CHAPTER I

INTRODUCTION

This chapter summarizes the research and explains the reasons and methods behind the researcher's topic selection. The subjects discussed include the research background, questions, objectives, significance, and limitations.

1.1 Research Background

Reading is the process of acquiring information to understand the meaning or significance of the text being read. It can be defined as an active process of constructing the meaning of words. When a person engages with text, they visually see and absorb written symbols, including letters and punctuation, before mentally transforming them into coherent words, sentences, and paragraphs.

Snow (2003) stated that reading is done with a specific intention to achieve certain goals. During the reading process, the human being analyzes the text with the objectives to be completed. To be a skilled reader requires the skills to understand and capture the content of the reading. This emphasizes the importance of knowledge that reading is not just a mechanical activity but a purposeful and meaningful process, where contextual understanding of the text is the key to success. By understanding the purpose of reading, readers can develop appropriate strategies and skills to understand the material read deeply.

The purpose of reading is to provide knowledge, facilitate improvement, and refine our understanding of various subjects. Reading is a valuable tool for learners to

acquire information and broaden their perspective on the world. Through reading, students grasp concepts and ideas and ensure effective communication and comprehension of the message. Basically, readers are actively involved in deciphering the meaning of the text, simultaneously learning more of its meaning as they progress.

Having reading skills is an accomplishment that requires dedication and concentration. Reading is a gateway to a wide range of insights and a means to gather extensive information. Students must understand the purpose of the texts they encounter and develop the ability to comprehend, recognize, and interpret their content. Therefore, students must have an approach to learning to read thoughtfully.

The appropriate approach to teaching reading is problem-based learning. The problem-based teaching approach to learning English as a foreign language goes beyond conventional textbook-based methods by presenting students with real-life situations that demand the application of the English language in solving daily problems (Alek, 2019). Thus, students learn theoretically from textbooks and are involved in a problem-based learning process that can improve understanding and application of the language.

Problem-based learning also includes the selection of learning materials that are tailored to students' needs. Focusing on students' needs means that the learning materials created and taught must be relevant to their needs in everyday life. This means the learning materials must be closely related to the student's environment. In the process of teaching reading, the teacher has the option to apply a variety of

strategies. Applying the right strategies can significantly impact students' understanding of reading. According to Harmer (2007), strategies are the steps teachers take to achieve their learning objectives. Therefore, determining specific learning directions can be considered a strategy in the context of learning reading.

Teachers must understand the various strategies that can be used to improve reading skills. These include understanding the purpose of reading, applying effective approaches, guiding students in scanning and speed reading techniques, teaching them to use context in guessing word meanings, and providing support in understanding new concepts and vocabulary (Brown, 2001).

Effective strategies play an essential role in teaching reading. More than encouraging students to read is required; teachers must have strategies to motivate and provide explanations, recognizing reading as a fundamental skill for student mastery. This underscores the need for teachers to be equipped with strategies for teaching reading comprehension, helping students overcome challenges in learning to read English. English teachers can generally use various approaches, including metacognition, monitoring comprehension, answering questions, and summarizing.

Teachers need to create engaging lessons that foster a comfortable classroom environment and ensure students are enthusiastic about reading activities. This requires English teachers to have effective techniques for teaching reading skills, as this greatly affects the success of their teaching efforts. Good reading skills can open the door to success in understanding English.

Based on the researcher's preliminary observations at SMP Negeri 11 Kota Jambi, the researcher noted that only a few students were active in the teaching and learning process, could understand the reading text, and answered the teacher's questions about the reading text well. Based on the classroom observation, the researcher tried to get more information from the English teacher, who revealed some of the problems faced by students while learning reading.

The teacher explained that to solve the problem of students reading lessons, she has adopted various strategies that attract students' attention and encourage their active involvement in the learning process. With a problem-based learning approach, students are invited to actively participate in resolving actual issues in the daily activities that require understanding and applying English.

This research also discusses the relevance of teaching strategies used by EFL teachers to the needs and characteristics of seventh grade. Thus, this research is expected to positively contribute to developing English teaching methods at the junior high school level, focusing on developing practical reading skills.

1.2   Research Questions

Based on the background of the research, the formulation of the research questions are:

1. What teaching strategies do teachers use to implement reading learning through Problem-Based Learning (PBL) in SMP Negeri 11 Kota Jambi?

2. How is the implementation of Problem-Based Learning (PBL) in reading learning in SMP Negeri 11 Kota Jambi?

1.3 Research Purposes

This research aims to determine the teacher's strategies and implementation in teaching reading through problem-based learning in seventh grade at SMP Negeri 11 Kota Jambi.

1.4 Research Significance

The result of this research are expected to useful for students, english teacher, and further research.

1. For Students

   The results of this research are expected to provide practical guidance for students in dealing with more complex texts, helping them develop critical strategies for understanding and analyzing information effectively.

2. For Teacher

   This research is significant for teachers of English as a foreign language as it can provide in-depth insights into effective teaching strategies for developing reading comprehension skills in seventh-grade students and encourage the development of innovative teaching methods to improve learning outcomes.

3. For Future Research

   This research can be a foundation for future research. The researchers can use these findings as a starting point to explore the application of PBL in other

subjects or at different levels of education. In addition, this research can raise new questions relevant to more profound research.

1.5   Research Limitation

In conducting this research, the researcher focused on the strategies EFL teachers used in teaching reading through problem-based learning and implementing problem-based learning in teaching reading in seventh grade at SMP Negeri 11 Kota Jambi. The focus of the research on a seventh grade limits the application of the results to other grade levels.