CHAPTER TWO
LITERATURE REVIEW

2.1 Previous Research

The previous research was written to get an overview of the efficiency of PBL in English language teaching. The selected research studies have the same purpose and scope as this research and were conducted within the last five years, so the research findings are still relevant.

The first research was conducted by Sidik & Masek (2021) about investigating PBL to increase students' vocabulary and reading comprehension. This quantitative research by compared pre-test and post-test scores using 40 students in each class. This research showed that students' reading comprehension performance was more significant for the experimental group than for the control group.

The second research was conducted by Syahfutra & Niah (2019) and aimed to prove the effectiveness of using the PBL in increasing students' reading comprehension motivation by formulating a quasi-experimental design at SMP Darma Yudha. This research was conducted at schools that adopted the National Plus curriculum, which means English was used as the language of instruction and required students to use English more at school. This research was conducted on 24 students, and the results showed that implementing PBL substantially impacted students' motivation, including intrinsic and extrinsic motivation.

The third research was conducted by Hambali et.al (2019) this research's objective was to evaluate how well the PBL approaches students' interest in reading comprehension. This research was conducted at SMK Muhammadiyah 4 Tallo Makassar. The score of the pretest and posttest were compared in this research. The result of this research demonstrates a significant difference in student performance as well as student interest in PBL-based reading comprehension instruction.

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In the fourth research, Rosyidi (2018) researched the effectiveness of teaching critical narrative text reading using PBL. This research used 30 students in the tenth grade of Senior High School 1 Sukamulia, East Lombok. This employs a quantitative approach in which the data are then examined using descriptive statistics and paired sample T-tests. This research shows a statistically significant difference between the pre-test and post-test scores in SMAN 1 Sukamulia's tenth grade due to the application of PBL.

The next research was conducted by Agustise (2022) this research aimed to improve the student's speaking abilities in the ninth grade of SMPN 3 Tungkal Jaya Muba by applying the PBL method. This research is action research by using a speaking test as a research instrument. The data were analyzed using both quantitative and qualitative data. The research results demonstrated that PBL significantly improves students' speaking skills at the junior high school level. In conclusion, previous studies provide significant insight related to the use of PBL.

Based on previous studies, it is clear that implementing the PBL method can improve student performance in students' English language skills. Therefore the writer is interested in conducting research to confirm the effectiveness of PBL in teaching reading comprehension. The difference between the present research and previous studies is the context and methodological aspects.

2.2 Theoretical Framework

2.2.1 Concept of Reading Comprehension

Reading comprehension is one of the abilities that must be developed in school. Understanding the meaning of a text and how the reader is aware of the writer's message through a text is known as reading comprehension. Reading comprehension is a dialogue between the writer and the reader, similar to the conversation that happens when two individuals converse using text-based print media. Understanding the meaning of a text and gathering the necessary

information from it as effectively as possible is the reading comprehension process. The critical point is that reading comprehension is an activity of reading a text by not only reading but also interacting with the text, for example, identifying the keyword and writing events in the text to get a much better understanding. Related to Healy (2002), reading comprehension is constructing the meanings of the text, understanding the information, and understanding the written word means that reading comprehension is the process that refers to how students use their cognitive skills when reading to comprehend every word in every line and paragraph to understand the text's meaning fully.

2.2.2 Concept of Teaching Reading

Teaching reading involves more than just imparting reading knowledge. It also entails demonstrating to students how to read efficiently. According to Zhao & Zhu (2012), in teaching reading, teachers should ask students to find a text and ask them to read it later. The teaching reading stages have two stages approach, the first is for the teacher to ensure that the topic of the text is understood, and the second is to identify related terms or phrases quickly. Therefore, in the teaching process, the teacher can write down any information that comes to mind, which can then be used to recall previous information to provide students with an overview or explanation of the material being taught.

According to Ahmad et.al (2013), in the concept of teaching reading comprehension, there are three types of stages that teachers use when teaching: pre-reading, while reading, and post-reading. Pre-reading is when the teacher introduces students to a particular text while asking or offering background information to capture their attention and encourage critical thinking about the issues or situations the text addresses. Discussing the topic of the text, generating ideas, and reviewing are pre-reading activities. While reading aims to assist students in creating reading methods, enhancing their acquisition of foreign languages, and understanding text content. The post-reading activity assesses student understanding before guiding them through text analysis. The learning

process and guiding the students toward a more in-depth reading analysis. The activities in this stage are students discussing what they have understood, focusing on information that has yet to be understood. The PBL learning tries to direct students to the analysis of the text as a class discussion, from gathering information to examining the text's more fundamental implications.

2.2.3 Concept of PBL

PBL is a method that focuses on academic learners who research, integrate, and practice information with skills to develop solutions to problems described where students learn to solve real problems. According to Duch et.al (2001), the methods used in PBL and the abilities that can be developed are critical thinking, analyzing, solving complex problems, finding, comparing, and demonstrating. Meanwhile, Torp & Sage (2002) describe PBL as a learning experience of how students engage in problem-solving, seeking to identify to find answers and become independent. The previous statement was also supported by Hmelo-Silver & Barrows (2006) also supported the previous statement, which stated that students learn using the PBL method by tackling problems and remembering their past experiences. Hmelo-Silver & Barrows (2004) also describes PBL as an instructional technique in which students learn through facilitated problem-solving centred around complex problems. In PBL, students are not only taught to find problems or answers to questions at school and through PBL. Students are trained and prepared to deal with real-life problems, think critically, and learn about problem-solving techniques. In the PBL teaching method, the teacher's job is to promote group understanding and act as a facilitator. This method facilitates using social components in learning through conversation, problem-solving, and peer learning.

The use of the PBL method has several advantages, first is to increase students' learning motivation because students do it independently and are expected to improve their problem-solving skills so that students become active and able to manage learning resources optimally and independently. The second is to

encounter students to find solutions to their problems independently. The third is the use of PBL can also improve collaboration through discussions between students and train communication skills so that PBL improves not only academic skills but also non-academic skills in team communication skills. Torp & Sage (2002) mention three main characteristics of PBL.

1. Engages students as stakeholders in a problem.
2. Organizes curriculum around a holistic problem, enabling student learning in relevant and connected ways.
3. Creates a learning environment in which teachers guide student thinking and guide student inquiry, facilitating deeper levels of understanding.

2.2.4 Procedure of Teaching Reading Comprehension Using PBL

In teaching reading comprehension, using PBL is focused on guiding students in analyzing with critical thinking to improve their analytical skills. Therefore, the teaching process using PBL focuses on students' problems as they learn to find the solution, and the interaction in the learning process becomes two-way through communication discussion. The effectiveness of PBL in teaching reading comprehension is supported by several previous research. One of them is the research conducted by, Hasibuan (2010) also noted that the PBL model is better for learning reading comprehension.

The teaching stages using PBL consist of problem orientation, organization, group and independent research direction, presentation, and analysis assessment. Meanwhile, Arends (2008) also supported by and Kurinasih & Sani (2014) state that PBL learning is divided into five stages, including: introducing students to the problem, organizing students to research, assisting individual and group investigations, demonstration, and analyzing evaluating the problem-solving process.

After comparing several research and sources, the writer divides the stages in teaching using PBL into three steps, the opening, main activities, and closing. The

introduction begins by providing basic concepts, instructions, and references related to the material, and the students can more quickly get the map and learning objectives. In the next stage, students are divided into small groups and work in group discussions. At this stage, students are guided in the process of finding information through the internet, books, and other printed materials to find information to find solutions. The last step in this learning is to ask students to write the investigation findings in the form of report text and present the results of the solutions obtained. At this stage, the writer also provides assessment and evaluation in the form of suggestions to reflect on the process of investigation and analysis that has been done previously.

2.2.5 Concept of Report Text

Report text is a text that provides information about a subject through methodical observation and analysis. In addition, report text is one of the texts that students must learn at the high school level based on the subject in the 2013 Curriculum book. Therefore, report text can be interpreted as containing things close to real-life phenomena. The report text structure is generally divided into general information and specifications. Meanwhile, Hanifah (2014) stated that the components of report text are basic classification, description, and conclusion. After analyzing various sources, the writer concludes the report text is a text that provides information about something as a result of observation and analysis described in general. General classification and description are the general structure of the report text components. Both general structures can be seen in the explanation below:

1. Generic Structure.

    a. General Classification

        A general classification is a part that contains general summaries and definitions in a way that's easy to understand. Generally, this part is located in the first paragraph as an introduction to the discussed topic. An example of general classification can be seen below:

Plasma TV

Large TVs with displays of 30 inches or more frequently use plasma display panels (PDPs). Ionized gasses that have been electrically charged to create a luminous screen are referred to as plasma.

Plasma displays have a wide color spectrum and can produce high-resolution images. The images, according to scientists, are largely an accurate representation of reality. Plasma can be used on screens that measure up to 3.8 meters diagonally. The plasma screen has a thickness of 6 cm.

For various situations, plasma TVs use varying amounts of power. Typically, a 50-inch plasma TV requires 310 watts and 400 watts of power respectively. The lifetime of a plasma TV can reach 100,000 hours or 27 years if used 10 hours per day. This is the cause of the efficiency of plasma TVs.

b. Description

Description is a set of sentences describing the topic. Each new paragraph begins with a topic sentence, is followed by sentences that go into more information, and then discusses one aspect of the subject.

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The report's text has certain linguistic elements. The language features used in the information report, according to Hanifah (2014), stated the timeless present tense, action verbs, and connecting verbs. Using technical language and descriptive words to categorise, contrast, and compare language

- Present tense: The present tense describes general facts and phenomena.

  Plasma TV

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- Relating verbs.

  Relating verb is a type of English word that is positioned as a verb that directly explains the subject noun. Generally, relating verbs are used in the present and past tense. Therefore, relating verbs, including report text, are widely used as a language feature in essay types. Report text gives information about an object factually, so relating verbs in report text

describes the condition. An example of a relating verb is (is, are, have and has)

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Plasma displays have a broad color spectrum and can produce images with great resolution. The images, according to scientists, <u>are</u> largely accurate representations of reality. Plasma can be used on screens that are up to 3.8 meters diagonally large. The plasma display has a 6 cm thickness. According to reports, plasma TVs feature less black rooms than LCD panels (areas that aren't lit up).

- Action verbs

Action Verbs show what action the subject performs or describes behaviour. There are types of action verbs: activity verbs, process verbs, transitional events verbs, and momentary verbs.

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Based on the explanation above, the general structure in the report text is divided into two parts, general classification and description. General classification functions as introducing the topic discussed in the text. At the same time, the description contains details of the topic introduced in the general classification. In contrast, the language features used in report text are present tense, relating verbs, and action verbs.

2.2.6 Concept of Students' Perception in Using PBL

Students' perception is used to learn more about the students' opinion regarding using PBL in improving their reading comprehension level of report text. According to Dochy et al. (2005), student perceptions are about students' experiences using PBL and its effectiveness of PBL for their learning. The aspects of assessing student perceptions are related to the ability or learning outcomes of using PBL. Based on Hung et al. (2008), one of the learning outcomes of using PBL is the ability to solve problems through analysis, independence and self-confidence. Generally, the assessment of student perceptions focuses on how students experience using a treatment or learning method. Students experience itself, based on Tan (2021), includes the process of problem-solving and independent and productive learning, so in this research, this aspect used by the writer in assessing student perceptions is the student experience of using PBL. Therefore, according to Al-Drees et al. (2015), the student perceptions of PBL focus on the benefits of using PBL, implementation and learning processes, such as teacher readiness and the way assessments are given. Dochy et al. (2005), Student perceptions are about students' experiences using PBL and its effectiveness of PBL for their learning. Zhao (2020) Students' perception of PBL is the process of increasing learning motivation, skills in collaboration, communication, critical thinking, self-improvement, and knowledge absorption.

Reviewing previous theories and comparing them to find the most dominant theory as an indicator in measuring student perceptions of using PBL, the writer adopted a questionnaire from previous research conducted by Al-Drees et al.

(2015) relating to student perceptions of using PBL. In this research, the questionnaire used is divided into three parts, with the first part consisting of six items measuring students' perceptions of PBL, the second part consisting of five items measuring students' perceptions about the implementation of PBL and the last part consisting of three items measuring students' perception about tutor evaluation in PBL. The questionnaire used in this research was designed based on the Likert scale. According to Setiadi (2018), using scaled questionnaires such as the Likert scale can facilitate the writer in analyzing using standardized statistical formulas. The five points used in this research are: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1).