CHAPTER I
INTRODUCTION

The Introduction part of this research presents the basic information that consists of background, research questions, research purposes, research significance, and research framework.

A. BACKGROUND

Reading is regarded as a crucial component for students because of its significant advantages in knowledge development. For English students, reading is also the most crucial skill, particularly in academic settings where students must comprehend and manage all aspects and challenges of reading. "In general, the essence of reading consists of recognizing or identifying, interpreting, and responding to the elements of a written message" (Oliver and Boyd, 1986). It indicates that people, in this example the pupils, must comprehend and interpret the meaning of words or symbols in a text to further their interests or aims.

"Several students confront many barriers in getting the full components of information and obtaining the meaning in a written message," due to the particular puzzle-solving process they must go through (Brown, 2001). "Other impediments are also feasible to be faced by the kids from the teachers, curriculum, government policy, textbooks, approaches, etc.," state Bond et al. (1994). This statement accurately captures the atmosphere of the English classroom at MTs. Al-Huda, the research's English teaching site. This phenomenon makes clear the usage of a common reading instruction approach. These kinds of circumstances won't aid the children in getting over their obstacles or enhancing their reading skills.

Since reading comprehension is heavily emphasized in the English section of the National Examination, this condition will guarantee that

students who cannot read or comprehend the text question in the examination will experience enormous difficulties and overwhelm the students.

According to Chaudron (2004), reported in Muslaini (2017), Indonesian students find it difficult to learn English because it differs significantly from their native tongue in terms of spelling, sounds, pronunciation, vocabulary, and culture. A teacher must use an effective teaching strategy to help his students learn to read and comprehend as effectively as possible. Using a range of media will increase the learners' capacity to retain information and use it to enhance performance, claims Brown (2004). One of the many various kinds of educational resources that can be used to communicate the lesson is a picture book.

When teaching reading, a teacher may use a variety of techniques. To achieve linguistic goals in the classroom, the method, as defined by Brown (2002), is a generic collection of guidelines. Teachers' and students' roles and behaviors are methods' primary concerns. Besides, the concern of the method is to linguistic and subject matter objectives, sequencing, and materials. This is the key to the success of the reader. A teacher needs to select which one must be implemented in teaching certain texts so that students can easily get the knowledge of that text. Preparing students for what they are going to read can make comprehension much easier.

Limited observation in "MTs. AL-Huda Rancaekek" showed that the students lack ability in reading comprehension because of the difficulty of understanding English texts. The teacher used some methods to teach reading, such as Grammar Translate Method (GTM), Audio Lingual Method, and Silent Way. However, the methods used by the teachers seem to be inappropriate so that the students feel bored easily and some students still lack an understanding of the content of the materials explained by the teachers.

Based on the identification of the problem, the target of this research is to investigate the student's reading ability of descriptive text using "creating poster activity" as part of PjBL method used in the classroom. The choice of PjBL is assumed to be able to make learning to read more interesting and engaging. Meanwhile, "creating poster activity" is chosen because, according to O'Neill and Jennings (2012), "creating poster activity" as an experiential learning activity generates curiosity and interest, and provides students with a unique way to demonstrate comprehension. This study was conducted in the second year of junior high school in MTs. in Bandung, West Java. The teacher reported their difficulties in teaching reading to secondary students.

This research using project-based learning (PjBL) aims to investigate the teaching of descriptive texts for EFL students. The importance of this research is to make teaching descriptive text more interesting by using posters. This study will contribute to evaluating the reading teaching methods used by teachers.

Teaching reading strategy is the subject of numerous studies. First, a study by Hanum (2017) examined the efficacy of employing posters to teach reading comprehension of descriptive text. Second, a study by Putra (2018) examined the utility of poster comments in enhancing students' capacity to create descriptive language. But this study differs from earlier studies in some important ways. While earlier research concentrated on teaching reading in a writing context to junior high school students, this research focuses on the project-based learning strategy of using making posters to teach the descriptive text. Thus, this research is entitled *Creating Poster Activity as a Part of PjBL Method in Teaching Reading Comprehension of Descriptive Text: A Case Study at an Indonesian Junior High School.*

B. RESEARCH QUESTIONS

From the research background, the problems are formulated into the two following questions:

1. How is the implementation of "creating poster activity" as a part of PjBL method in teaching reading descriptive text?
2. What are the students' responses to the implementation of "creating poster activity" as a part of PjBL method in teaching reading descriptive text?

C. RESEARCH PURPOSES

From the research questions, the objectives are formulated into the two following objectives:

1. To describe the implementation of "creating poster activity" as a part of PjBL method in teaching reading descriptive text.
2. To find out the students' responses to the implementation of "creating poster activity" as a part of PjBL in teaching reading descriptive text.

D. RESEARCH SIGNIFICANCES

The study is anticipated to become a source of knowledge regarding the reading instruction techniques teachers employ with EFL students, and subsequently to serve as a source for evaluating such techniques to achieve the greatest outcomes.

1. Theoretical Significances

This study can be beneficial information for curriculum planners as an evaluation for creating improvement for a student in reading ability.

2. Practical Significances
   a. Students

The result of this research is expected can make students easier to learn English, especially in reading lessons using Project-Based Learning (PjBL) in reading class.

b. Teachers

The result will help to evaluate the teaching reading strategy and enrich teachers' knowledge on how to teach reading properly using PBL and can develop students' potential in reading abilities.

E. RESEARCH FRAMEWORK

In addition to listening, speaking, reading, and writing, Sinambela, Manik, and Pangaribuan (2015) asserted that reading is the most crucial language-learning skill. Reading becomes a crucial component of language acquisition because it gives kids numerous opportunities to study language skills including vocabulary, grammar, punctuation, sentence, paragraph, and text construction. Reading is the most crucial activity in any class since it helps students expand their vocabulary and ideas while also providing them with knowledge (River, 1968:24). Reading is a fluid process in which the reader constructs meaning by combining information from a text with their prior knowledge. Reading, then, is an action that makes use of background information to comprehend the meaning being delivered by the text (Wardah, 2014).

Reading is a difficult, multifaceted activity that calls on a combination of lexical and text-progressing abilities that are recognized as being interactive (Loucky, 2005, p.1 cited in Ferdila, 2014). Reading is the method by which information is transferred from the author of a written work to the reader. Understanding the meaning presented in the written word is the goal of all reading (Muslaini,2017). Reading is more than only pronouncing written words, seeing words clearly, and understanding the meaning of words that are far away. Readers must think and feel as they read. Reading involves understanding all of a text's components, not only looking at and saying the words. 2017 (Muslaini).

Reading and teaching reading are two important aspects that need to be considered. However, problems often appear in these two areas. First,

regarding reading, students face problems that the students lack ability in reading comprehension because of the difficulty of understanding English texts. second, regarding teaching reading, the teachers may find it difficult to choose the appropriate methods to teach reading.

Project-Based Learning is different from other activities in several ways. First, PjBL is an integral part of the curriculum rather than an afterthought. Second, PjBL was concerned with specific concerns or issues. Third, PjBL engages students in a productive investigation. Finally, PjBL is, to a large extent, student-driven. Last but not least, PjBL is practical (not school-life). Experts, on the other hand, see PjBL in multiple stages. Fragoulis (2009) mentions four stages of doing PjBL. They are speculation, designing PjBL activities, conducting the project activities, and evaluation.

Meanwhile, "creating poster activity" which is part of the PjBL method is one of several ways to test student competence. According to Pamela, et al., (2000), Aduradola and Akeredolu-Ale (2013:4), state that the usage of posters as an alternative to written examinations in science-based curricula and as a way to test student competencies in other areas.

F. PREVIOUS RESEARCH

There are numerous studies on teaching reading skills. First, Hanum's (2017) research examined the efficacy of employing posters to teach reading comprehension of descriptive text. The use of poster comments to improve students' capacity to write descriptive prose was also covered in research by Putra (2018). Third, according to research by Akidatul Yusmalinda & Puji Astuti (2020), the scaffolding and audio-visual methods, grammar-translation techniques, project-based approaches, and learning are the three most widely used methodologies by English teachers. Additionally, a teacher of English claims that using a grammatical translation method is the finest way to teach reading comprehension because it genuinely aids students in understanding the information. Second, by

requiring students to read and grasp procedural information, project-based learning promotes group work among students and enhances their speaking abilities. Last but not least, the audio-visual and scaffolding methods were effective in bringing the subject to the students' attention and introducing them to the kind of material they would be studying. Using a variety of methods to teach the material to pupils is advantageous because they have different skills, needs, and background knowledge.

However, this study differs from earlier studies in some important ways. This research focuses on the creation of posters as a project-based learning method in teaching reading comprehension using descriptive text use in developing students' understanding of the reading context in junior high school, in contrast to previous research that focused on teaching reading at junior high school in a writing context. Due to several factors, this study focuses on exploring how teachers instruct reading to EFL students using posters as part of PjBL.