CHAPTER I

INTRODUCTION

This chapter is divided into six sub chapters, they are; the Background of the Study, Reasons for Choosing the topic, the Research Problems, the Objectives of Study, Limitation of Study, the Significance of Study, the Definition of Key Terms, and the last is Outline of the Study.

1.1   Background of Study

Nowadays, English is an important language to be learnt in EFL/ESL countries because it has been spoken across the world, or simply it is a world language. There are four skills in English they are listening, writing, speaking and reading.. All of them are important including reading, for it has a variety reasons such as finding a good job, enriches thought, widen visions, and enhances knowledge. (Phantharakphong & Pothitha, 2014). Thus, having adequate reading skill is important and need to be improved continuously.

Reading is a basic life skill that need to be obtained to get opportunities for personal fulfilment and being success in career, since it is a skill that people do everywhere throughout life (Küçükoğlu, 2013). In addition, reading skills are essential to have a good life and to success in workplace. Ones with low level reading proficiency tend to lead to unemployment and poverty. They need to have, at the very least, minimum of level reading proficiency in order to avoid being jobless (Goux, Gurgand, & Maurin, 2017). Concerning how important reading, it is a must skill to have. However, many youth with low level reading proficiency fail to participate and compete effectively in economic life (OECD (Organisation for EconomicCo-operation

anDevelopment), 2013). It concludes that the capability of reading leads and determines someone's life both career and study.

Many English teachers consider the importance of reading in language use and understanding materials as its main role to promote learning and understanding from written texts. (Tafaroji & Malekzadeh, 2015). Another finding states that the majority of teachers value reading as a mean to gain knowledge about the world that they get from written texts and they regard that texts as source of input for vocabulary building. As we know written text support all fields so if someone has good reading ability it gives significant impact in his life (Ogino et al., 2017). In addition, reading is often described as source of information and insight about condition elsewhere. (Bakken & Lund, 2018). By reading, we can get all information because most information is in written form and beside that, reading has another advantages like widen knowledge and insight.

However, one of fundamental problems arises that English teachers face is how to improve reading skill and maintain their interest in reading English. According to (Küçükoğlu, 2013) interest plays important role since it affect learners ability to read. Most learners become indifferent when it comes to reading and putting no efforts to improve their reading skill. They have certain difficulties while reading English because they do not know the effective ways of reading English that make them treat reading English as difficult skill and it affects their attitude toward reading English as boring thing (Phantharakphong & Pothitha, 2014). Thus, reading strategy has important role to promote learners to read to trigger interest and make a new one that is to read and read. Reading strategy also has significant role to change learners' assumption toward reading as boring activity to be fun activity.

Most learners have difficulties in learning English especially reading English and consider it as a big problem to the learners. The main reasons are that they find English is difficult and make them are not motivated to read. These problems lead them to have negative attitude toward learning English and believe it is difficult language to learn. (Phantharakphong & Pothitha, 2014). Thus, learners should have positive attitude toward reading since it affects how they treat reading English and how they learn English.

Reading is not an easy thing to do. It needs high concentration and good mood. In fact, some students do not like to read books; they think reading is boring. There are many reasons why they do not want to do it. One of the reasons is reading needs so much time, sometime to read one book needs a long day to finish it so why it makes reading boring (Metsäpelto et al., 2017). However, as we know that, in National Examination, reading is included to. Reading becomes one of crucial parts in National Examination besides listening. Therefore students should encourage building their motivation and interest in reading in order to improve their reading skill.

Considering the explanation above, English teachers have the responsibility to have a good teaching method in order to solve the problems faced by students in learning English especially for learning reading English texts, such as low motivation, feeling lazy to read English texts, being frightened of making mistakes in reading English, and so on.

There are some various activities for teaching reading in Senior High School, one of them is by using Student-Centered Learning. Student-centered teaching and learning is a recommended approach to teach in modern pedagogy where the teacher serve as a facilitator of learning activities and the students become the center of

learning that change the conventional teaching method (Jake M. Laguado, 2014). In addition, Students-centered learning is an approach to the teaching and learning process for both teacher and students, while students become a main role. Additionally, SCL emphasizes on process that focus on deep learning and understanding to encourage students to take an active role in learning process. (Unin & Bearing, 2016). Thus, SCL might be a fit teaching and learning strategy to be implemented to senior high students for teaching reading.

Through Student-Centered Learning, hopefully it will help the students focus on their mind to be active and creative. It is expected that the students are able to improve their ability especially in reading skill since SCL comprises active learning, students' responsibility and cooperative learning (Renandya, 2016). Besides, they are also going to be encouraged and they will be +creative through this activity. The students think about their learning, their problem or their style in learning. It can make them develop and understanding of their learning, their action in the classroom, and their responsibility in their learning through this activity.

From the explanation above, the writer wants to see that student centered learning activities have contribution for student in learning English especially to improve reading comprehension for the students of eleventh grade of SMA N 11 SEMARANG. In addition, whether student centered learning is helpful for students in Senior High School or not and is it influence enough for students in reading habit in order to get increasing in their reading skill.

1.2   Reasons for Choosing the Topic

There are some reasons why the writer choses the topic "Implementing Student-Centered Learning to Improve Students' Reading Comprehension on Eleventh Grader

Students of SMA N 11 SEMARANG". The reasons for choosing this topic are as follows:

1. The writer found that most the students could not understand the material (text) and even reluctant to read the material as result they got bad scores

2. In most reading classes, not all of the students have the chances to improve their skill in reading English because limited time for English class and sometimes they get bored with the monotonous classroom activities. For the reasons above, the teacher needs to use a different activity to make students enjoy more and be active in classroom in teaching learning activities.

3. This activity hopefully can create an active learning situation, so the students will have the courage to express their mind.

4. It is crucial to know whether student-centered learning is effective for improving students' reading ability.

5. Generally, in Senior High School the students need a more attractive method to train them in reading skill teaching.

6. By using Student-Centered Learning, hopefully the students can focus on their mind to be more active, creative and innovative in the reading class. It is expected that students are able to improve their reading.

1.3 Statements of the Problem (Research Question)

According to the problems stated on the background of the study, this study is intended to find out the answer for the following problems:

1. Can student-centered learning improve the reading comprehension of the eleventh grade students of SMA N 11 SEMARANG?

2. How effective is student-centered learning in improving the reading comprehension of the eleventh grade students of SMA N 11 SEMARANG?

1.4   Objectives of the Study

The objectives of this study are:

1. To find out whether student-centered learning can improve the English reading comprehension of the eleventh grade students of SMA N 11 SEMARANG.

2. To find out the effectiveness of student-centered learning in improving the English reading comprehension of the eleventh grade students of SMA N 11 SEMARANG.

1.5   Limitation of Study

In this study, the writer focuses on the teaching learning process through student centered learning in improving reading comprehension, the students' response in the class, and the effects in applying student-centered learning in order to improve students' reading comprehension which is applied in the eleventh grade students of SMA N 11 SEMARANG.

1.6   Significance of Study

The results of this study are expected to contribute in three aspects of significances, they are:

1.   Theoretical Significance

The result of this study hopefully can be used as input in language teaching and learning theories, especially in improving reading skill.

2.   Practical Significance

    a. The teacher can apply a good teaching method and give more various alternative learning sources, so that the result of their teaching becomes improved.

    b. The students are expected to be interested in learning English, especially the reading skill. It helps to give an opportunity for the students to study with suitable method for them

3.   Further Research and Development

    a) It is expected that this study can support a further research and develop the variety of the experimental research. Furthermore, it will contribute to other researches concerning English.

    b) It can also be used as a reference for other researchers who want to conduct research related to the collaborative action research.

1.7   Definition of Key Terms

To provide clear terms in order to avoid ambiguity and misunderstanding, the writer makes definition of the following word/phrase:

1.   Reading skill

Reading is useful for language acquisition, involves a complex ability and a variety of skills that need to be integrated to be able to read well. (Nagler, Lindberg, & Hasselhorn, 2016)

2.   Student-Centered Learning

SCL is a teaching approach focuses on students to be a center of active learning that shift instruction of teacher to students and support and guide them to become a long life leaners either in formal or informal settings. (Renandya, 2016)

1.8   Outline of Study

The final project consist of five chapters. Chapter I is Introduction contains of the Background of the Study, the Reasons for choosing the Topic, the Statement of the Problem (Research Questions), the Objectives of the Study, Limitation of the Study, the Significance of the Study, Definition of the Key Terms and also gives Outline of the Research.

Chapter II gives the review of related literature which consist of Reviews of Related Literature will be presented in this chapter. Those contain of Reading Comprehension, Factors Affecting Reading Comprehension, Models of Reading Comprehension, Student-Centered Learning (SCL), Elements in SCL, The Principles of SCL, SCL and TCL in Comparison, The Roles in SCL, Advantages and Disadvantages of SCL, Teaching Strategies of SGL, and Previous Studies

Chapter III deals with Research Design, Research Location, Subject of the Study, Instruments of the Study, Validity of the Instruments, Reliability of the Instruments, Technique of doing Action Research, Data Analysis and Grading Items of the Questionniare.

Chapter IV is Analysis of Results and Discussion. It contains Profile of the School, Analysis of Cycles, Result of Validity, Result of Reliability, Analysis of the Students' Scores, Analysis of the Questionnaire and the last is Discussion.

Chapter V deals with Conclusion and Suggestions. It contains Conclusion and Suggestion.