

Improving Students Ability in Reading Comprehension of Narrative Text Through Problem Based Learning (PBL) Strategy at The Eight Grade of SMP Negeri 4 Gunungsitoli Selatan in 2022/2023

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Abstrak

Membaca dapat diajarkan sebagai cara untuk menarik informasi dari teks dan menafsirkan informasi darinya. Artinya membaca juga merupakan pintu gerbang bagi siswa untuk mendapatkan informasi dan pengetahuan dalam proses pendidikan. Siswa berusaha menghindari tugas-tugas membaca yang berhubungan dengan membaca dalam hal latihan yang dilakukan untuk mengembangkan keterampilan. Berdasarkan pengamatan peneliti, terdapat permasalahan pada pemahaman bacaan siswa, siswa tidak memahami gagasan utama teks yang mana, siswa tidak dapat menyimpulkan isi teks, dan juga apa yang bersifat generik. struktur teks. Namun pada kenyataannya siswa kelas 8 SMP Negeri 4 Gunungsitoli Selatan memiliki masalah dalam menyimak bacaan. Ada masalah yang dihadapi siswa: siswa tidak lulus MCC 65, siswa sulit untuk mengidentifikasi dan memahami ide pokok. Berdasarkan masalah tersebut, penelitian ini bertujuan untuk mengatasi masalah siswa dalam meningkatkan pemahaman membaca siswa melalui strategi pembelajaran berbasis masalah di kelas VIII SMP Negeri 4 Gunungsitoli Selatan tahun ajaran 2022/2023. Penelitian ini menggunakan metode kuantitatif dengan menggunakan penelitian tindakan kelas (PTK) yang terdiri dari perencanaan, tindakan, observasi, dan refleksi. Penelitian ini dilaksanakan dalam dua siklus dan terdiri dari 2 kali pertemuan dalam setiap siklusnya. Dalam mengumpulkan data, peneliti menggunakan lembar observasi, catatan lapangan, dan lembar evaluasi. Hasil penelitian pada siklus 1 menunjukkan bahwa 13 siswa tidak lulus PKS dari 23 siswa dengan rata-rata nilai siswa 58,5%. Nilai terendah 25 dan nilai tertinggi 100. Dan siklus II semua siswa lulus PKS dimana 20 siswa lulus PKS dari 20 siswa dengan rata-rata nilai siswa 93,5%. Skor terendah adalah 70 dan skor tertinggi adalah 100. Berdasarkan hasil penelitian yang telah dilakukan, peneliti menyimpulkan bahwa penggunaan strategi pembelajaran berbasis masalah dapat meningkatkan pemahaman membaca siswa

Kata Kunci : *Reading Comprehension, Problem Based Learning, Classroom Action Research (CAR)*

Abstract

Reading can be taught as a way to draw information from text and to interpret information from it. It means that reading is also a gateway for students to get information and knowledge in the educational process. Students attempt to avoid reading-related tasks reading in terms of exercises performed to develop skills. However, in reality, grade 8 students at SMP Negeri 4 Gunungsitoli Selatan have problems listening to the reading. There are problems faced by students: students do not pass MCC 65, students find it difficult to identify and understand main ideas. Based on these problems, this study aims to address students' problems in improving students' reading comprehension through problem-based learning strategies in class VIII SMP Negeri 4 Gunungsitoli Selatan for the 2022/2023 academic year. This study uses a quantitative method using classroom action research (PTK) which consists of planning, action, observation, and reflection. This research was conducted in two cycles and consisted of 2 meetings in each cycle. In collecting data, researchers used observation

sheets, field notes, and evaluation sheets. The results of the research in cycle 1 showed that 13 students did not pass the PKS out of 20 students with an average student score of 58.5%. The lowest score is 25 and the highest score is 100. And in cycle II all students pass PKS where 20 students pass PKS out of 20 students with an average student score of 93.5%. The lowest score is 70 and the highest score is 100. Based on the results of the research that has been done, the researchers conclude that the use of problem-based learning strategies can improve students' reading comprehension and overcome students' problems in this study.

Keywords: *Reading Comprehension, Problem Based Learning, Classroom Action Research (CAR)*

INTRODUCTION

One of the talents that every student of English should have is ability to read. However, the reading course materials do not offer possibilities for pupils to do practice with reading that improves reading as a skill. According to Grabe (2002) said that "reading is the ability to draw meaning from the printed page and interpret this information appropriately. The workouts that are currently the information used focuses more on questions that need to be addressed than it does on how reading exercises are used to arrive at the solution. Students in reading classes typically learn things by reading a text more committed to finding the correct response according to the exposure to the material each, then used.

According to Grabe and Stoler (2002), reading can be taught as a way to draw information from text and to from an interpretation of the information. It means reading is also a gateway for students to get information and knowledge in educational process. Students attempt to avoid reading-related tasks reading in terms of exercises performed to develop skills. Based on observation by researcher, there are problems of the students' reading comprehension, the students do not understand which the main idea of the text, the students can't conclude the content of the text, and also what the generic structure of the text. Basically, reading comprehension is one of the skills that must be developed at school. This is because the reading comprehension has become something important for students because students success depends on their ability to read.

Based on finding in field, there are problems of the students reading comprehension, the students do not determined what the main idea of the text, and the students can't conclude what the content of the text. When the researcher teaching learning in the classroom, and give written test to students in the form of narrative text. And then ask the students to read and determined the content and main idea of the narrative text for a few minutes. After that ask the students one by one to determine the main idea of the text. And it turn out that many students cannot determine the main idea of the text provided by the researcher.

According to Grabe and Stoller (2002), reading comprehension is the ability to understand information in a text and interpret appropriately. According to Kusumawanti and Bharanti (2018) explain reading skills has the most important role for students learning success since overall activities of learning are started and develop by reading activity.

Since English is not our first language, many students still face difficulties in gathering and comprehending the ideas of reading passage. They do not understand how to obtain the specific and general information of reading text. In fact, the aims of reading is to get factual information from the server reading narrative text. According to Worther (1992:3), reading is process and has meaning to the reader. This process will bear the concept of reading comprehension. Therefore, reading comprehension only happens if the reader can adapt the purpose, solve the problem and get the information clearly from the text. Good reading comprehension is the ultimate goal of reading instruction, At the eighth grade of junior high school, reading comprehension is the primary focus of reading instruction.

In the 2013 Curriculum syllabus of UPTD SMP Negeri 4 Gunungsitoli Selatan it is stated that the students are expected to understand, and have learned about all of technique in reading comprehension. This can be seen from the core competencies that become a

reference in learning. Core competency: 3(knowledge) are understanding, applying, analyzing, and evaluating factual, conceptual, basic and metacognitive procedures in accordance with the field and scope of English study at a technical, specific, complex level related to science, technology, arts and culture and humanities in developing self-potential as part of the family, education, world of work, national, regional and international community.

In addition, there are also basic competencies that require students to be able to distinguish social functions, text structures and linguistic elements in narrative text that can be seen from students who can give and ask for information regarding folklore in texts, in a simple way based on the context in its use. The successful achievement of these two competencies is indicated by the ability of students to understand narrative text by retelling a narrative text based on structure of text, the use of language elements and being able to convey the moral message of the text with their own understanding and guided by the minimum competency criteria (MCC) achieved by students.

But in reality, many students cannot follow these goals. The students are not able to follow the learning process, because of their limited ability to understand the content of material. The difficulty of this understanding for students is caused by the ability of students to find main ideas in English text and finding the generic structure of the text. In addition, students also experience difficulties in finding information in the text that asked by teacher which is still relevant to the context. Therefore, students are required to master this skill in order to understand the text and be able to answer questions correctly.

Based on the problems explained above, the researcher was use a method in teaching reading comprehension. Teachers must be creative in teaching, choosing approaches and strategies, so that students will be more active in the process of learning English in class. There are many strategies that can be used to improve students ability in reading comprehension. Knowing the problems above, this researcher applied strategies problem based learning (PBL) as one of the strategies to help students improve their reading comprehension. Lubis (2014), said that "the improving reading comprehension skills through problem based learning (PBL) have been proven to be able to improve the quality of learning strategy. It was further strengthened research by Rustle Ginting with the tittle of applying a problem based learning (PBL) strategy to improve students learning outcomes in English lesson.

According to researcher, problem based learning strategy (PBL) is a learning strategy that makes real problems as content or material to teaching materials for students to learn and think critical and can solving problems to gain knowledge. So the Problem Based Learning strategy can requiring students to be active in formulating problems and finding solution in difficult students in reading comprehension. Further strengthened from research by Rustle Ginting with the title application of problem based learning strategy to improve students learning outcomes in English lesson.

Based on the explanation above, the researcher conducted a classroom action research (CAR) which aims to improving the students ability in reading comprehension. So, the researcher does the research entitled "**Improving Students Ability in Reading Comprehension of Narrative Text Through Problem Based Learning (PBL) Strategy at the Eighth Grade of SMP Negeri 4 Gunungsitoli Selatan in 2022/2023**".

METHOD

In this research, the researcher would use classroom action research (CAR) could help the researcher to solve the problem about students vocabulary mastery. As stated according to Garpersz and Uktolseja (2020) stated that classroom action research (CAR) is research that is reflective in nature by taking certain action with the intention of improving or increasing learning practice that are carried out in a more professional manner in class. In study, to choose of methodology was very important to determine the quality of research success. The purpose Classroom action research (CAR) is to improve the quality of learning and assist teachers in empowering teacher and solving learning problems in schools. In other word, this research was based on the teacher activities paying attention to student

success in class, such a learning abilities, students behavior, students difficulties when learning. And addition, according to Sogor “action research help educator be more effective at what they care most about their teaching and development of their students. In doing the research, the researcher arranged by procedure of the action in the some cycle, each cycle consist of two meeting. This study used Kemiss & Taggart research model which consisted of 4 stages, namely: Planning, action, observing, and reflection. In this research, the researcher chose the tent grade SMP Negeri 4 Gunungsitoli Selatan. The number of students of class VIII is 43 students consist of 2 classes. In this research the researcher was take one class as the subject of the research. The subject of this research is Class VIII-B which consist of 20 students. In this research, the research used three instrument to collecting data: observation sheet, field note, and evaluation sheet.

The data analysis technique, the researcher used quantitative and qualitative researcher.

1. Analyzing the Qualitative Data. The Analyzing data gained from the observation sheet. The researcher processed by following some steps as follows:

- a. Reduction of the data. Evaluating and classifying the data based on the information from the observation and evaluation sheet and must be organized according to the statement of the research. In this step, the researcher categorized and reduced the unsuccessful data taken from the observation sheet and field notes.
- b. Explanation of the data. All of the data that have been organized must be classified to get the meaning in the table, and graphic.
- c. Conclusion. After making the explanation of the data, the researcher takes some conclusions about the data in the statement of formula form. Especially for observation sheet the researcher needs to analyze and evaluate the data

2. Analyzing the Quantitative

Quantitative data is necessary to analyze for knowing whether the students' ability in mastering vocabulary in writing skill has been increased or not. The quantitative data is obtained from the evaluation sheet. The evaluation sheet is analyzed based on the question that is used to test the students. These tests are the questions that must be answered by the students.

RESULT AND DISCUSSION

This research was conducted in 2 cycles, where each cycle consisted of 2 meetings. The time allocation for each meeting is 2x40 minutes, in accordance with the regulation that have been implemented at school.

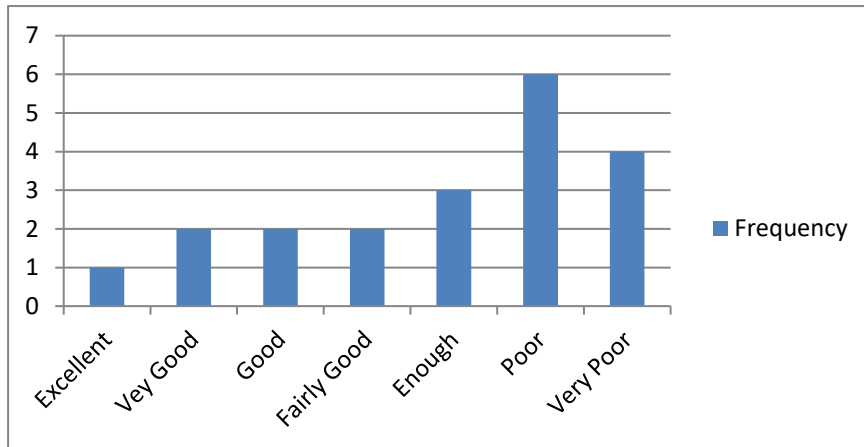
Cycle 1

Based on the result in cycle 1 from the research analyzed and students evaluation sheet could be show in the table bellow:

Table 1. The Ability Of Students' Reading Comprehension By Pbl Strategy In Cycle I

Num.	Classification	Scoring	Frequency	Percentage (%)
1	Excellent	96-100	1	5%
2	Very Good	86-95	2	10%
3	Good	76-85	2	10%
4	Fairly Good	66-75	2	10%
5	Enough	56-65	3	15%
6	Poor	36-55	6	30%

7	Very Poor	0-35	4	20%
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The previous data in table and figure, explained that the students' reading comprehension in the first cycle explained that mostly of students did not pass the MCC stated by the school, namely 65. From the data above, showed that 1 (one) student classified "Excellent", 2 (two) students classified "Very Good", 2 (two) students classified "Good", 2 (two) student classified "Fairly Good", 3 (three) students classified "Enough", 6 (six) students classified "Poor", and 4 (four) students classified "Very Poor".

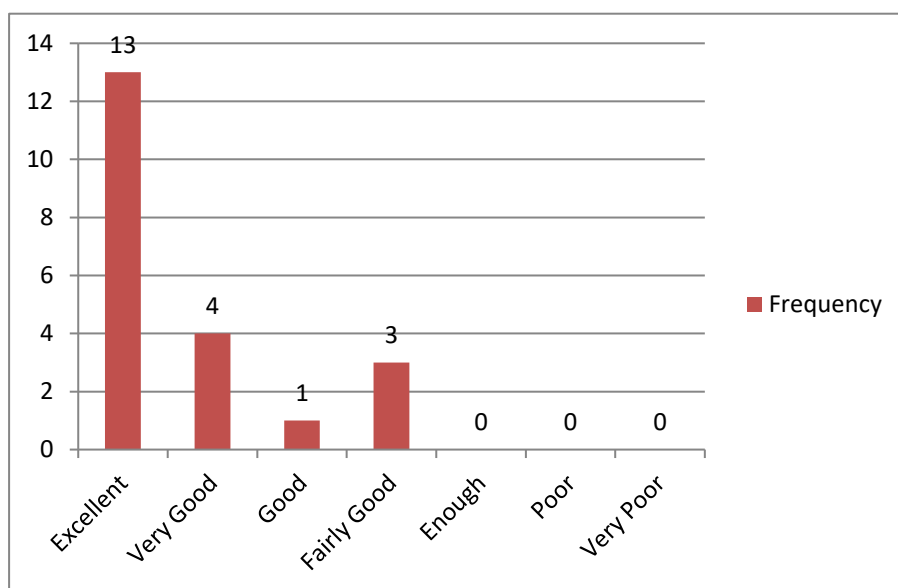
Based on the explanation above, the researcher conclud that the students mostly did not pass the MCC, namely there are 13 students that \leq the MCC..

Cycle 2

Based on the result in cycle 2 from the research analyzed and students evaluation sheet could be show in the table bellow:

Table 2. The Ability Of Students' Reading Comprehension By Pbl Strategy In Cycle II

Num.	Classification	Scoring	Frequency	Percentage (%)
1	Excellent	96-100	13	65%
2	Very Good	86-95	3	15%
3	Good	76-85	1	5%
4	Fairly Good	66-75	3	15%
5	Enough	56-65	-	-
6	Poor	36-55	-	-
7	Very Poor	0-35	-	-



From the data above, the students' reading comprehension by problem based learning strategy had improved from the first cycle. All the students pass the MCC that set by the school namely 65. There are 13 (thirteen) students that categorized "Excellent", 4 (Four) students categorized "Very good", 1 (one) students categorized "Good" and 3 (three) students categorized "Fairly Good".

Based on the data, the researcher conclude that the research stop in cycle II because the students' vocabulary had improved and pass the MCC.

DISCUSSION

In this research, the problem is "How does the Problem Based Learning Strategy can improve students' reading comprehension at the Eighth grade in UPTD SMP N. 4 Gunungsitoli Selatan in 2022/2023? The common response of the research is Problem Based Learning can improve students' reading comprehension with the giving information about the explanation about the narrative text.

In second meeting of cycle I, the researcher had evaluated and found the result of students' reading comprehension. In the evaluation sheet, the result of students' reading comprehension showed still not improved. Most of students did not pass the MCC that set by the school and it proved by the average of students' mark was 58,5%. Based on the result of the students' reading comprehension in cycle I was low, the researcher continued the research in Cycle II by applying Problem based learning Strategy

From the average of the students' ability in each cycle, the researcher found that the students' reading was improved, especially in reading comprehension. Hence, based on the data of students' reading each cycles, the researcher concludes that the Problem based learning improve students' reading.

After the researcher conducted analysis and evaluation in cycle 1. The researcher continued in cycle 2 because the results in cycle 1 were still lacking. In cycle 2 the researcher made several improvements to get an increase in student vocabulary and overcome problems in cycle 1 In the result of students' evaluation sheet showed that the students' reading comprehension was improved, and all the students pass the MCC. It proved by the average of students' mark was 93,5%. Because the result of the students' vocabulary in cycle II was improved, the researcher decided to stop the research in Cycle II.

Based on the results that have been obtained by students in cycle 2, the researcher concluded that the use of Problem Based Learning Strategy in Improved students' reading comprehension was successful. Problems faced by students in reading comprehension

students are difficult determine of main idea and determine the generic structure of narrative text.

CONCLUSION

Based on the result of data analysis of the research, the students' achievement in Cycle I showed the highest mark was 100 and the lowest mark was 25. The average of the students' marks in Cycle I was 58,5% While the Minimum Competence Criterion has been decided as 65. It means that the students could not pass the MCC. So, the researcher continues to Cycle II.

The students' achievement in Cycle II showed the highest mark was 100 and the lowest mark was 75. The average of the students' marks in Cycle II was 93,5%. The students' ability in Cycle II in reading comprehension is higher than in Cycle I.

Based on the explanation above, the researcher could conclude that the Problem Based Learning Strategy can increase the students' ability in reading comprehension, especially in the narrative text at the eighth grade of UPTD SMP N. 4 Gunungsitoli Selatan.

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