

# CHAPTER I

## INTRODUCTION

### **1.1 The Background of The Study**

The global domination of the English language is undeniable because English is the language of international communications, business, tourism, education, science, computer technology, media and Internet (Crystal as quoted in Kurnia, (2011: 2)). It means that English is an important language, which is used not only as an international language, but also as a mean of communication in the world. Therefore, people in the world including in Indonesia learn English.

In teaching English, reading is one of the English skills that should be learned by students besides listening, speaking and writing. Carrel in Rahmawati (2008:1) state that for many students, reading is the most important of the four language skills in a second language. Moreover, reading is a receptive language process. Therefore, it can be inferred that reading is one of the language skills that should be mastered by the students.

According to Jayanti and Dewi (2018: 36), reading ability is crucial in today's world. To be more specific, reading also has an important role in students English learning process. To learn the language, input is the most important factor. The very famous slogan of Nuttal (1982) says that the best way to improve speech is to live in an environment that uses that language. The second way is to

read extensively the various readings that use the target language. This implies that in order to use a foreign language well, language learners need inputs that use the target language. Therefore, good reading ability becomes imperative. Unfortunately, most of the research on students' reading ability also shows that most students have difficulties in understanding English reading. There are several factors that make it difficult for students to understand reading texts. Most of the studies assume that this is due to students' low English skill. However, we may not neglect the fact that many factors can affect students reading ability. There are many factors that can influence students' ability in building the meaning. Jung (2003) mentions that they are orthography, vocabulary, grammar; background knowledge and metacognitive strategies are the factors influencing L2 reading.

In SMK BM Sinar Husni 1 Medan, based on pre-research conducted by interview, Mrs. Nurlaili Khaira Khalid an as English teacher, she said that English is one of the most difficult subjects for students. The difficulties can be seen from the students' ability level. She says "Usually what we often encounter, 30% for the type of students who can read and understand the contents of English text directly, 50% for the type of the students who can read in English but can only understand a few syllables to interpret it, 20% for the type of student who cannot read English at all with the minimum standard (KKM) of English subject is 75. Broadly, most students have difficulty understanding the English reading text even though they can read it in its entirety. These problems are caused by the lack of English vocabularies and level of willingness to learn English. They need to

know a strategy or a good learning model to solve the case. Teachers must be responsible for stimulating and motivating students in the learning process.

Learning English is very important for students especially reading. The students will discover new things in books, magazines, even internet that are great learning tools. But sometimes the students can required to understand the text to get the information. They are not required to understand each individual part of the sentence or paragraph, but they should understand the message the writer is trying to convey. Therefore, teachers also have big role to teach English for their students. To cover students' need of good skill, an English teacher usually should provide them with the relevant teaching techniques and models.

PPP learning model is one of model that used by teacher to teach English. According to Jeremy Harmer in his book entitled *How to teach English* (2009: 31), "The PPP model learning is still widely used in language classrooms around the world, especially for teaching simple language at lower levels." In addition, He said that Presentation, Practice and Production, or PPP as it is called, is one of the most common teaching methodologies for ESL. It means that PPP (Presentation, Practice and Production) is one of the most common learning model to teach English in language classroom.

Presentation is teachers' responsibility. At this stage, teacher should present a word, structure or a new target item of language before students practice it. As Lenka said that in presentation phase teacher presents new words or structures, gives examples, writes them on the board, etc. Additionally, to make

students understand well about the presentation, teacher can use the appropriate media, such as picture.

Therefore, teacher holds the main role in presentation phase. Students will dominate the classroom in practice stage. The students practice the new language in a controlled way. They can practice by doing the exercise, repeat the words or sentences then the teacher must correction when the students error.

Besides that, production is the last phase that emphasizes on students involvement. In other words, students are given extra assignments to increase their skill. Students can make the production with their own language. Parvis Maftoon stated that “Students are encouraged to use the new language in a free way, either for their own purposes and meanings or in a similar context introduced by the teacher. It can be a role play, a simulation activity or a communication task.”

From the explanation above, the researcher tries to implement the use of Presentation, Practice, Production (PPP) learning model in teaching English to determine the effect on students' reading ability. Then the researcher wants to do a research entitled "The Effect of Presentation, Practice, Production (PPP) Learning Model on students' Reading Ability."

## **1.2 The Problem of The Study**

Based on the above background, the problem formulation of this study was identified as follows: "Is there any significant of Presentation, Practice, Production (PPP) learning model on students' reading ability.

### **1.3 The Objectives of The Study**

Based on the research problems above, the purpose of this study was determine The Effect of Presentation, Practice, Production (PPP) learning model on students' reading ability.

### **1.4 The Scope and Limitation of The Study**

There are many learning models that students can use in their reading ability. In this case, the researcher was focus on the presentation, practice, production (PPP) learning model by Jeremy Harmer. There are also many types or genres of texts that students use in reading. In this study, researchers was focus on the type of report text reading.

### **1.5 The Significances of The Study**

The result of this study are expected to be beneficial for:

#### **1. Theoretical Significance**

This research can give the contribution on developing knowledge in using Presentation, Practice, Production (PPP) in teaching English. As well as it can help the future researchers to have addition substance as the reference of teaching English.

#### **2. Practical Significance**

2.1 This study aims to increase the knowledge about Presentation, Practice, Production (PPP) specifically for teachers who teach students to read in English.

2.2 This study aims to facilitate students in understanding English reading texts.

2.3 This study aims to obtain information about the implementation of Presentation, Practice, Production (PPP) learning model to the eleventh grade students of RPL 2 at SMK BM Sinar Husni.