

I. INTRODUCTION

This chapter presents background of the problem that explains why the research is administered. It also consists of formulation of the problem, objectives of the research, uses of the research, scope of the research and the definition of term.

1.1. Background of the Problem

Reading is one of the four main skills in language learning and it also served as one of the hardest skills for a foreign language learner. As know that reading skill refers to the ability to understand or get the meaning of written or printed words. The students are expected to comprehend the meaning of materials from various texts. Most of the materials are given to the students in written form, for example in handbook and handout. It means that to understand the materials, the students are required to have the ability to look at and get the meaning from written text, called reading comprehension. Because of that, reading is very challenging to be taught to the students.

As defined by Howart (2006: 1) reading is just as communicative as any other forms of language. It means that in reading there is an interaction between the writer and the readers through the texts. Reading also requires a rich background, and also some ability to comprehend the texts. The students need to deal with many texts during the English lesson, so they need to have reading comprehension

to make them easier in getting the main information from the text. There are five reading aspects that must be mastered by the students, i.e. main idea, specific information, reference, inference and vocabulary.

In Indonesia, reading skill is expected to be acquired by all the education levels. This is the indication that reading comprehension is an important thing that the students need a lot of portion of its teaching and learning language in order to prepare the students to be fluent in reading English texts. It is also important to make reading comprehension as a competence standard of English skill and the students have to be able to communicate through oral and written text, mainly in many kinds of text such as narrative, recount, description and exposition.

Unfortunately, most of the students still face some difficulties in comprehending the texts. Putri (2013) finds out that most of the students have problems in understanding the text. They have difficulties in understanding the characteristics of the text included finding detail information, identifying main idea and determining the parts of the text. Whereas, the language features included vocabulary, finding references, and understanding tenses. This might be caused by their low motivation of reading and their lack of vocabulary. Another possible reason comes from the systematical procedure that is used in teaching learning process. It is found that the teacher only focused on how the materials could be done and too fast. Teacher only gives the explanations directly without concerned in the students' need in the teaching learning activity so, the students seemed to depend on the teacher. In other words the learning process was still dominated by the teacher (teacher-centered). To handle this problem, a teacher of English should

arrange the way to find an appropriate systematical procedure that is used in the teaching learning process in order to help the students to interest and active in the class.

Grabe and Stoller (2002: 9) also figure out that reading is the ability to draw meaning from the printed page and interpret information appropriately. It can be meant that reading is not just reading the text aloud, but it also about comprehending the main idea of the text. In other words, it can be said that there are no reading without comprehension. Commonly, people read for general comprehension, whether for information or for pleasure, the objectives are not to memorize most of specific detail but get a good comprehension of the main ideas and to relate those ideas to background knowledge as appropriate.

Besides, readers have to use the information that they already have to filter, organize, and reflect the upcoming information. In addition, Joycey (2006: 2) says that reading is an active skill, where the readers interact with the text and some extent the writer. If the reader finds a reading passage which is interesting his mind they would engage in trying to understand the reading. It means that to make the students easier comprehend the text they must need to activate their background knowledge to achieve the reading comprehension.

Much of the reading that readers do is for information, sometimes for school purposes and other times for their own. For instance, the purpose in reading usually for getting information from newspapers and magazines; browsing the World Wide Web; reading brochures and following directions on appliances and in recipes (Blachowicz and Ogle, 2008: 91). In fact, Smith's (2000) study on the

reading practices by the students and adults indicates that the majority of reading is done by middle and high school students as well as by adults is informational in nature. In addition, in order to comprehend a text, the readers need to recognize word and to comprehend what is written in the text when it is used in conversation (to decode), to activate and built what a reader already knows to integrate what is understood from the discourse to utilize reading strategies in tackling reading problems and to be aware to their reading process. These requirements should be processed and established within every process of teaching reading. Apparently it takes a greater plan and determination of the teachers to reach the goal.

Since reading is very important to be mastered by the students, this research is interested in finding out whether the implementation of the EXCLUSIVE learning model is an effective model in teaching reading comprehension or not by analyzing the result and analyze how significant the increase of the reading comprehension is. In this case, learning model was used in this research is based on the previous research by Abdurahman, Tarmini, and Kadaryanto (2012) and Santi (2013). They developed a thematic learning model on the basis of constructivism which was oriented in three pillars of literacy and awareness characters: Understanding, Consciousness and Alertness. From that research, there comes a learning model which is consisting of the main syntax as follows: Exploring, Clustering, Simulating, Valuing and Evaluating named the EXCLUSIVE learning model. In teaching learning English this learning model had been used by Santi (2013) in speaking skill. The conclusion of the previous research showed that the EXCLUSIVE learning model can be used to improve the students' speaking skill as the learning product, the improvement also occurs in

students' participation while doing speaking activity during the teaching learning process and the teacher's performance in speaking class had improved after the EXCLUSIVE learning model was implemented.

Considering the statement above, the research had been conducted entitled "Implementing the EXCLUSIVE Learning Model in Teaching Reading Comprehension at the First Grade of SMA Negeri 2 Metro".

1.2. Formulation of the Problem

In line with the background of the problem mentioned above previously, the problem can be formulated as follows "Can the EXCLUSIVE learning model significantly increase the five aspects of reading comprehension (main idea, specific information, reference, inference and vocabulary)?".

1.3. Objectives of the Research

In relation to the formulation of the problem above, the objective of the research is "To find out whether implementing the EXCLUSIVE learning model can significantly increase the five aspects of reading comprehension (main idea, specific information, reference, inference and vocabulary)".

1.4. Uses of the Research

The uses of this research are:

1. Theoretically, the result of this research can verify the previous theory dealing with the theories of the EXCLUSIVE learning model and can be

used as a reference for the next research which will concentrate on the students' reading comprehension.

2. Practically, as the information for the readers, English teachers, participants concerning with the improvement of students' reading comprehension aspects in implementing of the EXCLUSIVE learning model.

1.5. Scope of the Research

This research was a quantitative research which had been conducted by giving the pretest and the posttest. The focus of this research was the students' reading comprehension aspects in teaching learning process during the implementation of the EXCLUSIVE learning model which has five phases: Exploring, Clustering, Simulating, Valuing and Evaluating in improving the students' reading comprehension based on five aspects that are main idea, specific information, reference, inference and vocabulary. The material was the appropriate text that was used in the syllabus in that Senior High School. The subject was the first grade of SMA Negeri 2 Metro it was because from syllabus the first grade of senior high school had to learn about simple written text in descriptive, recount and narrative. They also learn about structure and grammar then they learnt about five aspects the five aspects of reading comprehension (main idea, specific information, reference, inference and vocabulary). Therefore, from the syllabus that was used in that school the students had to understand about reading comprehension after they had learnt the text.

1.6. Definition of Terms

From the description above, this study provides some definition of terms that can frequently appear during the research. There are some definitions in this research which are important to know as follows:

1. Reading is the ability to draw meaning from the printed page and interpret information appropriately (Grabe and Stoller, 2002: 9). There are five aspects of reading comprehension in this research they are finding main idea, specific information, inference, reference and vocabulary.
2. According to Doyle (2004) comprehension is a progressive skill in catching the meaning beginning at the word level and proceeding to attaching meaning to an entire reading selection.
3. EXCLUSIVE learning model is a model which is developed based on Students Centered Learning and metacognitive learning strategy and the main syntax of this model consists of Exploring, Clustering, Simulating, Valuing and Evaluating

In brief, this chapter consisted of Chapter One, including the description about 1) background of the problem 2) formulation of the problem 3) objectives of the research 4) uses of the research 5) scope of the research and 6) the definition of terms.