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**THE USE OF PROBLEM BASED LEARNING FOR IMPROVING  
STUDENTS' READING ABILITY**

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**Abstract:** This study aimed to improve the reading comprehension of class X students through the use of Problem Based Learning strategy. This is categorized as classroom action research (CAR). The subjects of this study were students of class X SMA Negeri 15 Bandar Lampung in the academic year 2021/2022. Data analysis used descriptive statistics and quantitative data analysis. This research was conducted in two cycles, where each cycle consisted of four meetings. Based on the analysis of the research results, students' reading comprehension was improved by using Problem Based Learning techniques based on quantitative data and qualitative data, from the quantitative data the results showed that the average value of each cycle increased from cycle 1 to cycle 2, where the average value of cycle 1 is 62.87 while in cycle 2 is 76.51. In addition, this increase can also be seen from qualitative data, such as the results of student observation sheets from cycle 1 to cycle 2. The average score of cycle 1 is 6.7, while the average score of cycle 2 is 7.2. This shows that students seem more confident and motivated to start reading. Therefore, it can be concluded that the application of Problem Based Learning strategy can improve students' reading comprehension and activities.

**Keywords:** Action Research, Problem Based Learning, Reading

## **INTRODUCTION**

Reading is one of the important skills that must be mastered, because it can help us obtain general knowledge information (Agnescia et al., 2022). Through reading, people can increase knowledge. Reading is a process that does not only read the text but also their experience to understand the reading (Andeska et al., 2021). Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.

Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences

about the writer (discourse semantics) (Dari et al., 2021). Duke and Pearson (2001:423) state that reading comprehension in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head.

Based on the preliminary research at SMA 15 Bandar Lampung, the writer found that students' reading comprehension needs to be improved. Almost all students have difficulty understanding English reading texts and the teacher has never used effective learning method in teaching reading and this strategy is very important in learning activities (Fatmala et al., 2020). According to Smith and Ragan (2002:3) states learning strategy with problem based learning is an attempt to form a process of understanding the content of a subject throughout the curriculum.

Based on the problem above, the researcher was chose problem based learning strategy to improve student's reading comprehension. Problem Based Learning is a learning approach that is related to a problem faced by students. Learning that involves students in solving problems in the real world (Hastomo & Aminatun, 2023). This model trains students to solve problems with the knowledge that students have (Hastomo & Zulianty, 2022). Process Problem Based Learning enables students to develop critical thinking and makes students have new, more meaningful knowledge (Indah, Jaya & Wiratno, 2022).

Rusmono (2017: 78) states that problem-based learning in learning strategies is the gap between real situations and expected conditions or between what is expected and what is happening. This gap can be felt from the students' complaints. Therefore, subject matter or topics are not limited to subject matter that comes from books but can also come from other sources (Istiara & Hastomo, 2023). The statement above related to the previous research by Wandu Syahfutra 2014), who did research used Problem based Learning Strategy as the technique in teaching reading comprehension , and the research showed good result and success. Thus, it is hoped that students can improve their reading comprehension.

## **METHOD**

In this research, the researcher applied classroom action research method. Classroom action research begins with a question or questions about classroom experiences, issues, or challenges (Maximilian, 2020). It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve the students' achievement in teaching and learning. According to Tomal (2003:5) state that action research is different from qualitative and quantitative research, but has both characteristics. Action research emphasizes the process of solving problems and making progress 22 from the problems at hand because of its emphasis on problem solving and progress, action research can use both quantitative and qualitative approaches, but not too rigorously (Parameswara, Wicaksono & Herlisya, 2022). Action research does not have to use

rigorous statistical analysis like quantitative research, it does not have to use long stories like qualitative research. The researcher used 2 cycles in the classroom action research. Each cycle consisted of four meetings. The sample of this research is the students of X IPS 4 class at SMA Negeri 15 Bandar Lampung. The instrument used in this classroom action research consisted of three assesment, such as students' observation sheet and fieldnotes to asses students' learning activities, and reading comprehension test to asses students' learning result.

## **FINDING AND DISCUSSION**

### **Research Findings**

The reserach was conducted at the tenth grade students of SMA Negeri 15 Bandar Lampung, consisting of 33 students. The research implemented Problem Based Learning Strategy to improve Reading Comprehension. It was divided in two cycles. Before entering the cycle, the researcher did pre-cycle. The result of pre-cycle showed that students' reading comprehension and students' learning activities were still in very low category, and that should be improved. Every cycle was held in four meetings. Each cycle in this research consisted of series steps, namely: Planning, Action, Observing, and Reflecting. Result of the data from cycle 1 and cycle 2 of the students' learning can be seen in the table below:

**Table 1. Students' Learning Result for Cycle 1 and Cycle 2**

Cycle 1		Cycle 2	
Number of Students	Completeness (%)	Number of Students	Completeness (%)
5	15%	27	81%
28	84%	6	18%

Based on the table above, it can be seen that in the cycle 1, the students who passed the test were 5 students with the percentage of 15%. It increased in cycle 2, the students who passed the test were 27 students with the percentage of 81%. It can be conclude that the implementation of Problem Based Learning Strategies could improve students' reading comprehension.

**Table 2. Students' Learning Activities of Cycle 1 and Cycle 2**

Cycle 1	Cycle 2	Improvement
6.70	7.20	0.50

Based on the table of the table above, it can be seen that the mean score of total score in cycle 1 was 6.70 (low), while in cycle 2 the mean score of total score was 7.20 (Mid). The improvement of students' learning activity from cycle 1 to cycle 2 was 0.50. Therefore, it can be conclude that the students' learning activity in the class was improved from cycle 1 to cycle 2.

## **DISCUSSION**

Based on the observation of this research which had been done by the researcher, the researcher conclude the indicated that there was an improvement in the students' reading comprehension by using problem based learning strategy. Based on the data that had obtained from the test and observation sheet, the researcher found a positive in learning process especially in reading comprehension by problem based learning strategy. Problem based learning strategy could help students to improve their reading comprehension (Putri et al., 2023).

The outcome of the reading comprehension test administered to students in two cycles demonstrated that the implementation of the problem-based learning strategy led to an enhancement in their reading comprehension skills (Supriyati et al., 2020). This deduction is drawn from an examination of the average scores achieved by students in each cycle. In the first cycle, the mean score on the test was notably low at 62.87, with only 5 students (15%) meeting the Minimum Mastery Criterion by scoring above 75 points. However, in the second cycle, the mean score rose to 76.51, indicating a significant improvement from the first cycle, with 27 students (81%) surpassing the 75-point threshold. These findings derived from the reading comprehension test results affirm the advancement in students' performance. The evaluation of students' classroom engagement revealed an advancement between the initial and subsequent cycles. The mean score for the first cycle stood at 6.70, whereas it increased to 7.20 in the second cycle. This progress in students' learning activity between the two cycles amounted to a notable improvement of 0.50.

Based on the result of students' reading comprehension, the data showed that the students had the improvement in students' learning activity because it because it has exceeded the classical completeness of 75% (Sutiyono & Hastomo, 2022). Panen (2001:85) state in learning strategies with problem based learning, students are expected to be involved in the research process which requires to identify problems, collect data and use the data for problem solving, Smith and Ragan (2002:3) states learning strategy with problem based learning is an attempt to form a process of understanding the content of a subject throughout the curriculum.

## **CONCLUSION**

After conducting the research of teaching English reading comprehension at Senior High School, the conclusion is that the implementation of Problem Based Learning Strategy can improve the students' reading comprehension skill at the tenth grade of SMA Negeri 15 Bandar Lampung. Problem Based Learning Strategy made students' individual score increased and teaching and learning process became better.

From the conclusion above, there are some recommendation as in case of improving students' reading comprehension by using Problem Based

Learning Strategy, as follows: 1) For the teacher, the teacher must prepare this technique well before the teaching-learning process begins, the teacher must focus on the material given and focus on students' response. 2) For further research, the further researcher recommend to conduct this type of research with different population. In order to enrich finding on teaching and learning reading comprehension.

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