

IMPROVING STUDENTS' MOTIVATION AND READING ABILITY IN LEARNING NARRATIVE TEXT USING PROBLEM-BASED LEARNING

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ABSTRACT

This study is conducted because the author finds out that most of his students have a low reading ability and motivation in learning Narrative text. This study aims to improve students' motivation and reading ability in learning Narrative text by applying the Problem-based Learning model in the 9C grade student s of SMP N 1 Watukumpul. Data collection techniques used were observation, and testing. Data analysis techniques used comparative descriptive techniques and critical analysis. The conclusions of this study were Problem-based Learning can improve students' learning motivation and their reading ability in learning narrative text. The average score of motivation obtained in the first cycle of action amounted to 59,25 and 76,125 in the second cycle. While the average of student reading ability in learning narrative text in pre-action amounted to 58, in the first cycle amounted to 68 and 79 in the second cycle. From the average score of students' motivation and students' reading ability, it can be concluded that Problem-based Learning can improve students' motivation and reading ability in learning Narrative text.

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INTRODUCTION

Motivation is derived from the word "motif" which means a power which lies within a person which causes that person do something. Motif can't be observed directly, but it can be interpreted from a person behavior in the form of stimulus, encouragement or energy generator which leads someone to do something (Uno, 2008). Motivation is seen as an impulse of the will that causes a person to do an act to achieve certain goals. The word motivation in English comes from the Latin "motivum" which refers to a certain reason why something moves (Wuryani, 2008)

According to Mc Donald, motivation is a change in energy in a person which is characterized by the emergence of feelings and preceded by a response to the existence of a goal (Sardiman, 2007). Motivation is a psychological condition that encourages someone to do something. In the field of education, motivation is certainly oriented to the achievement of psychological conditions that encourage a person to be enthusiastic in learning (Thoifuri, 2007). From the definition above, it can be concluded that motivation is an impulse in someone that causes a desire to achieve a goal. Motivation provides an energy boost to do everything that becomes a need or desire.

Motivation is very diverse. One of them is motivation in the realm of learning. In Sardiman's opinion, learning motivation is the overall driving force in students that

causes learning activities, which ensure the continuity of learning activities and provide direction to learning activities, so that the goals desired by learning subjects can be achieved (Sardiman, 2007). This is in line with Tadjab's opinion, which explains that learning motivation is the overall driving force in students that causes learning activities, ensuring the continuity of learning activities in order to achieve one goal (Tadjab, 1994)

Reading is a lifelong skill to be used both at school and throughout life (Küçükoğlu, 2013). According to Anderson, Hiebert, Scott, & Wilkinson, reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost. Despite its importance, reading is one of the most challenging areas in the education system. The ever-increasing demand for high levels of literacy in our technological society makes this problem even more pressing (Snow, Burns, & Griffin, 1998). Students' attitudes regarding the purposes for reading also influence their ability to read.

Reading ability is an essential ability which helps people to develop their communication ability in speaking English. It is more than seeing and reading language sounds. It has larger meaning. Grabe and Stoler stated that reading is the ability to draw meaning from the printed page and interpret the information appropriately (Stoller, 2013). Reading is an ability to interpret information and meaning from a text in order to get understanding from the text being read. All kinds of information about science and technology which is publicized in English language will be easy to be acquired by the people when they master reading ability.

A person's reading ability is not a hereditary ability, but the result of a teaching and learning process that is carried out diligently and trained. The more skilled a person understands a reading, the clearer his way of thinking will be (Laily, 2014). Therefore, a language teacher should have a great teaching strategy to develop or improve the reading ability of their students.

According to the result of Daily assesment in learning Narrative text on 9C grade students of SMP N 1 Watukumpul, it can be discovered that only 6 from 31 students who got a good mark on that assessment. While the others still got a low mark bellow the passing grade. It means that only 19% students who can pass on that assesment. This is a big problem.

In order to find out the cause of the problem, the teacher tried to do an observation in 9C class. From the observation, the teacher found out that the main cause of the problem is the lack of motivation in learning Narrative text that the students of 9C grade have. It can be seen from the choice of task, effort, persistence, and self-confidence which is showed by the 9C grade students along the teaching learning process. The teacher also found out that the students of 9C grade had lack of reading ability in learning Narrative text.

In order to solve the problem, the teacher should find an alternative solution. The teacher should create a good condition which can encourage and motivate the students in learning narrative text. The teacher also should find a good strategy to improve the students' reading ability. Handayani dkk. (2015) states that the learning paradigm must be changed from knowledge transfer to students learning and compiling their own knowledge. The paradigm shift requires teachers to have creativity and innovation in planning and implementing learning.

One alternative is learning with the Problem-Based Learning model. The Problem-Based Learning model uses a constructivist approach which is centered on students so that they can have an active role in learning. The Problem-Based Learning model also trains students to be able to analyze and solve a problem even though they have different level of ability. Firmansyah et al. (2015) said that Problem-Based Learning is a learning model that provides opportunities for students to explore authentic experiences which encourage them to actively learn, construct knowledge, and integrate the context of learning in school and real life scientifically. Students do not just listen, take notes, and memorize the material presented by the teacher, but are expected to be able to think, search, process data, and communicate in the learning process. Susilo et al. (2012) said the Problem-Based Learning learning model can only be occurred if the teacher is able to create an open classroom environment and guide the exchange of ideas. The teacher's role is as a stimulus, supervisor of student activities, and a determinant of the direction of learning, namely a pattern or conceptual framework that contains systematic procedures in organizing learning activities to achieve learning objectives. Sastrawati et al. (2011) stated that the Problem-Based Learning learning model made changes in the learning process, especially in terms of the teacher's role. The teacher does not just stand in front of the class and acts as a student guide in solving problems by providing ready-made solution steps. In the Problem-Based Learning model, teachers are required to facilitate discussion, ask questions, and help students become more aware of the learning process.

The application of the Problem-Based Learning model in improving student learning outcomes has previously been carried out by several studies. From the result of a research done by Rohim (2014), it is stated that the use of Problem-based Learning model in English language teaching and learning process can increase students' activity and confidence to express their opinion orally. It can also increase the students' motivation in learning English. There are many advantages in applying Problem-based Model in teaching English. They are such as students can solve a problem by building their own knowledge, students can develop their critical thinking, and teaching learning process become very effective. Moreover, it can motivate students to learn (Binnendijk, 2014). Therefore; students' confidence in learning and communicating must be developed since they are young.

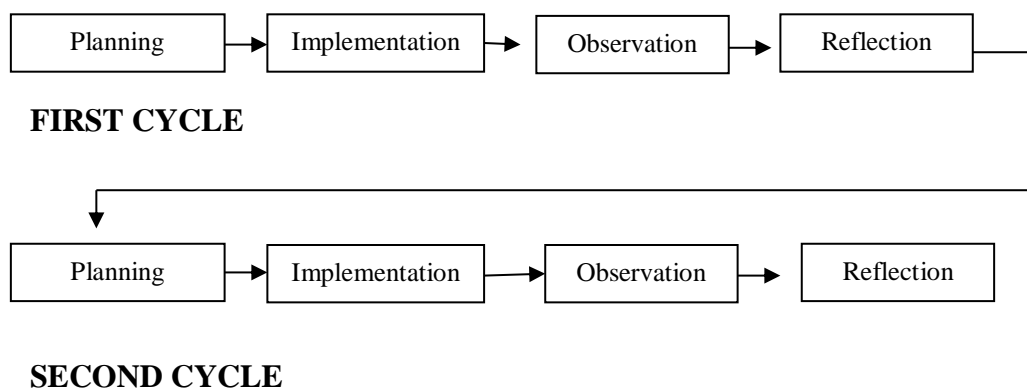
Applying Problem-based Learning in Teaching practice can change the teacher-centered learning to student-centered one. Problem-based Learning is a learning model which challenge the students to learn by solving a problem happened in the real life. The process of learning is started by student learn a problem given by the teacher which develop their critical thinking and then they have to find out the solution to solve that problem. Problem-based Learning has many advantages such as it provides meaningful learning process, increases the students' critical thinking ability, and develops interpersonal ability. Rahayu et al. (2012) found that learning science in collaboration with the Problem-Based Learning model can improve student learning outcomes effectively. There were differences in learning outcomes between students who were given Biology learning using the Problem-Based Learning model compared to conventional experimental methods. Nurqomariah et al. (2015) concluded that the application of the Problem-Based Learning model with the experimental method had a positive effect on science learning outcomes. Herlina

et al. (2016) concluded that the Problem-Based Learning learning model had a significant effect on student learning outcomes.

From the explanation above, the researcher decided to conduct a Class Action Research entitled “Improving Students’ Motivation and Reading Ability in Learning Narrative Text Using Problem-based Learning.” The aims of this research is to improve the students’ motivation and students’ reading ability in learning Narrative text through applying Problem-Based Learning technique.

METHOD

This research belongs to Classroom Action Research (CAR). Classroom Action Research is usually used by teacher in order to improve their quality, role and responsibilities as a teacher in teaching learning process (Sanjaya, 2011). According to Arikunto (2006) Classroom Action Research is a research which has a function to improve the quality of the teaching learning process in the classroom. This Action research is conducted by using Spiral cycles model as what have been introduced by Hopkins 1993 (Arikunto, 2006). This model uses two cycles which each cycle consists of four steps. They are Preparation, Action, Observation and Reflection as a shown in graph 1.



Graph.1. The steps of Class Action Research

This action research is conducted in SMP N 1 Watukumpul on the second semester in 2020/2021 Academic year. This research is started form 4th of June 2021 until 3rd of July 2021. The subjects of this study are all 9C grades students of SMP N 1 Watukumpul which consist of 31 students, while the objects of this research are students' learning motivation and reading ability on learning narrative text by using problem-based learning (PBL) as the learning model.

There are two kinds of the technique in collecting data used in this research. They are observation and test. In observation data collection, the researcher plays as observer. He assesses the students’ learning motivation by filling students’ learning motivation observation paper which uses some indicators of motivation according to Isniatun Munawaroh’s indicator of motivation framework such as the will of students to learn, the students’ participation in teaching learning process, and the students’ effort in doing the task (Munawaroh, 2019). He assesses it according to his observation during the teaching learning proses in each cycle.

On the other hands, test data collection is conducted by doing a test for the students in the end of the lesson of each cycle (Hasanudin, 2017). The test is narrative text reading test which is consisted of 20 questions in multiple choice form.

This research will be categorized as successful research if the students' learning motivation and reading ability in learning narrative text increase. The improvement of students' learning motivation can be seen by comparing the average score of students' learning motivation which is collected from students' observation paper in the first cycle to the second one, while the improvement of students' reading ability can be seen by comparing the average score of reading ability in learning narrative text in the first cycle to the second one.

RESULT AND DISCUSSION

The first cycle was conducted on 4th of June 2021. The researcher conducted the teaching learning process by applying Problem-based learning model. In this cycle, the researcher and the students discussed about the definition of narrative text, its social function, its generic structure, and its language feature.

In the beginning of teaching learning process, the researcher did apperception at first. Then, he introduced a problem connected with narrative text to the students. Next, the students were divided into several group and asked by the researcher to find a solution of the problem. After that, each group did a discussion to find out the solution. After all the groups found out the solution, they had to present it in front of the class. Then, the researcher analyzed and evaluated the solution which had been presented. In the end of the lesson, the researcher did reflection with the students about what they had learned before he asked the students to do the test.

In the end of the first cycle, the researcher discovered that the average of students' learning motivation score acquired by the students is only 59,25 points. It means that the students' learning motivation is still low. The researcher also found out that the average score of the test in this cycle is 68. It is higher than the pretest which is only 58. It means that the students' reading ability in learning narrative text has improved. However, the average score of this cycle is still below the minimum score which has been determined by the researcher, that is 70 points. Therefore, the researcher decided to do the second cycle.

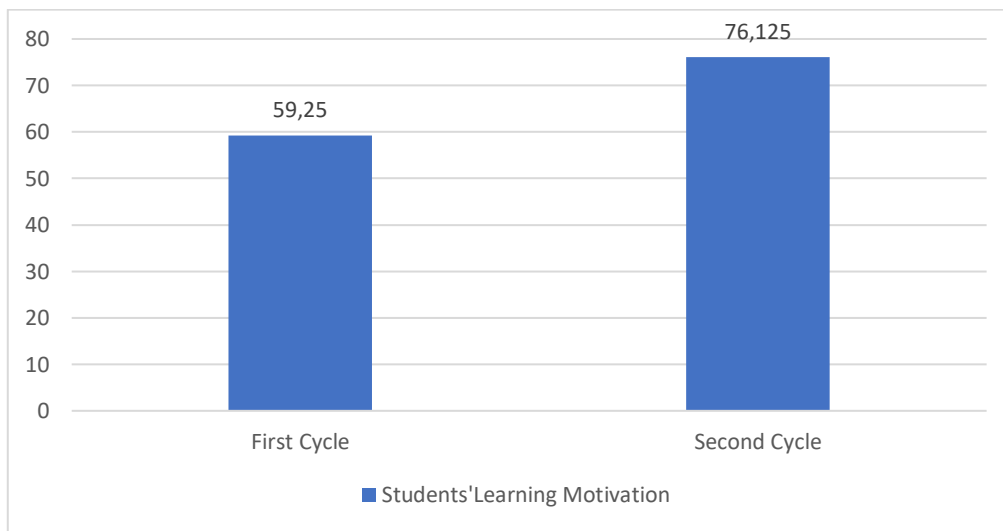
The second cycle was conducted on 11th of June 2021 and the researcher still used Problem-based learning as learning model. In this cycle, the students had to analyze a narrative text. They were given a problem by the researcher to find out the social function, generic structure and language feature of a narrative text entitled "The fox and the crow". The researcher didn't forget to divide the students into several group and asked them to do discussion. After doing group discussion, then each of group presented the result of their discussion. Next, the teacher analyzed and evaluated it. In the end of the lesson, the researcher did reflection with the students about what they had learned before he asked the students to do the test.

In the second cycle, the researcher found out that the average score of students/ motivation reached 76,125. It is higher than the average score of students' learning motivation in the first cycle. The average score of motivation in second cycle had increased 16,875 points. It means that the students' learning motivation had

improved significantly. The improvement of students' motivation in the first and second cycles can be seen in the table 1 and graph 2.

Table 1. The Improvement of the students' motivation in the first and second cycles.

No	Cycle	Average	Improvement
1	First Cycle	59,25	-
2	Second Cycle	76,125	16,875

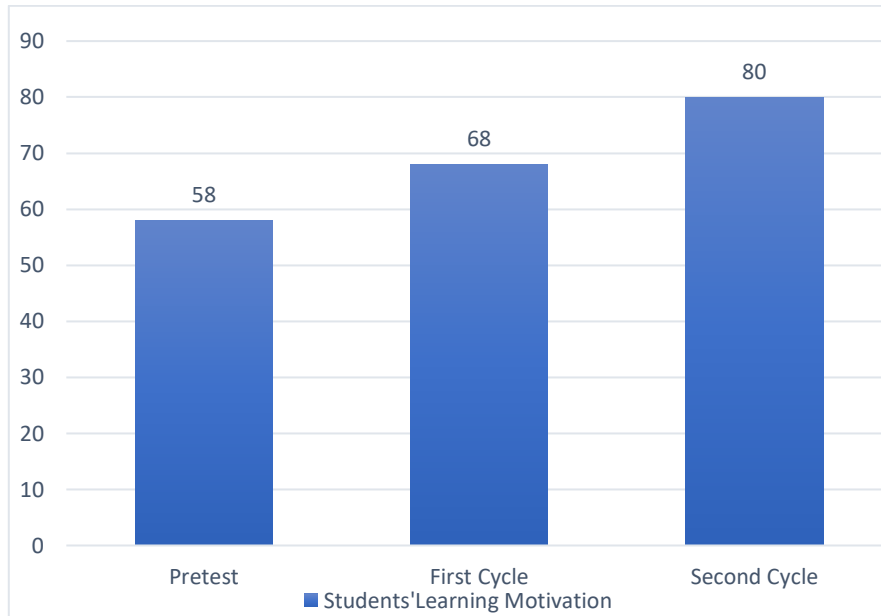


Graph 2. Students' Motivation Average score

Students' reading ability in learning narrative text had also increased in the second cycle. It was proved from the average score of post-tests obtained by the students in the second cycle which is higher than the first one. In the first cycle, the students only got 68 points. However, it increased 12 points in the second one and change into 80 points. The improvement of students' reading ability in the first and second cycles can be seen in the table 2 and graph 3.

Table 2. Improvement of the students' reading ability in the first and second cycles.

No	Cycle	Average	Improvement
1	Pretest	58	-
2	First Cycle	68	10
3	Second Cycle	80	12



Graph 3. Students' Reading Ability Average score

The tables and graphs above show that the students' learning motivation had increased 16,875 points from the first cycle to the second one. On the first cycle, the average score of student's learning motivation is only 59,25 then it changed into 76,125 on the second one. The students' reading ability had also increased. In pretest, the average score of students' reading ability is only 58 points, then it increased 10 points and changed into 68 points. In the second cycle, it increased again 12 point and changed into 80 pints. From this finding, the researcher proved that Problem-based learning can improve the students' learning motivation and their reading ability in learning narrative text.

CONCLUSION

According to the Result and finding, It can be concluded that Problem-based learning can improve not only students' learning motivation but also their reading ability in learning narrative text. It can be proved from the average score of students' motivations and average score of reading test which increase continuously from the pretest until the second cycle post-test.

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