

**IMPROVING CHARACTER-BASED READING BY APPLYING PROBLEM-
BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK
NEGERI 4 KLATEN IN ACADEMIC YEAR OF 2019/2020**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirement for Undergraduate Degree in
English Education Study Program



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2020

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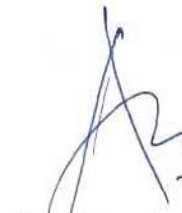
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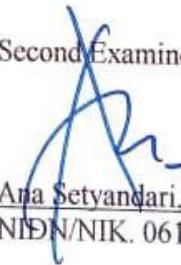
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING CHARACTER-BASED READING BY APPLYING PROBLEM-BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 4 KLATEN IN ACADEMIC YEAR OF 2019/2020”**.

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 29 June 2020



TITA NOVREERARIANI SANTOSA
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MOTTO

Hidup harus selalu bergerak.

Satu masalah pergi, satu masalah datang.

Begitu juga senang.

Tugas manusia ya berjuang...

Sampai akhir.

-Marchella F.P.

“Optimis adalah iman yang mengarahkan kita pada suatu keberhasilan dan tidak ada satupun keberhasilan yang bisa kita dapatkan tanpa adanya sebuah kepercayaan di dalam diri kita. It means that we should believe in ourselves.”

-Galang Ade S.

PRESENTATION

I dedicate this thesis to:

My beloved mother, Ibu Triyahni Keksi

my beloved father, Ayah Dwi Santosa

and,

my brother, Mas Argo Cahyo Utoro.

Also to:

My 4G

Kalisna Latifa Dewi

Dian Kostradiana

Meta Lisdayanti

Sobat Queen

Cahyaningrum Mega Hadiyanti

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Putri Puji Lestari

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Also all of my close friends and family that can not be mentioned one by one who always give support, prayer, motivation and anything that can not be explained by the words.

Best Regard,

Tita

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In the name of Allah, the most Gacious, the most Merciful

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Therefore, researcher realizes that this thesis is far from being perfect so the researcher receives some suggestion and criticism for this study in order to improve this thesis. At last, the researcher expects this study will bring benefits for all readers in the future.

Klaten, 29 June 2020

Tita Novrerariani Santosa

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ABSTRACT

TITA NOVRERARIANI SANTOSA, 1611200013, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2020. Thesis. *Improving Character-Based Reading by Applying Problem-Based Learning Method of the Tenth Year Students of SMK Negeri 4 Klaten in Academic year of 2019/2020.*

This research aims at verifying whether Problem-Based Learning method can improve character based reading of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020. This study is included into classroom action research. The data of this study are the result of observation in the classroom, document, students' score, and the result of interview about the process of teaching and learning. The sources of the data in this study include event, informant, and document. The data are collected through observation, interview, questionnaire, test, and documentation of teaching and learning process of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020. The technique of analyzing the data is descriptive qualitative.

The finding shows that there is improvement of students' achievement in reading skill and students' character assessment from precycle, to cycle 1 and to cycle 2. The mean score of the students' reading skill in precycle is 62, cycle 1 is 73.71, and cycle 2 is 78.42. While the mean score of the students' character assessment in precycle is 2.63, cycle 1 is 2.93, and cycle 2 is 3.08. So, it can be concluded that Problem-Based Learning method can improve the teaching and learning of character based reading for the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020.

Key Words: improving, character, reading, Problem-Based Learning

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is the window of knowledge, so the students should like to read something to gain a lot of information. According to Anderson (2003: 68), reading is a fluent process of readers' combining information from a text and their own background knowledge to build meaning. It means that by reading, students can get a lot of information from various sources and it can improve their knowledge.

According to Johnson, reading is the practice of using text to create meaning (2008: 3). It means that by reading activity, the students can think how to create the meaning of the text that the students read. Thus, reading activity has to be an interesting activity to attract the students' attention to read. According to Hermida, in the past decades, the researcher discovered a mutual relationship between a student's academic reading skills and academic success. Students as well as teachers, however, take the learning of this skill for granted. As a result, most students use a surface approach to read in reading academic reading materials (2009: 20). It means that reading is an interactive activity, because the students can read anytime when they have a free time. Furthermore, by reading they can get information. So for the first, the students have to like reading activity to make that activity is running delightfully.

Nunan states that the perspective of language skills are listening, speaking, reading, and writing (2003: 1). Those skills should be understood by the students, so the students have to learn, understand, and master all of those skills especially in reading activity because reading is one of the difficult skills. Besides, the students not only master about English skills but also understand about aspects in English skills, such as grammar, vocabulary, and spelling.

However, a lot of students do not want to read the text because several teachers still used old method to teach their students which made the students uninterested because the teaching and learning process became a boring activity. The statement is supported by Sulfasyah et al (2015: 68) that the teachers lack of knowledge and understanding about pedagogical practices promoted by the new curriculum and the nature of competencies, together with their narrow interpretation of these, seems to have influenced, if not overly encourage, the retention of traditional approach to pedagogy. The following problems may effect the students uninterested in the teaching and learning process. It means that the teachers have to explore the new method in order to make the students more interested in reading activity.

Based on the observation done on the preliminary research, the tenth year students of SMK Negeri 4 Klaten had more than one problems when the students did the reading activity, such as they could not understand what they read because of their lack in vocabulary. So when they do not have lots of vocabularies, they get diffuclties in reading. Futhermore, reading is a boring

activity for several students so it makes students avoid that activity. It is also supported by Shehu (2015: 91) who states that reading comprehension is a crucial component of the second language acquisition. As a core part of language learning, it is not an effortless process obviously. Students often complain when they do not understand a text; therefore, they fail in answering to the comprehensive question.

To solve the problems above, the teacher needs an appropriate method. It helps students solving their problems about learning reading, they need another technique which is more appropriate and more interesting in teaching reading. One of innovative and creative teaching and learning methods that makes the students active to read and give a feedback is Problem-Based Learning method (PBL). PBL is one of teaching and learning methods that uses problem to teach English. From the problem, the students try to solve it by their own ability. It can optimize the students' potential actively.

According to Sugiyanto (2010: 134), PBL is based on the premise that problematic situations that are confusing or unclear will arouse students' curiosity and make them interested in investigating. Furthermore, according to Simone (2014: 17), PBL provides generative contexts for prospective and certified teachers to work together in small collaborative groups. Together, they analyze problems, discuss options, and make informed decisions to solve problems based on authentic teaching situations with real, multifaceted challenges. It means that through PBL, the students learn not only about the

learning material, but also how to solve their problem in teaching and learning process and increase the students' critical thinking in reading a text.

Based on the explanation above, improving reading skill by applying Problem-Based Learning can raise the students' characters, such as creative, critical, independent, collaborative, and communicative. Creativity can be obtained by the students' thinking in understanding and solving problems in the text. Thus, through criticality, students can create and think critically about the right way to solve problems. Independence can be gotten by giving assignment to the students so the students are expected to do and solve their problem assignment which is provided by the teacher that must be done by themselves. While, collaborative is one of the characters that must be applied in a teaching and learning process because this character can create mutual respect for each other's opinions so that a problem presented can be resolved properly. Communicative can be seen in the teaching and learning process while the students are asking about the problems and giving their ideas in solving the problems. Through communicative, the students can be active in reading activity to solve the problem by using Problem-Based Learning method.

The method was not used in any school class. Facts and evidence inspire the researcher to apply the Problem-Based Learning method to the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020 to develop the students' character-based reading. Problem-Based Learning method can increase the students and teacher interest in process of teaching

and learning. By applying Problem-Based Learning method in English subject, students can be creative, critical, independent, collaborative, and communicative in reading activity.

B. The Reason for Choosing the Topic

The reasons for choosing problem-based learning method in teaching and learning reading are as follows:

1. By reading, the students will be able to get a lot of information in reading text.
2. By applying Problem-Based Learning method in teaching and learning process, the students can improve the character based on reading skill.

Based on the reason above, the researcher applies Problem-Based Learning method to improve reading skill of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020.

C. The Limitation of the Study

The study is focused on improving students' character-based reading by applying Problem-Based Learning method of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020.

D. The Problem of the Study

The problem of this study is formulated as follows "Can Problem-Based Learning method be used to improve character-based reading of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020?"

E. The Aim of the Study

The aim of the study is to verify whether PBL method can be used to improve character based reading of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020.

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows.

A. The Theoretical Use

It can be used to enrich the repertoire of character based teaching and learning reading theory.

B. The Practical Use

It can be used as a teaching model for other researcher.

G. The Clarification on the Key Terms

To clarify the meaning of the title, the researcher would like to describe the key terms as follows:

A. Improving

According to Hornby (1995: 598), improve is to become or make something better. It means that improve is an activity to make something or someone be better than before by using the better way. While, Mulyasa (2009: 8) states that improving in action research means improve in learning quality, so that it is continuous improvement of learning process and continuous quality improvement. It means that improving is an activity to change the quality of something or someone

to be better than before. In this study, improving means to increase quality of the students' character in teaching and learning reading skill by using PBL method to the tenth students of SMK Negeri 4 Klaten in academic year of 2019/2020.

B. Character Based Reading

1. Character

According to Aqib and Sujak (2011: 2), character refers to a set of attitudes, behaviors, motivation and skill. While, Asmani states that character is a characteristic possessed by an object or individual. These characteristics are original and rooted in the personality of the object or individual, and is a machine that drives how someone acts, behaves, says, and responds to things (2011: 23).

2. Reading

According to Celce-Murcia (2001: 119), reading skill is a process of trying to understand a written text. While, Grabe (2009: 15) states that reading is an interactive process in that a number of the skill and process used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdown, and match comprehension output to reader goals. Uruquhart and Weir in Grabe (2009: 14) also states that reading is the process of receiving and interpreting information encoded in language from via the medium of print.

Based on the explanations above, it can be concluded that character based reading means a set of attitudes, behaviours, motivation and skills which is inserted during the process of receiving the materials that are given by the teacher to build the students' character such as creative, critical, independent, collaborative, and communicative to be better than before in reading activity. Since by reading text or something, the students can understand the meaning and gain the information based on the text that they read.

C. Problem-Based Learning Method

According to Saleh (2013: 190), problem-based learning is a method of learning which guides the learners to solve the problem and makes some reflection by using experiences so that their cognitive skill can be developed (inquiry, communication and connection) especially in solving the problem which is meaningful, relevant and contextual. Futhermore, Hmelo (2004: 235) states that Problem-based learning (PBL) is an instructional method in which students learn through facilitated problem solving. Based on the statement, PBL is a method to guide and grow the students up of their thinking skill on finding and solving the problem by themselves.

In this study, problem-based learning means an appropriate method in reading that guides the learners in solving the problem as a stimulus to encourage their self-directed learning skill of the students in the real problems.

H. The Organization of the Study

The organization is presented in order to give the direction of the thesis arrangement. It is also meant to give description to the readers.

Chapter I is Introduction. It consists of background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is Review of Related Literature. It consists of previous studies, theory of reading, teaching reading, theory of PBL, and theoretical framework.

Chapter III is the Method of the Study. It deals with the meaning of research method, the strategy of the research, the data and source of data, the technique of collecting the data, the validity of data, the procedure of the action, the technique of analyzing of data and testing performance indicator.

Chapter IV is the Result of the Study. It includes the analysis of the data and the discussion of the findings.

Chapter V is Conclusion and Suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and the suggestion of the research from implementing Problem-Based Learning method to the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020.

A. Conclusion

After presenting and analysing the data which were obtained in the research discussed in the fourth chapter, the researcher can conclude the result of the research as the answer of problem “Can Problem-Based Learning method improve the character based reading skill of the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020?”. Based on the result of the research, it can be concluded that Problem-Based Learning method can improve the teaching and learning of character based reading skill to the tenth year students of SMK Negeri 4 Klaten in academic year of 2019/2020. It makes the students easier to express their ideas in solving the problem given by the teacher. There is improvement on the students’ ability of reading skill. It is proved with the students’ mean score which improves from 62 in precycle, 73.71 in cycle one, and 78.42 in cycle two. Furthermore, Problem-Based Learning method can also improve the character of the students. It can be seen that the mean of students’ character in precycle is 2.63, in cycle one is 2.93, and cycle two is 3.08. It is proved with an improvement in the characters that exist in every aspect, namely creative, critical, independent, collaborative, and communicative.

B. Suggestion

After the researcher carried out the research by applying Problem-Based Learning method to improve the students' character based reading skill, the researcher would like to present some suggestions to the students and the English teachers.

1. To the Students

The students must be active in teaching and learning process when they are taught by using any method especially in teaching reading by using Problem-Based Learning method. Because of this method, they can share their ideas or opinions to solve the problems that are faced the students in learning reading or in the real life. So, the students can improve their reading skill and their character.

2. To English Teachers

The English teachers are suggested being able to use Problem-Based Learning method as an alternative method in teaching reading skill. They should monitor students' activity during teaching and learning reading and support the students by giving some motivations to make the students more active and focus on material. Besides that, the teachers should give various texts for different meetings and try the integrated process, in order to make the learning process fun, interesting, and interactive. In addition, the students can get more information and new vocabularies of the text.

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