

**IMPROVING STUDENTS' READING COMPREHENSION
TROUGH PROJECT BASED LEARNING (PBL)
FOR GRADE XI STUDENTS AT SMA N 1 TELADAN YOGYAKARTA
IN THE ACADEMIC YEAR OF 2016/2017**

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By:

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Abstract

The aim of this research is to improve English reading comprehension through Project Based Learning in SMA N 1 Teladan Yogyakarta Grade XI in the academic year of 2016/2017. It concerns on how the use of Project Based Learning can improve the students reading comprehensions. This study is classified into action research study. The qualitative data were obtained through the classroom observations and interview. The quantitative data were obtained through the students' reading test in the first cycle and second cycle. Based on the qualitative data, the study found that the uses of PBL in this study improved the students' reading comprehension effectively. They were able to get information from the texts well. The materials were able to amuse the students and enhance their awareness in analyzing texts. As a result, they performed better comprehension. The research findings were also supported by the result of means of the students' reading scores that improved from 62,9 in Cycle I to 79,94 in Cycle II. In conclusion, the use of PBL can improve the students' reading comprehension in Class XI MIPA 3.

Keywords: PBL, reading, comprehension

Abstrak

Tujuan penelitian ini adalah untuk meningkatkan pemahaman membaca Bahasa Inggris melalui *Project Based Learning* di SMA N 1 Teladan Yogyakarta kelas XI pada tahun pelajaran 2016/2017. Penelitian ini menekankan pada bagaimana penggunaan PBL dapat meningkatkan pemahaman membaca Bahasa Inggris siswa. Penelitian ini termasuk dalam penelitian tindakan. Data kualitatif diperoleh melalui observasi dalam kelas dan wawancara. Data kuantitatif diperoleh melalui tes membaca pada siklus pertama dan siklus kedua. Berdasarkan data kualitatif, penelitian ini menemukan bahwa penggunaan PBL meningkatkan pemahaman membaca siswa secara efektif. Mereka dapat memperoleh informasi dari teks dengan baik. Materi PBL dapat menarik siswa dan menngkatkan kepekaan siswa dalam menganalisa teks. Hasilnya, siswa mampu menguasai pemahaman teks dengan lebih baik. Hasil penelitian juga didukung dengan hasil nilai rerata membaca siswa yang meningkat dari 62,9 di siklus pertama menjadi 79,94 di siklus kedua. Sebagai kesimpulan, penggunaan PBL dapat meningkatkan pemahaman membaca siswa di kelas XI MIPA 3.

Kata Kunci: PBL, membaca, pemahaman

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Introduction

SMA N 1 Yogyakarta is a National School with International Standard and Cambridge International Center ID071. As a school with international standard, mastery in English becomes a must. Every teaching and learning activity should use English as the media. For instance, in physics class, the teacher should deliver his/her materials in English or use code-switching. With good English mastery, the teaching and learning process will run effectively and efficient.

As a receptive skill, reading has a big role in the teaching and learning process. For it is mostly used in delivering the materials. However, teaching reading is not always easy since there are also some problems that cause the objectives of teaching and learning reading cannot be reached. There are several possible problems related to reading. The first problem is related to the student. Regarding to the teacher observation toward the students' characteristics, the students categorized as advance learners among their age. They eager to learn with challenging activity. However, their focus on perfection makes them face several problems. The most common problem is they mostly cannot finish their work on time. The teacher must warn them to finish it for many times. Only few of them can submit their work on time, and the rest still busy with it. The second problem is related to the teaching technique. With the students' characteristics and school facilities, using conventional technique seems not effective to teach. The conventional technique will not challenge the students. Using certain technique that can challenge and meets the students' characteristic is needed. The last problem is related to the teacher. The teacher characteristics that too kind to give tolerances cause the teaching and learning process failed to reach its best. Some students are failed to submit their work on time even didn't do their homework.

According to Harmer (2001:200), reading is important for getting information. The reason why reading is important can be divided into two categories, instrumental and pleasurable aspects. The instrumental aspect will help the reader to achieve some clear aim and it covers getting information from the written source and understanding the instruction what the readers need to do.

To comprehend the written forms, there are so many skills that can be used by the students. According to Johnson (2008:110-111) reading comprehension skills are strategies readers use to retrieve information and construct meaning from expository text. They are thinking process, broke down into steps to comprehend. These comprehension skills can be easily learned and flexibly selected to a variety of reading situations. Brown (2001: 308) stated, perhaps the most valuable strategies for learners (as well as native speaker) are skimming and scanning strategies. Several skills above can be improved, trained and developed as the way the students grow. Improving reading comprehension skills is valuable to make them good reader and effective reader.

Harmer (2001:203) mentions some problems that might occur in the reading class. The first one comes from the language of the text itself. If the readers do not know half of the vocabulary in a text, they will have great difficulty in understanding the text as a whole. The longer sentences and longer words also will be more difficult to understand than those with shorter one. Moreover, the topic and genre also affect the success of the reading. An inappropriate topic for the students will reduce the interest of the students. The text genre also can cause problems in reading if the students are unfamiliar with the text. As an effect, the students may be reluctant to engage with the reading activity seriously. Furthermore, it will affect the success of the reading comprehension.

Brown (2001: 92) states that secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from the “here and now” nature of immediate communicative contexts to dwell on a grammar point or vocabulary item. But as in teaching adults, care must be taken not to insult them with stilted language or to bore them with over analysis.

Project-Based Learning (PBL) is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, teacher-centered lessons. PBL learning activities are long-term, interdisciplinary, student-centered and integrated with real-world issues and practices. It is a method that fosters abstract, intellectual tasks to explore complex issues. It promotes understanding, which is true knowledge. In PBL, students explore, make judgments, interpret, and synthesize information in meaningful ways. It is more representative of how adults are asked to learn and demonstrate knowledge.

Research Methods

This study was an action research study and conducted from September to October 2016 in the first semester of the academic year of 2016/2017. The subjects of the research were 31 students of Class XI MIPA 3 of SMA N 1 Teladan Yogyakarta. The researcher collaborated with the English teacher in conducting the research. This study adopted cyclical action research proposed by Kemmis and Mc Taggart(1998) in Burns that consists of four stages: planning, action, observation, and reflection.

There were two kinds of data used in this research; qualitative data and quantitative data. The qualitative data were gained from classroom observation and interview and transformed into field notes and interview transcripts by using qualitative data analysis proposed by Miles and Huberman(1994: 10-12). The steps of analyzing qualitative data were data reduction, data display and drawing and verifying conclusion. The quantitative data were gained from Reading Test in Cycle I and Reading Test in Cycle II. Then the mean scores of the students' scores in each test was compared by using Microsoft Excel program.

Findings and Discussions

In doing this research, the researcher acted as a teacher and delivered the teaching and learning process. The English teacher acted as the collaborator and observed the teaching and learning process. There were two cycles in this research. In the end of each cycle, the researcher conducted a test to see and measure the students' score in reading. There were three meetings in the Cycle I on September 8th, 15th, 22nd, 2016. The first meeting was conducted by the researcher and the English teacher was help the researcher to observe and made a field note based on the observation guide made by the researcher.

In the second meeting, the teacher gave a text entitled Zoo Conservation Program. The students read the text individually. Then, the students discussed the text in group to elaborate the information related to the text. They shared their opinion in their group. In the end of the discussion, they proposed a concept of a poster that represent their opinion.

In the third meeting, the researcher asked the students to answer some questions related to the text entitled Zoo Conservation Program as an assessment to their understanding about the text. After that, they present their poster that represent their opinion about the text.

There were no any difficulties in delivering the materials in the Cycle 1. The materials related to the opinion text were acquired by the students easily. In the second meeting, the text given entitled Zoo Conservation Program was discussed by the students in group. The text was quite difficult for some of them, therefore a group discussion was really helpful. There were no any difficulties in delivering the materials in the Cycle 1. The materials related to the opinion text were acquired by the students easily. In the second meeting, the text given entitled Zoo Conservation Program was discussed by the students in group. The text was quite difficult for some of them, therefore a group discussion was really helpful. In the third

meeting, the students were comfortable with the text and their poster project. They were ready to present their opinion in poster they already made. There were many students found difficulties whilst answering the assessment. Most of them caused by the new vocabulary. The project quite helpful in understanding the text.

There were there meetings in the Cycle II on October 27th, November 3th, 10th, 2016. The first meeting was conducted by the researcher and the English teacher was help the researcher to observe and made a field note based on the observation guide made by the researcher.

The teacher explains the analytical exposition text to the students such as the social function, structure, and its linguistic features. The students paid attention to the researcher explanation. The students read an input text entitled Diabetes in group. The students discussed the text and its meaning.

In the second meeting, the teacher asked the students to work in group of three. The students discussed the text entitled Diabetes. Then, the students elaborate the information related to the text. They shared their opinion in their group. In the end of the discussion, they created an analytical exposition text based on the text.

In the third meeting, the researcher asked the students to answer some questions related to the text entitled Diabetes as an assessment to their understanding about the text. After that, they submitted their writing project to the researcher.

There were no any difficulties in delivering the materials in the Cycle II. The materials related to the analytical exposition text were acquired by the students easily. In the end of the first meeting, the students read a text entitled Diabetes. In the second meeting, the text given entitled Diabetes was discussed by the students in group. The text was quite difficult for some of them, therefore a group discussion was really helpful. Whilst the students worked in group, the had a project to make an analytical exposition text. They were very enthusiast to share their idea in their group. In the third meeting, the students were comfortable with the text and their poster project. They were ready to present their opinion in poster they already made. Most of the students could answer the assessment correctly. They could handle the new vocabulary. The project quite helpful in understanding the text.

Based on the reflection, it can be concluded that PBL in Cycle II was successful in improving the students reading comprehension. It can be seen from the students' ability to answer the questions based on the text that mostly correct. The students score can be used to measure the improvement of their reading comprehension. Moreover, the students seem enthusiast in doing the PBL for their reading so they could discuss their understanding and express it into a project.

In this second cycle, the researcher and the English teacher agreed that PBL applied was successful in improving the students' reading comprehension. The researcher and the English teacher agreed to end the research in this cycle for the objective of the research was achieved.

The results of the students' reading comprehension score are presented in the table and charts below.

Score	Cycle I Test	Cycle II Test
Mean	62,9	79,94

Table 1: The Comparison between Cycle I Test and Cycle II Test Scores

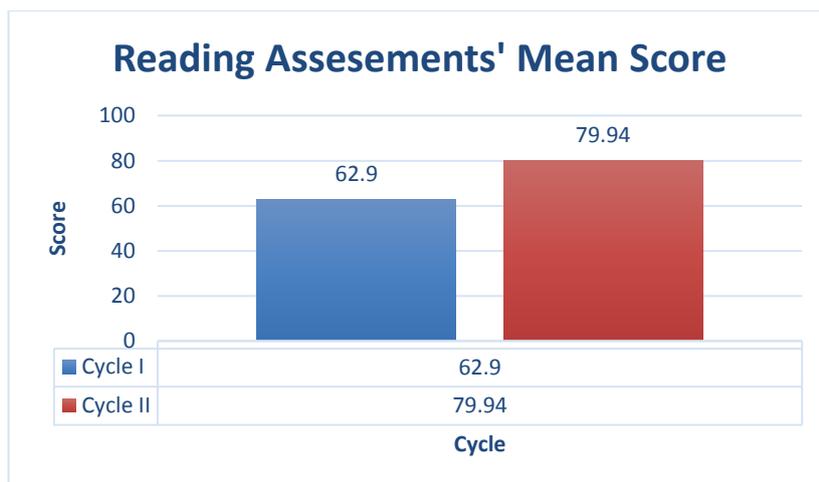


Chart 1: The Comparison between Cycle I Test and Cycle II Test Scores

Conclusions

The result of observations and interviews show that there are some improvements in the students' reading comprehension. They were also interested and motivated to be actively involved in the teaching and learning process during the implementation of the PBL. Finally, this research shows a positive result in improving the students' learning process of reading using PBL. The mean scores of the students in Cycle I was 62,9 and 79,94 in Cycle II. Based on the comparison of the mean score in Cycle I and Cycle II, there was an improvement in the students' reading comprehension. It proved that the use of PBL in the teaching and learning process improved the students' reading comprehension.

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