

**IMPROVING THE STUDENTS READING COMPREHENSION THROUGH
PROBLEM BASED LEARNING STRATEGY
(A Collaborative Classroom Action Research to The First Year Students of
SMAN 1 Jangka)**

¹Zuraini , ²Sharfina, ³Nurul Husna

¹Dosen Universitas Almuslim

²Dosen Universitas Almuslim

²Mahasiswa Universitas Almuslim

¹ Email : zurainimarwan@gmail.com

² Email : sharfina227@gmail.com

ABSTRACT

Reading comprehension is the ability of the students' in understanding written text and to get the important information from reading text. Reading comprehension is one of the most important things in English and communication or used as a tool to understand among the nations in all over the world and should be mastered by the students' at Senior High School level. Proficient reading depends on the ability to recognize words quickly and effortlessly. Descriptive Text is a text which says what a person, place or thing is like. Its purpose describes and reveals a particular person, place or thing. The methodology of this research is collaborative classroom action research; the setting of this research was SMAN 1 Jangka. The sample of this research was the First year students of class I/I which total students was 19 students. The instruments were used in this research such as: test, observation sheet for the teacher and students, questionnaire, and field note. It was proved by the mean score of the cycle II better than cycle I. The mean score of cycle I was 58, 94% and categorized fair. The mean score for cycle II was 83, 15% and category Very Good, the result of observation checklist for teacher was 80, 47%, the result of observation checklist for students was 77,61% and the result of questionnaire was 3, 18. The result of the research proved that the use of Problem Based Learning Strategy in reading comprehension especially in Descriptive text is effective.

Key Words: Reading Comprehension, Problem Based Learning Strategy.

INTRODUCTION

Reading is described as the heart of reading is mean that the meaning of words

in reading text should be known and understood, so the readers can comprehend what they read. It is essential that the reader must have a command of vocabulary. This

is a process to establish the reader comprehension. If the reader have understood the text, so the objective of reading instruction is to develop reader understand and react to reader what the reader read.

According to Elizabeth et al (2003:6) reading comprehension is about understanding written text. It is a complex activity that involves both perception and thought. Reading comprehension consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of word, sentences and connected text.

On the other hand, Klingner et al (2007:2) say that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency. In reading comprehension instruction can be define into three steps procedure. First, mentioning it is means teachers would mention the skill that they wanted students to use, second, through workbooks or skill sheets. And finally, assess whether or not they used the skill successfully.

Furthermore, Kennedy (1991:12) states that comprehension is facilitated reading appropriate materials, intellectual curiously, and desire to learn. Comprehension also as the ability of pupils

to finds, interpretation, and uses the ideas to comprehension the text. In comprehending the topic of reading text, the reader usually interact with the text related to their ideas or experience to get information on the text. So reading comprehension is related closely to the cognitive competence of the reader because this activity will produce comprehension.

Based explanation above, the researcher concluded that reading comprehension is a process to convey the important message or information from a text. By reading activity, the readers would know what they read and understand the meaning of the text, can gives response the ideas about the text, can easily understand the important information about the text, and the reader have be able to read the text accurately, quickly, and fluency. This is because reading comprehension includes intricate processes and skill which differ according to tasks, purposes, language abilities and the reader should be creatively in comprehend information in a text.

Based on the school curriculum (K13) in SMAN 1 Jangka, teacher helps students' in order to know and study until they can develop ability in learning process. It is more effective because not only the teacher is talking in the classroom but the students' also give their opinion about reading text. It can improve students' ability in reading comprehension and it makes actives situation in teaching learning

comprehension and it makes active situation in teaching learning because students' can change an idea with the teacher and they also discuss with their friends in a group. Students' should get "70" as a result of their study. It is a standard of passing grade of English lesson for students' in first grades I SMAN 1 Jangka. If the students' get score under curriculum criteria of minimal, the researcher is regarded as fail.

The researcher found some problems at SMAN 1 Jangka. The first, students' faced difficulty to make a summary based on the text, especially in descriptive text. The second, students' didn't have an ability to express their idea in their own words related to text. And last the important things, they did not understand every part about what they had read.

The other problems were caused by English teacher such as, the first the teacher used the monotonous technique as method in teaching reading comprehension. The second, the teacher used unsuitable method or technique in teaching reading comprehension by the teacher. The third, the teachers' explanation was not clear, so it made the students cannot understand the material in the text.

PBL is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem. Students learn both thinking strategies and domain knowledge. The PBL format the school of thought, and is now used in order schools of thought too. The goals of PBL are to help students' develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem Based Learning is a style of active learning.

Based on the explanation above, the researcher decides to do a classroom action research, and the problems of the research can be formulated in the following question:

1. How do the students' improve the reading score in Descriptive Text?
2. How do the students' respond toward Problem Based Learning Strategy in teaching reading at the First Year Students' of SMAN 1 Jangka?

METHODOLOGY

The researcher described about the methodology of how this research would be done such as research approach, research design etc. this research would be done through a

collaborative classroom action research. According to Elliot (1991:49). “The fundamental aim of action research is to improve practice rather than knowledge”. In addition Subyantoro (2008:8) says that classroom action research is a form of systematic and reflective research conducted by educators or teachers by giving certain action to improve the quality of teaching practices in the classroom in order that those practices become more professional.

This research was done at SMAN 1 Jangka. The subject of this research is the First year students of the school. There are many parallel classes of the First year class at the school but the researcher only took one class as the subject of the research. The class was I IPA¹ which consisted of 19 students.

The procedures of the Classroom Action Research (CAR) refers to Kemmis and M taggart model that consists of five steps namely: reconnaissance planning, implementing, observing, and reflection.

RESEARCH FINDING AND DISCUSSION

The result of the research in solving the students reading problem through Problem Based Learning Strategy

in the classroom. The data and the result were presented in sequence based on the cycles. It covers the planning of action, the implementation of action, the analysis and the reflection.

The first cycle was started from Thursday, August 05th, 2018 and it was done through four steps called (1) Planning the action, (2) Implementing the Action, (3) Observing the Action, (4) Reflecting the Action. In the cycle 1, the researcher performed three meetings to implement the action. The meetings were about the implementation of Problem Based Learning Strategy in improving students’ ability in mastering reading comprehension to the first year students of SMAN 1 Jangka. The of the meetings done in the cycle 1 was described in the following table:

Table 4.1 the schedule Meeting Cycle 1

CYCLE 1	
Meeting	Date
Modeling Session	Thursday, August 05 th , 2018
The First Meeting	Monday, August 07 th , 2018
The second Meeting	Wednesday, August 09 nd , 2018
The third Meeting	Monday, August 14 th , 2018

4.2.1 Planning the Action

In this part of activity the researcher developed the teaching reading

comprehension through Problem Based Learning Strategy, designed lesson plan, preparing instructional materials, and developed research instruments such as reading tests, observation checklists and questionnaires and specified up the criteria of success of the research.

4.2.2 Implementing and Observing the Action

In this part of cycle, the researcher acted as the observer who observed the process of the action and the class acted as the practitioner who implemented the actions. Implementing and observing were happening at the same time. It means the researcher observed the action that was done by the teacher or the practitioner. In implementing the action in cycle, all research instruments such as questionnaire and observation checklist were employed to obtain the data about the teacher and the students' activity during the action. Furthermore, there was a modeling session done before doing the real implementing.

4.2.2.1 Modeling Session

Modeling session was conducted on Saturday, August 05th, 2018. In this session, the researcher acted as the teacher in the class and guided or showed the teacher the model of teaching reading through Problem Based Learning Strategy while the teacher of the class observed and learned from the model.

This was last step taken in the first cycle, the researcher and the teacher

analyzed the collected data obtained from the observation checklist, questionnaires, and the test. It was done to determine whether the first cycle was categorized successful or not. In this case, the researcher and the teacher did analysis and reflection based on predetermined criteria of success set in this research. There were three kind of analysis done in this step. They were as elaborated below.

1. Analysis of Teaching and Learning Process Based on the Observation Sheet in Cycle I

The researcher analyzed the students' reading comprehension score based on the criteria that had been set before. The observation sheet was filled by the teacher or researcher about the students' performance in teaching and learning process. From the analysis, it was found that some students' are not interested and motivated in reading subject, the students' ability in reading comprehension. The problems were dealt with hard to understand the important information from descriptive text, they also felt confident and the most important answered the question well.

From the observation sheet, it could be seen that some students' found difficulties to respond the teacher explanation about the descriptive text from book. However, it seems to be that students' had tried to answer the question and gave their opinion although they used simple sentence. Moreover, the focus of

this study was to encourage the students' achievement and to increase their ability in reading comprehension.

From the information above, after analyzing the teaching and learning process based on observation sheet and the students' learning result in reading comprehension for three meetings, based on the result of the observation checklist, the field note and the questionnaire with the students', the researcher and the collaborative teacher drew a conclusion that the technique needs to be improved on the next cycle because the result did not meet the criteria of the success.

2 Analysis of the Students Reading the Result

After implementing some actions in Cycle I, it did not really showed the satisfied achievement because the students' average score in reading test was 58.94 while the qualified average score demanded in the criteria of success was higher than 70. There, were only 7 students' who reached the qualified score while the other did not. It mean only 45, 16% from the total number of the students' got the qualified score. Furthermore, based on the questionnaire distributed to the students', it showed that only 18 students' answered that they were motivated in learning reading by using Problem Based Learning Strategy, while the other 10 students' answered that they were not motivated in learning reading by using Problem Based

Learning Strategy. The questionnaire analysis was done as follow:

3 Reflection of Cycle I

The result of analysis and reflection were as explained below:

1. The teacher's performance in teaching reading by using Problem Based Learning Strategy was 2 (fair)
2. Then about 50 % the students' were actively involved in learning reading by using Problem Based Learning Strategy.

The researcher could make the criteria of success of Cycle I, the criteria were as follow:

1. The teachers has a good performance in implementing Problem Based Learning Strategy in teaching reading comprehension and carried out the procedures as previously planned and the teaching learning process in the classroom based on the lesson plans.
2. The students' were enthusiastic, actively involved, and their motivation had been improve during the teaching and learning

process of reading in the classroom.

- The finding show that the students' average scores in reading test was 58.94. It means that the students' achievement in reading comprehension need already improve by the researcher.

After doing the analysis and reflection in Cycle I, the researcher concluded that Cycle I was not success because the result of Cycle I did not meet the criteria of success. Because the first Cycle was failed, the researcher revised it to the next cycle.

Application of Cycle 2

The second cycle was started from Friday, August 11th, 2018 and it was done through four steps called (1) Planning the Action, (2) Implementing the Action, (3) Observing the action, and (4) Reflecting the Action. In the second Cycle, the researcher also performed three meeting to implement the actions. That was about improving reading comprehension through contextual guessing technique. The schedule of the meetings done in the second cycle was explained in the following:

Table 4.2 The schedule Meeting Cycle II

CYCLE II	
Meeting	Date
The First Meeting	Wednesday, August

	16 th ,2018
The second Meeting	Monday, August 21 th , 2018
The third Meeting	Wednesday, August 23 rd , 2018

Planning the Action

As the previous cycle, in this step the researcher prepared the materials that were needed in the action. It was done on Friday, August 11th 2018. In this part of activity the researcher prepare the lesson plan, research instruments like reading tests, observation checklist and questionnaires, specified criteria of success, revised the procedure of teaching reading by using Problem Based Learning Strategy.

3. Analysis of the students Respond Toward the Implementation of Problem Based Learning Strategy Based on Questionnaires in Cycle 2

Analysis of the students respond based on questionnaires was done to know how do the students' respond toward the Implementation of Problem Based Learning Strategy in learning reading comprehension. Based on the result of questionnaire which were distributed to students' after cycle I was fully accomplished, it was found that the students felt happy and were not burdened them when they were assigned in reading descriptive text, and also the students enjoy or fun, with the Problem Based Learning Strategy as a new technique in teaching

reading comprehension in the classroom. The researcher was found that the mean score for each variable of several items toward the students respond about the lesson could be interpreted on the table below:

Table 4.5 The Result of the Students Respond on Questionnaires

No.	The questionnaire content	Questionnaire Number	Total Score	Mean Score
1.	Students' show great motivation and active participation in reading activity.	5,8	6,57	3,28
2.	The students' were easy to understand through Problem Based Learning Strategy and could improve their reading comprehension	3,2,6,9,11,12,13,14 15	29,58	3,28
3.	The students were interested in the reading activity	1	3,36	3,36
4.	The students were able to write and find the information	4,7,10,	9,56	3,18
	Total Score		49,0	13,1

			7	
	Average Score		12,26	3,27

Based on the table of result of students respond on questionnaires distributed to the students, it indicated that most of the student answered that they enjoyed and liked learning writing by using Problem Based Learning Strategy and they were so eager in the teaching and learning process.

4.3.3.4 Reflection of Cycle 2

Based on the result of the analysis and the reflection done in cycle 2, the researcher concluded that cycle 2 was successful because all indicators of criteria of success had been reached. They were:

1. The process of teaching reading comprehension by using Problem Based Learning Strategy was 3 (good).
2. The students average score in reading test was 83.15

The researcher could make the criteria of success of cycle 2, the criteria were as follows:

1. The teacher had a good performance in implementing Problem Based Learning Strategy and carried out the procedures as previously

planned and learning process of reading based on the lesson plan.

2. The students were enthusiastic, actively involved in reading comprehension, and had high motivation during the teaching learning process of reading especially in comprehend the descriptive text.
3. The good planning and implementation showed that using Problem Based Learning Strategy could improve the students' ability in reading a descriptive text.
4. The finding shown that the students mean score result of test in cycle 2 was 83.15 it shows that the test scores in cycle 2 of the class better than the test score in cycle I. So, it meant that the students' ability in reading comprehension had been improved.

There were two cycles done in this classroom action research. The first cycle was failed. It was failed because some of the finding of the first cycle had not met all the criteria of success. The result of observation checklist for teacher had showed that the teacher's performance in teaching reading by using Problem Based Learning Strategy

was 2 (fair). Furthermore, the result of observation checklist for students had showed that most of the students were not actively involved in learning reading through Problem Based Learning Strategy. In addition to the explanations above, the result of questionnaires distributed to the students showed that only 60% of the number of the students answered that they were motivated learning reading through Problem Based Learning Strategy. Finally, the result of reading test done in the first cycle showed that the students' average score was 70 and it was lower than the qualified score demanded in the criteria of success (70). Based on the findings in cycle I, it could be concluded that there were no indicators of criteria of success were achieved. Therefore, the first cycle was stated failed.

The first cycle was stated failed, therefore, the researcher revised it to the second cycle. The findings of the second cycle had indicated that all indicators of criteria of success had been reached. First, the teacher's performance in teaching reading through Problem Based Learning Strategy was 3 (good), second, the students' performance in learning reading through Problem Based Learning Strategy was 3 (good).

CONCLUSION AND SUGGESTION

Conclusion

The researcher needs to apply the conclusion the whole research. They are can be seen as follows:

1. The answer of the first problems was, the students' ability in mastering reading by using Problem Based Learning Strategy, it showed by increased of the cycle 1 was 58, 94% continued to next cycle 2 and the researcher 83, 15%. It meant the students' score improved significantly.
2. The result of questionnaire also stood in level 4 by the range score 3, 27 It. meant that the students' had positive response toward Problem Based Learning Strategy in improving reading. It met the criteria of success. So that, the researcher concluded that the students' were happy and their motivation improved.
3. The observation Sheet shown that the researcher has a good performance in implanting through Problem Based Learning Strategy in teaching

reading comprehension carried out the procedures as previously planned in teaching process in the classroom based on the lesson plan of the cycle 1 was 48, 56% continued to next cycle 2 and the researcher found 80, 47% .

4. The students motivation was good where the students' had high motivation in learning reading Through Problem Based Learning Strategy it showed by the result of students' observation sheet for the cycle 1 was 52, 37% continued to next cycle 2 and the researcher found 77, 61%.

5.3 Suggestion

While the suggestion that need to be given by the researcher included:

1. The researcher suggest that Problem Based Learning Strategy would be used as an alternative strategy in teaching reading to the first year students' of SMAN 1 Jangka, and the teacher should give more chances to the students' that they are able to do those activities by themselves.

2. The researcher suggest that the teacher should choose Problem Based Learning Strategy as material and media that are appropriate for Senior High School and not too difficult for the students' and before implementing Problem Based Learning Strategy and also the teacher should keep control the students' activities and the teacher should presents the language in an enjoyable, relaxed and understandable way.
3. The researcher also hopes that the students' not to be shy in practicing the guessing words of teaching materials given by the teacher in learning reading trough Problem Based Learning Strategy.
4. The researcher is aware of many mistakes found in this thesis because there is none or nothing is perfect and neither is this thesis. Therefore, any correction comments, and critics for the improvement of this final project are always open-heartedly welcomed.
5. The researcher hopes that there is other researcher who would keep studying about reading because there is still many

students' especially students' in Senior High School level still got difficulty in comprehending the reading text.

BIBLIOGRAPHY

Arikunto, Suharsimi, Suhardjono & Supardi 2008, *Management Penelitian*. Jakarta: Penerbit Rineka Cipta.

Adopted by Jurkovic, Violeta. (2005) "Definition Problem Based Learning Strategy"

Cooper, 1999. *When Stories Come To School: Telling, Writin & Performing Stories In The Early Childhood Classroom*. New York: Teachers and Writers Collaborative.

Linnenbrink, Elizabeth A., and Paul R. Pintrich. 2003. "The Role of Self-Efficacy Beliefs Instudent Engagement and Learning Intheclassroom." *Reading and Writing Quarterly*, doi:10.1080/10573560308223.

Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. New York: Longman.

Kemmis, S., & Mctarggart, R. (Eds). (1995). *The Action Research Reader*. Victoria: Deakin University.

Kennedy. 1991. *Sample and Population; A Theory and Methods*. Boston: Allin and Bacon.

Klingner, Jenette K et al 2007. *Teaching Reading Comprehension to Students' with Learning Difficulties*. The Guildford Press. New York.

Nutta, (1993:3). *Teaching Reading Skill*. London: Heinemann Educational Books Ltd.

Nunan, David. 2003. *Practice English Language Teaching*. Singapore: Mc Graw -Hill education.

Rubin, Dorothy, 1982 *A Practical Approaches to Teaching Reading*, New York: CBS Collage

Sugiono. 2009. *Memahami Penelitian Pendidikan*. Bandung CV. Alfabeta