Improving Students' Reading Comprehension of Narrative Text Through Problem Based Learning

Rianti Rianti[1], Mira Yuniati[2], Soni T Tandiana[3], Ipah Muzdalipah[4], Yusup Supriyono[5]

Siliwangi Tasikmalaya University, West Java, Indonesia
ayurianti9@gmail.com

Abstract: This research was conducted to improve students' reading comprehension of English narrative texts through problem-based learning at SMAN 5 Tasikmalaya Class X in the 2022/2023 academic year. This research is concerned with how using problem-based learning can improve students' reading comprehension of narrative texts. This research uses classroom action research. This is carried out in two cycles. Data can be classified into qualitative and quantitative. Qualitative data was analyzed using observation and interviews. Quantitative data was analyzed using students' pretest and posttest scores. Based on qualitative data, this research found that the use of problem-based learning can effectively improve students' reading comprehension. Students can obtain information from the text well. The reading text provided can make students feel interested and can improve their ability to analyze the text. As a result, they perform better understanding. The findings of this research are also supported by the results of the average student reading comprehension score which increased well from 68 in cycle I to 80 in cycle II. In short, the use of problem-based learning can improve students' reading comprehension of narrative texts.
Keywords: problem-based learning; reading comprehension; narrative text

Meningkatkan Pemahaman Membaca Siswa terhadap Teks Narasi melalui Pembelajaran Berbasis Masalah

Abstrak: Penelitian ini dilakukan untuk meningkatkan pemahaman membaca teks naratif bahasa Inggris siswa melalui pembelajaran berbasis masalah di SMAN 5 Tasikmalaya Kelas X pada tahun ajaran 2022/2023. Penelitian ini berkaitan dengan bagaimana menggunakan pembelajaran berbasis masalah dapat meningkatkan pemahaman membaca teks naratif siswa. Penelitian ini menggunakan penelitian tindakan kelas. Hal ini dilaksanakan dalam dua siklus. Data dapat diklasifikasikan menjadi kualitatif dan kuantitatif. Data kualitatif dianalisis dengan menggunakan observasi dan wawancara. Data kuantitatif dianalisis dengan nilai pretest dan posttest siswa. Berdasarkan data kualitatif, penelitian ini menemukan bahwa penggunaan pembelajaran berbasis masalah dapat meningkatkan pemahaman membaca siswa secara efektif. Siswa dapat memperoleh informasi dari teks dengan baik. Teks bacaan yang diberikan dapat membuat siswa merasa tertarik dan dapat meningkatkan kemampuan menganalisis teks tersebut. Hasilnya, mereka melakukan pemahaman yang lebih baik. Temuan penelitian ini juga didukung oleh hasil rata-rata nilai pemahaman membaca siswa yang meningkat dengan baik dari 68 pada siklus I menjadi 80 pada siklus II. Singkatnya, penggunaan pembelajaran berbasis masalah dapat meningkatkan pemahaman membaca teks naratif siswa.
Kata Kunci: pembelajaran berbasis masalah; pemahaman membaca; teks naratif.

1. Introduction

English is one of the languages used to communicate with other foreigners. Indonesia uses English as a foreign language. Therefore, English is taught in schools, and students must pass English lessons. To master English lessons well, four main language skills are needed which must be targeted by students. These skills include listening, speaking, reading and writing (Zulkipli, 2017).

English language skills play an important role in creating the best communication (Robert & Brown, 2004). Learners need strong motivation to learn English because it will have an impact on them. If they are serious about learning English, then they can get what they want, namely these skills. English language skills should be practiced in everyday life when students want to master English.

One of the English skills is reading. Reading has become an important part of everyday life, so

it plays an important role. Many studies discuss reading, because by reading we can obtain a lot of information. Additionally, make your reading enjoy good comprehension. Research states that by reading comprehension, students will gain meaningful and systematic learning experiences. Good learning in reading comprehension will support students in absorbing information from various sources (Kaganang, 2019). It can be seen that learning to read is a complex process because reading requires thinking. Therefore, it can be said that reading covers many aspects of skills. These skills include remembering, drawing, finding, weaving, recognizing, identifying, and following which the reader considers in understanding printed symbols as a mental process. Therefore, readers must integrate their skills when reading texts because as a complex process, reading requires understanding to process information in the mind (Alderson J, 2000).

SMAN 5 Tasikmalaya is a National School and is one of the best schools in Tasikmalaya. This school also has a strategic location, namely in the city center; therefore many students want to study at this school. Apart from that, the facilities at the school are also complete. Each class is equipped with a focus, speakers, whiteboard, fan, internet connection or Wi-Fi and CCTV. Teachers are allowed to use these facilities to teach their students, so that the learning process can be maximized.

In high school, reading comprehension is very urgent. This is because students will be prepared to face the future, so reading skills must be mastered well. High school students will of course have to mature as will their ability to engage in occasional diversions from the here and now. Teaching adults, one must be careful and not insult them with stilted language or bore them with analysis (Brown, 2000). To perfect the teaching process, this is known from the number of English teachers totaling 8 people, 5 of whom still use the lecture method. As is known, high school students still need many interesting methods so that they enjoy learning. Third, students rarely read English texts at home unless assigned by the teacher. This condition is caused by many factors, namely they feel lazy to open the dictionary to find out the meaning of the text, lazy to read and students do not have the desire to learn English (Soruç, A., and Griffiths, 2018). Students become passive, lose motivation, get bored and feel embarrassed by conventional learning (Doman, E., and Webb, 2017). Students are affected when teachers have less effective methods and weak skills (Ghufron, M.A., and

Ermawati, 2018). This phenomenon causes their performance to be poor in learning (Sari, N.M., and Faiz, 2021).

Reading is important to obtain information (Harmer, 2001). Many experts agree that reading comprehension is one of the language skills that must be mastered (Tarigan, 2008). Therefore, reading comprehension is important to teach to students. Reading can be divided into two aspects, namely the instrumental aspect which can help readers get clear goals and include information through text, while the instructional aspect can make readers need to act (Widiseta, 2016).

The use of methods to teach reading is important. This can affect students' abilities in reading comprehension skills. The many types of methods that can be applied to develop English reading skills will make the teaching and learning process good, and can be developed according to the level of students (Pratama et al., 2024). Teachers can use blended learning (Ilham et al., 2024) or can use problem-based learning (PBL) (Izzaty, 2006). Project Based Learning (PBL) is a student-driven teaching method that allows students to learn through inquiry while collaborating with their peers and creating projects to demonstrate their learning (Bell, 2010). Problem-based learning (PBL) is a learning method that challenges students to learn, work together in groups, and find solutions to real-world problems. These problems are used to arouse students' curiosity and initiate learning of subject matter (Syahfutra & Niah, 2019), apart from that, in problem-based learning, teachers can also apply differentiated learning both in content and processes carried out by students when learning (Dewi, 2024). Therefore, researchers focus on the application of problem-based learning in high school in narrative texts to find out how problem-based learning is implemented, whether the PBL method can improve students' reading comprehension of narrative texts.

2. Research Methods

This research is classroom action research (PTK). Classroom action research is assumed to be in accordance with the objectives of this research because it seeks to find out and solve problems with a certain system (Arikunto, 2020). This research was conducted in May 2023 in the second semester of the 2022/2023 academic year. The research subjects were students of class X MIPA 6 at SMAN 5 Tasikmalaya, totaling 36 students. Researchers collaborated with English teachers in conducting this research. This

research adopts cyclical action research proposed by Kemmis and Mc Taggart (1998) which consists of four stages, namely planning, action, observation and reflection.

Planning is the first step, researchers identify the teaching and learning process in the classroom including preparing learning plans, providing students with an understanding of problem-based learning and stating the passing grade that students must complete. Action is the second step that researchers should take. Researchers will carry out the teaching process by implementing problem-based learning. Students in the class will be introduced to the learning outcomes that must be passed, divide students into several groups, give problems to groups to discuss and check student progress. The third step is observation. This is done by collaborating between researchers and observers. Observers will observe the teaching process carried out by researchers in the classroom. Use checklists or field notes to make notes about student behavior, such as classroom interactions, teacher performance, and student attention to teacher explanations. The final step is reflection. Researchers will reflect based on these results, then discuss them to determine whether a cycle is necessary or not (Widiseta, 2016).

There are two types of data analysis in this research, namely qualitative and quantitative data. Qualitative data was taken using observation and interviews. Analysis is carried out using steps such as data reduction, data presentation, drawing conclusions, and verifying conclusions. Quantitative data was taken from reading tests in cycles one and two. Then the mean test results will be compared (Friska, 2018).

3. Findings and Discussion

This research began by conducting a pretest on students. The pretest results showed that half of the students were still low in reading comprehension of narrative text. This research was conducted using two cycles. Each cycle consists of two meetings. In this research, researchers collaborated with teachers. The researcher will act as a teacher and convey the teaching and learning process, while the teacher will act as a collaborator and observe the teaching and learning process. At the end of each cycle, a test will be carried out to determine the student's reading comprehension score.

Cycle I was carried out on 8 and 15 May 2023. The teaching and learning process was carried out by researchers. By implementing problem-based learning, researchers provide narrative text descriptions to students via power points and videos. Students must pay attention to the teacher's explanation. After that, the researcher explained the steps that must be taken in using problem-based learning. Then the students were divided into groups consisting of six students. Each group is given a text about Sura and Baya. They have to analyze texts such as generic structure, social function, language features, vocabulary, characters, conflicts and solutions. The students were very enthusiastic about this activity. In the second meeting, students were given a new reading text about Sangkuriang in groups, analyzed it and presented it in front of the class. Then, they were asked questions to test their understanding of reading narrative text. The teacher acts as an observer. Observations were carried out using checklists and field notes. The results of tests, observations and fieldwork show that the next cycle needs to be carried out because students' understanding is still low and needs to be developed.

Cycle II was carried out on 22 and 29 May 2023. Researchers carried out the teaching and learning process in class. Narrative text comprehension is given to students to ensure they stay focused or remember the text using power points and videos. The teacher uses problem-based learning, where students are divided into several more groups. The group was given a problem with a new reading narrative text about Bawang Merah Bawang Putih. They try to solve problems in texts by analyzing social functions, generic structures, characters, conflicts, and solutions. After that, they found moral values that could be learned after reading the text. They will find them in the text using reading comprehension. Observers carry out observations while researchers carry out the teaching process. The second meeting was held by providing a new reading text about Malin Kundang. Students try to understand the text well. By implementing problem-based learning, students are divided into groups. They are given a reading text. They analyze the text and try to understand the content of the text. Observations were carried out by the teacher using checklists and field notes to record student attention, participation and other

behavior carried out by students. After that, students were given a posttest to determine students' understanding in reading the text.

Based on the posttest results, the cycle should be stopped because the students' reading comprehension has improved significantly. Can be seen in the table below.

Table 1. Average Test Score in Cycle I Test and Cycle II Test Scores

Score	Cycle I Test	Cycle II Test
Means	68	80

Student Reading Comprehension Score
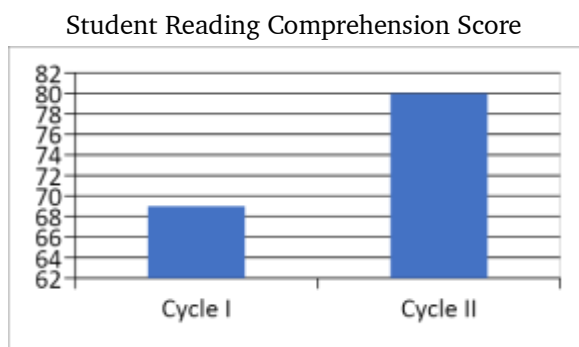
Graph 1 Comparison of Cycle I Test Scores with Cycle II Test Scores

Based on the table and graph above, it can be seen that research has experienced a significant increase. The first cycle was carried out in two meetings. Each meeting is carried out using problem-based learning in reading narrative texts. This method aims to check students' reading comprehension of a given text. The results in cycle I still need to be improved because student scores are still low. Meanwhile, observations and interviews also show that students need more empowerment in increasing their attention to teachers. They are active in every session or meeting by asking and answering the teacher's questions well.

The results in cycle II showed good improvement. This is shown by students' scores increasing significantly and being above the KKM. Researchers have also used problem-based learning syntax well. Based on observations, students' behavior also shows that they are good at participating in the teaching and learning process with the teacher. They pay attention to the teacher's explanation. They were more active than the previous meeting. This produces the best

score in understanding narrative reading texts. Therefore, the use of problem-based learning in understanding reading narrative texts is good because it can improve students' reading comprehension well.

4. Conclusion

The results of observations and interviews conducted during the research showed that there was some improvement in students' reading comprehension. Students are motivated and interested in being actively involved in the teaching process during the learning process using problem-based learning. Finally, research shows positive results in improving students' reading comprehension of narrative texts using problem-based learning. The average value in cycle I was 69 and in cycle II was 80, experiencing a good increase. Based on these results, it can be concluded that students' reading comprehension has improved well. This proves that the use of problem-based learning in teaching narrative texts can improve students' reading comprehension.

Reference

Alderson J, C. (2000). *AssessingReading*. Cambridge University Press.

Arikunto, S. (2020). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.

Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. The Clearing House. *A Journal of Educational Strategies, Issues and Ideas*, *2*, 83. https://doi.org/http://www.tandfonline.com/doi/pdf/10.1080/00098650903505415#.V4ng kPl97IU

Brown, H. D. (2000). *Principles of Language Learning and Teaching. 4. Ed.* Addison Wesley Longman, Inc.

Doman, E., and Webb, M. (2017). The flipped experience for Chinese university students studying English as a foreign language. *TESOL Journal*, *1*(8), 102–141.

Friska, Y. (2018). IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH PROJECT BASED LEARNING Yuliana Friska Universitas Pamulang. *ELT-Echo*, *3*(1), 47–58.

Ghufron, M. A., and Ermawati, S. (2018). The strengths and weaknesses of cooperative learning and problem-based learning in EFL writing class: Teachers' and students'

perspectives. *International Journal of Instruction*, *4*(11), 657–672.

Harmer, J. (2001). *The Practice of English Language Teaching (3rd Ed.)*. Pearson Education Limited.

Izzaty, R. E. (2006). Problem Based Learning dalam Pembelajaran di Perguruan Tinggi. *Paradigma*, *01*.

Kaganang, G. (2019). The Use of Problem-Based Learning to Improve Students' Reading Comprehension at the First Grade Students of Senior High School 1 of Middle Halmahera. *Langua: Journal of Linguistics, Literature, and Language Education*, *2*(1), 45–53. https://doi.org/http://doi.org/10.5281/zenodo.2588119

Robert, B., & Brown, E. B. (2004). *The GMAT Reading Comprehension* (V. Crayne (ed.); Issue 1). Maven Publishing.

Sari, N. M., and Faiz, N. S. M. (2021). Internationalization of higher education: the activity–process approach at Universiti Tun Hussein onn Malaysia. *Indonesian Journal of Educational Research and Technology*, *1*(1), 7–10.

Soruç, A., and Griffiths, C. (2018). English as a medium of instruction: students' strategies. *Elt Journal*, *1*(72), 38–48.

Syahfutra, W., & Niah, S. (2019). Improving Students' Reading Comprehension by Using Problem-based Learning.. Improving Students' Reading Comprehension by Using Problem-based Learning Strategy. *Journal of Education Informatic Technology and Science (JeITS)*, *1*(1), 125–136. https://ejurnal.umri.ac.id/index.php/JeITS/article/view/1246#:~:text=Problem-based learning (PBL), order to solve a problem.

Tarigan, H. G. (2008). *Berbicara Sebagai Salah Satu Keterampilan Berbahasa*. Angkasa.

Widiseta, D. (2016). *Improving students' reading comprehension through project based learning (PBL) for grade xi students at SMA N 1 Teladan Yogyakarta in the academic year of 2016/2017*.

Zulkipli. (2017). The Use of Problem Based (PBL) Learning in Teaching Reading. *Voices of English Language Education Society (VELES)*, *1*(1), 11–15. https://doi.org/10.29408/veles.v1i1.390