

## **CHAPTER ONE INTRODUCTION**

### **1.1 Background of research**

One of the primary learning objectives of English lessons at the senior high school level is to help students improve their language abilities, both verbally and in writing. In English lessons, students must master four language skills: listening, speaking, reading, and writing. In addition, reading improves students' abilities in understanding, knowledge, insight, and problem-solving process. Reading requires cognitive processes and procedures to extract information from the text and create meaningful representations by focusing on the text. It also improves the students' thinking process, helps them discover new things with new information, and improves other language skills. Burt et al. (2003), further, states: reading is an essential skill that can help students learn other skills. In addition, Fuchs (2006), also states reading supports students' vocabulary improvement, increases comfort with written English, and helps in lesson planning. Reading comprehension is an action or process in understanding the context of the text. In other words, reading comprehension is the process of reading while implicitly comprehending a text. Based on the explanation, it can be seen that it is essential for students to master reading comprehension to improve students other language skills.

According to Fitria (2019), there are three students' difficulties in learning English reading comprehension: identifying vocabulary, grammar proficiency level, and the lack of reading interest. Therefore, teachers try various teaching techniques to improve students' reading comprehension based on Wibowo et al. (2020), the three most popular methods to teach reading comprehension efficiently are the questioning strategy, question and answer strategy, and dictionary use. PBL is a strategy that utilises question-and-answer sessions in the learning process. Students are encouraged to think critically using question-and-answer techniques, allowing them to express themselves. The process of learning using PBL includes problem-solving through an analytical approach. According to Sofyan (2019), the assessment in the 2013 curriculum focuses on improving students' ability to

recognize problems and find solutions, which aligns with the use of PBL, also aims to improve students' analysis skills. Therefore this research aims to determine the impact of using PBL on student achievement results. PBL has been widely studied through previous research and has positively impacted students' reading comprehension improvement. The writer is interested in knowing whether PBL can improve students' reading comprehension by measuring five aspects of reading. Therefore, this research tries to confirm previous research to measure students' ability in reading comprehension by answering questions based on five aspects of reading: identifying the main idea, references, inferences, vocabulary and specific information.

This research uses SMKN 1 Way Panji is used as the research location. The writer conducted a pre-survey by comparing several schools and found that the problems investigated in this research were more dominant in SMKN 1 Way Panji. Based on the interview with the teacher, the writer also found that one of the students' problems in achieving the learning objective is the lack of interaction. The students are passive in interaction during the learning process. Therefore the writer is interested in implementing the PBL to improve students' achievement and to prove how well PBL helped the twelfth-grade students improve their reading comprehension level of report text.

## **1.2 Research Questions**

The research question in this research is to know about the effect of implementing PBL in teaching report text by focusing on improving students' reading comprehension. Therefore this research aims to answer several questions, there are:

1. Is there a difference in the achievement of reading comprehension of report text between students who received PBL treatment and students who did not receive treatment?
2. How do the students perceive PBL during English class at SMKN 1 Way Panji?

## **1.2 Research Objectives**

Based on the problems of this research, the objective of this research is not only to provide an overview of the effectiveness of using PBL but also to get students' perceptions of using PBL. This research aims to determine:

1. Whether the students taught with PBL outperform students in the control class regarding reading comprehension.
2. Students' perception toward PBL in English lessons.

## **1.3 Uses of Research**

The result of this research is used to confirm the effectiveness of PBL in terms of reading comprehension achievement and students' perceptions. This research provides the following theoretical and practical uses:

### **1. Theoretically**

The research is designed to validate whether PBL improves students' reading comprehension of report text. The second is determining whether students are interested in using PBL while learning and understanding the Report text.

### **2. Practically**

This research will be helpful for:

#### **A. For Teachers**

This research is expected to help teachers find more effective teaching methods. The results of this research can be used as a consideration for using PBL as one of the alternatives in English teaching strategy. There are a lot of options for teaching strategies. Therefore it will be simpler if teachers know the most efficient ones so that learning objectives may be completed efficiently. The results of this research will consequently help guide teachers, and they can use suitable and efficient approaches to English language learning in the future.

#### **B. For Future Researcher**

The writer hopes the result of this research can provide new understanding, images and experiences which can later be applied in further research. In addition,

this research can be a theoretical and practical guide for scholars who are interested in investigating English reading comprehension for senior high school students.

#### **1.4 Scope of research**

This research focused on using PBL to improve students' reading comprehension skills. The writer wanted to verify the use of PBL in improving students' comprehension of the Report text, with the research object students of SMKN 1 Way Panji, South Lampung, at the twelfth-grade level. The data used in this research were all the experimental and control groups' pre-test and post-test scores and the questionnaire to obtain information related to how students perceive the PBL method. The reading comprehension assessment focused on five reading aspects in this research, including main idea, reference, conclusion, vocabulary and specific information.