

CHAPTER 1

INTRODUCTION

This chapter presents a background of the research, research questions, objectives of the research, limitation of the research, significance of the research, definition of key terms, and organization of paper.

A. Background of the Research

Pre-observation showed that there were several difficulties faced by the students in learning reading (Puspita, 2017). The students could not determine the main idea, find specific information, make inference, identify reference or understand the meaning of words. This is in line with Puspita's (2017) study which found that 80% students had constrain in reading components. As a result, their reading comprehension of a text is considered low.

Comprehension plays a key role in reading. It represents students' ability to integrate the information in the text (Al-Khateeb, 2010:72). This means that when the students read text, they not only read it. They have to understand the meaning of the text and the content of the text.

Responding to the result of observation above, problem based learning (known as PBL) can be used by the teacher in teaching reading. Problem-based learning is a learning model that involves students in solving real problems (Gunantara, 2014). This model can increase students' motivation and curiosity. PBL models also become a place for students to develop critical thinking and higher thinking skills. This is in accordance with Huang and Wang (2012) who argue that:

“PBL aims to help students improve intrinsic motivation, build thinking skills, develop high-level knowledge, train students to become independent learners who can work together collaboratively in groups, to help students identify possible connections between evidence relevant and problematic, and to help students develop responsible and professional character.”

One of the methods that can be used in PBL is SQ4R method (Survey, Question, Read, Reflect, Recite, Review) found by Robinson (1948). SQ4R is one of strategies that can develop students' metacognitive by reading with full of concentration (Abromitis;2009). It can also improve their skill in guessing and thinking critically. According to Coon and Mitterer, (2013). SQ4R has six steps. The first step is called survey, where students do skimming. The students continue to the next step which is called question. Here, the students compose the questions in order to make them understand deeply before going through reading activity. After that, students read a whole of the text to find the answers from their questions. Next step is answering the questions where students can reread to check the answers that are still missed. After answering questions, they can summary the text and make a review. This method helps students to select the text to be read as needed. This provides the opportunity for them to read systematically, effectively, and efficiently.

Based on the facts above, this study aims to investigate the level of students' reading comprehension in understanding the narrative text by using SQ4R technique in PBL. Narrative text is chosen because it can attract students ' reading interest by enhancing their curiosity. Thus, it is expected that it can give an impact to the students' reading comprehension.

B. Research Questions

1. How are the scenarios and implementation of teaching reading narrative text using PBL through SQ4R method?
2. What are the teacher's and students' responses in teaching reading narrative text using PBL through SQ4R method?
3. What are the students' difficulties in learning reading narrative text using PBL through SQ4R method?

C. Objectives of the Research

1. To find out the scenarios and implementation of teaching reading narrative text using PBL through SQ4R method.
2. To find out the responses of teacher's and students' in teaching reading narrative text using PBL through SQ4R method.
3. To investigate the students' difficulties in learning reading using PBL through SQ4R.

D. Limitation of the Research

This study focuses to investigate the use of SQ4R method in teaching reading narrative text to the tenth grade students in one of senior high school at Sukaresmi.

E. Significance of the Research

This result can give many benefits for teacher, students, and for learning process.

1. For Teacher

This study is useful for teachers that need a method to increase students' reading comprehension effectively,

especially by using the SQ4R method. This study also provides the procedure in implementing SQ4R that will be beneficial for the teacher as a guideline.

2. For Student

By using SQ4R method, it is expected that students' reading comprehension can be improved. The students also will be motivated in learning reading.

3. For Learning Process

For learning process the researchers who can prove the information about SQ4R that is effective for reading comprehension by including knowledge and the result of this study. Thus, the students can be more enjoyable to learn.

F. Definition of Key Terms

1. Reading

Reading is the process of pronouncing the written form to get its contents.

2. Reading Comprehension

Reading comprehension is the act of understanding the content of a written text.

3. Narrative Text

Narrative text is a kind of text that retells the story in the past tense. It is an imaginative story to entertain or to amuse the readers or listeners about the story.

4. Problem Based Learning

PBL is a learning model by giving students problems and solving their own problems, so they can manage their own knowledge, grow skills and increase student confidence

5. SQ4R

SQ4R stands for survey, question, read, recite, relate, and review. It is a strategy to help students to increase their reading comprehension.

G. Organization of the Paper

1. Chapter I: Introduction

The chapter explains the background of the research, research questions, objective of the research, and limitation of the research, significance of the research, definition of key terms and organization of the paper.

2. Chapter II: Literature Review

The chapter discusses several key terms which are related to the research. It contains theory of reading, reading comprehension, narrative text, problem based learning, and SQ4R.

3. Chapter III: Research Methodology

The chapter is the methodology and procedures used for data collection and analysis. It consists of research design, research methodology, data collection techniques and analysis

4. Chapter IV: Result and Discussion

The chapter describes the result of the research and the interpretation of the result.

5. Chapter V: Conclusion and Suggestion

Conclusions presents conclusion of the research and recommendation for future research.