



**IMPROVING READING ABILITY OF THE TENTH GRADE STUDENTS  
OF SMA MUHAMMADIYAH KUDUS IN THE ACADEMIC YEAR  
2011/2012 BY USING PROBLEM-BASED LEARNING  
(A CLASSROOM ACTION RESEARCH)**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
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**SKRIPSI**

Presented to  
The University of Muria Kudus  
In Partial Fulfillment of the Requirements  
For Completing the Sarjana Program  
In the Department of English Education

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## MOTTO AND DEDICATION

### Motto

- Allah is my goal, Muhammad is my model, and Al Qur'an is my guidance.
- Do what you love, love what you do, and life will love you (Mario Teguh).
- Our future depends on what we are doing now.
- *Fastabiqul khoirot.*

### Dedication

The writer dedicates this skripsi to:

- Her beloved parents (Suma'no and Rokhiyatun) who always give support and pray to her.
- Her brother (Afthonul Afif) who always helps, supports and prays her.
- Her beloved best friends "whatisit"; Key2, Analyze, Sheezuka, Thalita, Mei-Mei, Phueir, Lya, Nuphi, Chacha and Sister New Rule.
- Everyone who knows and cares her.

## ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Maftukhatin Ni'mah (NIM 2008-32-135) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, July 2012

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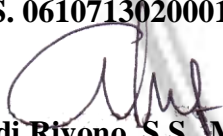
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## ACKNOWLEDGEMENT

*Subhanallah, Alhamdulillah, Allahuakbar.* Those three meaningful words in which the writer does not want to end saying them are the proof of the first gratitude to Allah SWT who guides her in every breath she takes, so that she is able to finish compiling this skripsi entitle “Improving Reading Ability of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2011/2012 by Using Problem-Based Learning”.

Peace and salutation to Prophet Muhammad SAW who takes us to be the better human being. Then, the writer would like to express her gratitude to:

1. Drs. Susilo Raharjo, M.Pd. as the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Fitri Budi Suryani, S.S., M.Pd. as the Head of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.
3. Drs. Muh. Syafei, M.Pd. as the First Advisor who has guided and given her suggestion in finishing this skripsi with a great patience.
4. Atik Rokhayani, S.Pd., M.Pd. as the Second Advisor who has given contributive criticism and assistance during completing this skripsi.
5. Sadekun, S.Pd, as the Headmaster of SMA Muhammadiyah Kudus, who permits and facilitates her to conduct the research in his school.
6. Nurul Aini, S.Pd. as the English Teacher of SMA Muhammadiyah Kudus, who allowed the writer to carry out the research in her class.
7. All the students especially class X-E of SMA Muhammadiyah Kudus for their participation, attention, and help to conduct the research.
8. All staffs of Muria Kudus University for each help in any campus affair.

9. Her great parents (Suma'no and Rokhiyatun) for never ending pray, give the deepest love, support, and all of that the writer needs.
10. Her brother (Afthonul Afif) for the pray, attention, support, and joke to comfort her.
11. Her best friends (Kiki Marlinda Wati, Analisa Fajrin Edrus, Lita Rochmawati, Mega Zuliana Dewi, Meilani Happy Fauziyah, Musfiroh Nur, Nor Wakhidah Yuliyani, Novi Haryanti, Nurul Chafilah, and Nurul Hidayah) for all jokes, sharing and always keeping our friendship the way she is.
12. All *akhi* and *ukhti fillah* in FORMI (Forum Mahasiswa Islam) for being her partner in finding enlightenment of her life, leading and supporting her.
13. All *ipmawan* and *ipmawati* in IPM (Ikatan Pelajar Muhammadiyah) for giving motivation and inspiration to her.
14. Someone who always cares with her, for his support and his euphemistic motivation to her in finishing this skripsi.
15. All of her friends who give inspiration to her whom can not be mentioned one by one here.

Finally, the writer will be happy to welcome any constructive criticism and suggestion. She expects that this skripsi will give contribution for teachers and students.

Kudus, July 2012

The Writer



## ABSTRACT

Ni'mah, Maftukhatin. 2012. *Improving Reading Ability of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2011/2012 by Using Problem-Based Learning. (A Classroom Action Research of the Tenth Grade Students of SMA Muhammadiyah Kudus in the Academic Year 2011/2012). Skripsi.* English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Drs. Muh.Syafei, M.Pd (ii) Atik Rokhayani, S.Pd, M.Pd

**Key words:** reading ability, problem-based learning

English is one of the international languages in the world. Since the mastery English is very important in our country, English has been taught as a compulsory subject in every level of schools, including in Senior High School. There are four skills of English. They are listening, speaking, reading and writing. And as one of English skill, reading is important for the students at senior high school. Reading is very important thing in teaching and learning process because with reading we can improve our knowledge. Therefore, the teacher must use the appropriate teaching model to practice the learners so the students can improve their reading ability effectively. In this research, the writer uses Problem-based Learning (PBL) as a teaching model in teaching English.

The objective of this research are (i) to find out if problem-based learning can improve the reading ability for the tenth grade students of SMA Muhammadiyah Kudus in the academic year 2011/2012 or not. (ii) to know how is the students' and teacher's activity in using Problem-based Learning as the model in teaching reading.

The writer conducted classroom action research to solve the research problem. The research was conducted in SMA Muhammadiyah Kudus in the academic year 2011/2012, especially in X-E. This research consists of three cycles and each of cycles has the instrument. They are: observation, test, and questionnaire. Besides that, the writer also applied the research design in every cycle as follows: planning, action, observation, analysis and reflection.

The writer uses news item text as the material in every cycle. The average score percentage of the students' reading ability in cycle I is 48.79%. In cycle II, the average score percentage of the students' reading ability is 79.17%. So, there is an increasing of the average score percentage of the students' reading ability between cycle I and II. It is 30.38%. The average score percentage of the students' reading ability in cycle III is 85.17% So, there is an increasing of the average score percentage of the students' reading ability between cycle II and III. It is 6%. And there is an increasing 36.38% between cycle I and III. Therefore, there is the improvement of the students' reading ability in teaching English by using Problem-based Learning in every cycle. Besides that, there is an

improvement of the students' activity in teaching English by using Problem-based Learning in every cycle. In cycle I, there are many students who are not active enough yet in teaching learning process. There are a few students who give response to the teacher when the teacher gives question and command. In cycle II, the number of students who are active in the discussion is increase although there are still some students who are just silent in the discussion. In cycle III, all of the student can be active in the discussion.

Problem-based Learning can improve the reading ability of the student, so it is suggested that the English teacher uses Problem-based Learning as the alternative teaching model in teaching English to improve students' reading ability. In application of Problem-based Learning, it demands the students to be active, so it is suggested that English teacher gives apperception and motivation before the teacher starts the teaching learning process so that the students can be provoked to be active.



## ABSTRAKSI

Ni'mah, Maftukhatin. 2012. *Meningkatkan Kemampuan Membaca bagi siswa kelas X SMA Muhammadiyah Kudus Tahun Akademik 2011/2012 dengan Menggunakan Problem-Based Learning. (Penelitian Tindakan Kelas X SMA Muhammadiyah Kudus Tahun Akademik 2011/2012)*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Drs. Muh.Syafei, M.Pd (ii) Atik Rokhayani, S.Pd, M.Pd

**Kata kunci:** kemampuan membaca, problem-based learning.

Bahasa Inggris merupakan bahasa internasional di dunia. Sejak ahli bahasa Inggris sangat penting di negara kita, bahasa Inggris telah diajarkan sebagai mata pelajaran wajib di setiap level sekolah, termasuk Sekolah Menengah Atas (SMA). Ada empat keterampilan yang harus diajarkan dalam Bahasa Inggris sebagai bahasa asing. Keterampilan tersebut adalah mendengarkan, berbicara, membaca, dan menulis. Dan sebagai salah satu keterampilan bahasa Inggris, membaca merupakan keterampilan yang sangat penting untuk siswa di tingkat SMA. Membaca merupakan hal yang sangat penting di dalam proses belajar mengajar karena dengan membaca, kita dapat meningkatkan pengetahuan kita. Oleh karena itu, guru harus menggunakan model pembelajaran yang tepat untuk melatih pembelajar sehingga mereka mampu membaca Bahasa Inggris dengan efektif. *Problem-based Learning* (PBL) merupakan salah satu model pembelajaran alternatif yang dapat digunakan dalam pengajaran Bahasa Inggris untuk meningkatkan kemampuan membaca pada siswa. Dalam penelitian ini, penulis menggunakan PBL sebagai sebuah model pembelajaran dalam pengajaran Bahasa Inggris.

Tujuan dari penelitian ini adalah (i) untuk menemukan apakah Problem-based Learning dapat meningkatkan kemampuan membaca siswa kelas sepuluh SMA Muhammadiyah Kudus tahun pelajaran 2011/2012 atau tidak. (ii) untuk mengetahui bagaimanakah aktifitas para siswa dan guru dalam menggunakan Problem-based learning sebagai model pengajaran membaca.

Penulis melakukan penelitian tindakan kelas untuk memecahkan masalah penelitian. Penelitian ini dilaksanakan di SMA Muhammadiyah Kudus tahun akademik 2011/2012, khususnya di kelas X-E. Penelitian ini terdiri dari tiga siklus dan tiap siklus memiliki instrumen yang meliputi: observasi, tes, dan kuesioner. Disamping itu, penulis juga menerapkan desain penelitian dalam tiap siklus adalah sebagai berikut: perencanaan, pelaksanaan tindakan, observasi, analisis dan refleksi.

Penulis menggunakan news item text sebagai materi dalam tiap siklus. Persentasi nilai rata-rata pada kemampuan membaca siswa pada siklus I adalah 48.79%. di siklus II, Persentasi nilai rata-rata pada kemampuan membaca siswa adalah 79.17%. Jadi, ada peningkatan nilai rata-rata kemampuan membaca siswa

antara siklus I dan II, yaitu sebesar 30.38%. Persentase nilai rata-rata pada kemampuan membaca siswa pada siklus III adalah 85.17%. Jadi, ada peningkatan nilai rata-rata kemampuan membaca siswa antara siklus II dan III. Yaitu sebesar 6%. Dan ada peningkatan 36.38% antara siklus I dan III. Oleh karena itu, ada perkembangan kemampuan membaca siswa dalam pengajaran Bahasa Inggris dengan menggunakan *Problem-based Learning* dalam tiap siklus. Disamping itu, ada perkembangan aktivitas siswa dalam pengajaran bahasa Inggris dengan menggunakan *Problem-based Learning* dalam tiap siklus. Pada siklus I, terdapat banyak siswa yang belum cukup aktif dalam proses belajar mengajar. Terdapat sedikit siswa yang memberikan respon kepada guru ketika guru memberikan pertanyaan dan memberikan perintah. Pada siklus II, jumlah siswa yang aktif dalam diskusi meningkat walaupun masih ada beberapa siswa yang hanya daiam diskusi. Pada siklus III, seluruh siswa dapat aktif dalam proses pembelajaran bahasa Inggris.

*Problem-based Learning* dapat meningkatkan kemampuan membaca siswa, jadi disarankan bahwa guru Bahasa Inggris menggunakan *Problem-based Learning* sebagai model pembelajaran alternatif dalam Bahasa Inggris untuk meningkatkan kemampuan membaca siswa. Dalam penerapan *Problem-based Learning*, itu menuntut siswa untuk menjadi aktif, jadi disarankan bahwa guru Bahasa Inggris memberikan apersepsi dan motivasi sebelum proses belajar mengajar sehingga dapat membangkitkan siswa untuk aktif selama proses pembelajaran.

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