

**IMPROVING CHARACTER BASED READING BY APPLYING
PROBLEM- BASED LEARNING METHOD OF THE TENTH YEAR
STUDENTS OF SMK NEGERI 4 KLATEN IN ACADEMIC YEAR OF
2021/2022**

S-1 THESIS

Submitted as a Partial Fulfilment of the Requirements for the Undergraduate Degree in English Education Study Program, Teacher Training and Education Faculty, University of Widya Dharma Klaten



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KLATEN

2022

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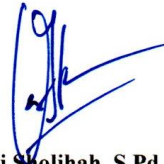
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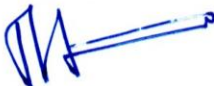
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PRONOUNCEMENT

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 2021/2022**”.

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

Klaten, 25 June 2022



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MOTTO

Meskipun jalan hidupmu panjang dan sulit. Dan mungkin kamu ngerasa banyak hal – hal sulit yang terjadi. Tapi tolong bangkit dan lakukan sesuai keinginanmu.

Wonu

Those who keep trying without giving up are the ones who succeed.

Kim Soekjin

PRESENTATION

This thesis is presented to:

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2. My beloved brother Bima and sister Ulfa “Thanks for your support, I knew you love me.”
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Many thanks are also addressed to everyone whom the researcher cannot mention one by one. Finally, the researcher admits that this thesis is far from being perfect. As a result, the researcher welcomes any and all critiques and recommendations from readers in order to improve this thesis. Finally, the researcher hopes that this thesis will be valuable to students in the English Department as well as general readers.

Klaten, 24 - June - 2022

The Researcher,

SEYLA P.H

LIST OF TABLES

Table 1. The Goals, Purposes, and Means of Assessment	20
Table 2. Analysis of “A Bad Camping” Text	25
Table 3. Syntax for Problem Based Learning	27
Table 4. Category Score of Student Reading Skill	39
Table 5. Category Score of Students’ Character	41
Table 6. Students’ Reading Score of Precycle	49
Table 7. Score of Teacher’s Professionalism of Precycle	50
Table 8. Students’ Individual Interest of Precycle	52
Table 9. Students’ Group Interest of Precycle	55
Table 10. Students’ Character Based on Self Assessment of Precycle.....	56
Table 11. Students Character Based on Peer Assessment of Precycle	58
Table 12. Score of Students’ Character Assessment Based on Observation of Precycle	60
Table 13. The Result of Precycle in Each Instrument	61
Table 14. The Result of Precycle	62
Table 15. Students’ Reading Scores of Cycle 1	69
Table 16. Students Character Based on Self Assessment of Cycle 1.....	70
Table 17. Students Character Based on Peer Assessment of Cycle 1	72
Table 18. Students Character Assessment Based on Observation of Cycle 1	74
Table 19. The Result of Cycle 1 in Each Instrument	75
Table 20. The Result of Cycle 1	76
Table 21. Students’ Reading Scores of Cycle 2	80
Table 22. Students’ Character Based on Self Assessment of Cycle 2	82

Table 23. Students Character Based on Peer Assessment of Cycle 2.....	84
Table 24. Students Character Assessment Based on Observation of Cycle 2	86
Table 25. The Result of Cycle 2 in Each Instrument	87
Table 26. The Result of Cyle 2	88
Table 27. Students' Achievement	91
Table 28. The Result of Students' Improvement	94

LIST OF FIGURES

Figure 1. The Model of Action Research by Kurt Lewin's	33
Figure 2. The Model of Action Research by Kurt Lewin's	42
Figure 3. Students' Reading Skill of Precycle	49
Figure 4. Score of Teacher's Professionalism of Precycle	51
Figure 5. Students' Individual Interest.....	54
Figure 6. Students' Group Interest.....	55
Figure 7. Students' Character Based on Self Assessment of Precycle	58
Figure 8. Students' Character Based on Peer Assessment of Precycle.....	59
Figure 9. Students' Character Based on Observation of Precycle	61
Figure 10. Students' Reading Score of Cycle 1	70
Figure 11. Students' Character Based on Self Assessment of Cycle 1.....	72
Figure 12. Students' Character Based on Peer Assessment of Cycle 1	74
Figure 13. Students' Character Assessment Based on Observation	75
Figure 14. Students' Reading Score of Cycle 2	81
Figure 15. Students' Character Based on Self Assessment of Cycle 2.....	83
Figure 16. Students' Character Based on Peer Assessment of Cycle 2	85
Figure 17. Students' Character Based on Observation of Cycle 2.....	87
Figure 18. The Mean Score of Students Reading Skill.....	90
Figure 19. The Mean Score of Students' Character Assessment.....	92

LIST OF APPENDICES

APPENDICES A.....	101
APPENDICES B.....	135
APPENDICES C.....	169
APPENDICES D.....	198

TABLE OF CONTENTS

TITLE	i
APPROVAL.....	ii
RATIFICATION.....	iii
PRONOUNCEMENT	iv
MOTTO	v
PRESENTATION	vi
ACKNOWLEDGEMENT.....	vii
LIST OF TABLES	ix
LIST OF FIGURES	xi
LIST OF APPENDICES.....	xii
TABLE OF CONTENTS.....	xiii
ABSTRACT.....	xvi
CHAPTER I INTRODUCTION.....	1
A. The Background of the Study	1
B. The Reason for Choosing Topic	7
C. The Limitation of the Study	7
D. The Problem of the Study	7
E. The Aim of the Study.....	7
F. The Use of the Study.....	8

G. The Clarification of Key Terms	8
H. The Organization of the Study	10
CHAPTER II REVIEW OF RELATED LITERATURE	12
A. Previous Study	12
B. Position of the Study	13
C. Theory of Reading.....	13
D. Narrative text.....	21
E. Problem Based Learning.....	26
F. Theory of Character Education	29
G. Theoretical Framework	30
H. Action Hypothesis.....	31
CHAPTER III METHOD OF STUDY	32
A. The Research Design.....	32
B. The Subject of the Study	33
C. The Place and Time of the Study	33
D. The Data and Source of Data	34
E. The Technique of Collecting the Data	35
F. The Validity of Data.....	37
G. The Technique of Analyzing the Data	38
H. The Research Procedure.....	41

I. Testing Performance Indicator.....	43
CHAPTER IV THE RESULT OF THE STUDY	44
A. Data Analysis	44
B. Discussion of the Findings.....	88
CHAPTER V CONCLUSION AND SUGGESTION	95
A. Conclusion.....	95
B. Suggestion.....	97
BIBLIOGRAPHY	98
APPENDICES	100

ABSTRACT

SEYLA PURWANINGSIH HASTUTI, 1811200002, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2022. 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 2021/2022.**

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 2021/2011. This study is included into classroom action research. This research was conducted by following the Kurt Lewin model which consisted of planning, acting, observing, and reflecting with two cycles. The techniques of collecting the data were observation, interview, questionnaire, test, and documentation. The data comes from three sources: an event, informants, and documents. The technique of analyzing the data is descriptive qualitative.

The results of the data analyzing show that reading skill and students' character assessment increase. From the preliminary study, the scores of students' reading skill is 77.71, 90.71 in cycle 1, and 92.35 in cycle 2 with KKM (the minimal mastery level criterion) of 72. On the other side, the mean score of students' character assessment from the preliminary study is 3.11; in cycle 1 is 3.34, and the last in cycle 2 is 3.46. The students performed active involvement in the class discussion and group discussion. It shows that the interaction among the students and between the students and the teacher also enhance. Most of the students can overcome their own difficulties related to the difficult words. The students are able to memorize more words as shown from the progress of the mean score of the reading skill in three cycles. It can be summarized that the students' problem in comprehending the text can be solved by implementing the Problem Based Learning method.

Key word: *Problem Based Learning, Reading, Improving.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is an activity to combine the information from the text and background knowledge of the student to build meaning. 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. Reading is an activity to understand and explore information from the text and background knowledge of the student. The reading activity is to combine information between students' knowledge of information that they get on their own and what they read from a text so that students can understand the meaning of the text information. Information is taken from the text and the background knowledge that students have so that they can build a meaning from the text information itself. In reading, students can build meaning in a reading text so that students get the message the author wants to convey to his readers.

Nunan states that the perspectives 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. In addition, the students not only master about English

language skills but also understand about aspects in English skills, such as grammar, vocabulary, and spelling.

The Ministry of Education and Culture has provided various resources to improve the quality of English language instruction as recommended by the syllabus. The following reading competencies are expected of senior high school pupils in their tenth year. The tenth year students of Senior High School are expected to be able to meet the expectations in reading short functional text (announcement, memo, and sign, for example) and lengthy functional text (announcement, memo, and sign, for example) based on the basic competences listed in the syllabus (narrative, recount, descriptive, news item, report, etc.). This finding suggests that genre-based content is used to teach reading comprehension in Senior High School.

One of the abilities in the 2013 curricular syllabus for second semester X grade students was to produce a narrative text that described the chronology of events in a certain time series. The narrative essay is a type of essay that is used in the learning process, specifically in English classes. According to Keraf (2010: 136), narrative is a form of discourse that trying to describe as clearly as possible to the reader an event that has occurred. To put it another way, the story aims to address the question "what happened?". The format of this essay attempts to recount an event or event in such a way that the reader can see and experience it. The act or action, as well as the temporal sequence of events that occur, are significant elements in this story.

Narrative text not only tells the story in chronological order, but also has four sections that must be understood to organize it. This structure is required by the researcher in order to improve the material, particularly for the readers. The structure of this style of text is quite helpful in framing paragraphs for writers. So that the author can write the story in a more chronological order, making it more memorable to the reader. The first is orientation, which is the first portion of a story that includes a character introduction, setting of place, time, atmosphere, and other things that must be conveyed at the start of the story. Second, there are complication, which are issues that arise between characters. The researcher can begin to create conflict that will lead to the story's climax. The conflict will then become anticlimactic and fade away. After establishing conflict, the third step is resolution, which involves fixing the characters' concerns. The structure of this style of text relies heavily on resolution to signal that the conflict has been resolved and that the story will soon come to a finish. The fourth is the coda, which is the final section of the text and conveys the story's moral or lesson. The coda part is recognized by readers as the conclusion or end of a story. So that the author can deliver a joyful, sad, or unfinished ending.

The example of narrative text is as follows;

Cinderella

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella very bad.

Cinderella usually did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on. One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her. "Why are you crying, Cinderella?", the fairy godmother asked. "Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress" said Cinderella. Then the fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and the mice become six white horses. Cinderella finally could go to the ball but she had to come back before midnight before the spell ended. At the ball, Cinderella amazed everybody there include the Prince. The Prince asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to go home. But she lost one of her slippers in ballroom. The Prince picked up her slipper and would search for the girl whose foot fitted with the slipper. A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the King's sorder let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The Prince was overjoyed to see her again. They were married and live happily ever after".

From the story text above, the following generic structure can be obtained, they are: Orientation "Once upon a time, there lived a girl named Cinderella...." complication "Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works..." resolution "In the end, the King's solder let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly."

Based on the observation done on the preliminary research, tenth grade students of SMK Negeri 4 Klaten had more than one problem when students carry out reading learning activities, such as they do not understand the readings, they read due to lack of vocabulary, so they have difficulty in reading. In addition, reading is also a boring activity for students, so many students avoid reading activities. From the problems above, it can be concluded that this is definitely not an easy learning process.

Based on the observation done, most students do not want to read the text because in the text there are many words or sentences. Teachers still use the old way to educate their students, so students feel bored because they are not interested in the teaching and learning process. In these problems, it can affect students not interested in the teaching and learning process. This means that teachers must explore new methods so that students are more interested in reading activities.

To overcome the problems above, the teacher needs an appropriate method. This can help students solve their problems about learning to read,

they need other reading learning techniques that are more appropriate, interesting and also one of the innovative and creative teaching and learning activities. The method that makes students active in reading and providing feedback is the Problem-Based Learning Method (PBL). PBL is a learning method whose method uses problems to teach English. From these problems, students try to solve them in their own way. This can optimize the potential of students to actively read the text.

According to Sanjaya (2006: 214), Problem Based Learning (PBL) is a learning activity that emphasizes the process of solving problems faced scientifically. The essence of the problem raised in Problem Based Learning is the existence of a gap between the real situation and the expected state, or between what happened and what was expected.

The researcher chooses the problem based learning method because it can improve the quality and character development of students. Furthermore the method is a model of learning with the approach of learning students in the real problems. Through problem based learning, the students can improve character education. Based on the reasons 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 2021/2022.

B. The Reason for Choosing Topic

The reasons for choosing 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 2021/2022 are as follows:

1. By reading, students are able to get a lot of information from the reading text.
2. By applying the Problem Based Learning method in the teaching and learning process, students know how to transfer their knowledge to understand problems in real life.

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 2021/2022.

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 2021/2022?".

E. The Aim of the Study

The aim of the research is to verify if problem-based learning can be used to improve students character based reading mastery of tenth year students SMK Negeri 4 Klaten in academic year of 2021/2022.

F. The Use of the Study

The result of the study will be expected to be useful information for many people such as:

1. For Teacher

For English language educators, the results of this study are expected to equip them with elective procedures for teaching reading. In addition, it can also spur educators to be more imaginative with the aim that students are more enthusiastic in learning English in class.

2. For Students

For the students, the results of this study is relied upon to give them new involvement with English learning, particularly in picking up reading so they can be more persuaded to foster their capacities.

3. For Headmaster

For headmaster, the results of this study are expected to provide better facilities to improve student learning.

4. For Other Researcher

For other researcher, the results of this study might become a reference and contribute informative input to solve the similar problem.

G. The Clarification of Key Terms

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

1. Improving

Mulyasa (2009:8) says that improving in action research means improve in learning quality, so that it is a continuous improvement of learning process. This means that improvement is an activity that aims to change the quality of something or someone to be better than before by using a method or method that is better and easily understood by someone. 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 2021/2022.

2. Character Based Reading

a. Character

According to Aqib and Sujak (2011: 2), character refers to a set of attitudes, behaviors, motivation and skill. This means that the character is real, different and can be observed by the individual, meaning that this character can be distinguished by each individual, because the nature and character possessed by each individual is different and can be seen directly so that it can be said that each individual character is different.

b. Reading

According to Celce-Murcia (2001: 119), reading skill is a process of trying to understand a written text. This means that the written reading text can be understood by students when they read it first. In this study, reading means process of receiving information from the text by

applying the method of PBL to the tenth year students of SMK Negeri 4 Klaten in academic year of 2021/2022.

3. Problem-Based Learning Method

According to Barrett (2011: 4), Problem Based Learning is learning that results from a problem-solving process that is presented at the beginning of the learning process. This means that students can plan solutions when in the learning process in real problems in everyday life.

In this study, problem-based learning means Problem Based Learning is learning that provides free space for students to think about concepts and solve problems related to the material presented by the teacher in real life experienced by students. So that in this learning students are always active and the teacher only acts as a facilitator.

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, position of the study, theory of reading, teaching reading, PBL method, theory of character education, theoretical framework, and action hypothesis.

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 researcher from implementing Problem Based learning method to the tenth year students of SMK Negeri 4 Klaten in academic year of 2021/2022.

A. Conclusion

Based on the result and discussion of the study, the researcher can conclude the result of the research as the answer of problem “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 2021/2022?”. Based on the result of the research, the researcher found that the Problem Based Learning method is effective to improve the teaching and learning of character based reading skill. This research focuses on improvement the tenth grade students’ character and students’ reading skill. In this research, the Problem Based Learning method is implemented in three cycles. The Problem Based learning method consists of five major activities. The activities provide orientation about problems to students, organize students to research, assist with independent and group investigations, develop and present the result of discussing in group, and the last analyze and evaluate the problem-solving process. The data of this research were presented in the form of qualitative and quantitative. Both data were described as follows.

The implementation of the Problem Based Learning method could improve the students' reading comprehension. The students get better understanding through their own information and solve problem. The students also became aware of the detail information in the texts. The group discussion also helped them comprehend the texts. Through the group discussion, the students could discuss their understanding to the other members to get the true understanding. The students also became open to discuss their difficulties with the teacher. The students started to get involved in the class discussion which means that the students started to build their confidence. As the result, students get better score in reading skill and character improvement after applying the Problem Based Learning method.

In terms of quantitative data, the result of the students score indicates the improvement of the students' reading comprehension. It is proven with the students' mean score which improved from 77.71 in precycle, 90.71 in cycle 1, and 92.35 in cycle 2. Furthermore, Problem Based Learning method can also improve the character of the students. In addition, problem-based learning method can improve the character of the students. It can be seen that the mean of students' character in precycle is 3.11, in cycle 1 is 3.34, and the last in cycle 2 is 3.46. It is proven in every aspect by the improvement on the students' character values such as curious, disciplined, honest, orderly, independent, hard-working, responsible, and communicative. So, this study can improve character based reading by Problem Based Learning method in

teaching and learning that occurs in the tenth grade of SMK Negeri 4 Klaten in academic year of 2021/2022.

B. Suggestion

After finishing the study by applying Problem Based learning method to improve the students character based reading skill, the researcher would like to present some suggestion to the students and the English teacher.

1. To the Students

The students need to be active in the teaching and learning process when using a variety of methods, especially when learning to reading using problem-based learning methods. In this method, the students must share their ideas or opinions to solve the problems that have been faced by the students in real life. So, the students can improve their reading skill and character.

2. To English Teacher

The English teachers are suggested using problem-based learning methods as an alternative to teaching reading skill. Teachers must always monitor activities during the teaching and learning process and always support them by providing some motivation, so that students can focus on the material and are also active in solving problems both individually and in groups. Besides that, it is better for each class meeting the teacher gives different text reading for each meeting and also tries the process of integrity. This is done in order that students get new vocabulary in the reading text. Besides that, the teacher can create a fun, interesting and interactive classroom atmosphere.

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