AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING
PROBLEM BASED LEARNING STRATEGY
ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE
TEXT AT THE SEVENTH GRADE STUDENTS OF SMP NEGERI 02
PUBIAN IN THE ACADEMIC YEAR OF 2017/2018

By:
Tri Astuti
Student Number: 14122277

TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC INSTITUTE OF METRO
2018 M / 1439 H

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Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

TRI ASTUTI
Student Number: 14122277

Tarbiyah and Teachers Training Faculty
English Education Department

Sponsor   : Dr. Umi Yawisah, M.Hum

Co-Sponsor   : Syahreni Siregar, M.Hum

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2018 M / 1439 H

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : In order to hold the Munaqosyah
              of Tri Astuti

To: The Honorable
The Dean of Faculty of Tarbiyah and Teacher Training
The State Institute For Islamic Studies (IAIN) Metro

Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to the undergraduate thesis proposal, which is written by:

Name   : TRI ASTUTI
St. Number : 14122277
Title   : THE INFLUENCE OF USING PROBLEM BASED LEARNING STRATEGY ON THE STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SEVENTH GRADERS OF SMP NEGERI 02 PUBIAN IN ACADEMIC YEAR OF 2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thanks you very much.

Wassalamu'alaikum Wr.Wb

Metro, July 2018

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Co-sponsor

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : Pengajuan Munaqosyah
               Saudari Tri Astuti

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh :

Name   : TRI ASTUTI
NPM   : 14122277
Title   : THE INFLUENCE OF USING PROBLEM BASED LEARNING STRATEGY ON THE STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SEVENTH GRADERS OF SMP NEGERI 02 PUBIAN IN ACADEMIC YEAR OF 2017/2018

Sudah kami dapat setujui dan dapat diajukan untuk di munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Metro, July 2018

Sponsor   Co-sponsor

Dr. Umi Yawisah, M.Hum   **Syahreni Siregar, M.Hum**
NIP. 19620424 199903 2 001   NIP. 19760814 200912 2 004

APPROVAL PAGE

Title	: THE INFLUENCE OF USING PROBLEM BASED LEARNING STRATEGY ON THE STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SEVENTH GRADERS OF SMP NEGERI 02 PUBIAN IN ACADEMIC YEAR OF 2017/2018
Name	: Tri Astuti
Students Number	: 14122277
Faculty	: Tarbiyah and Teacher Training
Department	: English Education

APPROVED BY:

To be examined in the thesis munaqosyah in Faculty of Tarbiyah and Teacher Training of The State Institute for Islamic Studies (IAIN) Metro.

Metro,   July 2018

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Co-sponsor

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

Head of English Education
Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

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RATIFICATION PAGE
No. B-2455/In-28-1/D/PP.00-9/07/2018

An Undergraduate thesis entitled: THE INFLUENCE OF USING PROBLEM BASED LEARNING STRATEGY ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SEVENTH GRADERS STUDENTS OF SMP N 2 PUBIAN IN ACADEMIC YEAR OF 2017/2028. Written by Adetia Indriyani student number 14120847, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, July 16th, 2018 at 13.00 – 15.00 am.

BOARD OF EXAMINERS:

Chairperson   : Dr. Umi Yawisah, M.Hum   (...............................)

Examiner 1   : Drs. Kuryani Utih, M.Pd   (...............................)

Examiner II   : Syahreni Siregar, M.Hum   (...............................)

Secretary   : Leni Setiana, M.Pd   (...............................)

The Dean of Tarbiyah and Teacher Training Faculty,

Dr. Hj. Akla, M.Pd.
NIP. 19691008 200003 2 005

THE INFLUENCE OF USING
PROBLEM BASED LEARNING STRATEGY
ON THE STUDENTS READING COMPREHENSION IN DESCRIPTIVE
TEXT AT THE SEVENTH GRADE STUDENTS OF SMP NEGERI 02
PUBIAN IN THE ACADEMIC YEAR OF 2017/2018

ABSTRACT
By:
TRI ASTUTI

The purposes of this research are to show that using Problem Based Learning strategy can increase the students' reading comprehension and students' learning activities at the seventh graders of SMP Negeri 02 Pubian in academic year 2017/2018. The researcher had outlined the problem in this research that focused on reading comprehension abilities. It is related on the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

In this research conducted a quantitative, in form of experiment research; the characteristic of the writer is correlated at seventh grade of SMP Negeri 02 Pubian. The population of this research consist of 151 students. And the sample is of the class VII.1 grade students. Is the established through the total sampling technique. The instruments used test, observation, and document. Before writer give test, writer has been teaching about 6 times at the class to get information from the students. Test is a primary method in collecting data. Test had been done twice; they were pre-test and post-test. Furthermore, documentation and observation are supporting method in collecting data.

Finally, the data confirmed that pre-test just 26,67% students that can fulfill minimum mastery criteria (KKM) and mean of the pre-test is 51. it can say that the result of pre-test was unsatisfactory. Then, in post-test there are 56,67% students that can fulfill minimum mastery criteria (KKM) and mean of the post-test is 66. it means that there is a significant influence of using problem based learning strategy on the the students reading comprehension at the seventh graders of SMP Negeri 02 Pubian in academic year 2017/2018.

Keywords: *Reading Comprehension, Problem Based Learning Strategy.*

PENGARUH PENGGUNAAN STRATEGI PROBLEM BASED LEARNING TERHADAP KEMAMPUAN PEMAHAMAN MEMBACA SISWA DI DESKRIPTIF TEKS PADA SISWAN KELAS TUJUH SMP NEGERI 02 PUBIAN TAHUN AJARAN 2017/2018

ABSTRAK
Oleh:
TRI ASTUTI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Problem Based Learning strategy dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa tingkat VII SMP Negeri 02 Pubian pada tahun pelajaran 2017/2018. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi membaca, mereka mengalami kesulitan dalam memahami topik utama dan informasi pada teks, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi membaca bahasa Inggris.

Penelitian ini merupakan penelitian kuantitatif, yang berbentuk penelitian ekperimen dan bersifat hubungan antara variabel pada murid kelas VII SMP Negeri 02 Pubian. Populasi dalam penelitian ini berjumlah 151 siswa. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas VII.1. teknik pengambilan data sampel menggunakan teknik sampel secara keseluruhan. Instrument penelitian yang digunakan yaitu test, dokumentasi, dan observasi. Tes merupakan metode pengumpulan data yang terutama. Sebelum melakukan tes penulis mengajar terlebih dahulu sekitar 6 kali pemberian materi untuk mendapatkan informasi dari siswa. Tes digunakan untuk mengukur hasil belajar bahasa inggris siswa dan dilaksanakan dua kali yakni pre-test dan post-test. Sedangkan observasi dan dokumentasi adalah metode penunjang dalam penelitian ini.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 26,67% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 51. hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Sedangkan hasil post-test ada 56,67% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 66. hal ini dapat disimpulkan bahwa ada pengaruh yang nyata antara penggunaan Problem Based Learning strategy terhadap kemampuan membaca siswa pada kelas VII di SMP Negeri 02 Pubian tahun ajaran 2017/2018.

Kata Kunci : *Pemahaman Membaca, Strategi Problem Based Learning.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

     Name   : Tri Astuti

     St. Number : 14122277

     Department   : English Education Department
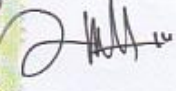
     Faculty   : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from bibliographies mentioned.

Metro, July 2018

The writer

TRI ASTUTI
St. ID 14122277

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LEMBAR PERNYATAAN KEASLIAN

Yang bertanda tangan dibawah ini:

    Nama   : Tri Astuti

    NPM   : 14122277

    Jurusan   : Tadris Bahasa Inggris

    Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juli 2018

Penulis

TRI ASTUTI
NPM. 14122277

MOTTO

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِى خَلَقَ ۝

"Read in the name of your Lord who created"

(Qs. Al-Alaq:1)

"Intellegent Without Ambition is a Bird Without Wings"

-Salvador Dali-

DEDICATION PAGE

I truly dedicate this undergraduate thesis to:

My beloved parents, Mr. Mulyono and Mrs. Suratemi who always support me by their endless love

My beloved almamater of State Institute for Islamic Studies of Metro

ACKNOWLEDGEMENT

All praise is due to Allah, The Lord of the worlds, the One Who sustains the heavens and earths. Director of all that is created, Who sent the Messengers to rational beings, to guide them and explain the religious laws with clear proofs and undeniable arguments. We bear witness that our leader, Muhammad (pbuh) is His servant and messenger, the best of all creation. May the peace and blessings of Allah be upon him, his families, his friends and the rest of righteous.

First of all, the researcher thank to Allah which because of His blessings, the researcher can complete this undergraduate thesis entitled "The Influence of Using Problem Based Learning Strategy on the Students Reading Comprehension in Descriptive Text At The Seventh Grade Students of SMP Negeri 02 Pubian In The Academic Year Of 2017/2018".

Secondly, the researcher would like to express her sincere gratitude to those who has invloved in the process of composing this undergraduate thesis. The biggest thank goes to her parents who keep supporting her in such intangible ways. The best thank is also given to both supervisors: Syahreni Siregar, M.Hum and Dr. Umi Yawisah, M.Hum. All of them have a significant role in giving aid and guidance in the process of compiling this undergraduate thesis.

The last, may this undergraduate thesis be some benefits for all the readers in general and for all the knowledge seekers in particular.

Metro,   Juli 2018
The Researcher

TRI ASTUTI
SRN.14122277

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

Language is one of the important aspects in human life. The function of language is to communicate each other. The language learners should be master four skills in language. The four skills that must be mastered by all language learners are Listening, Speaking, Writing, and Reading. Among the four skills, reading is the most important language skill to be developed and give a particular stress in the classroom. Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Reading is about looking for information of the text. Reading is not easy to be learned because reading needs maximal reading skill. Many problem that faced by reader when they want to achieve a purpose of reading. Those problem are about reading habit, reading technique, eyes work, motivation, and reading interest. Maximal reading skill can not be achieved,

if still any bad habit when they are reading. One of the readers' bad habit is interpret word by word of the text. Therefore, it is not effective because they need much time to interpret all the word of the text. Maximal reading skill cannot be achieved if do not have mastery of readings' techniques. And then, without motivation and the high of reading interest, maximal reading skill cannot be achieved too.

In SMP Negeri 02 Pubian, reading is the main activities. Most of the material in junior high school is about discourse or text. The students should learn reading effectively in order they can be find the information according a text. But, the students feel bored and lazy when they must read a text, even less answer the questions about the text. They are difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation in reading comprehension and teaching technique used by the teacher of the students are unattractive and monotonous. So the students need something to solve those problem.

In motivating students to read, teacher should find out some techniques that can attract the students' motivation and interest. The students need technique that can be motivate and increase their ability, especially in reading skill. If the students interested in what they do, they will enjoy their teaching learning process and more understand about material given.

In fact, there are some kinds of reading technique. However, they do not choose and use one of the effective strategy in reading. In fact some

students with reading comprehension interpret word by word which inefficient in reading comprehension.

Based on the result of interview with English teachers at seventh graders of SMP Negeri 02 Pubian, they said that the level of students reading comprehension is low, because either teacher or student have not used yet the problem based learning technique in teaching learning process, especially to teach reading. This statement corroborate by the result of pre survey at the seventh graders of Junior High School 02 Pubian, only 20 % the students who passed for the material of reading and 80 % the students failed with the highest grade 80 and the lowest grade 20 with the minimum mastery criteria (KKM) for English is 65, the data can be known as follows:

Table 1.
The Data Students' of Score Reading Test at the Seventh Graders
of SMP N 02 Pubian

No	Name	Score	Explanation
1	AS	40	Uncomplate
2.	ASA	40	Uncomplate
3	AM	50	Uncomplate
4	AH	50	Uncomplate
5	A P	30	Uncomplate
6	ASP	70	Complate
7	AA	80	Complate
8	APS	70	Complate
9	AU	30	Uncomplate
10	AI	20	Uncomplate
11	AS	50	Uncomplate
12	AGP	60	Uncomplate
13	AP	20	Uncomplate
14	AH	60	Uncomplate
15	ADD	60	Uncomplate
16	AK	40	Uncomplate
17	AOH	70	Complate
18	BYA	20	Uncomplate
19	AND	50	Uncomplate
20	BP	70	Complate
21	BRM	40	Uncomplate
22	BJ	50	Uncomplate
23	BS	40	Uncomplate
24	DN	50	Uncomplate
25	DA	50	Uncomplate
26	DF	40	Uncomplate
27	DA	60	Uncomplate
28	DS	50	Uncomplate
29	DWY	30	Uncomplate
30	DY	40	Uncomplate

Source: Take on pra survey of study reading comprehension at the first semester of the seventh graders of SMP Negeri 02 Pubian at the First Semester in the Academic Year of 2017/2018.

Table 2.
The Data of Percentage Students' Reading Test at the Seventh Graders of
SMP N 02 Pubian

No	Grade	Explanation	Frequencies	Percentage
1	< 65	Uncomplate	25	80
2	≥ 65	Complate	5	20
		Total	30	100 %

Source: Take on pra survey of study reading comprehension at the first
           semester of the seventh graders of SMP Negeri 02 Pubian at the
           First Semester in the Academic Year of 2017/2018.

Based on the data above, many students failed in reading test. Its means that they do not have good readings' comprehension of the text. From the result of pre survey it can seen that just 5 students from 30 students has good score in reading comprehension test, it can be said that 80% of the students do not reach minimum requirement yet.

The researcher assume that to motivate the students in learning English especially reading comprehension is low, the researcher interested for using problem based learning strategy for helping students' reading comprehension.

The resercher assume that to motivate the students in learning English especially reading comprehension, the resercher interested for using problem based learning strategy for helping student's reading comprehension. The researcher choose the problem based learning strategy because in the seventh graders have studied about reading comprehension and they need a strategy for study it and they must be read to get the main ideas quickly. So the researcher uses problem based learning as strategy for teaching learning

English, so that it should be more effective to encourage students to learn English and also more interesting.

In this research, the researcher want to investigate whether problem based learning strategy gives the positive effect on the reading comprehension.

B. Problem Identification

Regarding to the background of the study, the writer identifies the problem as follows:

1. The students are not interested in the reading comprehension

2. The students have low vocabulary

3. The students have low ability of structure and grammar

4. The students can not meet the minimum requirement

C. Problem Limitation

For there is a great number of problems dealing with reading comprehension, the researcher will only focuses on the teaching strategy using by teacher in reading comprehension, the researcher limits the problem only to "The influence of using Problem Based Learning Strategy on the Students' Reading Comprehension in Descriptive Text At the Seventh Graders of SMP N 02 Pubian in the Academic Year of 2017/2018".

D. Problem Formulation

Based on the background of study and problems identification above, the researcher formulates the problem in this research is " Is there any positive and significant influence of using problem based learning strategy on the Students' Reading Comprehension in Descriptive Text At the Seventh Graders of SMP N 02 Pubian"?

E. The Objective and Benefit of the study

1. The Object of the Research

The objective of this research is to find out whether there is any positive and significant influence of using problem based learning strategy on the students' reading comprehension in descriptive text at the seventh graders of SMP N 3 Pubian

2. Benefits of the study

a. For the Students:s

1) To enable the students to increased reading comprehension in the most efficient way.

2) To enable the students would enjoyed reading and they will also get great advantage in doing the National Final Examination because many of the test items require the ability to skim texts.

b. For the Teachers:

1) To enable given English teachers some ideas of various ways of teaching reading to students in the classroom

2) To enable the teachers to known the advantages of problem based learning to teach reading comprehension more effectively and interestingly.

F. Prior Research

The are two prior researchs that the researcher took related to this study. The first is A Kartikasari, under the title "the effectiveness of problem-based learning strategy based on multiple intelligences in terms of student's achievement, mathematical connection ability, and self esteem" the researcher was done on 25 April 2018. Based on the research result, it can be concluded that research using problem based learnig strategy based on multiple intelligences in terms of student's achievement. It can be shown from the improvement of the student's achievment mean score 83,3 and 86,6. The choosing easiest topic of problem based learning strategy can cause positive response and help all of the student's especially the student's achievement.[1]

The second is Ridho Angga Mulya with the title "The Effect of Problem Based Learning Strategy toward Student's Speaking Ability at The First Grade of SMAN 1 Enam Lingkung". The researcher was done on september 2013. Based on the result of this action research, the researcher could conclude that using problem based learning strategy in speaking ability was successful in some ways, those are: (1) problem based learning strategy could imporve the student's speaking ability. They understood the generic structure of the text. They can convey information and indeas, and maintain social relationship by

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[1] A Kartikasari, *The Effectiveness Of Problem-Based Learning Strategy Based On Multiple Intelligences In Terms Of Student's Achievement, Mathematical Connection Ability, And Self-Esteem,* (Yogyakarta : UNY, 2018), p.5

communicating with others. The improvement of the student's speaking ability could be seen from the imporvement of the score achieved by them. It was known that all two indicators of the score achieved. From both pre-test and post-test. It was known that the average scores of the indicators was 73.08 in class experimental, while in avarage score of the class control was 72.79. the teaching-learning process activities using problem based learning strategy was effective.[2]

Based on both of the study above, the researcher focus to improve the students' reading comprehension. It is related to the problem that teacher and students faced in teaching-learning reading comprehension at SMP N 02 Pubian. By applying problem based learning strategy the researcher hope thet it is as an effective strategy to teach the students achievement in reading comprhension and make the classroom's atmosphere alive.

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[2] Ridho Angga Mulya, *The Effect of Problem Based Learning Strategy toward Student's Speaking Ability at The First Grade of SMAN 1 Enam Lingkung,* (FBS State University of Padan: 2013), p. 317

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concepts of Reading Comprehension

a. Definition of Reading Comprehension

Reyko defined reading is an important skill for English language learners in today's world, it supports the development of overall proficiency and provides access to crucial information at work and in school.[3] It means that, reading has an important thing in education world, through reading people can understand what the meaning of the text and also can help the people to get some information that the people need, not only in education world but also in world job through reading.

According to Karen Tankersley reading is a complex process made up of several interlocking skills and processes.[4] It can be said that reading is one of basic skills that have a positive effect, because in reading the students not only get the information of the text but also increasing their vocabulary knowledge on their spelling and on their writing through reading.

Moreover, Praveen and Patel say that reading is most useful and important skill for people. This skill is more important than

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[3] Reyko Kamiyama, "*CAR a Means for Motivating Students to Read*" (United States: English Teaching Forum, 2009, Number 3, p. 32

[4] Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development , 2003), p. 2

speaking and writing.[5] It means that, reading is a process of sequence between something that is written with the knowledge about speaking and writing.

Based on the quotation above, it can be inferred that reading is a complex activity process which is very important involving the language and though in order to get meaningful massage, science of information that to sent by writer through such as graphic symbol, written verbal symbol.

According to Sharon and Sylvia, Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.[6] In these senses, comprehension is the understanding of the text which involves reader's interaction and prior knowledge to get information in the text.

According to Linda and Carla, Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences.[7] In other word, knowledge of the word gave a role play to expression and understanding the reading text.

Meanwhile, according to McNamara "…comprehension is not always effortless and fast, of course. When beginning readers struggle

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[5] M.F. Patel and Praveen M. Jain, *English Language Teaching,*(Jaipur:Sunrise Publishers and Distributors,2008), p. 113

[6] Sharon Vaughn and Sylvia Linan – Thompson, *Research-Based Methods of Reading Intruction,* (Virginia USA:ASCD,2004), 3th Edition, p. 98

[7] Linda J. Dorn and Carla Soffos, *Teaching For Deep Comprehension,*(Australia:Stenhouse Publishers,2005), p. 14

over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised".[8] In this sense comprehension is not the ability how fast the reader can find the information in the text but how effective their comprehension to comprehend the text. Thus, comprehension needs deeper thinking to understand the text that the readers read.

Based on the quotation above, it can be concluded that comprehension is to understand that encompasses ability to construct meaning and knowledge related of the activities that include the purpose associated with reading.

Then, according to Snow reading comprehension is a process of simultaneously extracting and constructing the meaning through interaction with the text.[9] It means that, in comprehending the text that involves the interaction both reader and text which is interrelated each other across pre-reading, reading and post-reading.

Gordon Wainwright assumes that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.[10] The complex process of this defines is the students must be able to select the important point or the main idea of the text,

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[8]Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies,* (New Jersey: Erlbaum Associates, inc., Publishers, 2007), p. 4

[9]Catherine Snow, *Reading for Understanding*, (Pittsburgh: RAND Education, 2002), p. 11

[10]Gordon Wainwright, *How to Read Faster and Recall More,* (United Kingdom: How To Content, a Division of How To Books Ltd, 2007) p. 35

and find the differences of fact or opinion, and they must able to conclude an overall text that they have read before.

Moreover, Judi Moreillion define reading comprehension is strategies tools that proficient readers use to solve the comprehension problems they encounter in texts.[11] It means that, reading comprehension is the comprehend to find and understand new thing the readers read by using their knowledge actively.

Based on the quotations above, it can be inferred that reading comprehension is the looking for meaning that involves much more that reader's responses to the text to understand each new thing we read.

b. The Models of Reading

There some models of reading :

1) The Top-down Model

In top-down is processing the readers or listeners gets a general view of the reading or listening passage by, in some way, absorbing the overall picture.

2) The Bottom-up Model

In Bottom-up is processing, on the other hand, the readers or listeners focuses on individual words and phrases, and achieves understanding by stringing these detaileds elements together to

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[11] Judi Moreillion,*Collaborative Strategies for Teaching ReadingComprehension,*(American Library Association: Chicago,2007)p. 10

build up a whole.[12] In other words, Buttom-up is processing of the readers understand the linguistics signals

c. The Importance of Learning Reading Comprehension

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake test that control advancement through elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension skills. In short, building reading comprehension skills require a long term strategy in which all the reading skills areas fluency, and vocabulary will contribute to success. Reading comprehension is important for the students in the class, because by understanding of reading much the information that has been taken from the text.

d. Level of Comprehension

Accoding to Petter reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level. There are four levels of comprehension :

1) Literal Level

literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on

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[12] Jeremy Hermer, *The Practice of English Language Teaching,* Longman : Longman, p.201

the 10th floor; her neighbours are noisy; she has complained to the landlord before. This information is contained explicitly within the text.

2) Inferential Level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbours to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain.

3) Critical Level

critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. For example, when Miss Chow's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbour, the reader knows he could be exaggerating.

4) Creative Level

creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant

makes noise and the landlord receives complaints, the tenant will be asked to leave within one week.[13]

e. Indicators of Reading Comprehension

There are a lot of indicators to measure the reading comprehension. In this research, the resercher focus on the literal comprehension. Such as kind of the criteria of reading comprehension are:

1) The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers).

2) The specific information needed about the student's reading comprehension (types of questions missed, level).

3) The number of students being tested (i.e., an individual, a small group, or a whole class).

4) The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance).

5) Whether the test is an individually or group-administered test.

6) The number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come with two forms, making them useful for assessing

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[13] Weswood, Peter. *Reading and Learning Difficulties : Approaches assesment,* Australia : ACER Press, 2001, p.21

progress over time—students are given one version of the test as a pretest and another as a posttest).

7) For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered.

8) The examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests).

9) The amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training).[14]

f. Measurement of Reading Comprehension

To know how far the students' reading comprehension should be measured use the assessment of reading comprehension. There are many kind of questions of reading comprehension they are:

1) Pronominal Question, Imperatives

The questions equire learners to make a written answer which can range in length from a single word to several paragraphs. Ussully for comprehension, short answers are required and these forms of questions are called short answer question.

2) True/False, Yes/No, Alternatives Question, Multiple-choice.

In these questions the answer is contained within the questions or intructions. Multople-choice question focus on detail and more

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[14] Janette K. Klinger, Sharon vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* New York : London, 2007, p. 17

general aspect on the text. The correct answer is not always shorter or longer than the distractor.

3) Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.[15]

g. **The Scoring of Reading Comprehension**

To know the achievement of reading comprehension abilities should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Grenall and Swan, as follows:[16]

Table 1
The Measurement of Reading Comprehension

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	**100**

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[15] I.S.P. Nation, *TeachingESL/EFL Reading and Writing,* New York : Routledge, 2009, p.77-79

[16] Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced students: Teacher's book,* (USA: Cambridge University Press, 1994), p.34.

2. The Concepts of Problem Based Learning

a. The Definition of Problem Based Learning

According Boud & Faletti, Problem-based learning (PBL) is an instructional strategy of "active learning" often used in higher education.[17] It means that, Problem-based learning can be described as "an instructional strategy in which students confront contextualized, ill-structured problems and strive to find meaningful solutions".

Morever Maggi Savin-Baden, Problem-based learning is increasingly being seen as a means of educating students to learn with complexity.[18] It means that, problem-based learning helps students to see that learning and life take place in contexts, contexts that affect the kinds of solutions that are available and possible.

Furthermore, Karen Goodenough stated that learning process in a PBL experience is driven by a realistic, well-structured problem that provides a context for students to enhance their knowledge skills.[19] It means that, problem based learning is learning model that results from the process of working towards the understanding and resolution of a problem in a real context.

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[17] Boud & Faletti, *The challenge of problem-based learning*, London: Kogan, 1991, p:39.

[18] Maggi Savin-Baden, *Facilitating Problem Based Learning,* University Press, 2003, p:4.

[19] Keren Goodnough, *Taking Action in Science Classrooms Through Collaborative Action Research,* Memorial University of Newfoundland, Canada, 2011, p:86.

In Problem Based Learning or PBL, the students are identifying the problem of the lesson topic then find the resolution based on reflecting their experiences.

b. The Procedure of Problem Based learning

The students can make small grup and discussion about problem. For example the we have a large number of vocabularies is the key in understanding the writer's idea in the text. It is important to have reading comprehension because it helps to read the text this problem.

It is widely known that problem is very useful for the student in getting the general idea of a the problem text. It also helps the students to predict the text by reading comprehension. In this case they can reading by the problem in small grup. Knowing how to problem will make the students be better reader. Fry gives the step to increase our problem based learning as follow:

1) Explain to students why problem-based learning is used

2) Establish small teams and assign team member roles

3) Present the case to students prior to presenting lectures, assigning readings, etc.

4) Students read the case

5) Respond to student requests for more information

6) Provide list of instructor's formal learning objectives

7) Student teams assign learning objectives to members for research and preparation of written summaries

8) Lectures, discussions, readings, etc. provide coverage of information related to learning objectives, case resolutions, and justifications

9) Student report within teams on learning objective research

10) Teams discuss application of learning objectives, lectures, etc. to case

11) Exchange of ideas among teams

12) Students individually write case resolutions

13) Debrief the case with class

14) Facilitate discussion to "generalize" the learning from the case experience.[20]

So many steps that must be passed for students to use problem based learning strategy correctly. The students do not read to need the entire text, but read the parts that are usually present the problem such as the title, after the students read the title of text, usually they begin to guess the contents of the text, then proceed the first paragraph without having to ignore the existences of anecdotes in the text. Problem by following the steps correctly then the students will get maximum results.

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[20] James C. Anderson, " Effect Of Problem-Based Learning On Knowledge Acquisition, Knowledge Retention, And Critical Thinking Ability Of Agriculture Students In Urban Schools", *Journal of Graduate School*, (University of Missouri-Columbia), May 2007, p. 74-76

c. The Characteristics of Problem Based Learning

The characteristics using problem based learning can be stated in the following :

1) Learning process must be started with a problem; especially a problem which is evidently critical/still unsolved must be used.

2) Contents and practices must include situations which attract students' attention.

3) Teacher must merely be a guide in the classroom.

4) Students must be given necessary time to think or gather information and to set their strategies in problem solving, and their creative thoughts must be encouraged in this process.

5) The difficulty of the subject matters to be studied must not be at a high level which could discourage students.

6) A comfortable, relaxing and safe learning environment must be established in order to develop students' skills on thinking and problem-solving by themselves.[21]

So, there are characteristics for problem based learning strategy to students reading comprehension.

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[21] Orhan Akınoglu and Ruhan Ozkardes Tandogan, "The Effects of Problem-Based Active Learning in Science Education on Students' Academic Achievement, Attitude and Concept Learning" in *Eurasia Journal of Mathematics, (*Science & Technology Education, Marmara Universitesi, Istanbul, TURKEY), June-November 2006, h. 73

d. Advantages and Disadvantages of Problem Based Learning

1) Advantages of Problem Based Learning

The advantages using problem based learning strategy, they are:

a) It is necessary to note that the lack of previous research in this field make it very hard to know to what extent known positive effects of PBL.

b) The main virtues of PBL is that it displays a significant advantage over traditional methods in how the communicative skills of the students are improved.

c) increase these effects, one could employ the practice of letting senior students, who have attended the course before and have good command of the language, act as *peer tutors* to the students.

d) PBL is that it encourages students to gain a deeper sense of understanding.

e) In a PBL classroom this is combatted by always introducing the vocabulary in a real-world situation, rather than as words on a list, and by activating the student; students are not passive receivers of knowledge, but are instead required to actively acquire the knowledge.[22]

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[22] John Larsson, *"Problem Based Learning: A Possible Approach to Language Education?",* (Polonia Institute: Jagiellonian University), h. 3

So, there are the advantages problem based learning strategy for students reading comprehension.

2) Disadvantages of Problem Based Learning

The advantages using problem based learning strategy, they are:

a) Students are not homogeneous in background, knowledge, or experience, nor are they homogeneous in their learning abilities in different areas or in their pace and style of learning.

b) The student is a passive recipient in this method and does not learn to dig it out for himself or "learn to learn."

c) This system makes heavy demands on the teacher, as he must constantly update and revise his material for lectures, readings, or syllabi so that the information he offers to his students is current.

d) Students and teachers can obtain a false sense of security if they believe that, once information is dispensed and a cognitive framework provided, the student will incorporate the information, recognize where and when it could and should be used, and apply it effectively at that time.

e) The final disadvantage in teacher-based learning is that no one can predict which parts of the information the student has learned will eventually become obsolete or incorrect, what the

student will forget, or what new information he will need to know in the future.[23]

So, from explanation above, there are disadvantages of the problem based lerning strategy for student in reading comprehension.

e. **The Implementation of Problem Based Learning (PBL) In Teaching Reading**

Problem-based learning can be described in many ways, but it is possible to see at least three common threads in all of them. First, there is a clear purpose in regard to an area of study, namely, to integrate practice and theory so as to produce sound understanding and action. Second, there is an educational process carefully considered and designed to achieve this purpose. Third, the process is itself contentspecific and reflects the process which led to the generation of knowledge in the area of study in the first place. This third thread can be explained more fully along the following lines. A problem-based learning is not general problemsolving, but focuses specifically on content (or subject-matter) central to the area of study by requiring students to acquire important knowledge in the process of tackling problematic situations.

So, the form of PBL is interested to the student on the reading in descriptive text.

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[23] Howard S. Barrows, M.D, Robyn M. Tamblyn, B.Se.N, *Problem Based Learning An Approach to Medical Education,* Springer Publishing Company : New York, h. 8-9

B. Theoretical Framework and Paradigm

   1. **Theoretical Framework**

          Ary, Jacobs, Sorensen, and Razavieh say, "a variable is a construct or a characteristic that can take on different values or scores".[24] It means that variable is determined by researcher as a main focus for a research."In experimental studies, the treatment is the independent variable and outcome is the dependent variable".[25] Based on the statement, there are two variables in this research. They are independent (X) variable and dependent variable (Y). The independent variable is the variables that affect the other variables or suspected as the cause of the other variables. The dependent variable is the variable that is affected by the independent variable or variables that emerge as a result of the independent variable. From the title of the study, which is "The Influence of Problem Based Learning on the Students Reading Comprehension in Descriptive text at The Seventh Grade SMP N 2 Pubian in Academic Year 2017/2018".

          the researcher concluded that this study has two variables. Those are independent variable and dependent variable. The independent variable was problem based learning model and the dependent variable was reading comprehension.

          Approach of this research was quantitative. "Quantitative research deals with questions of relationship, cause and effect, or current status that

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[24] Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. *Introduction to Research in Education*. Canada: Wadsworth. (2010). P:37
[25] Ibid.

researchers can answer by gathering and statistically analyzing numeric data", The statement refers that quantitative research use the form of number that was analyzed by using statistical formula. In this case, there were two means scores, the means scores are pre-test and post-test.

Then the researcher computed t-score to know The Influence of Problem Based Learning on the Students Reading Comprehension. Strategy of this research was experimental research. "Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable". It means that experimental research is a research to know the effect of a variable to the other variable. The research carried out at SMP N 02 Pubian.The population of this research was the seventh grade students in academic year 2017/2018 of SMP N 2 Pubian which consists of 35 students of 1 class.

The sample of this research was the seventh grade students of SMP N 2 Pubian in 7.1 1 class (Accounting). The total numbers of students in the class are 35 students. It consists of female and male students. It was taken used purposive sampling technique.

In order to collect the data, the researcher had to use instrument as a tool. To know the effectiveness of PBL to the students' reading comprehension, the researcher used test to measure it.

2. Paradigm

Based on the theoretical framework above the researcher describes paradigm as following:

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┌──────────────┐   ┌──────────┐   ┌──────────┐   ┌──────────┐   ┌────┐
│ Using        │ → │   High   │ → │ Students'│ → │   High   │ → │ H  │
│              │   └──────────┘   │ Reading  │   └──────────┘   │ YP │
│ Problem Based│ → │ Average  │ → │ Comprehen│ → │ Average  │ → │ O  │
│              │   └──────────┘   │ sion     │   └──────────┘   │ T  │
│ learning     │ → │   Low    │ → │          │ → │   Low    │ → │ H  │
└──────────────┘   └──────────┘   └──────────┘   └──────────┘   │ ES │
                                                                │ I  │
                                                                │ S  │
                                                                └────┘
```
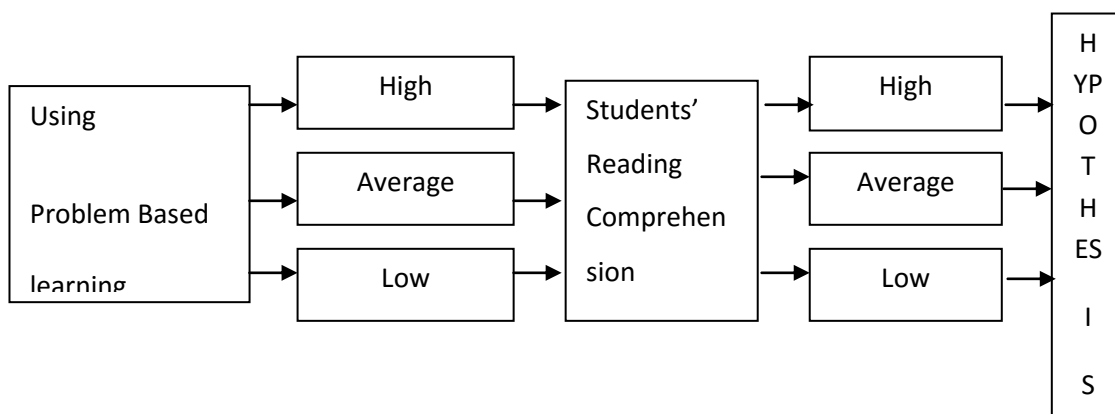
C. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the writer formulates the hypothesis is as follow:

There is positive and significant correlation between students' prior knowledge and their problem based learning of reading comprehension among the first semester students of SMP Negeri 02 Pubian in the academic year of 2017/ 2018.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the problem in the class, a researcher can prepare the design that would be researched. The researcher used the quantitative research type pre experimental design to identify the influence of problem based learning toward student's reading comprehension at seventh grade of SMP N 2 Pubian.

This research is to know the problem based learning (PBL) can be used to increase the student's reading comprehension. To investigate the achievement of the research, firstly the students was given the question from the teacher to know the knowledge of reading comprehension in the pretest, the teacher got the pretest score from the student and teacher found the students who get the low scores and high scores. After the teacher knew the score of the students, the teacher made the treatment for all students by using problem based learning (PBL) and reading text to increase their knowledge. The teacher explained more about problem based learning (PBL) and how to identify the reading text.

After the treatment has been conducted, the researcher administer the post test to know the result from the treatment. The researcher identify the students' achievement in reading comprehension. If the score were higher than post test it indicated that the problem based learning strategy can not be used to increase the reading comprehension but if the score were higher than pretest

, it showed that the problem based learning influenced the students reading comprehension in the seventh graders of SMP N 2 Pubian.

B. The Operational Definitions Variables

Operational definitions of variables in this research are:

1. Independent Variable

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by the research. Independent variable of this research is problem based learning strategy which is defined as a reading technique in reading process to get the main ideas quickly without read word by word. In this research the students can read using problem based learning strategy. The method was conducted by reading text, start from the teacher gave the rulers of doing the test, distribute the reading passages and then ask the students to finishing the questions for 30 minutes.

2. Dependent Variable

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is reading comprehension that can be defined as knowledge of student in identification the text such us: main idea, topic and the other. In this research the students can identify and analyze the reading text.

Moreover, based on the theoretical review, the indicators of reading comprehension in learning process of the eleventh grade of SMP

N 2 Pubian in the academic year of 2010/2011 are in the topics of Electronic, Family and Job.

C. Population and Sampling Technique

1. Population

Marczyk et.al defined that "The population of interest is usually defined by the purposeof the research and the research question itself"[26]. It means that the population is all subject which will be presumed in this research. The population of this research was the students of seventh graders of SMP N 2 Pubian in Academic Years of 2017/2018. In this research the total population was 151 students.

2. Sampling Technique

Marczyk et.al defined that samples is representative of the population as a whole.[27] The quality of a research is not only determined by a big number of sample, but also by the valid theories and the data analysis.

The samples of the research as respondent is students who have seventh graders of State Junior High School 2 of Pubian that number of 35 students. The number of the class in the seventh graders is 1 classes. Meanwhile, the technique sample by using the cluster random sampling. The researcher was took 1 class from the class to be became respondent in the research because their ability is low based on the pre research. The

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[26] Geoffrey marczyk, Essential of Research Design and Methodology, New Jersey: John Willey & Sons,Inc. 2005,p:84

[27] Ibid p:83

class that choosed is VII.1 that number is 30 students. The model of this sample is dependent sample, based on Donal Ary stated that "Sample is indispensable to the researcher".[28]

D. Data Collection Method

1. Test

Ary state that "Test is in testing hypotheses concerning a population correlation".[29] It means that a test is one of the tools to measure the students' basic ability and achievement.

Moreover, the researcher uses test as data collection method to measure both of the variable. The researcher measured reading comprehension of the students by giving reading comprehension test using reading texts.

A test that used in this research is achievement test. Achievement test is test that used to measure the achievement of someone after learning something. To know the result of test so the researcher using rate of test, from pretest till post test.

2. Documentation

In getting the information, the researcher was got three kind of source such us: paper, place and people. According to Donal Ary said that

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[28] Donal Ary *et.al, Introduction to Research in Education*,USA, Rinehart and Winston,1979 p:149.
[29] Ibid., p:179

"Documentation be of written or text-based artifacts (textbooks, novels, journals, etc."[30]

The researcher using the documentation to get detail information about problem based learning, reading comprehension and the condition of school in SMP N 2 Pubian.

E. Research Instrument

Colton said that "An instrument is a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making and ultimately understanding"[31]. It means that, the instrument is the frame of questions for assessment base on the theory which use to measuring phenomena.

The research instrument in this research will be the tests which will be described as follow:

1. Instrument Blueprint

Instrument in this research was designed and adjusted with the indicators which have been specified. Moreover, instrument used was in the test form that consists of multiple choice questions about various kinds of text in the different themes such as electronic, family and job.

Furthermore, there were two tests in this research. The first test was pre-test and the second test was post test.

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[30] Ibid., p. 442

[31] David Colton & Robert, *Designing and Constructing Instruments For Social Research and Evaluation.*USA, John Willey and Sons Inc, 2007. p: 5

In addition, the writer demonstrated the research instrument in the form of grilles as follows:

Table. 1
The instrument grilles test for Reading Comprehension[32]

No	Variable	Indicator	Item number

1	Reading Comprehension	1. Place of Holiday
		  a. Main idea of the passage
		  b. Main point of the paragraph
		    1) Creating question about main idea
		    2) Monitoring understanding
		    3) Clarifying parts of the text which have confused them
			3
			
			4,5
			
			1,2
			
			6

		2. Place in Bangkok
		  a. Main idea of the passage
		  b. Main point of the paragraph
		    1) Monitoring understanding
		    2) Creating question about main idea
			7
			
			8,9
			
			10

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[32] Ibid., h. 116

2. Instrument Calibration

Test form by using multiple choices which consist of 10 items it is multiple choice tests which consist of four option (A, B, C, D). Multiple choice used to give the right answer from the questions that given through the test. The researcher uses the instrument with using the pre-test and post-test. The pre-test used to get the score before the treatment conducted. This test used to know the knowledge of students in reading comprehension. The researcher uses objective tests.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of the problem based learning strategy on reading comprehension among the eleventh graders of SMP N 2 Pubian in Academic Year 2010/2011, the researcher analyzes the data by using t-test. According Donal Ary the formulation of t-test as follows:[33]

$$t = \frac{\overline{D}}{\frac{\sum D^2 - \frac{\left(\sum D\right)^2}{N}}{N(N-1)}}$$

Notes :

t   = t value for correlation sample

D   = (difference), difference between pre-test score with post-test score.

D^2 = Square of D

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[33] Donal Ary *et.al*, *Introduction to Research.*, h. 177

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. General Description

1. **Description of The Research Location**

   a. **History of SMP Negeri 02 Pubian**

   SMP Negeri 02 Pubian was established based on the decision of The Ministry of Educational and Cultural Affairs of Republic of Indonesia by number 0363/2007 on 20th June 2007. SMP Negeri 02 Pubian located at Sangunratu Street in Pubian, Lampung.

   In addition, SMP Negeri 02 Pubian have guided by 2 principles as follows:

   1) Khoirudin, S.Pd (in the period of 2007 – 2017)

   2) Rita Yusnely Aris, M.Pd (in the period of 2017 – Now)

   b. **Visim and Mission of SMP Negeri 02 Pubian**

   1) Visim

   Being an independent and prestigous school based on educational manner and knowledgeable about technology advance.

   2) Mission

      a) Creating the developing of curriculum

      b) Increasing the effectivity of learning process

      c) Creating accomplishment with the standard minimimum $\geq 6,5$ for each lesson

d) Creating human resources of good teacher

e) Completing the infrastructures

Moreover, The orientation of SMP Negeri 02 Pubianis the official management. The school consists of fourteen classes, teacher room, official employee room, library, computer laboratory, biological laboratory, mosque, canteen, toilet, and parking area.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMP Negeri 02 Pubian is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum.

c. Structure of Organization

The structure of organization of SMP Negeri 02 Pubian is stated below:

ORGANIZATION STRUCTURES OF SMP Negeri 2 Pubian

School Committee
Mukhani

Headmaster
Rita Yusnely Aris, M.Pd

Laboratory Unit
Samsyul Arifin, S.Pd
Wiji Handayani, S.Pd
Adi Susilo

Chief of Administration
Nina Dian Nora, S.Pd.i

Adm of Human Resources
Rusman, S.Pd

Adm of Letters
Ovita Vera, S.Pd

Adm of Student Affairs
Eka Indriyani, S.H, S.Pd

Adm of Facilities
Ngaliman, S.Pd

Adm of Academic Affairs
Eva Melia, S.Pd

Adm of Finance
Lili Apriana

Library Unit
Novita Sari, S.Pd

Vice of Headmaster of Curriculum Affairs
Eka Ratnasari, S.Pd

Vice of Headmaster of Student Affairs
Fauzi Rahman, S.Pd

Vice of Headmaster of Facilities
Muhtar Chaniago, S.Pd

Vice of Headmaster of HUMAS
Andri Setiawan

Curriculum Development

MGMP Coord

OSIS Guide

Control Team

Proficient Teachers

Teachers of Classes

Teachers of SK

OSIS

Students

d. Condition of The Teachers and Employers

The condition of the teachers and employers in SMP Negeri 02 Pubian is stated below:

Table 5: Condition of Teachers and Employers

NO	N A M A	NIP	Mengajar Mata Pelajaran
1	Rita Yusnely Aris, M.Pd	197709232008012013	IPS Terpadu
2	Wiji Handayani, S.Pd	198102172008012003	IPS Terpadu
3	A. Musolih	197305171999031003	IPS Terpadu
4	Ovita Vera		IPS Terpadu
5	Rusman, S.Pd	1966041220080110014	Bhs Indonesia
6	Fauzi Rahman, S.Pd		Bhs Indonesia
7	Nina Dia Nora, S.Pd.I		Bhs Indonesia
9	Muhkani	197610071999031004	Bhs Inggris
10	Y. Dani Bayun Anggara, S.Pd	198107182006041005	Bhs Inggris
11	Lili apriana		Bhs Inggris
12	Aris Mulyanto, S.Pd	197910102003121006	IPA Terpadu
13	Syamsul Arifin,S.Pd	197902242003121002	IPA Terpadu
14	Muhtar Chaniago, S.Pd		IPA Terpadu
15	Eka Ratnasari, S.Pd		IPA Terpadu
16	Eka Indrayani.S.H, S.Pd	1986062520090220001	Matematika
17	Elly Riati, S.Pd		Matematika
19	Eva Melia, S.Pd		Bhs Inggris
20	Muhtar Chaniago, S.Pd		Matematika
21	Ngaliman, S.Pd.I	196906241993081000	Pend. Agama
22	Agus Setiawan, S.Pd.		Pend. Agama
23	Martini, S.HI		PKn
24	Agus Setiawan, S.Pd.		PKn
25	Adi Susilo		TIK
27	Novita Sari, S.Pd		Bhs Indonesia
28	Dwi Sartika, S.PdI		Bhs Lampung
30	Andri Setiawan		Penjasorkes
31	Saiful Anam,		Penjasorkes
32	Eka Puji Astuti, S.Pd		Seni Budaya
33	Linda Pusparani, S.PdI		IPS Terpadu
34	Dwi Efianti, S.Pd		IPS Terpadu
Jumlah Jam			

Source: documentation of SMP Negeri 02 Pubian gathered on 25th, Mey 2018.

e. Condition of Students

The condition of students in SMP Negeri 02 Pubian is stated as follows:

Table 6: Recapitulation of Students inSMP Negeri 02 Pubian

NO	Classes	Sex		Total
		Male	Female	
1.	Class VII	51	100	151
2.	Class VIII	52	92	144
3.	Class IX	53	74	127
Total		**156**	**266**	**422**

Source: documentation of SMP Negeri 02 Pubian gathered on 25th, Mey 2018..

f. Condition of Facilities

The condition of facilities in SMP Negeri 02 Pubian is stated below:

Table 7: Recapitulation Facilities in SMP Negeri 02 Pubian

NO	FACILITIES	QUANTITY
1	Classroom (Class VII-IX)	14
2	Headmaster Room	1
3	Teacher Room	1
4	TU Room	1
5	Counseling Room	1
6	Library	1
7	OSIS Room	1
8	Mosque	1
9	Warehouse	1
10	Parking Area	1
11	Teacher Toilet	1

12	Student Toilet	2
13	Canteen	5
14	The Locker Room	1
15	Sciences Laboratory	1
16	Economic enterprise	1

Source: documentation of SMP Negeri 02 Pubian gathered on 25th, Mey 2018.

g. Location Sketch of SMP Negeri 02 Pubian

Location sketch of SMP Negeri 02 Pubian is stated below:
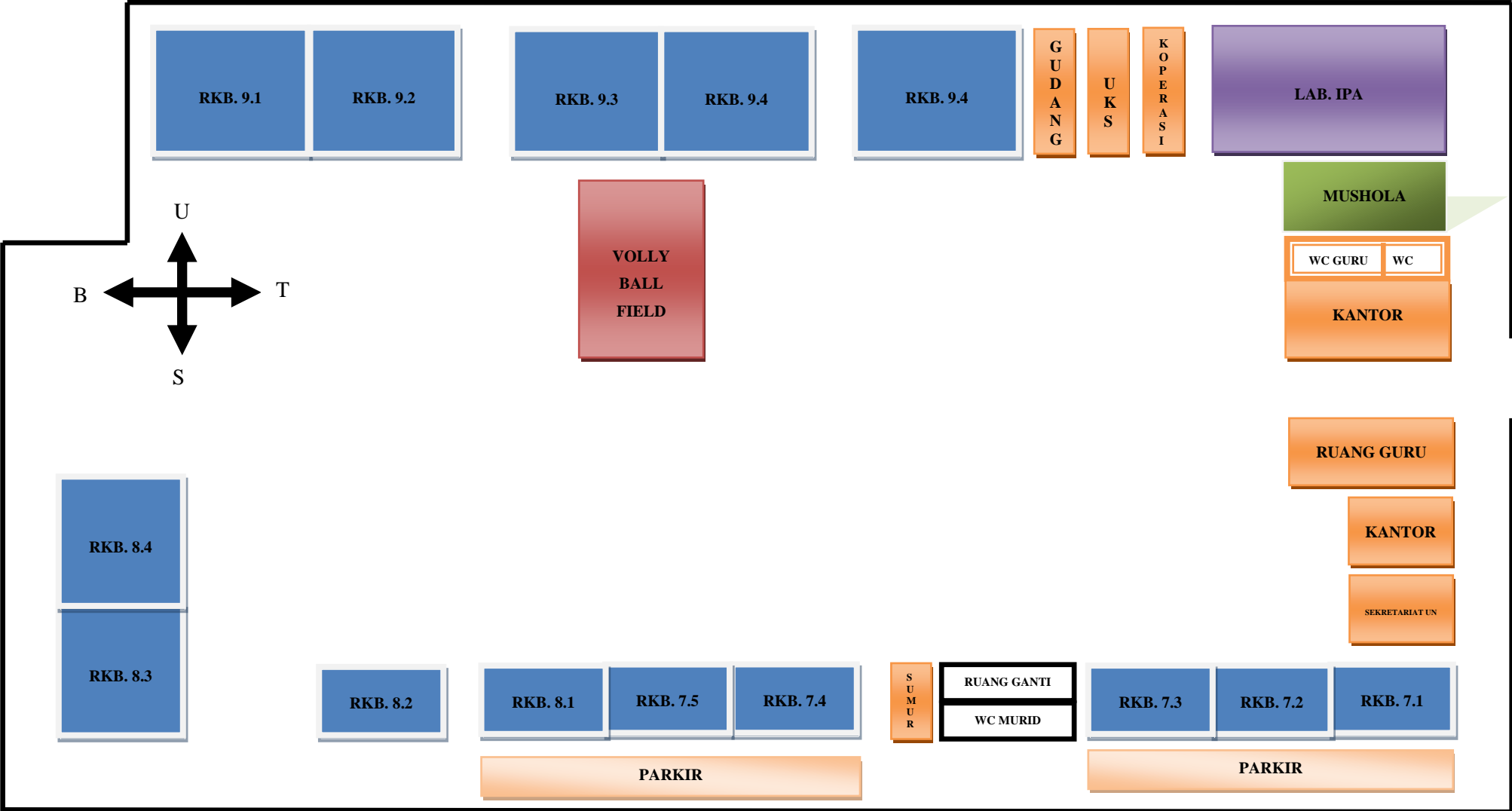
2. Description of The Research Data

a. Pre-test Result

The researcher conducted pre-test on 25th, Mey 2018. It was done to find out the students' basic knowledge towards descriptive text in multiple chooisereading comprehension before giving treatment. The result of preliminary test could be seen as follows:

Table 8:
The students' pre-test result towards reading comprehension in descriptive text at the seventh graders of SMP Negeri 02 Pubian.

No	Codes of Respondents	Pre-test Scores
1	AS	50
2	ASA	60
3	AM	70
4	AH	50
5	A P	70
6	ASP	50
7	AA	20
8	APS	40
9	AU	60
10	AI	60
11	AS	30
12	AGP	50
13	AP	20
14	AH	80
15	ADD	30
16	AK	70
17	AOH	50
18	BYA	60
19	AND	50
20	BP	50
21	BRM	20
22	BJ	70

23	BS	20
24	DN	30
25	DA	70
26	DF	70
27	DA	50
28	DS	60
29	DWY	70
30	DY	50
	Total	1530
	Average	51

Source: documentation of pre-test result of reading comprehension in descriptive text gathered on 25th, Mey 2018.

From the data above, it could be found that the highest scores was 80 and the lowest scores was 20. In line with the data, the researcher measured the class interval by using the formula as follows:

K = 1 + 3,3 log n

K = 1 + 3,3 log 30

K = 1 + 3,3 x 1,477

K = 1 + 4,77

K = 5, 77 = 6

R = the highest scores – the lowest scores

R = 80 - 20

R = 60

$I = \dfrac{R}{K}$

$I = \dfrac{60}{6}$

I = 10

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

The total of interval class (I) in this research was 10. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 9:
Table of frequency distribution of students' pre-test result towards reading comprehension in descriptive text at the seventh graders of SMP Negeri 02 Pubian.

No	Interval Classes	Frequencies	Percentages
1	71 – 80	1	3,33%
2	61 – 70	7	23,33%
3	51 – 60	5	16,67%
4	41 – 50	9	30%
5	31 – 40	1	3,33%
6	20 – 30	7	23,33%
	Total	30	100%

Graph 1:
The result of students' pre-test towards reading comprehension in descriptive text at the seventh graders of SMP Negeri 02 Pubian.
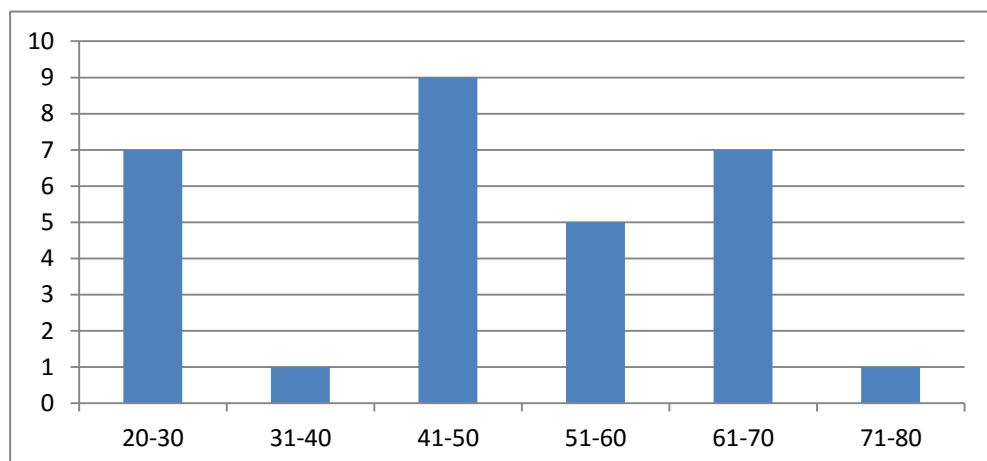
Further, based on the table of frequency distribution above, it could be inferred that from 30 students as the sample of the research, just for about 1 students who had got the score similar to or higher than PBL, which is 80. The data revealed that 7 students got the score between 20 – 30 or as many as 23.33%. Next, there were 1 students got the score between 31 – 40 or as many as 3,33%. There were 9 students who got the score between 41 – 50 or in the other words, as many as 30%. Besides, there were 5 students who got the score between 51 - 60 and 7 students got the score between 61 - 70 in percentage of 16,67% and 23,33% of each. The last, there were 1 students who got the score between 71 – 80 or as many as 3,33%.

In summary, from the result of pre-test, the researcher found that the students' problem was in using ineffective strategy in teaching learning process. As a result, most of the students got the scores lower than PBL.

b. **Post-test Result**

After considering the pre-test result of descriptive text in multiple chooise reading comprehension, the researcher conducted the treatment of concept mapping to help the students getting better understanding of descriptive text. Beware of that, the researcher identified the students' difficulty in multiple chooise reading comprehension and offered concept problem based learning strategy to know if there was positive and significant influence of it.

Furthermore, after the students in this class had been given the treatment of concept problem based learning strategy and they had understood already, the researcher gave the post-test to measure their descriptive text in multiple chooise reading comprehension. The result of post-test could be seen below:

Table 10:
The students' post-test result towards reading comprehension in descriptive text at the seventh graders of SMP Negeri 02 Pubian.

No	Codes of Respondents	Post-test Scores
1	AS	70
2	ASA	70
3	AM	50
4	AH	100
5	A P	60
6	ASP	50
7	AA	60
8	APS	70
9	AU	70
10	AI	70
11	AS	60
12	AGP	50
13	AP	70
14	AH	50
15	ADD	80
16	AK	60
17	AOH	40
18	BYA	80
19	AND	60
20	BP	90
21	BRM	50

22	BJ	40
23	BS	70
24	DN	80
25	DA	80
26	DF	90
27	DA	70
28	DS	70
29	DWY	50
30	DY	70
	Total	1980
	Average	66

Source: documentation of post-test result of descriptive text in multiple chooise reading comprehension gathered on 25th, Mei 2018.

From the data above, it could be found that the highest scores was 100 and the lowest scores was 40. In line with the data, the researcher measured the class interval by using the formula as follows:

K = 1 + 3,3 log n

K = 1 + 3,3 log 30

K = 1 +3,3 x 1,47

K = 1 +4,87

K = 5, 87 = 6

R = the highest scores – the lowest scores

R = 100 – 40

R = 60

$$I = \frac{R}{K}$$

$$I = \frac{60}{6}$$

$$I = 10$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

The total of interval class (I) in this research was 6. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 11:

Table of frequency distribution of students' post-test result towards reading comprehension in descriptive text at the seventh graders of SMP Negeri 02 Pubian.

No	Interval Classes	Frequencies	Percentages
1	91– 100	1	3.33%
2	81– 90	2	6,67%
3	71 – 80	4	13,33%
4	61 – 70	10	33,33%
5	51 – 60	5	16,67%
6	40 – 50	8	26,67%
	Total	30	100%

Graph 2:
The result of students' post-test towards reading comprehension in
descriptive text at the seventh graders of SMP Negeri 02 Pubian

.
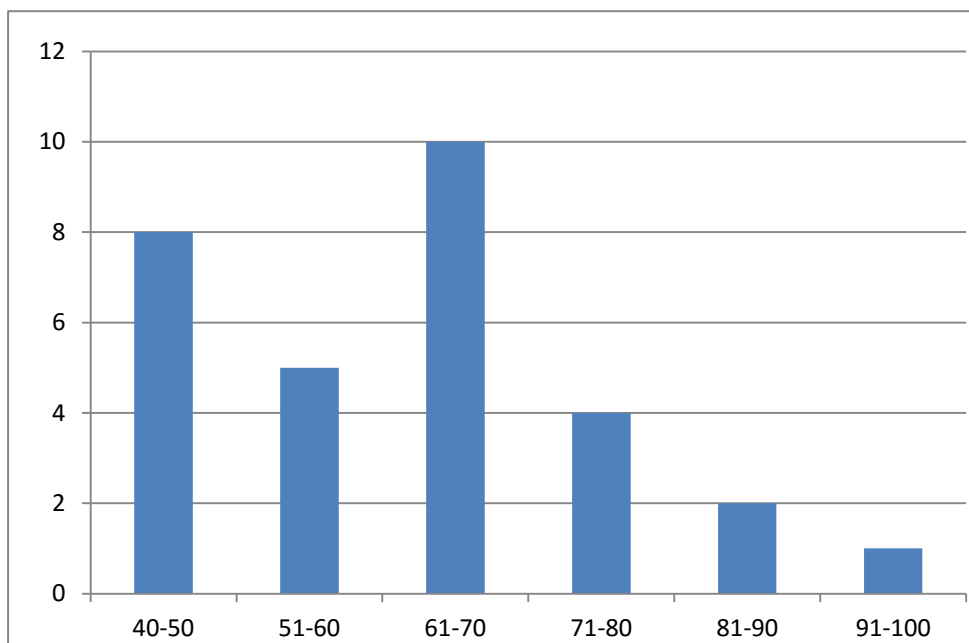
Further, based on the table of frequency distribution above, it could
be inferred that from 30 students as the sample of this research, there were
1 students got the score similar to or higher than PBL, which is 100. To be
known, there were 8 students who got the score between 40-50 or as many
as 26.67%, and there were 5 students who got the score between 51-60 or
as many as 16,67% and there were 10 students who got the score between
61-70 or as many as 33.33%. In addition, there were 4 students who got
the score between 71 – 80 or as many as 13,33% and there were 2 students
who got the score between 81-90 or as many as 6.67%. The last, there
were 1 students who got the score between 91-100 or as many as 3,33%.

To sum up, the post-test result was categorized into sufficient category even though several students was still lack on problem based learning strategy on the students reading comprehension, but on the whole, there was certain influence to help the students get better understanding.

B. Hypothesis Testing

After gathering the data, the researcher analyzed the data by using chi-square and t-test in order to prove whether there was a positive and significant influence of using problem based learning strategy on the students reading comprehension in descriptive text at the seventh graders of SMP Negeri02 Pubian, as follows:

1. **Getting the data into the formula of chi-square (χ^2)**

    After holding the essay test, the researcher analyzed the data by using chi-square in order to prove whether there was any significant and positive influence of problem based learning strategy on students' reading comprehension in descriptive text at the seventh graders of SMP Negeri02 Pubian as stated below:

$$x^2 = \sum \left[\frac{(Fo - Fe)^2}{Fe} \right]$$

Table 12:
The Contingency Table of The Expected Frequencies of The Result of Students' Pre-test and Post-test

Variables	Categories					Total
	Excellent	Good	Fair	Poor	Failed	
Pre-test	1	2	3	4	5	$r_n = 30$
	0	6	12	10	2	

Post-test	6	7	8	9	10	$r_n = 30$
	3	15	10	2	0	
Total	$c_n = 3$	$c_n = 21$	$c_n = 22$	$c_n = 12$	$c_n = 2$	$n = 60$

Hypothesis testing by using chi-square was analyzed as follows:

Table 13:
Testing of The Data

Sel:	f_o	$f_e = \dfrac{c_n \, x \, r_n}{n}$	$f_o - f_e$	$(f_o - f_e)^2$	$\dfrac{(f_o - f_e)^2}{f_e}$
1	0	$\dfrac{3 \, x \, 30}{60} = 1.5$	-1.5	2.25	1.5
2	6	$\dfrac{21 \, x \, 30}{60} = 10.5$	-4.5	20.25	1.928
3	12	$\dfrac{22 \, x \, 30}{60} = 11$	1	1	0.195
4	10	$\dfrac{12 \, x \, 30}{60} = 6$	4	16	0.090
5	2	$\dfrac{2 \, x \, 30}{60} = 1$	1	1	1
6	3	$\dfrac{3 \, x \, 30}{60} = 1.5$	1.5	2.25	1.5
7	15	$\dfrac{20 \, x \, 30}{60} = 10$	5	25	2.5
8	10	$\dfrac{23 \, x \, 30}{60} = 11.5$	-1.5	2.25	0.195
9	2	$\dfrac{12 \, x \, 30}{60} = 6$	-4	16	2.667
10	0	$\dfrac{2 \, x \, 30}{60} = 1$	-1	1	1
Total	$n = 60$	$f_t = 60$			$X^2 = 15.047$

Accordingly, the value of chi-square was 15,72. Then, to know the critical value of chi square, the researcher counted df at first that stands for degrees of freedom. The formulation of df was:

$$df = (c - 1)\,(r - 1)$$

Where:

df = number of degrees of freedom

c = number of columns

r = number of rows

df = (5-1)(2-1)=4

Table 14:
Critical Value of Chi-Square

Degrees of Freedom	Level of Significant	
	5%	1%
df4	9.488	13.227

a. The critical value of χ^2 table for 5% level was 9.488.

b. The critical value of χ^2 table for 1% level was 13.227.

From all data analysis above, it could be known that:

1) χ^2 observed = 15.72

2) χ^2 table or expectacy = 5% (9.488) and 1% (13.227)

The degrees of freedom is 4. Therefore, the values of χ^2 table on degrees of freedom in the level of 5% are 9.488 and in the level of 1% are 13.227. From the data above, it revealed the comparison between Fo and Ft was: 9.488<15.72>13.227 in the level of significant of 5% and 1%. It meant that the alternative hyphothesis (Ha) which explained "there is a positive and significant influence of using problem based learning strategy on the students' reading comprehension in descriptive text" was accepted and Ho was rejected.

2. **Getting the data into the formula of t-test**

To find whether there was positive and significant influence of problem based learning strategy on the students' reading comprehension in descriptive text at the seventh graders of SMP

Negeri02 Pubian. The researcher used the t-test formula. The researcher

prepared the table and put the data into the formula of t-test below to

get t_observed.

Table 15:
The scores of pre-test and post-test result of reading comprehension in
descriptive text at the seventh graders of SMP Negeri 02 Pubian.

No	Codes of Resp	Pre-test (X_1)	Post-test (X_2)	D $(X_2 - X_1)$	$D^2 = (X_2 - X_1)^2$
1	AS	50	70	20	400
2	ASA	60	70	10	100
3	AM	70	50	-20	400
4	AH	50	100	50	2500
5	AP	70	60	-10	100
6	ASP	50	50	0	0
7	AA	20	60	40	1600
8	APS	40	70	30	900
9	AU	60	70	10	100
10	AI	60	70	10	100
11	AS	30	60	30	900
12	AGP	50	50	0	0
13	AP	20	70	50	2500
14	AH	80	50	-30	900
15	ADD	30	80	50	2500
16	AK	70	60	-10	100
17	AOH	50	40	-10	100
18	BYA	60	80	20	400
19	AND	50	60	10	100
20	BP	50	90	40	1600
21	BRM	20	50	30	900
22	BJ	70	40	-30	900
23	BS	20	70	50	2500
24	DN	30	80	50	2500
25	DA	70	80	10	100
26	DF	70	90	30	900
27	DA	50	70	20	400
28	DS	60	70	10	100
29	DWY	70	50	-20	400
30	DY	50	70	20	400
		$\sum X_1 = 1530$	$\sum X_2 = 1980$	$\sum D = 460$	$\sum D^2 = 24400$

Average of D = 813,33

Therefore, the data was put into the formula of t-test then calculated it. It could be calculated by using the formula below:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(D)^2}{N}}{N\,(N-1)}}}$$

$$t = \frac{813{,}33}{\sqrt{\frac{23100 - \frac{(430)^2}{30}}{30\,(30-1)}}}$$

$$t = \frac{813{,}33}{\sqrt{\frac{23100 - 6163{,}33}{30\,(30-1)}}}$$

$$t = \frac{813{,}33}{\sqrt{\frac{16936{,}67}{870}}}$$

$$t = \frac{813{,}33}{\sqrt{19{,}47}}$$

$$t = \frac{813{,}33}{4{,}41}$$

$$t = 184{,}43$$

To be known, $t_{observed}$ was 184,43 as the result of counting by using t-test formula above. Meanwhile, the critical value of t-test (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of df = N – 1. N is the number of research population:

df = N – 1

= 30 – 1

= 29

After considering the t_{table} by using df which was 29. The critical value of t_{table} was as follows:

Table 16:
Critical Value of t_{table}

Degrees of Freedom	Level of Significant	
	5%	1%
df 29	2.045	2.756

To df 29 with the level of significant in 5% was 2.045 and in 1% was 2.756 by $t_{observed}$ was 4.951. Then, the data confirmed that t_{table} 2.045 < $t_{observed}$ 4.951 > t_{table} 2.756.

C. Interpretation

1. Interpretation of $\chi^2_{observed}$

   a. If $\chi^2_{observed} > \chi^2_{table}$, Ha is accepted and Ho is rejected.

   b. If $\chi^2_{observed} < \chi^2_{table}$, Ha is rejected and Ho is accepted.

   The critical value of $\chi^2_{observed}$ was 15.047 which meant that Ha was accepted and Ho was rejected. To conclude, the use of concept mapping strategy could influence students' grammatical cohesion in essay writing at the eleventh grade of SMP Negeri 02 Pubian.

2. Interpretation of $t_{observed}$

   a. If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected.

   b. If $t_{observed} , t_{table}$, Ha is rejected and Ho is accepted.

   Finally, the data confirmed that $t_{observed} = 4.951$ was higher than t_{table} 2.045 in the level of 5% and 2.756 in the level of 1%. It meant that Ha was accepted and Ho was rejected. Therefore, it could be concluded that "there was a positive and significant influence of using problem based

learningstrategy on the students' reading comprehension in descriptive text at the seventh graders of SMP Negeri02 Pubian".

D. Discussion

In this research, there were two variables consisting of independent variable and dependent variable. Independent variable (X) was problem based learning strategy and dependent variable (Y) was problem based learning strategy on the students reading comprehension. Based on the data analysis, the researcher concluded that problem based learning strategy was an alternative strategy that had influence on the students' reading comprehension. On account for this, it could be seen by the result of pre-test and post-test. Students of the seventh graders of SMP Negeri02 Pubian, particularly VII.1 had done pre-test and post-test whereby before holding the post-test, the researcher gave them certain treatment that consisted of problem based learning strategy.

Similarly, the score they had got before and after treatment was so different that in the pre-test, the average score of class was 51. Meanwhile, the average score of class in the post-test was 66. In conclusion, the result of this research was $t_{observed} > t_{table}$ (2.045 < 4.951 > 174,6) which revealed that Ha was accepted and Ho was rejected. In other words, there was a positive and significant influence of using problem based learning strategy on the students' reading comprehension in descriptive text at the seventh graders of SMP Negeri02 Pubian.

To be exact, through problem based learning as an alternative strategy, the students learnt such make a descriptive text in learning English. More

precisely, there is a positive and significant influence of using problem based learning strategy on the students' reading comprehension in descriptive text after treatment. The fact showed that there was a change at the amount of the students who got lower scores.. At the end, they were able to implement their result of descriptive text especially reading comprehension.

Lastly, problem based learning strategy could be a solution for teaching learning process especially in reading because it made the students more active while learning. Too, they were given much more opportunities to explore all their ideas. By using this strategy, teaching and learning process was more interesting, enjoyable and fun because it included visual capability and creativity among students so that they might take part better during learning process.

E. Limitation

This research was conducted only at the seventh graders of SMP Negeri 02 Pubian with the purpose to see whether there was any positive and significant influence of using problem based learning strategy on the students' reading comprehension. In other words, the result of this research could not be generalized. Consequently, the result might be different if it was conducted in any other circumstances.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Problem based learning strategy is one of the strategy in learning reading. To understand the text easier and faster, the reader need problem based learning strategy. Based on the analysis and result of the research, the researcher can conclude that the problem based learning strategy has a positive influence toward the students reading comprehension. It can be used as the strategy in learning reading comprehension and it can improve in reading comprehension. It can be seen from the result of critical value "t $_{observed}$" is 184,43 and "t$_{table}$" is 2.045. The data confirmed that "t $_{observed}$" is higher than "t$_{table}$". Therefore, it can be concluded that Ha is accepted and Ho is rejected. So, there is an influence of using problem based learning strategy on the the students' reading comprehension in descriptive text at the seventh graders of SMP Negeri 02 Pubian in the Academic Year of 2017/2018.

B. SUGGESTIONS

Based on the research, the researcher will give the suggestion to the side that related as the considered as follows:

1. For the Teachers

   a. The teacher are suggested to give the guidance to the students in reading the text.

   b. The teacher are suggested to teach reading comprehension, using problem based learning strategy. So, the students can understand Reading comprehension easier and faster

2. For the Students

   a. The students are suggested to study hard in analyzing the reading text.

   b. The students are suggested to be accustomed to read the text.

   c. The students are suggested to try to read the text using problem based learning strategy

3. For the Headmaster

   a. The headmaste is suggested to complete the facilities to support learning process.

   b. The headmaster is suggested to observe the teacher in learning process.

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SILABUS PEMBELAJARAN

Mata Pelajaran : **BAHASA INGGRIS - WAJIB**
Kelas : **VII**
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan	**Teks *descriptive* lisan dan tulis, sederhana, tentang keluarga/perilaku/ kejadian/peristiwa**. *Fungsi sosial* Meneladani, membanggakan, bertindak teratur,	**Mengamati** • Siswa menyimak berbagai contoh teks *descriptive* tentang keluarga/perilaku / kejadian / peristiwa yang di berikan / diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks descriptive • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan	4 X 45 Menit	• Buku teks yang relevan • Laptop • LKS Bahasa Inggris • Lembar Cerita • Kertas Nomor

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 4.13. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/per istiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	teliti dan disiplin, melaporkan. *Struktur* a. Menyebutkan tindakan/ peristiwa/kejadian secara umum b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. *Unsur kebahasaan* (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. (2) Penyebutan kata benda (3) Ejaan dan tulisan	informasi tertentu dari teks descriptive **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam descriptive **Mengeksplorasi** • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membacakan teks descriptive kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menysun kalimat-kalimat yang diberikan menjadi	• Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk descriptive dalam kelompok / berpasangan/ didepan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks descriptive **Pengamatan (observation):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan - perilaku tanggung jawab, peduli,		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tangan dan cetak yang jelas & rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (5) Rujukan kata *Topik* Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.	text descriptive. • Siswa secara berkelompok menuliskan /menyalin teks *descriptive* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut	kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca		

Pubian, Mei 2018

Mengetahui,
Kepala SMP Negeri 02 Pubian

Guru Pengampu,

RITA YUSNELY ARIS, M.PD
NIP. 197709232008012013

LILI APRIANA, S.Pd

LESSON PLAN 1

Sekolah	:	SMP Negeri 02 Pubian
Matapelajaran	:	BAHASA INGGRIS
Kelas/Semester	:	VII/2
Materi Pokok	:	*Descriptive Text*
Sub Tema	:	Teks tertulis dan lisan
Alokasi Waktu	:	2 x 40 Menit

A. Kompetensi Inti (KI):

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

1. KOMPETENSI DASAR:

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan pada guru dan teman perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional

3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri serta responnya sesuai dengan konteks penggunaannya.

4.2. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalandiri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2. Indikator Pencapaian KD

Dimensi	Indikator
Sikap dan Perilaku	Menunjukkan Keantusiasan
	Menunjukkan Kesantunan
	Menunjukkan Kepedulian
Pengetahuan tentang struktur teks unsur kebahasaan.	Menggunakan struktur teks yan tepat sesuai fungsinya.
	Memilih kata yang tepat sesuai dengan konteksnya.
	Menentukan tekanan kata yang benar.
Keterampilan	Berkomunikasi menggunakan ungkapan sapaan dengan lancar, akurat dan berterima.

C. Tujuan Pembelajaran

Siswa berkomunikasi dalam bahasa Inggris untuk menjalin hubungan interpersonal dengan guru, teman-temannya, dan orang-orang disekitarnya melalui sapaan secara bersungguh-sungguh, santun dan peduli dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar.

D. Materi Pembelajaran

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Peter? He is … years old.

   a. Four

   b. Fourteen

   c. Forty

   d. Ten

2. The writer is … years old.

   a. Fourteen

   b. Sixteen

   c. Eighteen

   d. Nineteen

3. Which of the following statement is not true about Peter?

   a. He has long and straight hair.

   b. He has bright eyes.

   c. He is interested in sports.

   d. He plays football and tennis.

4. According to the passage, we know that Peter is ….

   a. The writer's youngest brother

b. The writer's elder brother

c. A naughty boy

d. A friendly boy

5. It is implied in the passage that …
   a. Peter is naughty.
   b. Peter is lazy.
   c. Peter is unfriendly.
   d. Peter is diligent.

6. From the text, we may conclude that….
   a. Many people do not like Peter.
   b. People is older that the writer.
   c. Peter is a welcoming person.
   d. Peter is not diligent at all.

7. What is the text mostly about?
   a. Peter
   b. Peter's hobby
   c. Peter's family
   d. D. peters' elder brother

8. "He is fourteen years old . . . Than <u>me</u>." The underlined word refers to ….
   a. Peter
   b. The writer
   c. The writer's brother
   d. the writer's family

9. "Peter <u>is interested in sports very much</u>, and at school he plays football and tennis." The underlined phrase can be replaced by ….
   a. Dislike sport
   b. Really likes sport

c. Hates sport very much

d. Finds sport not really entertaining

10. "But he <u>usually does what he is asked to do</u>" The underlined phrase means …

a. He does anything he wants.

b. He always asks.

c. He is lazy.

d. He is diligent.

Kunci Jawaban

1. B
2. C
3. C
4. A
5. D
6. C
7. A
8. B
9. B
10. D

E. Metode Pembelajaran

1. Pendekatan   : Problem Based Learning Strategy
2. Strategi   : Pengamatan, pemodelan, kerja berpasangan / kelompok, mempraktikan.

F. Langkah-langkah Pembelajaran

Pendahuluan

a. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

b. Guru memberikan motivasi belajar siswa.

c. Guru menanyakan pengalaman siswa dalam berbahasa Inggris.

d. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.

e. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

Inti

Mengamati (Observing)

➢ Siswa menyimak rekaman percakapan yang sedang diputar atau yang dibacakan oleh guru.

Mempertanyakan (Questaioning)

➢ Siswa membuat pertanyaan berkaitan dengan percakapan yang disimak (pada tahap awal siswa boleh bertanya dengan bahasa Indonesia).

➢ Guru menyampaikan pertanyaan penuntun (*leading question*) untuk membangkitkan rasa ingin tahu siswa tentang fungsi menyapa, cara menyapa, serta variasi ungkapannya.

Menalar (Associating)

➢ Guru memberikan penguatan dengan menjelaskan penggunaan ungkapan-ungkapan yang dipelajari.

➢ Guru bertanya kepada siswa sapaan yang sesuai dengan situasi pada gambar.

➢ Siswa membuat kalimat sapaan yang sesuai dengan gambar.

➢ Siswa membeuat kesimpulan sementara tentang materi ajar yang sedang dipelajari.

Eksperimen (Experimenting)

➢ Siswa melakukan latihan-latihan secara bertahap dari yang mudah hingga yang kompleks.

Latihan 1. Menjodohkan gambar......

Latuhan 2. Pair Work

Mengkomunikasi hasil (Networking)

➢ Siswa menggunakan ungkapan-ungkapan yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari.

➢ Siswa melakukan evaluasi diri dengan menulis kedala-kendala dan hal-hal yang telah dikuasai dalam reflektif journal.

Penutup

➢ Guru bersama-sama dengan peserta didik dan/atau sendiri membuat kesimpulan / rangkuman pelajaran.

➢ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

➢ Memberikan umpan balik terhadap proses dan hasil pembelajaran.

➢ Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.

➢ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Media Pembelajara

1. LKS yang terkait dengan topik
2. Buku yang terkait dengan topik
3. Laptop
4. Text paper.

H. Sumber Belajar

➢ **Buku Bahasa Inggris "When English Rings the Bell"**

I. Penilain Hasil Pembelajaran

1. Rubrik penilaian

   a. Sikap (Dengan lembar pengamatan)

   b. Pengetahuan (Dengan lembar pengamatan)

   c. Keterampilan (Dengan lembar pengamatan)

   RUBRIK PENILAIAN

A. Penilaian Dari Aspek Pengetahuan (knowledge)

Format Penilaian Individu

Nama Kegiatan   :

Tanggal Pelaksanaan   :

Nama Siswa   :

No	Aspek yang dinilai	Nilai
1	Kosa Kata (Vocabulary)	
2	Kelancaran (Fluency)	
3	Pengucapan (Pronounciation)	
4	Pemahaman (Understanding)	

a. Kosa Kata (vocabulary)

    5 = Sempurna

    4 = Ada kesalahan tetapi tidak mengganggu makna

    3 = Ada kesalahan dan mengganggu makna

    2 = Banyak kesalahan dan mengganggu makna

    1 = Terlalu banyak kesalahan sehingga sulit dipahami

b. Kelancaran

    5 = Sempurna

    4 = Ada kesalahan tetapi tidak mengganggu makna

    3 = Ada kesalahan dan mengganggu makna

    2 = Banyak kesalahan dan mengganggu makna

    1 = Terlalu banyak kesalahan sehingga sulit dipahami

c. Pengucapan

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

B. Penialaian dari segi sikap (attitude)

Format Penilaian Individu

Nama Kegiatan   :.....................................

Tanggal Pelaksanaan   :.....................................

Nama Siswa   :.....................................

No	Aspek yang dinilai	Nilai
1	Jujur	
2	Disiplin	
3	Tanggung Jawab	
4	Toleransi	
5	Gotong Royong	
6	Santun	
7	Percaya Diri	

a. Jujur

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kealahan sehingga sulit dipahami

b. Disiplin

    5 = Sempurna

    4 = Ada kesalahan tetapi tidak mengganggu makna

    3 = Ada kesalahan dan mengganggu makna

    2 = Banyak kesalahan dan mengganggu makna

    1 = Terlalu banyak kesalahan sehingga sulit dipahami

c. Tanggung Jawab

    5 = Sempurna

    4 = Ada kesalahan tetapi tidak mengganggu makna

    3 = Ada kesalahan dan mengganggu makna

    2 = Banyak kesalahan dan mengganggu makna

    1 = Terlalau banyak kesalahan sehingga sulit dipahami

d. Toleransi

    5 = Sempurna

    4 = Ada kesalahan tetapi tidak mengganggu makna

    3 = Ada kesalahan dan mengganggu makna

    2 = Banyak kesalahan dan mengganggu makna

    1 = Terlalu banyak kesalahan sehingga sulit dipahami

e. Gotong Royong

    5 = Sempurna

    4 = Ada kesalahan tetapi tidak mengganggu makna

    3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

f. Santun

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sulit dipahami

g. Percaya Diri

5 = Sempurna

4 = Ada kesalahan tetapi tidak menggnggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

C. Penilaian dari segi keterampilan

Format Penilaian Individu

Nama Kegiatan   :

Tanggal Pelaksanaan   :

Nama Siswa   :

No	Aspek yang dinilai	Nilai
1	Melakukan tindak komunikasi (communicative action)	
2	Kerja sama (team work)	

a. Melakukan tindak komunikasi (communicative action)

5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

b. Kerja sama (team work)

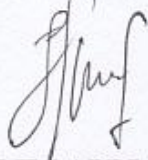5 = Sempurna

4 = Ada kesalahan tetapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

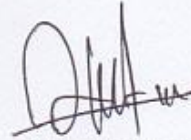1 = Terlalu banyak kesalahan sehingga sulit dipahami

Guru Mata Pelajaran

LILI APRIANA, S.Pd

Metro, May 2018

Researcher

TRI ASTUTI
14122277

Mengetahui,

Kepala SMP Negeri 02 Pubian

RITA YUSNELY ARIS, M.Pd
NIP.197709232008012013

POST TEST

This follow text is for question 1-10

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

1. The Hobbit is a movie which is based on a book whose author is…
   a. Jackson
   b. Tolkien
   c. Peter Tolkien
   d. J.R.R Jackson

2. They are based on the… (*Paragraph 1*). The word "they" in the sentence refers to…
   a. The Hobbit books
   b. The Hobbit actors
   c. Adventure series films
   d. The Hobbit film series

3. The films take place in the fictional world… (*Paragraph 2*). The antonym of "fictional" is…
   a. Fabricated
   b. Fictive
   c. True
   d. Imagined

4. If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film takes place?
   a. 1100
   b. 1210
   c. 1090
   d. 1134

5. What did the Wizard want Bilbo to do in the movie?
   a. To join the dwarves' journey
   b. To take care of the dwarves
   c. To accompany him to meet smaug
   d. To accompany dwarves and smug to the lonely mountain

6. The role of the dwarves' leader is played by?
   a. Thorin Oakenshield
   b. Bilbo Baggins
   c. Richard Armitage
   d. Ian McKellen

7. …who seek vengeance against Thorin and his ancestors. *(Paragraph 2).*
   The synonym of vengeance.
   a. Kindness
   b. Revenge
   c. Reconciliation
   d. Anger

8. …who seek vengeance against Thorin and his ancestors. *(Paragraph 2).*
   The word "his" in the sentence refers to…
   a. Azoh
   b. Bolg
   c. Thorin and ancestors
   d. Thorin

9. How many people that lined in the red carpet on the first premiered The Hobbit film?
   a. 1000000
   b. 100000
   c. 10000
   d. 1000

10. Which of the following statement is false according to the text?

    a. The premiers of the hobbit movies were held in the different places of the same country

    b. The Hobbit movies consists of three epic adventurous film that were released on different years

    c. The first series of The Hobbit wasn't premiered in Europe

    d. The Third series of the Hobbit was premiered in a country of an European continent

PRE TEST 1

This follow text is for question 1-4

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

1. "My classroom is very <u>big</u> ". The underlined word ..
    a. Large
    b. Great
    c. Fat
    d. Clean
    e. Dirty

2. Where does the teacher sit ?
    a. In front of the classroom
    b. Behind the whiteboard.
    c. Behind the table
    d. Under the map
    e. behind the board

3. Where is the whiteboard ?
    a. behind the table
    b. Beside the teacher
    c. Behind the wall
    d. Behind the teacher
    e. In front of the window

4. Does the writer like his class very much ?

   a. No, it is not

   b. yes, it is

   c. yes, I am

   d. yes, he is

Passage 2

Read the following text and answer question 5-10

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

5. What kind of text is the text above?

   a. Recount

   b. Descriptive

   c. Narrative

   d. Report

   e. Procedure

6. The generic structure of the text is ….

   a. description–identification

   b. Identification–description

   c. Orientation–events–Reorientation

   d. Reorientation – events – Orientation

7. "She has <u>long</u> and thick fur". The antonym of the underlined word is…

   a. Heavy

   b. Length

   c. Short

   d. Fragnant

   e. Colored

8. How many dogs does the writer have?

   a. 1

   b. 2

   c. 3

   d. 4

   e. 5

9. What does Casper look like?

   a. Short with long body and strong legs

   b. Brown, with long and thick fur

   c. Slim body, long legs

   d. Thin fur and dots

10. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because ….

   a. she like brownies

   b. she has brown ear

   c. she has brown fur

   d. she has black fur

   e. she likes to eat brownies

Answer Sheet of Pre-Test

Name   : …………………………….

NIS   : …………………………….

Class   : …………………………….

Score:

Cross the right answer!

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

Answer Sheet of Post-Test

Name   : …………………………….

NIS   : …………………………….

Class   : …………………………….

Score:

Cross the right answer!

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

Answer Sheet of Pre-Test

Name   : ADI SETIAWAN

NIS   : ....

Class   : ....

Score:

50

Cross the right answer!

1.	A	~~B~~	C	D	E
2.	~~A~~	B	C	D	E
3.	A	B	C	~~D~~	E
4.	A	B	C	~~D~~	E
5.	A	~~B~~	C	D	E
6.	A	B	~~C~~	D	E
7.	~~A~~	B	C	D	E
8.	A	B	C	~~D~~	E
9.	A	B	~~C~~	D	E
10.	A	B	~~C~~	D	E

Answer Sheet of Pre-Test

Name   : Adinda Sukma Anggraini

NIS   : ....

Class   : ....

Score:

60

Cross the right answer!

1.	A	~~B~~	C	D	E
2.	A	B	~~C~~	D	E
3.	A	B	C	~~D~~	E
4.	A	~~B~~	C	D	E
5.	A	~~B~~	C	D	E
6.	A	B	~~C~~	D	E
7.	A	B	~~C~~	D	E
8.	~~A~~	B	C	D	E
9.	A	B	~~C~~	D	E
10.	A	B	~~C~~	D	E

Answer Sheet of Post-Test

Name : ADI SETIAWAN

NIS : ....

Class : ....

Score:

70

Cross the right answer!

1.	A	B	C	~~D~~	E
2.	A	B	C	~~D~~	E
3.	A	~~B~~	C	D	E
4.	A	B	~~C~~	D	E
5.	~~A~~	B	C	D	E
6.	A	B	~~C~~	D	E
7.	A	B	~~C~~	D	E
8.	A	~~B~~	C	D	E
9.	A	~~B~~	C	D	E
10.	~~A~~	B	C	D	E

Answer Sheet of Post-Test

Name : Adinda Sukma Anggraini

NIS : ....

Class : ....

Score:

70

Cross the right answer!

1.	A	B	C	X	E
2.	A	B	C	X	E
3.	A	X	C	D	E
4.	A	B	X	D	E
5.	X	B	C	D	E
6.	A	B	X	D	E
7.	A	B	X	D	E
8.	A	X	C	D	E
9.	A	X	C	D	E
10.	X	B	C	D	E

Answer Key of Pre-Test

1. B
2. C
3. D
4. E
5. B
6. B
7. C
8. D
9. A
10. C

Answer Key of Post-Test

1. B
2. D
3. C
4. C
5. A
6. C
7. B
8. D
9. B
10. A

Criteuria of Reading Comprehension

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	**100**

Table

The Students' Score of Pre-Test

NO	NAMA	CRITERIA				TOTAL
		1	**2**	**3**	**4**	
1.	Adi Setiawan	10	10	10	20	50
2.	Adinda Sukma Anggraini	10	15	15	20	60
3.	Adista Margareta	25	10	20	15	70
4.	Agung Hidayat Tuloh	15	10	10	15	50
5.	Ajeng Pratiwi	15	15	15	25	70
6.	Alfan Syahrul Pramana	15	10	15	10	50
7.	Amanda Anggraini	10	0	10	0	20
8.	Amanda Putri Santoso	10	10	10	10	40
9.	Andi Umbara	15	15	15	15	60
10.	Andre Irawan	15	15	15	15	60
11.	Andre Saputra	10	10	10	0	30
12.	Angger Galih Prakoso	15	15	0	20	50
13.	Anggi Pratiwi	10	10	0	0	20
14.	Anistya Herdiana	20	20	15	25	80
15.	Ari Dwi Deltara	10	10	10	0	30
16.	Ari Kurniawan	20	10	15	25	70
17.	Arip Okta Harianto	10	10	20	10	50
18.	Avieta Nosa Delianti	10	10	10	20	50
19.	Bagus Yoga Awangga	10	10	10	30	60
20.	Bayu Pratama	15	10	10	15	50
21.	Beda Ratna Meilani	10	10	0	0	20
22.	Bella Juliyanti	20	10	20	20	70
23.	Bima Saputra	10	10	0	0	20
24.	Dela Novita	15	0	15	0	30
25.	Dewi Astuti	15	15	15	25	70
26.	Diana Fitriani	15	15	15	25	70
27.	Dimas Ardiansyah	15	15	10	10	50
28.	Dimas Saputra	10	20	15	15	60
29.	Dio Wiko Royfaldo	20	15	10	25	70
30.	Dita Yolanda	10	10	20	10	50

Table

The Students' Score of Post-Test

NO	NAMA	CRITERIA				TOTAL
		1	2	3	4	
1.	Adi Setiawan	20	10	20	20	70
2.	Adinda Sukma Anggraini	20	10	20	20	70
3.	Adista Margareta	10	10	10	20	50
4.	Agung Hidayat Tuloh	25	15	25	35	100
5.	Ajeng Pratiwi	20	10	15	15	60
6.	Alfan Syahrul Pramana	15	10	15	10	50
7.	Amanda Anggraini	20	10	10	20	60
8.	Amanda Putri Santoso	20	10	15	25	70
9.	Andi Umbara	20	10	15	25	70
10.	Andre Irawan	20	10	15	25	70
11.	Andre Saputra	10	10	15	25	60
12.	Angger Galih Prakoso	20	10	10	10	50
13.	Anggi Pratiwi	20	10	15	25	70
14.	Anistya Herdiana	20	10	10	10	50
15.	Ari Dwi Deltara	20	15	20	25	80
16.	Ari Kurniawan	20	10	15	15	60
17.	Arip Okta Harianto	10	10	10	10	40
18.	Avieta Nosa Delianti	20	15	20	25	80
19.	Bagus Yoga Awangga	10	10	15	25	60
20.	Bayu Pratama	25	15	25	25	90
21.	Beda Ratna Meilani	20	10	10	10	50
22.	Bella Juliyanti	10	10	10	10	40
23.	Bima Saputra	20	10	15	25	70
24.	Dela Novita	25	15	20	20	80
25.	Dewi Astuti	25	15	20	20	80
26.	Diana Fitriani	25	15	25	25	90
27.	Dimas Ardiansyah	20	10	15	25	70
28.	Dimas Saputra	20	10	15	25	70
29.	Dio Wiko Royfaldo	20	10	10	10	50
30.	Dita Yolanda	20	10	15	25	70

ABSEN SISWA

SMP NEGERI 02 PUBIAN

NO.	NAMA	KELAS
1	Adi Setiawan	1.
2	Adinda Sukma Anggraini	2.
3	Adista Margareta	3.
4	Agung Hidayat Tuloh	4.
5	Ajeng Pratiwi	5.
6	Alfan Syahrul Pramana	6.
7	Amanda Anggraini	7.
8	Amanda Putri Santoso	8.
9	Andi Umbara	9.
10	Andre Irawan	10.
11	Andre Saputra	11.
12	Angger Galih Prakoso	12.
13	Anggi Pratiwi	13.
14	Anistya Herdiana	14.
15	Ari Dwi Deltara	15.
16	Ari Kurniawan	16.
17	Arip Okta Harianto	17.
18	Avieta Nosa Delianti	18.
19	Bagus Yoga Awangga	19.
20	Bayu Pratama	20.
21	Beda Ratna Meilani	21.
22	Bella Juliyanti	22.
23	Bima Saputra	23.
24	Dela Novita	24.
25	Dewi Astuti	25.
26	Diana Fitriani	26.
27	Dimas Ardiansyah	27.
28	Dimas Saputra	28.
29	Dio Wiko Royfaldo	29.
30	Dita Yolanda	30.

Nomor   : P.0757/In.28/FTIK/PP.00.9/04/2017
Lamp   : -
Hal   : IZIN *PRA SURVEY*

Kepada Yth.,
Kepala SMP Negeri 02 Pubian
Di –
Tempat

Assalamu'alaikum Wr. Wb.
Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama   : Tri Astuti
NPM   : 14122277
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul   : The Influance of Using Problem Based Learning on The Students Reading Comprehension in Descriptive Text at The Seventh Grade Students of SMP Negeri 02 Pubian in The Academic Year of 2017/2018

Untuk melakukan *PRA SURVEY* di SMP Negeri 02 Pubian.
Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.
Wassalamu'alaikum Wr. Wb.

Metro, 18 April 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatonah, MA
NIP. 196705311993032003

SURAT IZIN PENELITIAN
Nomor : 422/085/03/C.19/D.1/2017

Menindaklanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Lampung   Nomor P.0757/In.28/FTIK/PP.00.9/04/2017 tanggal 18 April 2017 perihal Permohonan Izin Penelitian.

Dengan kami selaku Kepala SMP Negeri 2 Pubian Lampung Tengah tidak keberatan dan memberi izin kepada

1. N a m a   : TRI ASTUTI

   NPM   : 14122277

   Fakultas   : Tarbiyah dan Ilmu Keguruan

   Jurusan   : Tadris Bahasa Inggris (TBI)

   Semester   : VII (Tujuh)

   Tahun Akademik   : 2017/2018

Untuk melakukan Pra Survey dalam rangka penyelesaian tugas akhir/skripsi , dengan judul ”*The Influance of Using Problem Based Learning on The Students Reading Comprehension in Descriptive text at The Seventh Grade Students of SMPN 02 Pubian in The Academic Year of 2017/2018*”

Demikian Surat Izin Penelitian ini disampaikan kepada yang bersangkutan untuk dipergunakan dan dilaksanakan sebagaimana mestinya.

Pubian, 02 Oktober 2017
Kepala SMPN 2 Pubian
Lampung Tengah

RITA YUSNELY ARIS, M.Pd.
NIP. 197709232008012013

Nomor : 1544 /In.28.1/J/PP.00.9/5/2018   10 Mei 2018
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dra. Umi Yawisah, M.Hum
2. Syahreni Siregar, M.Hum
Dosen Pembimbing Skripsi
Di –
     Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama   :   Tri Astuti
NPM   :   14122277
Fakultas   :   Tarbiyah dan Ilmu keguruan
Jurusan   :   Tadris Bahasa Inggris
Judul   :   The Influence of Using Problem Based Learning Strategy on The Students' Reading Comprehension In Descriptive Text At The Seventh Graders Of SMP Negeri 02 Pubian In Academic Year Of 2017/2018

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

SURAT TUGAS

Nomor: B-1700/In.28/D.1/TL.01/05/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama   : **TRI ASTUTI**
NPM   : 14122277
Semester   : 8 (Delapan)
Jurusan   : Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 02 PUBIAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PROBLEM BASED LEARNING STRATEGY ON THE STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SEVENTH GRADERS OF SMP NEGERI 02 PUBIAN IN ACADEMIC YEAR OF 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 17 Mei 2018

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-1701/In.28/D.1/TL.00/05/2018
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 02 PUBIAN
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1700/In.28/D.1/TL.01/05/2018, tanggal 17 Mei 2018 atas nama saudara:

Nama   : **TRI ASTUTI**
NPM   : 14122277
Semester : 8 (Delapan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 02 PUBIAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PROBLEM BASED LEARNING STRATEGY ON THE STUDENTS` READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SEVENTH GRADERS OF SMP NEGERI 02 PUBIAN IN ACADEMIC YEAR OF 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Mei 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT BALASAN RESEARCH

Nomor: 422/085/03/C.19/D.1/2018

Menindaklanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Lampung Nomor P.0757/In.28/FTIK/PP.00.9/04/2018 tanggal 17 Mei 2018 perihal Permohonan Izin Research.

Dengan ini kami selaku Kepala SMP Negeri 02 Pubian Lampung Tengah tidak keberatan dan memberi izin kepada:
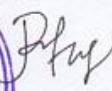
1. Nama   : TRI ASTUTI

    NPM   : 14122277

    Fakultas   : Tarbiyah dan Ilmu Keguruan

    Jurusan   : Tadris Bahasa Inggris (TBI)

    Semester   : VIII (Delapan)

    Tahun Akademik : 2017/2018

Untuk melakukan Research dalam rangka penyelesaian tugas akhir/skripsi, dengan jugul *"The Influance of Using Problem Based Learning Strategy on The Students' Reading Comprehension in Descriptive text at The Seventh Graders of SMP Negeri 02 Pubian in The Academic Year of 2017/2018"*.

Demikian Surat Izin Research ini disampaikan kepada yang bersangkutan untuk dipergunakan dan dilaksanakan sebagaimana mestinya.

Pubian, 25 Mei 2018
Kepala SMPN 02 Pubian
Lampung Tengah

RITA YUSNELY ARIS, M.Pd.
NIP. 197709232008012013

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Astuti   Jurusan   : TBI
NPM : 14122277   Semester   : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	27/2 -18	✓		Revisi grammar	
2.	1/3 -18	✓		acc for seminar	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Tri Astuti   Jurusan / Fakultas : TBI/Tarbiyah dan Ilmu Keguruan

NPM : 14122277   Semester / T A : VII / 2016-2017

No	Hari/ Tanggal	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan
1	Friday 27/10/17	✓	Revise chapter I - III	
2	Tuesday 05 Dec'17	✓	- Revise again - Show reference	
3	Friday 22/Dec/17	✓	Revise your reference.	
4	Friday 05/Dec/18	✓	Acc and continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Astuti
NPM : 14122277

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 03/07/18		√	- Revise Chapter IV - Revise Conclusion Suggestion	
2	Thursday 05/07/18		√	Revise again	
3	Friday 06/07/18		√	Acc and continue to the first Sponsor	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Astuti   Jurusan   : TBI
NPM : 14122277   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 12/7 -18	✓		acc for munaqosyah	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

DOCUMENTATION OF ENGLISH LEARNING

The teacher gave pre test for the students

The teacher gave the treatment for students

The teacher gave the post test

CURRICULUM VITAE

The name of the writer is Tri Astuti. She was born in Sidorahayu, in February 9, 1996. She is the last child of Mr. Mulyono and Mrs. Suratemi.

She enrolled her study at SDN 1 Gunung raya in 2002-2008. Soon after that, she continued to Junior High School at SMP N 02 Pubian, Sangunratu in 2008-2011. She stood her study at SMA Muhammadiyah 01 Kalirejo in 2011-2014. It was long journey for her to find out her dream. After graduating from senior high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.