

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning is an interaction happen between teacher and students. The learning process involves interaction between teachers and students in form of direct interaction in order to achieve learning goals. Interaction and two-way learning between teachers and students are necessary to implement effective learning. A learning model that prioritizes or is oriented on students is where the evolution of the learning process in education is headed (Pratiwi et al., 2017). This opinion states that teachers need to do something here to increase student enthusiasm and willingness to learn. These steps include applying and utilizing learning methods that stimulate students' interest and encourage participation. With the implementation of the 2013 curriculum, each academic unit affects applying a supportive learning model. As a result, teachers can utilize various learning strategies to assist in the process of learning implementation in English-related courses

One of the activities to get students ready for the globalization era is the implementation of the 2013 curriculum. Because the scientific approach to learning, which encompasses problem-based, discovery, and project-based learning, is beneficial. These three approaches emphasize learning from one's experiences via observing, associating, inquiring, drawing conclusions, and communicating. English lessons and subjects are taught to fulfil learning goals from elementary school through college. Students must develop four key talents in order to learn

English: listening, speaking, and reading. Teachers must use suitable and efficient teaching strategies to help students learn more. Of the four basic skills in English lessons, reading skill is an aspect that often experiences problems for students. According to data from the Program for International Student Assessment (PISA), Indonesian students' reading abilities youth is ranked 64 with a score of 396 (Lubis, 2014).

Problem-based learning is one of the most popular learning methods used in the curriculum implementation of 2013 (Chia and Chin, 2005). In the PBL, issues operate as a stimulus for students' understanding of the why and what of their learning activities. Additionally, the PBL's final learning activity asks students to apply what they have learned through homework, a task to learn more, or any other form (Harvey et al, 2013). The use of the learning paradigm known as problem-based learning; teachers can improve their ability to help students throughout their study sessions.

The basic issue that teachers must address is mental readiness for the changes that occur in the 2013 curriculum. The teacher is someone who is personally involved in and knows the situations of their students. Teachers are required to be prepared for and receptive to some adjustments. When implementing the 2013 curriculum, teachers should focus on at least four aspects: pedagogical competency, professional competence, social competence, and personality competence. The involvement of teachers in PBL learning is critical. They must learn to be facilitators. Teachers should be able to guide or assist students in determining what they have known, what they need to know, and where they may get significant knowledge (Bilgin, 2009), so that students comprehend what and

why they have learned. Learning to use the model of PBL will be optimized if the concepts taught are related to everyday' life. This is in accordance with the principle of PBL that the problem must be the real world so that students can easily apply them in their daily lives (Graaf, 2003). Learning to apply the PBL paradigm will be more effective if the principles presented are relevant to everyday life. This is consistent with the PBL premise that the problem must be real-world in nature so that students can readily apply it in their everyday lives (Graaf, 2003).

According to previous study (Graaf and Kolmos, 2003), the larger process of PBL can generate chances to acquire significant knowledge, attitudes, and abilities linked to collaborative learning. As a result, it can effectively build knowledge in cooperation to assist students in making explicit the relationship between attitudes and cooperation and achieving learning achievement; and to identify the special collaborative skills required by the students, as well as the results obtained through group cooperation. According to (Ekapti, 2016), PBL is widely recognized as a successful and creative technique for engineering education since it allows a lifelong learner to take responsibility for their own learning process. Based on these studies, the PBL model is effective to improve students' learning achievement.

Reading comprehension is important in both the target and native languages. Students may not face any difficulty when reading a book in the source language, but the opposite occurs when students read texts in the target language. As a result, the students' reading comprehension and habits suffer. The problem occurs as a consequence of the following factors:(1) Students are unmotivated to read because the text is uninteresting, the teaching technique is boring, or the text is too difficult;

(2) they believe that when comprehending the text, they must comprehend every word in the text, so they keep looking up the words in a dictionary to find out the meaning of the words; and (3) they believe that when comprehending the text, they must comprehend every word in the text, so they keep looking up the words in a dictionary to find out the meaning of the words (Asrifan et al 2018)

SMP Negeri 3 Negara is one of the junior high schools that implements 2013 curriculum at Jembrana Regency. English teachers in SMP negeri 3 Negara also have experienced using problem-based learning to teach reading Based on the above background information, the researchers conduct a study to find out the perception of teachers towards Problem Based Learning model in teaching reading on the application of the 2013 curriculum in State Junior High School 3 Negara. Furthermore, by using the PBL model, teachers can know the advantages and apply the model in classroom learning. In addition, teachers can also find out the disadvantages of implementing PBL and improve the minus points. Researchers are interested in conducting a research titled " Descriptive Analysis in Teachers' Perception in Teaching Reading with Problem Based Learning"

1.2 Problem Limitation

The limitation of this study is only the teacher's perception and the teachers' challenges of implementing problem-based learning in teaching reading at SMP Negeri 3 Negara.

1.3 Research Problem

The researcher wants to construct a research question based on the study's background.:

1. What is the teacher's perception of implementing problem-based learning in teaching reading at SMP Negeri 3 Negara?
2. What are the challenges the teacher faces when implementing problem-based learning in teaching reading at SMP Negeri 3 Negara?

1.4 The Objective of The Study

Based on the research questions, the objectives of this study are:

1. To analyze teachers' perception of implementing problem-based learning in teaching reading at SMP Negeri 3 Negara.
2. To identify the teachers' challenges with problem-based learning implementation in reading at SMP Negeri 3 Negara.

1.5 Significance of the Study

The findings of this investigation are expected to provide some benefits for some parties, such as:

1. The research's theoretical significance is to know teachers' perception of implementing problem-based learning in teaching reading at SMP Negeri 3 Negara.
2. Practical significance for
 - I. For the teachers, the result of this findings can be used as sources for the teacher to explore their perceptions about problem-based learning in teaching reading.
 - II. For the students, the results of this study can provide a set of information about the importance of problem-based learning in reading skills.

- III. Future researchers can use it as a reference to improve their study of teachers' perception of teaching reading with problem-based learning.

