

**IMPROVING CHARACTER BASED READING BY USING PROBLEM-
BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF
SMK NEGERI 2 KLATEN IN ACADEMIC YEAR OF 2020/2021**

S-1 THESIS

**Submitted as a Partial Fulfillment of the Requirements for Writing S-1 Thesis
in English Education Study Program**



By

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THE FACULTY OF TEACHER TRAINING AND EDUCATION

WIDYA DHARMA UNIVERSITY KLATEN

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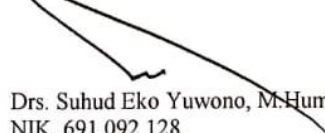
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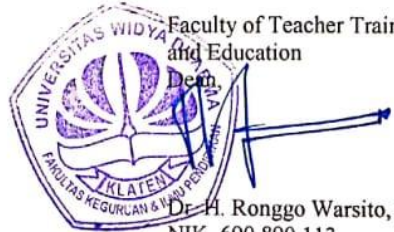


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PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitle "IMPROVING CHARACTER BASED READING BY USING PROBLEM-BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK NEGERI 2 KLATEN IN ACADEMIC YEAR OF 2020/2021".

It is not a plagiarism or made by others. Anything that related to other's work is listed in bibliography.

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

Klaten. April 2021



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PRESENTATION

Idedicated this thesis to:

My Father, Alm. Bapak Tukiyo

My Mother, Mamak Ngatiyem.

Also to:

My Second Father and Mother : Ibu Widi Astuti and Bapak Pudiarta

My Sister, Murtiningsih

My Cousin, Aliya Deviana Az-zahra

My Friends in English Study Program

With Love

Fitriya

MOTTO

*Kalo ngantuk tidur, kalo lapar makan, kalo capek istirahat, yang penting jangan
stop di tempat – The Writer*

*Jangan cuma lihat senangnya, coba rasakan sedihnya. Hidup siapa pun tidak ada
yang sempurna - Fiersa Besari*

*Hidup itu sulit, dan segala sesuatunya tidak selalu berjalan dengan baik, tetapi
kita harus berani dan melanjutkan hidup kita – Min Yoongi*

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Therefore, I realize this thesis has not been perfect yet and still has many disadvantages. At last, I expect this research will bring benefits for all readers in the future.

Klaten April 2021

Fitriyaningsih

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LIST OF ABBREVIATIONS

Abbreviation	Explanation
KKM	Kriteria Ketuntasan Minimal (KKM) or English Minimum Criteria Achievement
SMK	State Vocational High School
X TTL B	The class of the tenth year students of Electrical Engineering B

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ABSTRACT

Fitriyaningsih. 1711200001. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University Klaten. 2021. Undergraduate Thesis: *Improving Character Based Reading by Using Problem-Based Learning Method the Tenth Year Students of SMK Negeri 2 Klaten in Academic Year of 2020/2021.*

This study was conducted to reveal the students' competence and the process of teaching and learning in character based Reading to the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021. The participants consist of 21 students of X TTL B class. The method of conducting the research was Classroom Action Research. This research was conducted by following the Kemmis and McTaggart's model which consisted of planning, acting, observing, and reflecting with two cycles. The data were collected in this research through the observation, interview, documentation, test, and questionnaire.

The findings showed that students' competence and the process of teaching and learning improved gradually. The students' mean score of pre-cycle was 45.71; cycle I was 69.52; cycle II was 82.38 with the English Minimum Criteria Achievement was 70. On the other hand, the teaching and learning process improved. The improvement of teaching and learning process were shown from the observation of students' activities, the observation of teacher's activities, the observation of students' reading, the observation of students' character, the observation of teacher's professionalism and the observation of students' interest. Based on the results achieved in two cycles, the classroom action research was successful in improving the students' competence and the teaching and learning process in character based reading by using problem-based learning method.

Keywords: *Problem-based learning method, Reading.*

CHAPTER I

INTRODUCTION

A. THE BACKGROUND OF THE STUDY

Reading is the process of thinking and reasoning which can interact with feelings and thoughts, obtain information and improve the science knowledge. According to Johnson (2008: 3), reading is the practice of using text to create meaning. 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. Thorndike in Nurhadi (2000: 13) argues that reading is a process in thinking and reasoning. It means that when a reader reads a text, he uses his brain to think and reason out.

According to Johnson (2008: 3), reading is the practice of using text to create meaning. It means 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. In the past decades, the writer 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. In order to understand fully what is involved in learning to read, so far as it affects what they do, children must be shown how to use the facts that they are learning. Unfortunately, this is not as simple as at first appears. The facts that can be

learned, such as the sounds that can be attached to letters, letter strings, syllables and even some words, vary according to their setting.

Nunan (2003: 1) states the perspective of language skills are listening, speaking, reading, and writing. Those skills should be understood by the students, so the students have to learn, understand, and mastery all of those skills especially in reading activity because reading is one of the difficult skills. Beside that, the students not only mastery about English skills but also they have to understand about aspects in English skills. There are three aspects have to be mastered by the students from the four skills. The three aspects are grammar, vocabulary, and spelling.

English has four skills of language learning that should be mastered, there are listening, speaking, reading, and writing. Besides the writing skill and reading skill that have been explained before, the other skills are listening and speaking. The four language skills are supported by three aspects of language; there are grammar, vocabulary, and spelling. According to *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 20 Tahun 2016 Tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah menyatakan bahwa dimensi keterampilan yang harus dimiliki tingkat SMA/MA/SMALB harus memiliki keterampilan berpikir dan bertindak antara lain: kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif. Melalui pendekatan ilmiah sebagai pengembangan dari yang dipelajari di satuan pendidikan dan sumber lain secara mandiri. So, the standard of graduation consists of the qualifications of graduates' abilities*

which include attitudes, knowledge, and skills after completing the primary and secondary education.

In accordance with the regulations above that focus on student characters, then vocational high school students must be able to be active, creative and innovative in their lessons, especially in reading skills. One of innovative and creative teaching and learning method that makes the students to be active to read and give a feedback is Problem-Based Learning method (PBL). Problem-Based Learning (PBL) is one of teaching and learning that uses a problem to teach English. From the problem, the students try to solve with their ability. It can optimize the students' potential actively.

According to Sugiyono (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. According to Jason (2007: 445), problem-based learning is a teaching technique that uses problem-solving as the basis for student learning. Beside that, according Simone (2014: 17), Problem-based learning (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 not only learn about the learning material, but also the students

learn how to solve the students' problem in teaching and learning process and increases the students' critical thinking in learning reading.

Bound and Feletti (1991: 86) says that the problem based learning is an approach to structuring the curriculum which involves confronting students with problems from practice which provides a stimulus for learning. While Duch (1995:67) defines problem based learning is an instructional method that challenges students to "learn to learn" working cooperatively in group to seek solution too real world problems. These problems are used to engage student's curiosity and initiate learning the subject matter. Problem based learning strategy prepares student to think critically and fanatically, and to find and use appropriate learning resources.

The purpose for choosing problem-based learning method in teaching and learning reading, since it can improve the quality and character development of students. By using problem-based learning, the students can improve the character based on reading. Based on the reason above, the writer use problem-based learning method to improve reading skill of the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021.

B. THE LIMITATION OF THE STUDY

In order to make the problems in this study clear, the writer wants to clarify them by limiting the study so the writer could be focused on the way to solve the problem. Related to the background above, the limitations of the study are formulates into the following;

1. Problem Based Learning can enhance the students' competence of character based reading skill in competency standard in SMK Negeri 2 Klaten Utara but the teacher has missed some of the activities.
2. Problem Based Learning can enhance the participation of the students of SMK Negeri 2 Klaten in character based reading as students needed to be fond of reading but they were bored and confused.

C. THE STATEMENT OF THE PROBLEM

In this study the writer formulates the statement of the problems as:

1. "Can Problem Based Learning method improve the competence of character-based reading of the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021?"
2. "Can Problem Based Learning method improve the students' participation in character-based reading of the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021?"

D. THE AIM OF THE STUDY

In this study the writer formulated the aim of the study are as follow;

1. To verify whether applying Problem Based Learning Method can improve the competence of character-based reading of the

tenth year students of SMK Negeri Klaten in accademic year 2020/2021.

2. To verify wheather applying Problem Based Learning method can improve the students' participation in character based reading of the tenth year students of SMK Negeri2 Klaten in academic year of 2020/2021.

E. THE USE OF THE STUDY

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

1. Teoritical Use

The result of the study can be used to enrich, extend, and strengthen the repertoire of teaching and learning English and its implementation in reading skill and its implementation to enhance the students' achievement in English generally and reading especially.

2. Practical Use

- a. The result of the study can be used to know the improvement of reading skill and students' participation by using Problem Based Learning method.
- b. For the students, this study can make the student to experience an interesting method to improve their participation in learning reading.

F. THE CLARIFICATION ON THE KEY TERMS

To clarify the meaning of the title, the writer would like to describe the key terms as follows;

1. Improving

According to Mulyasa (2009: 8), 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 improve or change something for the better thing. In this study, improving means to increase quality of the students' learning reading skill by using problem-based learning method to the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021.

2. Character Based Reading

Character has from the time immemorial been perceived as a word that is acclaimed with special connotations. In other words, when someone is attributed as having a good character as it is commonly used, that person also possesses some other qualities such as trustworthiness, integrity, passionate, reliable, and dependable (Pike, 2010:311). Reading is a linguistic process. It is not possible to read without making graphemic-phonemic connections, without recognizing the words to be read and the structural phrases organizing the words, and without having a reasonable store of

linguistic knowledge (morphological, syntactic, and semantic) of the language of the text (Grabe, 2009:16). This means that reading skill is a highly complex capability involving many component processes and extensive knowledge. According to Tankersley (2003: 92), successful readers have mastered the ability to connect material to their prior knowledge base, make inferences as they read, formulate questions, visualize the information or story action, and synthesize as they read. Based on the statement, it can be seen that the reading skill variable plays a role once in the general step of how students can complete understanding the content or questions in the reading text. In this study, reading is a process of understanding the meaning of the text by using problem-based learning method done by the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021 with character-based teaching fosters the development of ethical and responsible individuals about the good values that people should be curious, independent, and fond of reading, also other important traits that make for an upstanding citizen.

3. Problem-Based Learning Method

According to Tan in Rusman (2011: 229), problem-based learning (PBL) is an innovation in the learning, because in the PBL will increase students' thinking skill through teamwork process, so the students can empower, exercise, examine, and grow up their thinking skill continuously. It means that PBL will increase

students' thinking skill and enjoy to join the learning activity. PBL requires students to find and solve their problem by themselves. In this study, the teaching reading skill using problem-based learning. Because the method is a model of learning with the approach of learning students in real problem, this allows students to learn in real situation, so students are easy to understand.

G. 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 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, position of the study, theory of reading, theory of PBL, theoretical framework, and action hypothesis.

Chapter III is the Method of the Study. It deals with the meaning of 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, and the analysis of data.

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

Chapter V is Conclusion and Suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and the suggestion of the study from implementing Problem-Based Learning method to the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021.

A. Conclusion

After presenting and analyzing the data which were obtained in the study discussed in the fourth chapter, the writer can conclude that the result of the study as the answer of problem “Can Problem-Based Learning method improve the character based reading skill of the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021?” and “Can Problem Based Learning method improve the students’ participation in character-based reading of the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021?”.

Based on the result of the study, it can be concluded that

1. Problem Based Learning method can improve the students’ participation in character-based reading of the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021?”
2. Problem-Based Learning method can improve the teaching and learning of character based reading skill to the tenth year students of SMK Negeri 2 Klaten in academic year of 2020/2021.

It makes the students easier to express their ideas in solving the problem given by the teacher. There is improvement on the student’ ability

of reading skill. It is proved with the students' mean score which improve from 45.71 in precycle, 69.52 in cycle 1, and 82.38 in cycle 2. 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 2.36, in cycle 1 is 3.06, and cycle 2 is 3.27, it is proved with an improvement in the character that exist in every aspect, namely creative, critical, independent and communicative.

B. Suggestion

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

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 problem 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 Teacher

The English teachers are suggested being able to use Problem-Based Learning method as an alternative method in teaching reading skill.

They should monitor the 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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