

**THE EFFECT OF PROBLEM BASED LEARNING ON STUDENTS'
READING COMPREHENSION AT THE EIGHTH GRADE OF
SMPN 1 BESUKI TULUNGAGUNG IN ACADEMIC
YEAR 2015 -2016**

THESIS



By :

MAHARANI SIKLESIA LESTARI

NPM : 11.1.01.08.0116

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2016**



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Kediri, August 22th 2015

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ABSTRACT

MAHARANI SIKLESIA LESTARI. The effect of problem based learning on the students' reading comprehension at the eighth grade of SMPN 1 Besuki Tulungagung in academic year 2015 – 2016. English Education Department. The Faculty of Teacher Training and Education Nusantara PGRI Kediri University.

Key word : Reading, Problem Based Learning

Reading is a receptive language process in which the readers are able to receive new ideas presented by the writer and the process of receiving ideas needs linguistic knowledge which involves the interaction between language and thought. Therefore, it is clear that reading definitely cannot be separated from reading comprehension. The suitable technique will help the students to comprehend the text easily. Here the writer chose Problem Based Learning to teach reading. Problem Based Learning is a student-centred teaching approach that enables students to become active participants in solving problems, answering questions, cooperating in learning, working in teams on problems or projects, and taking on more of the responsibility for learning. It made the students more active in teaching learning process and their reading comprehension. The aim of this Research is to measure the effect of Problem Based Learning on students' reading comprehension at eighth grade of SMPN 1 Besuki Tulungagung.

This research was called experimental research. The Population of the Research was the eighth grade students of SMPN 1 Besuki that taken only one class consist of 24 students as the sample. The technique of analyzing data was T-test formula the instrumen used to get the data was pre-test and post-test.

It is found that the students' reading comprehension increased. It can be seen from the average of pre-test that was 66,25 and the average of post-test was 77,70. From this result the writer found that the t-score (7,58) > t-table 5% (1,714) or 1% (2,500). It means that there was significant, so the Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_a) was accepted. Based on the t-test result which obtain that Problem Based Learning has significant effect to the students' reading comprehension.

Finally, it can be concluded that Problem Based Learning was suitable technique to teach reading. And the suggestion is delivered to the teacher that should apply Problem Based Learning in teaching reading to increase the students' comprehension.

I. Background of the Problem.

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. Dutcher, (1990), in Elizabeth II book state:

Reading is an interactive and complex process. The process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context is constructing meaning.

Another statement comes from Barnett, (1989), in Hui Fang Shang book he states that: "Reading is an interactive process combining top-down and bottom-up processing; as a result, it is very important for students to use appropriate reading strategies to increase their comprehension."

In addition Davies state (1995:59) in Vida Škudienė 2002 that:

"Reading model is theory of what is going on in the reader's eyes and mind during

reading and comprehending (or miscomprehending) a text"

From the lines above, it is clear that reading is a receptive language process, which the readers are able to receive new ideas presented by the writer and the process of receiving ideas needs linguistic knowledge which involves the interaction between language and thought. When the readers read, they have to understand what the material being read. It means that for understanding the material, they need to comprehend in order to extract all of the ideas or information presented in the text. Understanding a reading material is a complex and an intriguing process. Therefore, it is clear that reading definitely cannot be separated with reading comprehension. According to The RAND Reading Study Group (2002) in Laura S. Pardo 2004 stated that: "Comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language".

From the lines above, it shows that the process of reading comprehension involves of decoding ability which is the reader's ability to understand written symbols in text, vocabulary knowledge is the reader's vocabularies used to comprehend the text, prior knowledge is the knowledge from experiences from each reader's life that has function to guide the

reader in order to get new information in a text and relevant strategies consist of guidelines and rules related to selecting the best tactics and making decisions about its use in comprehending the text.

Reading comprehension is the most important skill that should be master by students in order to ensure success in understanding the text since understanding reading material is a complex and an intriguing process. It means the readers have to use their decoding ability, vocabulary knowledge, prior knowledge and relevant strategies in the process of comprehending the text. When the readers try to comprehend the text, they should have the purpose of what the information they want to acquire in material presented. In other words, it is clear that the reading cannot be separated with the reading purpose. The purpose of reading is to comprehend, and comprehension is not possible if the words are not decoded or understood by the readers. According to Durkin, (1993) in Laura S. Pardo book :

Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active

engagement includes making use of prior knowledge.

To decode and understand the reading material, the readers cannot do reading as passive activity. In contrary, reading should be an active, fluent process that involves the reader and the reading material in the process of building meaning, which means to get information of what is read, the readers should use their vocabulary, prior knowledge, strategies, decoding ability to building the meaning in the process of comprehending the material to make an effective reading. Effective reading includes understanding text structure, reading for different purposes and reflecting on reading.

II. Research Methodology

A. Identification of Research Variable

In every research, it is important to know the variable that is going to be observed. According to Arikunto (2010 : 161) states :*“Variabel adalah objek penelitian, atau apa yang menjadi titik perhatian suatu penelitian.”* Based on the statement above, variable is something that is observed by researcher.

B. Research Approach and Types of the Research

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. The writer conducts experimental research where it manipulates the independent variable, whilst the dependent variable is controlled with the aim of establishing the effect of the independent variable on the dependent variable.

C. Place and Time of the Research

1. Place of the Research

The writer held the research at SMPN 1 Besuki. It is located in Besuki village Tulungagung.

2. Time of the Research

The arrangement of time schedule is a crucial matter for holding the research because it will lead to the information how long the research will be held for effective and efficient.

D. Populasi dan Sampel

1. Populasi

Connecting with the population of the research, it is better if reader know the meaning of population first, as

Sugiyono (2008: 8) states, "*Populasi adalah wilayah generalisasi yang terdiri atas objek atau subjek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya*". By understanding this opinion, the reader know that population is an object of the experiment.

E. Research Instruments

The major goal of the observation to collect data as much as possible in describing the effect of problem based learning to the reading comprehension of the eighth grade students of SMPN 1 Besuki. Test also used by the writer in order to make her research is strengthen. Moreover, it must be definitely used to complete this research on its process of observation.

F. Technique of Collecting the Data

1. Pre-test

2. Treatment

3. Post-test

III. Result and Discussion

1. The Description of Research Data Variable

- a. The students reading comprehension before being taught Problem Based Learning

The research identified the students' reading comprehension before taught by using Problem Based Learning based on the pre-test score, the total pre-test score of VIII-H class is 1590. The standard score of English subject in eighth grade students that is 75. So, if the students' score is less than 75, they do not pass the test. But if their scores more than 75, they will pass the test. From the data of pre test score above, the students who cannot pass the test are 20 students and the who pass the test are 4 students. It can be concluded that students who cannot pass the test are higher than the students who pass the test.

b. Treatment

1) Identify the problem

a) The students read the example of descriptive text then explain and ask about animal, place and people based on the concept.

b) Students identify the sentence in descriptive text and find the difficult word

about animal, place and people.

- c) The students read to comprehend the meaning and type of sentence in descriptive text about animal, place and people.
- d) The students try to analyze detail information.

2) Identify learning issues

The students ask the differences about descriptive text about animal, place and people.

3) Explore pre-existing

knowledge

The students identify generic structure in descriptive text.

2. Discussion

Problem Based Learning has benefit learning for the students. The benefit Problem Based learning made the students more relaxed learning in group because they interested with the method that teacher used. It gave positive effect for the students. It can be seen from the result of post test which increased than

pre test. This is supported by (Barrow, 1988) point out:

The benefit of Discovery learning are follows (1) it's student-centered approach, (2) typically students find it more enjoyable and satisfying, (3) it encourages greater understanding.

Based on the research finding, Problem Based learning gave effect to the student students' reading comprehension. It can be seen from the report of the process of pre-test, treatment, and post-test which had been applied on the eighth grade students of SMPN 1 Besuki Tulungagung. This part also reported the data of this research itself, which are the students' score of pre-test and post-test also explained briefly.

IV. Conclusion and Suggestion

a. Conclusion

Reading is one of receptive skill where the students should receive something after they read the text, the students should understand the content of the text. It become the problem for the students so far to work with a text followed by some comprehension questions. Most of students are able to answer some questions where they have to find the detail in the

text and they get difficulties when they have to find general information, factual information, detail information, generic structures and meaning of word and.

Therefore, the teacher applied interesting technique, that is Problem Based Learning. By using Problem Based Learning method, the students of SMPN 1 Besuki Tulungagung are enthusiastic to learn reading in their classroom. They can enjoy reading text and understand the material. Besides, students can learn a concept or topic while working in group in enjoyable atmosphere. It can also motivate the students' interest in learning English especially in reading activity.

b. Suggestion

suggestions in the effect of Problem Based Learning to the students' reading comprehension at the eighth grade of SMPN 1 Besuki. Teacher should be control the students worksheet in groups and make students more enjoy with their group discussion. So students are not crowded and it's easier to explain the material given, but they should manage the time so that they do not need long time to do all of

the task. Hopefully, the further researcher can improve the research by learning from the limitation of this research.

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