

**THE EFFECT OF PROBLEM BASED LEARNING (PBL) ON THE
STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE
STUDENTS OF SMPN 2 PAPAR IN ACADEMIC YEAR 2014/2015**

THESIS

**Presented as a Partial Fulfilment of the Requirement to Obtain The Sarjana Degree of
Education of English Department Faculty of Teacher Training and Education University of
Nusantara PGRI Kediri**



By:

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11.1.01.08.0069

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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APPROVAL PAGE

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Approved by the Advisors to be proposed to
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University of Nusantara PGRI Kediri

Kediri, August 21st, 2015

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APPROVAL SHEET**THESIS**

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Approved and Accepted by all its qualification
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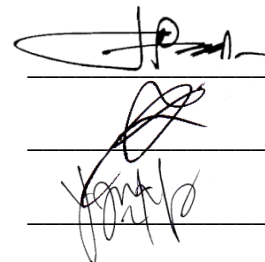
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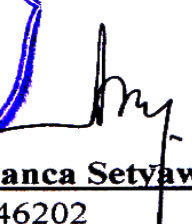
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The Effect ff Problem Based Learning (PBL) on the Students' Reading Comprehension at the Eight Grade Students of SMPN 2 Papar in Academic Year 2014/2015

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ABSTRACT

ERLINDA NOVI ANDRIYANTI, 11.1.01.08.0069. The Effect ff Problem Based Learning (PBL) on the Students' Reading Comprehension at the Eight Grade Students of SMPN 2 Papar in Academic Year 2014/2015.

Reading is the foundation of all knowledge. The objective of learning reading is to comprehend the written material. Comprehension is the process of deriving meaning from connected text which the readers actively make effort to understand the text to construct the meaning. The best support for learning reading is understanding the reading comprehension that are useful for the student's need in comprehending reading material and problem based learning is chosen to improve the student's reading comprehension in order to answer the reading test quickly.

Researcher conducted this research in order to measure the effect of Problem Based Learning (PBL) in teaching reading comprehension at the eighth grade students of SMPN 2 Papar in Academic Year 2014/2015. This research is experimental research using pre – test and post – test design. The population of this research is the eighth grade students SMPN 2 Papar. In conducting this research, the researcher only takes one class, that is class VIII B of SMPN 2 Papar taken by using clustering sampling. The research instrument is test in the form of written test using multiple choice, and then the data were analyzed using t-test computation.

The result of test shows that the mean score of the pre – test is 59,24 then for the mean score post – test is 71,67. It can be stated that problem based learning techniques improved students reading comprehension which is also known from the t – computation. The statistical data in the research result

data showed that $t\text{-score } (8,828) > t\text{-table } 5\% (2.080) \text{ or } 1\% (2.831)$. So the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis was accepted. The students taught by Problem Based Learning technique have better ability in reading comprehension recount text than those taught by Non-Problem Based Learning technique.

It can be concluded that problem based learning is effective to be used to teach reading. Based on the conclusion, the researcher suggests that English teacher should use Problem Based Learning as the appropriate technique to be applied in teaching reading comprehension recount text. For the other researchers are expected to be able to conduct a better research about Problem Based Learning technique to find out its effectiveness in teaching other skills and other genres of text.

Keyword: 2013 Curriculum, Reading Comprehension, and Problem Based Learning (PBL).

1. Background

Reading become essential for every one to increase his or her knowledge. This idea supported by the fact that reading has become apart of our daily activities. There are two main reasons for reading: reading for pleasure and reading for information. A person may read for enjoyment, or to enhance knowledge of language being read. They also use their background knowledge and strategies to comprehend what they read. According to Pang (2000 : 6), reading is about understanding written texts. It is complex activity that involves both perception and thought. Reading consist of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspon

to one's spoken language. Comprehension is the process of making sense of words, sentences and connected. It means that reading is an activity of understanding a written text by making perception of what the writer tells about. The understanding process is the combination of activity to know what the writer says through written symbols and connect it through the words, sentences, and then a full text to make a conclusion of the text.

Learning to read and comprehend the reading passage in the new language is not as easy as people think. It is not easy to have ability of drawing a meaning from printed page and interpret the information appropriately in new language (Axford 2009). In reading, to comprehend the text the readers should be able to manage part

of the text, because it is easy to gain the comprehension in reading when readers are able to recognize the text.

To engage students to be actively in the reading process, teacher can pose a problem to be solved. This strategy is known as Problem-Based Learning (PBL). According to Savin-Maden and Major(2004), problem based learning (PBL) is teaching model that uses problem scenarios to encourage students to engage in the learning process. In addition, Celce-Murcia (2001) states that knowledge is not only transmitted to learners from teachers or books, but also that both meaning and knowledge can be collectively by learners or by learners and teachers.

Based on the those evidences and statement above to help the English teacher in creating suitable teaching technique to teach reading in particularly recount text, the writer does the research with the title: “The Effect of Problem Based Learning (PBL) on the Students’ Reading Comprehension at the Eighth Grade Students of SMPN 2 Papar in Academic Year 2014/2015”.

2. Research Method

To analyze the effect of problem based learning to the reading comprehension, the use of approach and method of the research are very essential. The approach, used is a quantitative research. According to Sugiyono (2009:57): “*Penelitian experimental dapat diartikan sebagai metode penelitian yang digunakan untuk mencari pengaruh perlakuan tertentu terhadap yang lain dalam kondisi yang terkendali.*” It means that the research used the treatment to know whether there was effect to the object of the research or not. This research used quantitative approach because to measure the effectiveness of problem based learning (PBL) in teaching reading comprehension. It is very needed to decide the technique to conduct this research.

This research used experimental research method with one-group pre – testpost – test design. So, the result of giving treatment can be gathered accurately.

And the influence of the treatment can be drawn as follows: ($O_2 - O_1$)

$$O_1 > O_2$$

O_1 : Pre-test Score (before given treatment)

O_2 : Post-test Score (after given treatment)

The treatment that is given is using Problem Based Learning to enhance students' reading comprehension with recount text that needs sequence steps of thinking. The treatment is done after giving pre – test , so the researcher will know the result of the treatment by giving post – test after the treatment given. So, the researcher will know whether PBL has effectiveness in teaching reading comprehension using problem based learning (PBL) at theeighth grade students of SMPN 2 Papar.

3. Results and Conclusions

The result of test shows that the mean score of the pre – test is 59,24 then for the mean score post – test is 71,67. It can be stated that problem based learning techniques improved students reading comprehension which is also known from the t – computation. The statistical data in the research result data showed that t-score

(8,828) > t-table 5% (2.080) or 1% (2.831).

So the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis was accepted. The students taught by Problem Based Learning technique have better ability in reading comprehension recount text than those taught by Non-Problem Based Learning technique.

From the explanation above, the researcher concludes that the problem based learning technique is an appropriate technique in teaching reading because it can develop the students' reading comprehension for eighth grade student at SMPN 2 Papar academic year 2014/ 2015.

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