

CHAPTER I

INTRODUCTION

In this chapter the researcher presents some points related to this research. Those include background of the study, formulation of the research problem, the purpose of the study, significance of the study, scope and limitation of the study, definition of the key term and organization of the study.

A. Background of the Study

Language is the principle means for human to communicate, to transmit information or to share idea. English is important language to develop culture, science and as a means of communication with other nations in the world. In here, reading is one of the four English skills that must be taught to the students of Junior High School. In teaching and learning English, there are many methods to teach students the materials or potencies of the students. The students who learn English will be successful if the learning sources or method are relevant with the students need. In reading class for example, there are some difficulties aspect, such as they have difficulty to understand the content, meaning, pronunciation when they read a text and they may face some difficulties in finding the appropriate method for the English class especially reading class for the teacher.

According to Nunan (2003: 63) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Based on the explanation, the writer concludes that reading is a process to convey the text or information. In reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the text or information that comes from the author can be understood and comprehend easily by the reader. Based on Burt and Adams (2003: 33) reading is essentially the process of getting information from written language. Reading is an important tool for people of many societies, allowing them to access information which might have otherwise been unavailable.

Reading is one of many ways to open our mind and get knowledge because reading very important for students. Reading can not be separated from learning activity; it becomes an activity which is always done in the classroom. Based on the interview with English teacher at SMPN 1 Boyolangu, the writer known that the English teacher usually teaching reading in the classroom using total physical response (TPR). When the English teacher teaching reading using total physical response (TPR), the English teacher has some problems included the students felt that reading is difficult lesson because they difficulty to understand the meaning and content when they read a text. The students still confused when they met the same vocabulary in different text. The English teacher say that the teaching of reading needed long of time allotment in the classroom, so the students can understand content and meaning a text.

The result of observation and preliminary test showed that the teaching of reading is the limited of time allotment in the classroom, the students still confused when met new vocabulary difficult, the students have difficulty to understand the meaning, and content a text. The students bored when they met new long text in lesson English.

This condition motivates the researcher to conduct Classroom Action Research (CAR) to improve students reading ability using task based learning. Task based learning (TBL) is offers the students an opportunity to do exactly. Task based learning as with content based instruction and a task based approach aims to provide learners with a natural content for language use.

Task based learning is a different strategy to teach languages. Task based learning is useful for moving the focus of the learning process from the teacher to the students. Task based learning has the advantage of the getting the student to use her skills. Task based learning aims at motivating language use and providing a variety of learning opportunities for students of all levels and capabilities. In task based learning, the tasks are essential to the learning activity, it is based on the principle that learners may study more efficiently when their minds are focused the text without their using the languages.

According to Willis (2003) a task is an activity where the target language is used by the learner for a communicative purpose or goal in order to achieve an outcome. It means the task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they are free to use any language they want.

There are some advantages of TBL method toward students reading ability, for example motivation to learn language especially for reading ability, so they can enrich knowledge, vocabulary literary, good pronunciation for reading ability ,tasks provide a natural opportunity for revision and recycling, then give teacher the opportunity to assess learners' progress.

Based on the reason above, the researcher is interesting in carrying out a study entitled "Improving Students Reading Ability by Using Task Based Learning (TBL) for the Seventh Grade Students of SMPN 1 Boyolangu".

B. Formulation of the Research Problem

Based on the background above, the problem of the study can be formulated as: "How can task based learning (TBL) improve students' reading ability for the seventh grade students of SMPN 1 Boyolangu?"

C. Purpose of the Study

In line with the formulation of the research problem above, the purpose of the study is "To know task based learning (TBL) can improve students' reading ability for the seventh grade students of SMPN 1 Boyolangu."

D. Significance of the Study

The result of the study could give a valuable contribution especially English teacher, student, school, writer and next researcher. These contributions could be mentioned as follows:

a. For the English teacher

It will help the English teacher to choose the appropriate method in teaching learning process especially in teaching reading in order to improve students reading ability.

b. For the students

The result of this study can add new experience for the students in learning process especially in reading, it is hoped that the research can be one of the way to mastering English well.

c. For the school

It can improve the schools education quality, especially in English improvement.

d. For the writer

It can motivate the writer to be better and more creative in teaching English in the future.

e. For the next researcher

The result of the study can give the additional information to conduct study in the same field.

E. Scope and Limitation of the Study

This research discusses a reading ability by giving task based learning (TBL) from a reading text given to seventh grade students of SMPN 1 Boyolangu. And the researcher only focuses in improving students' reading ability with task

based learning (TBL) on the students' reading ability. This research only conducted for the seventh grade students at SMPN 1 Boyolangu.

F. Definition of the Key Terms

Some words that are used in this study become key words. In order to have a better understanding and to avoid misinterpretation about the terms used in this study, they are:

- a. Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it, (Harmer, 2007: 99). Reading is an active process, and intrinsic part of the classroom teaching. Reading is also the meaningful interpretation of printed or written verbal symbols. In reading, must also be an interaction between the text and the reader or receiver.
- b. Task Based Learning (TBL) is a different strategy to teach languages. In task based learning, the tasks are essential to the learning activity. Task based learning is based on the principle that learners may study more efficiently when their minds are focused the text without their using the languages. According to Willis (2003: 4) a task is an activity where the target language is used by the learner for a communicative purpose or goal in order to achieve an outcome.

G. Organization of the Study

Chapter I The Introduction, it is consists of background of the study, formulation of the research problem, purpose of the study, significance of the study, scope and limitation of the study, definition of the key terms and organization of the study.

Chapter II Review of Related Literature, this chapter presents related literature dealing with reading, teaching reading, reading ability, testing reading, theory of teaching and learning, task based learning (TBL) and some previous studies.

Chapter III Research Methodology, this chapter discusses the methodology used in conducting this research. It presents the research design, subjects and settings of study, procedures of the study, preliminary observation, planning, implementing, observing and reflecting.

Chapter IV Research Findings and Discussion, this chapter presents the research findings and the discussion. The research findings are based on the data obtained during the teaching of reading ability using task based learning (TBL), and the discussions are based on the research findings.

Chapter V Conclusions and Suggestions, this chapter discusses the conclusion and the suggestion based on the research findings and discussion in chapter IV.