*USING PROBLEM BASED LEARNING TO IMPROVE READING COMPREHENSION ON RECOUNT TEXT FOR TENTH GRADE SMA HANG TUAH 4 SURABAYA

THESIS

SEPTIE KHARINA

NPM. 20620015

ENGLISH DEPARTMENT

FACULTY OF LANGUAGE AND SCIENCE

WIJAYA KUSUMA SURABAYA UNIVERSITY

2024

APPROVAL SHEET

The thesis written by Septie Kharina, NPM 20620015, entitled *Using Problem Based Learning to Improve Reading Comprehension on Recount Text for Tenth Grade SMA Hang Tuah 4 Surabaya* has been approved to undertake in Thesis Examination.

Surabaya, 11th July 2024

Approved by:

Advisor 1,	Advisor 2,
Dr. Ribut Surjowati, S.Pd., M.Pd.	**Dra. Bekti Wirawati, M.Pd.**
NIK. 94231-ET	NIK. 92152-ET

APPROVAL CERTIFICATION

From Thesis : Septic Kharina

NPM : 20620015

Tittle : Using Problem Based Learning to Improve Reading Comprehension on Recount Text for Tenth Grade SMA Hang Tuah 4 Surabaya.

Successfully defended before the examination committee on July 11, 2024, and declared to have met the requirements.

EXAMINER	SIGNATURE
EXAMINER I **Dr. Ribut Surjowati, S.Pd., M.Pd.** NIK. 94231-ET	.....
EXAMINER II **Dra. Bekti Wirawati, M.Pd.** NIK. 92152-ET	.....
EXAMINER III **Dr. Lusy Tunik M, M.Pd.** NIK. 196012201987032001	.....

Acknowledge by:
Dean of Teacher Training and Education Faculty

Dr. Drs. Kaswadi, M. Hum
NIK. 91122-ET

SURAT PERNYATAAN KEORISINILAN SKRIPSI

Yang bertanda tangan dibawah ini :

Nama	: Septie Kharina
NPM	: 20620015
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Jl. Kandangan II/E No.8

Menyatakan dengan sesungguhnya bahwa :

1. Skripsi yang diujikan ini benar-benar kerja keras saya sendiri (bukan hasil jiplakan baik sebagian maupun seluruhnya)
2. Apabila pada kemudian hari terbukti bahwa skripsi ini hasil jiplakan, saya akan menanggung resiko diperkarakan oleh Program Studi Pendidikan Bahasa Inggris Fakultas Bahasa dan Sains Universitas Wijaya Kusuma Surabaya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Surabaya, 11 Juli 2024

Septie Kharina

20620015

ACKNOWLEDGEMENT

Alhamdulillah, with the blessings of Allah SWT, I have been able to complete and compile this thesis titled “Using Problem-Based Learning To Improve Reading Comprehension on Recount Text for Tenth Grade SMA Hang Tuah 4 Surabaya.”

This research would not have run smoothly without any help, advice, comments, and support from those closest to me. Therefore, I would like to express my deepest appreciation and gratitude to:

1. Wijaya Kusuma Surabaya University and its staff for accepting and guiding me from the beginning of my studies until the completion of this thesis.
2. Prof. Dr. H. Widodo Ario Kentjono, dr. Sp.THT-KL (K), FICS as the Rector of Wijaya Kusuma Surabaya University.
3. Dr. Drs. Kaswadi, M.Hum. as the Dean of the Faculty of Language and Science.
4. My supervisors, Dr. Ribut Surjowati, S.Pd., M.Pd., and Dra. Bekti Wirawati, M.Pd., for their support and guidance throughout my thesis work.
5. The principal and the English teacher of class X.1 at SMA Hang Tuah 4 Surabaya for allowing me to conduct my research at their school, and especially to the students of class X.1 for their cooperation.
6. My heartfelt thanks to my parents, Mom and Dad, for their constant support and encouragement during the writing of this thesis. Without them, I could not have reached this point.
7. Special thanks to Rayhan Maulana Akbar, S.Kom., for his significant role and contributions to my thesis work, despite the distance between us.

8. Thanks to my friends who have always been there to help and support each other until we reached this point. I cannot mention all of you one by one.

Finally, may Allah SWT. reward the kindness and humility of everyone who helped me reach this final stage of my studies. I hope this thesis will help others who read it and are interested in joining the same field.

Surabaya, 11th July 2024

The Researcher

MOTTO

Terimakasih untuk segala daya upayaku dan tenagaku beserta doa dari ibu dan kerja keras ayahku telah membiayai segala kebutuhan selama masa perkuliahan ini hingga selesai.

ABSTRACT

Kharina, Septie. 2024. *Using Problem Based Learning to Improve Reading Comprehension on Recount Text for Tenth Grade SMA Hang Tuah 4 Surabaya*. Thesis of English Department Faculty of Language and Science. Wijaya Kusuma Surabaya University.

Advisor : 1. Dr. Ribut Surjowati, S.Pd., M.Pd.

2. Dra. Bekti Wirawati, M.Pd.

Keywords : Problem-based Learning, Reading Comprehension, Recount Text.

In the *Kurikulum Merdeka*, students were asked to understand four components in English subjects, one of which was reading comprehension. This study aimed to find out *Using Problem-Based Learning to Improve Reading Comprehension on Recount Texts for Tenth-Grade Students at SMA Hang Tuah 4 Surabaya*. The subjects of this study were 34 students from class X.1 at SMA Hang Tuah 4 Surabaya. This study used research instruments of observation sheets and reading tests. The researcher used both qualitative and quantitative data with data collection procedures through interviews, students' scores, observation, and reading tests. This study went through the Classroom Action Research process in 2 cycles and started with observations in the pre-cycle. The study showed the percentage improvement of students who passed the reading test from 5.9% in the pre-cycle to 82.4% in cycle 2. This reflected an improvement in students' understanding of the texts they read through the reading tests. In addition, using

problem-based learning also motivated and made students more active in the learning process. Based on these results, the researcher concluded that using problem-based learning improved SMA Hang Tuah 4 Surabaya 10th grade students' reading comprehension skills.

TABLE OF CONTENT

APPROVAL SHEET....ii
HALAMAN PENGESAHAN....iii
SURAT PERNYATAAN KEORISINILAN SKRIPSI.... iv
ACKNOWLEDGEMENT....v
MOTTO.... vii
ABSTRACT....viii
TABLE OF CONTENT.... x
LIST OF FIGURE.... xii
LIST OF TABLE....xiii
INTRODUCTION....1
1.1 Background of The Study.... 1
1.2 Research Question....6
1.3 Purpose of the Research....6
1.4 Significance of the Study.... 6
1.5 Operational Definition.... 7
REVIEW OF RELATED LITERATURE.... 8
2.1 Reading Comprehension.... 8
2.1.1 The Importance of Reading Comprehension.... 9
2.1.2 Component of Reading Comprehension.... 11
2.1.3 The Difficulties of Reading Comprehension.... 12
2.1.4 Teaching Reading Comprehension....13
2.2 Reading Assessment....14
2.3 Learning Method....15
2.3.1 Definitions of Learning Method....15
2.3.2 Types of Learning Method.... 15
2.4 Concept of Problem-based Learning (PBL)....16
2.4.1 Definitions of Problem-based Learning.... 17
2.4.2 Problem-based Learning Objective....17
2.4.3 Advantages of Problem-based Learning.... 17
2.4.4 Problem-based Learning Process.... 18
2.5 Recount Text.... 20
2.5.1 Definitions of Recount Text.... 20
2.5.2 Purpose of Recount Text.... 20
2.5.3 Structure of Recount Text.... 21

2.5.4 Language Features of Recount Text....23
RESEARCH METHOD....24
3.1 Research Design....24
3.2 Location of the Research....26
3.3 Setting of the Research....26
3.4 Research Subjects....26
3.5 Research Instrument....27
3.6 Data Collecting Procedure....30
3.7 Analysis Process....32
3.8 Data Analysis....34
3.9 Success Indicator....36
FINDINGS AND DISCUSSION....37
4.1 Research Findings....37
4.1.1 Preliminary Study....37
4.2 Implementation of Problem Based Learning to Improve Reading Comprehension....40
4.2.1 Cycle 1....41
4.2.2 Cycle 2....46
4.3 Discussion....52
CONCLUSION AND SUGGESTION....56
5.1 Conclusion....56
5.2 Suggestions....57
REFERENCES....59
APPENDICES....64
I. Modul Ajar....64
II. Observation Sheets Checklist (Cycle 1 & Cycle 2)....75
III. Wawancara dengan Guru....79
IV. Nilai data Pre-Test Reading Comprehension....80
V. Materi PPT....81
VI. Foto Penelitian....84
VII. Nilai Siswa / Lembar Kerja Peserta Didik (LKPD)....85
VIII. Surat Ijin Penelitian dan Surat Balasan....88
IX. Absensi Siswa....90

LIST OF FIGURE

Figure 2.1 The simple view of reading from Gough and Tunmer (1986).....10
Figure 2.2 Problem-based Learning Process (Walker, 2015).....19
Figure 3.1 Cycle Action Research (Kemmis and McTaggart, 1990).....25
Figure 4.1 Percentage of Completeness from Each Cycle.....54

LIST OF TABLE

Table 2.1 Element and Learning Outcomes..... 14
Table 2.2 Example of Recount Text..... 21
Table 3.1 Observation Sheet for Teacher Activities..... 27
Table 3.2 Observation Sheet for Student Activities..... 28
Table 3.3 Score Analysis..... 35
Table 4.1 Pre-Cycle Test Result from Class X.1 Hang Tuah..... 38
Table 4.2 Cycle 1 Test Result from Class X.1 Hang Tuah..... 44
Table 4.3 Cycle 2 Test Result from Class X.1 Hang Tuah..... 49
Table 4.4 Students Results Comparison from Each Cycle..... 55
Table 4.5 Percentages of Improvements Calculation..... 55