario in teaching reading recount text using PBL method through make a match technique.

2. To find out the responses of teacher's and students' in teaching reading recount text using PBL method through make a match technique.
3. To investigate the students' difficulties in learning reading using PBL through make a match technique.

D. Limitation of the Research

This study focuses on teaching reading of a recount text using PBL through make a match technique. Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. The study is also limited of tenth grade students in one of senior high school at Cikadu.

E. Significances of the Research

This study is expected to be useful for teachers, students, and learning process.

1. For Teachers

The result of the study is expected to be able to can help other teachers to figure out their weaknesses in teaching reading. It can also help teacher how to teach interactively and find an effective method in teaching reading.

2. For Students

The technique used in this study is expected to be able to increase students' motivation in learning reading recount text. It is also expected that it can improve students' reading comprehension as well as critical thinking.

3. Learning process

For the learning process this research can be a reference that the make a match method can make learning more interesting and motivate students in learning reading recount text.

F. Definition of Key Terms

There are several key terms in this study. Those are:

1. Reading

Reading is one of the activities carried out by any person for the purpose of obtaining information. Reading is often performed by people of various age anywhere and anytime.

2. Reading Comprehension

Reading comprehension is the process of reading by understanding the contents of a reading text. This understanding comes from the interaction between the words that are written, and the interaction between the readers' prior knowledge and message in the text.

3. Teaching Reading

Teaching reading is a way of transferring knowledge from teacher to students by using certain technique and certain material. Teaching is a complex process. It does not only give information from the teacher to the students, but also get information from various sources of reading texts.

4. Recount text

Recount text is a type of text in English that tells an action, story, or an activity that aims to entertain the reader. Recount text is a text that contains someone's experience or an event.

5. PBL (Problem Based Learning)

PBL (Problem Based Learning) exposes students to real world problems. Problems are given to students before the students learn concepts or materials relating to problems that must be solved.

6. Make a Match

Make a match is a technique to teach all subject matter by using cards. The cards consist of question and answer form that appropriate with a topic or subject matter in learning process.

G. Organization of the Paper

The content of this paper are as follows:

1. Chapter I: Introduction
This chapter discusses background of the research, research questions, the objective of the research, limitation of the research, significances of the research, the definition of key term, and organization of the paper.
2. Chapter II: Literature Review
This chapter contains literatures and theories the proposed by some experts to support the research and a basic for investigating the problem.
3. Chapter III: Research Methodology

This chapter consist of methodology that involves research design, research method, subject of the research, instruments of the research, and data collection technique and analysis.

4. Chapter IV: Research Findings and Discussion

In this part, the researcher provides the result of the research and the discussion of the result.

5. Chapter V: Conclusion and Suggestion

This chapter shows the conclusion of the research. There is also some suggestions for other researcher.