

I. INTRODUCTION

This chapter introduces the beginning of this research. It includes background of the problem; identification of the problem; limitation of the problem; formulation of the problem; objective of the research; used of the research; scope of the research; and definition of terms.

1.1 Background of the Problem

Indonesian Department of National Education has declared English as the first foreign language learned from elementary school to senior high school. There are four kinds of language skills to master namely; listening, speaking, reading, and writing. Therefore, English teachers have to use appropriate technique like Task Based Learning to develop the students' language skill especially in reading.

In school, the students are expected to read information which is mostly written in English. This is based on fact that reading dominates the teaching materials in almost English text book. The current English Curriculum states that junior high school students should be able to use the language in informational level that is, being able to access knowledge by the language skills. Therefore, reading skill should be paid more attention to achieve the level.

In reality, the students at junior high school level still have problem in comprehending the text because they are not able to identify the ideas in reading text that they have read. There are several factors that cause the students get

difficulties in comprehending the text: 1). They are not interested in participating reading class, 2). They have limited amounts of vocabulary, 3). They are lazy to read the text, 4). They get difficulties to understand the text, and 5). They do not have good knowledge in reading skill.

As a teacher of English, we should be creative to find some ways, choose an appropriate technique, and uses an approach to involve the students reading activities and to provide a comprehensible material.

During the pre-observation at the second grade of SMPN 10 Bandar Lampung on 18th February 2014, it is found that almost 70% students of SMPN 10 Bandar Lampung have low ability in reading. It is proved by the statement from one of English teacher of SMPN 10 Bandar Lampung. She says that generally, the students have difficulty to comprehend a reading text. The students have difficulty to find out the main idea of passage with long sentences. In addition to find the main idea, they have difficult to understand specific information, to make inference, to identify reference, and to identify the meaning of vocabulary in the reading text. It could be seen from their reading comprehension test scores which are mostly lower than the minimal mastery criterion (KKM) of that school.

It is also found out that, the cause of problems might be from the teacher. After asking some students, it is found that the teacher still uses ordinary techniques in almost every teaching and learning process. The teacher just asks the students to read certain text in the students' exercise book, and then she asks them to do the exercises following the text. The monotonous process of learning makes the students feel bored to learn.

In order to minimize the problem above, the researcher focuses on how to create situation where the students can involve and enjoy their learning process. The researcher assumes that there should be a suitable technique in teaching reading which could motivate the students to read all text so, they could understand the information. The researcher uses a technique named Task Based Learning (TBL) in teaching reading and an approach of reading comprehension to motivate the students read all the text so they get useful information. Task Based Learning is used for a purpose of helping the students improve their language skills.

The reason for selecting TBL is to find a suitable technique in teaching reading comprehension. TBL is a student-centered so it is an appropriate technique to be applied and it also offers language experience in the classroom. Interaction between the students and the teacher in sharing information and opinion support them to reach their goals. The teacher also more open to the needs of the students. TBL allows students to use the knowledge they have learnt and to use whatever language they want, freeing them to focus entirely on the meaning of their message then, applying it productively in the task context (procedural knowledge). TBL can encourage the students' confident to involve in learning process actively e.g. while their report the result of the task in front of the class. TBL can be interesting technique both for the students and the teacher. Based on previous research, the researchers have successful investigated on teaching learning process through TBL. Therefore, by applying TBL, it is hoped that teaching learning process of reading will be more active so it can improve the students' reading comprehension.

1.2 Identification of Research Problems

From the background above, the researcher find several problems related to the research:

1. Reading is seen as a boring activity because the teacher uses monotonous technique.
2. The students tend to be passive. During learning process, the teacher just asks the students to read certain text in the students' exercise book, and then she asks them to do the exercises following the text
3. The students are still poor in reading because they get difficulties in comprehending the text, finding the main idea, identifying specific information, determining reference, making inference and understanding difficult vocabulary.
4. The teachers' technique in teaching reading might be less appropriate because still apply a common technique and do not try other techniques.

1.3 Limitation of the Problem

In line with the identification of the problems above, the researcher focuses the research on an appropriate technique named TBL to improve the students' reading comprehension. The population is the second grade students at SMPN 10 Bandar Lampung. The population is chosen because they have studied vocabulary, grammar, and kind of texts in previous lesson.

1.4 Formulation of the Problems

Based on the limitation of the problem above, the researcher formulates the problem as follows:

1. Is there any improvement of students' reading comprehension after being taught through TBL in terms of macro skills?
2. What problems are faced by the students in learning reading comprehension through TBL?

1.5 Objectives of the Research

In relation to the research questions, the objectives are:

1. To find out whether there is an improvement of the students' reading comprehension through TBL in term of macro skills.
2. To find out the students' problems in learning reading comprehension through TBL.

1.6 Uses of the Research

This research would be useful both theoretically and practically:

Theoretically, hopefully the results of this research give contribution to teachers and curriculum developers about the quality of TBL in reading comprehension.

Practically, this research gives information to English teachers that TBL can be used as an appropriate way to improve students' reading comprehension.

1.7 Definition of the Terms

Descriptive text

Descriptive text is to describe a particular person, place, or thing in details.

Reading comprehension

Reading comprehension is defined as the level of understanding of text. This understanding came from the interaction process between readers and text where readers gain new information or understand the idea from what they had read.

Task Based Learning

TBL refers to language learning in which students learn from doing task for a communicative purpose in order to achieve an outcome that should reflect what learners need to do in real-life situations.