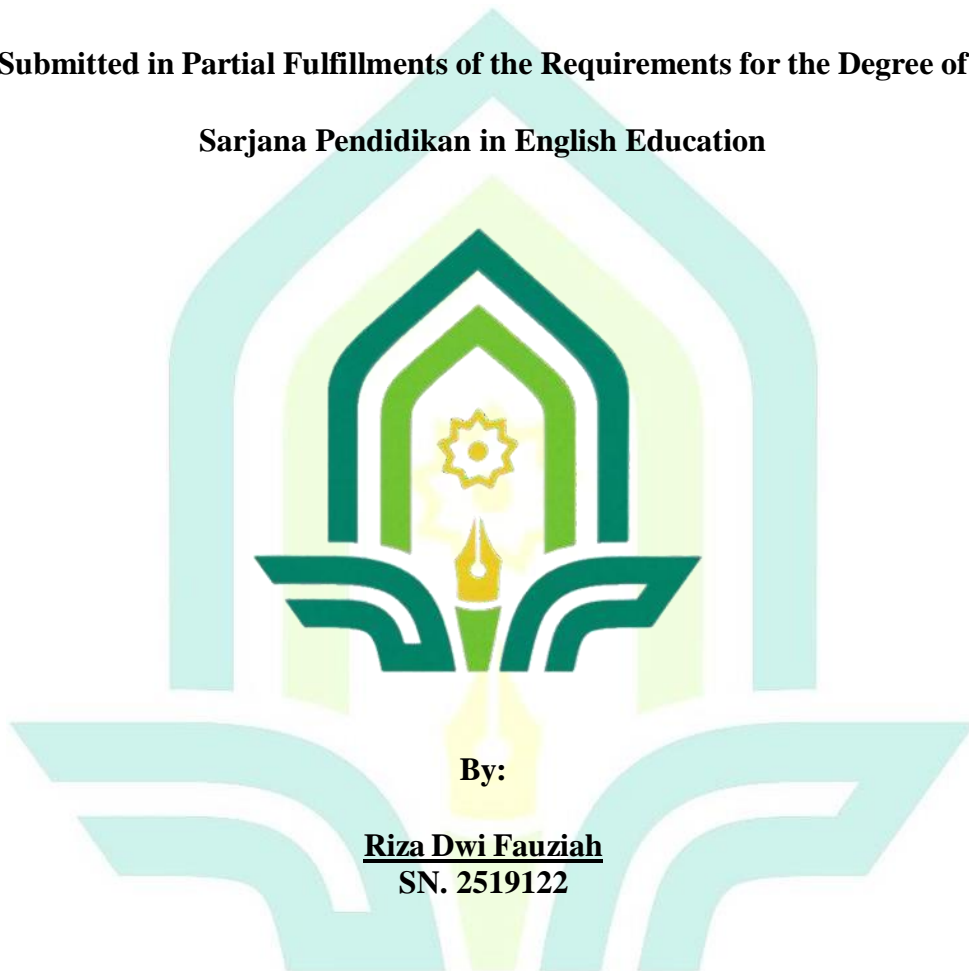


**EFL TEACHERS' STRATEGIES IN TEACHING READING
COMPREHENSION USING PROBLEM-BASED LEARNING DESIGN: A
NARRATIVE RESEARCH**

A THESIS

**Submitted in Partial Fulfillments of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

Riza Dwi Fauziah

SN. 2519122

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

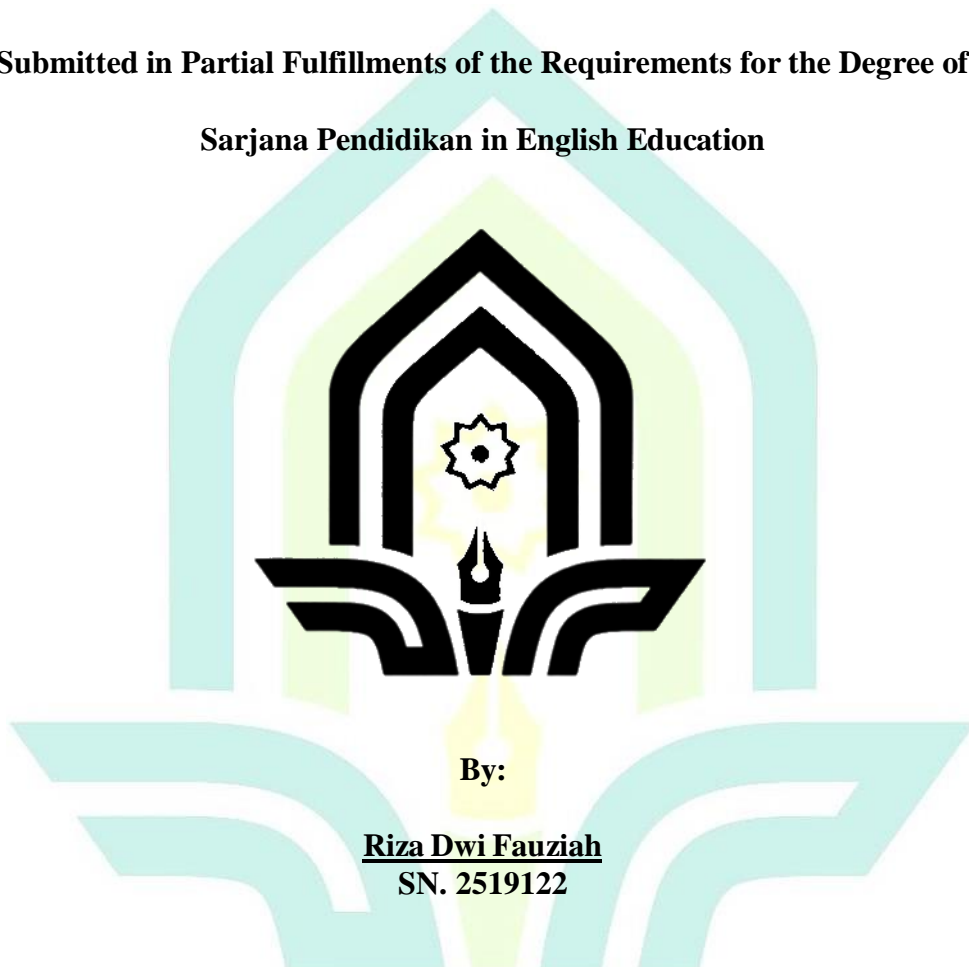
K.H ABDURRAHMAN WAHID STATE ISLAMIC UNIVERSITY

2024

**EFL TEACHERS' STRATEGIES IN TEACHING READING
COMPREHENSION USING PROBLEM-BASED LEARNING DESIGN: A
NARRATIVE RESEARCH**

A THESIS

**Submitted in Partial Fulfillments of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

Riza Dwi Fauziah

SN. 2519122

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

K.H ABDURRAHMAN WAHID STATE ISLAMIC UNIVERSITY

2024

LEMBAR PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : RIZA DWI FAUZIAH

NIM : 2519122

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“EFL TEACHERS’ STRATEGIES IN TEACHING READING COMPREHENSION USING PROBLEM-BASED LEARNING DESIGN: A NARRATIVE RESEARCH”** adalah benar-benar hasil karya penulis, kecuali bentuk kuripan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 12 Juli 2024
Yang Menyatakan,




RIZA DWI FAUZIAH
NIM. 2519122

Isriani Hardini, S.S., M.A., Ph.D.
Jalan Kurinci Gg. 3A No.2, Podosugih, Pekalongan

NOTA PEMBIMBING

Lamp: 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Riza Dwi Fauziah

Kepada
Yth. Dekan FTIK IAIN Pekalongan
c.q. Ketua Jurusan TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : RIZA DWI FAUZIAH
NIM : 2519122
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : **EFL TEACHERS' STRATEGIES IN TEACHING
READING COMPREHENSION USING PROBLEM-
BASED LEARNING: A NARRATIVE RESEARCH**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 12 Juli 2024
Pembimbing



Isriani Hardini, S.S., M.A., Ph.D
NIP. 19810530 200901 2 007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KH. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingsdur.ac.id email: ftik@uingsdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

NAME : RIZA DWI FAUZIAH
SN : 2519122
TITLE : EFL TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION USING PROBLEM-BASED LEARNING: A NARRATIVE RESEARCH

Has been examined and approved by the panel of examiners on Tuesday, 23th July 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Ahmad Burhanuddin, M.A.
NIP. 198512152015031004

Examiner II

Dr. M. Ali Ghufron, M.Pd.
NIP. 198707232020121004

Pekalongan, 26th July 2024

Assigned by

The Dean of FTIK UIN K.H. Abdurrahman wahid Pekalongan



Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.
NIP. 19730112 200003 1 001

ACKNOWLEDGEMENT

In the name of Allah, the Most Beneficent and Most Merciful. Who has given mercy and blessing to the researcher in finishing this “thesis”. Peace and salutation be upon the prophet Muhammad SAW, his family, friends, and followers.

The researcher would like to give the best appreciation and respect to the people who helped, supported, advised, guided, and encouraged me to complete this thesis. The researcher would like to express her deepest gratitude to:

1. First, I would like to express my infinite gratitude to my beloved parents, Mr. Syaefudin (Alm), and Mrs. Sofiyatun. My sister Lulu Noviani for their support, prayers, and endless love until I can finish this thesis.
2. Second, I would like to express my gratitude to my supervisor, Mrs. Isriani Hardini, M.A., Ph.D. Thank you for guiding my thesis from the beginning until the end and it is finished.
3. Third, I would like to express my gratitude to all the lecturers who taught me and opened my insight toward the world.
4. Fourth, don't forget to thank my fellow English Education Department'19 students, as well as all my friends who always support and motivate me to complete my thesis.
5. Last but not least, I would like to extend my gratitude to every single person who contributed to my thesis. I apologize for not mentioning one by one. But, I am very grateful for your help and support.

MOTTO

Karena sesungguhnya sesudah kesulitan itu ada kemudahan

Sesungguhnya sesudah kesulitan itu ada kemudahan

(Q.S. Al-Insyirah: 5-6)



ABSTRAK

Keterampilan membaca merupakan salah satu aspek keterampilan bahasa yang harus dipelajari dan digunakan oleh seseorang untuk mendapatkan informasi tertulis. Salah satu bentuk penguasaan keterampilan membaca adalah pengembangan pemahaman bacaan untuk menentukan sejauh mana kemampuan pembaca untuk memahaminya. Hal ini sangat mempengaruhi minat dan kualitas membaca siswa dalam memperoleh informasi dalam sebuah bacaan. Untuk itu, perlu dilakukan upaya untuk mendukung pemahaman bacaan siswa dalam proses pembelajaran. Salah satunya adalah perlunya strategi guru untuk mengetahui pemahaman siswa dan melakukan upaya untuk memperbaikinya. Penelitian ini menjelaskan strategi guru menggunakan desain Problem-based Learning (PBL) untuk menentukan pemahaman bacaan siswa beserta kelebihan dan kekurangan strategi yang digunakan. Tujuan penelitian untuk mengetahui efektivitas strategi yang diterapkan oleh guru, kelebihan dan kekurangan strategi pembelajaran bahasa Inggris, khususnya pemahaman bacaan. Peserta dalam penelitian ini adalah dua orang guru bahasa Inggris di salah satu SMA di Pematang. Penelitian ini menggunakan metode penelitian naratif kualitatif, pengumpulan data menggunakan wawancara semi terstruktur dan dokumentasi. Temuan penelitian, karakteristik PBL untuk diterapkan dalam pemahaman membaca adalah pembelajar yang berpusat pada siswa, pembelajaran mandiri, masalah otentik berfungsi sebagai kerangka organisasi untuk pembelajaran, pembelajaran terjadi dalam kelompok. Kelebihan dan kekurangannya bervariasi dari strategi PBL yang diterapkan guru pada pemahaman bacaan.

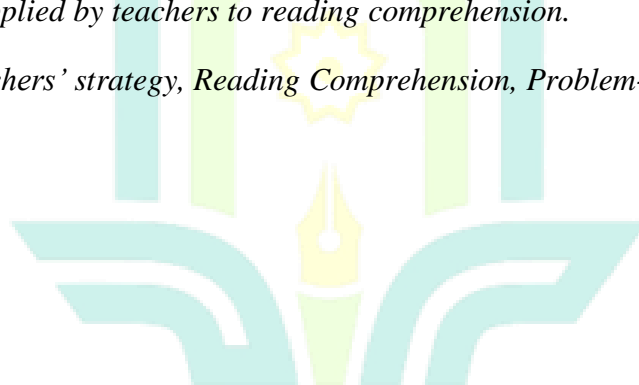
Kata Kunci: Strategi Guru, Pemahaman Bacaan, Pembelajaran Berbasis Masalah



ABSTRACT

Reading skill is one aspect of language skills that must be learned and used by someone to obtain written information. One form of mastery of reading skills is the development of reading comprehension to determine the extent of the reader's ability to understand it. This greatly influences students' reading interest and quality in obtaining information in a reading. For this reason, efforts need to be made to support students' reading comprehension in the learning process. One of them is the need for teacher strategies to find out students' understanding and make efforts to improve it. This research explains the strategies teachers use in Problem-based Learning (PBL) design to determine students' reading comprehension along with the advantages and disadvantages of the strategies used. The purpose of this research is to know the effectiveness of the strategies applied by teachers, and the advantages and disadvantages of strategies for English learning, especially reading comprehension. The participants in this research are two English teachers at one of the High Schools in Pematang Laha. This research uses a qualitative narrative research method, using observation and semi-structured interviews. The findings of the research, characteristics of PBL for applied in reading comprehension are student-centered learning, self-directed learning, authentic problems serve as the organizational framework for learning, and learning occurs in a group. The advantages and disadvantages vary from the PBL strategy applied by teachers to reading comprehension.

Keywords: *Teachers' strategy, Reading Comprehension, Problem-based Learning*



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me with guidance, health, and patience so that the writing process of my research proposal entitled **“EFL Teachers’ Strategies in Teaching Reading Comprehension Using Problem-based Learning Design: A Narrative Research”** can be completed. It is submitted to the English Department of UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the research Seminar Proposal courses. This proposal study can be accomplished because of many support of several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

1. The rector of UIN K.H Abdurrahman Wahid Pekalongan, Prof. Dr. H. Zaenal Mustakim, M. Ag.
2. The dean of the Faculty of Education and Teacher Training of UIN K.H Abdurrahman Wahid Pekalongan, Prof. Dr. H. Moh. Sugeng Solehuddin, M. Ag.
3. The head of the English Education Department and Teachers’ Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A.
4. My supervisor Mrs. Isriani Hardini, M.A., Ph.D. for giving me suggestions, guidance, and time in writing this research proposal.
5. All lecturers of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan.
6. My beloved family who have given me endless support, prayer, advice, and encouragement in writing this research proposal.
7. My dearest friends who have fought through the journey together since the very beginning.

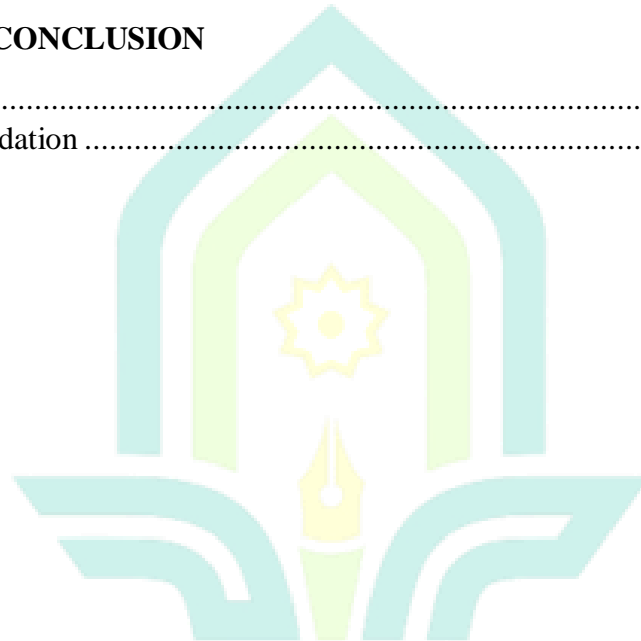
Pekalongan, 1st June 2024

The Researcher

TABLE OF CONTENT

COVER.....	i
LEMBAR PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APROVAL SHEET.....	iv
ACKNOWLEDGMENT	v
MOTTO.....	vi
ABSTRAK.....	vii
ABSTRACT.....	viii
PREFACE	ix
TABLE OF CONTENT	x
CHAPTER 1 INTRODUCTION	1
1.1 Background of Research.....	1
1.2 Formulation of the Problems	4
1.3 Operational Definition.....	4
1.4 Aims of the Study.....	5
1.5 Significance of the Research.....	5
CHAPTER II THEORETICAL BACKGROUND	7
2.1 Literature Review	7
2.2 Previous Studies.....	12
2.3 Conceptual Framework.....	14
CHAPTER III RESEARCH METHODOLOGY	17
3.1 Research Design.....	17
3.2 Research Setting and Participant	17
3.3 Data Collection.....	18
3.4 Data Validation	19
3.5 Data Analysis	19
3.6 Research Steps	21

CHAPTER IV FINDINGS AND DISCUSSION	22
4.1 Findings	22
4.1.1 Teachers Strategies in Teaching Reading Comprehension Using PBL Design.....	22
4.1.2 Advantages & Disadvantages of Teachers Strategies Using PBL Design	28
4.2 Discussion	33
4.2.1 Teachers Strategies in Teaching Reading Comprehension Using PBL Design.....	33
4.2.2 Advantages & Disadvantages of Teachers Strategies Using PBL Design	36
 CHAPTER V CONCLUSION	
5.1 Summary	39
5.2 Recommendation	40
 REFERENCE	
ENCLOSURE	



CHAPTER 1

INTRODUCTION

1.1 Background of Research

Reading skill is one aspect of language skills. The skill to understand symbols and punctuation, which can affect the sounds in a text and provide information depending on the reader's comprehension, is known as reading comprehension. Reading, according to Hasibuan & Puspita (2022), is the process of obtaining meaning from a text by combining what the reader already knows with the information found in the text. Reading comprehension can be considered a process in which the reader manages the information they have learned from a text to then build its meaning. In addition, reading comprehension is a process that enhances reader comprehension and helps them learn more. In this case, reading comprehension is both a necessity that cannot be avoided and a critical tool for obtaining knowledge based on one's ability for meaning processing (Amrizal, 2013).

In general, reading comprehension exercises that students complete in class with the assistance of a teacher should be given to their level. In other words, reading is an effort to comprehend the written word as a component of the reader's comprehension. This is the reason why the teaching strategies used by teachers must take responsibility for the abilities in reading comprehension of their students.

Teachers and students still need to work hard to provide a conducive environment for connection and communication even when learning. According to Sun (2021), employing teaching tools and resolving issues that arise during interaction and discourse can help students meet the requirements for attaining and achieving goals in effective learning. These actions will have a long-term impact on students' learning and ascertain the extent of students' comprehension of the information they have studied as well as the strategies for learning used by teachers to give teaching. The researcher conducts the study at one of the Pematang high schools for one of their studies on teacher strategies. Based on the observation, the researcher found that the students experience a lack of focus in reading. Therefore the teacher to try reading comprehension strategies. One way to do this is by having students read texts that are intended to teach and enhance their reading comprehension skills. This can be done in groups and involves the students accepting perspectives from others based on the comprehension they obtained from the texts. The application of PBL design, which aims to train students to communicate to each other the essence of the reading that they have understood, is one way that the teacher can support students' memory and focus. In addition, the strategy can help students develop critical thinking and learn the ability to reach an agreement when confronted with different points of view during group discussions.

Learning models can regulate behavior, provide comfort, and serve as skills. Problem-based Learning (PBL) can be used as a variant of a model, design, or technique of teaching. PBL is a teaching strategy that enhances the development of students' problem-solving skills by integrating theory and practice like student-centered learning (Savery, 2006). Problem-based Learning is used as a model of learning where students approach an issue as an opportunity to build new skills. According to Barrett (2017), PBL is an approach to learning that produces results as a learning method during the stage of problem-solving of the learning process.

There are some studies about using PBL design in reading comprehension. The first study conducted by Nurul Iskandar, et al. (2021), stated that PBL enhances student critical thinking and solving problems for reading skills. Second, Apoko & Marcellinda (2023), explain that they used various methods and teachers' strategies in teaching reading skills using Scaffolding, think-aloud, and question-answer relationships. Another study also discusses the intervention of PBL enhancing students' reading comprehension using grammar is better for teaching Ke & Darun (2023). Besides, the study conducted by Rizky et al. (2023) found five aspects in relation implementation of PBL applied in teaching about PBL in teaching reading comprehension.

Although many facts of a great deal of study have been done on teachers' strategies and usage of PBL variations in this research. Considering variations in the methodology employed and the choice of

distinct study sites. The purpose of this study is to identify English learning strategies that teachers employ to achieve the purpose of students' requirements for learning to support teacher's strategies for managing chosen learning. According to the above explanation, the researcher focused on the teacher strategy for learning utilizing PBL as a reading comprehension tool, to improve the experience for both teachers and students during learning, including a variety of explanations and opinions from teachers and students about the advantages and disadvantages of usage PBL design as a teacher's strategy. From this background, the researcher wants to investigate this study with the title **“EFL Teachers’ Strategies in Teaching Reading Comprehension with Problem-Based Learning Design: A Narrative Research”**.

1.2 Formulation of the Problems

Based on the description of the background and to find out the purpose of this research, this research has two questions to answer:

1. How does the teacher of English use Problem-based Learning design in teaching reading comprehension?
2. What are the advantages and disadvantages of using PBL design in teaching reading comprehension?

1.3 Operational Definitions

To avoid misunderstanding about the terms in this study, the researcher would like to explain and define the key terms used. The researcher provides some definitions related to the study as follows;

1. **Reading Comprehension:** According to Clarke et al. (2014), reading comprehension is Gradually understanding a text message as an interaction between the text and the reader's response. This includes understanding rules or guidelines for grammar and punctuation as well as other processes as an effective means of getting information.
2. **Problem-Based Learning:** According to Arends (2012), PBL is a strategy for learning that focuses on helping students develop their problem-solving skills, assume real-world roles, and develop as independent learners.
3. **Learning Strategy:** The art of application to an activity plan explaining the methods used to enhance comprehension and the quality of learning outcomes to achieve learning objectives that are both successful and efficient (Marcella, 2010).

1.4 Aims of the Study

The study aims to explore the strategies of the teacher in teaching reading comprehension through PBL design, and the advantages and disadvantages of strategies. The researcher hopes this strategy can help the students improve their skill in reading comprehension.

1.5 Significance of the Study

The significance of this study is as follows:

1. Theoretical Significance

This study expects to provide an overview of more detailed knowledge and be able to develop learning strategies with PBL

design as a form of development applied to education in a Senior High School.

2. Practical Significance

- Researcher

This study helps enhance knowledge, insight, and experience in future learning plans, especially in learning strategies with PBL as a method used in learning.

- Reader

This study hopes can increase knowledge, insight, and experience about learning strategies carried out by teachers in learning through the PBL design which is used for students' reading comprehension in a high school.

- Teacher

As a result of this research, we know that PBL can help teachers with teaching strategies for reading comprehension.

- The students

Based on this research, the researcher hopes that students can improve their reading comprehension through the teaching strategy provided by the teacher.

3. Empirical Significance

This study provides empirical insights into teachers' strategies for improving teaching in reading comprehension.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

The findings show the teachers' strategies and the advantages and disadvantages of teaching reading comprehension at one of the Senior High Schools in Pematang, can be seen below:

1. Based on the findings and discussion, the findings showed that the teachers using Problem-based Learning (PBL) for teaching reading comprehension in the class, this strategy is in line with the characteristics of learning through PBL in the theory of Syamsidah & Suryani (2018). Through the characteristics of this PBL strategy, teachers can direct students to apply it well to student reading activities that can be done in groups, problem-based learning, students as student centers by their roles, and can find relevant references. From the characteristics of this PBL strategy, several aspects of reading comprehension can be applied or achieved by Nuttall's theory (1982). Some aspects that can be applied include students being able to know several vocabulary words that can help students find information contained in the text, and being able to make conclusions from the readings that have been read. The strategy applied through PBL is in line with Johnson's theory (2008) for reading comprehension strategies.

2. The advantages and disadvantages of PBL, in the theory of (Joyce & Weil (2003), related to learning outcomes in the long term are important in the use of strategies for learning. This must be considered to improve students' abilities more easily understand and be used effectively during the learning process. This strategy can be in line with this theory, regarding the application of PBL that has been applied to reading comprehension learning by the advantages and disadvantages of using PBL. Some of the advantages of using PBL include being able to make learning more active, and students' communication skills with their groups can be applied properly. Meanwhile, the disadvantage of using PBL is that it takes more time for students to find conclusions and convey the results of their discussions on the implementation of learning using PBL.

5.2 Recommendation

In this section, I would like to give suggestions for further research. This research is expected to be used as a reference for further research and can be used as an additional reference for further research and can be implemented in the teaching-learning process regarding teachers' strategies for reading comprehension in the future so that students can develop their knowledge in learning English, especially reading skills. In addition, the researcher also hopes that this research can be useful for lecturers, and students who need it. The next researchers are expected to prepare themselves better in the data

collection process because the researcher realizes that this research has many shortcomings so the next researchers are advised to prepare according to the needs to get better research results.



CURRICULUM VITAE

Name : Riza Dwi Fauziah

Place/ Date of Birth : Pemasang, 6 Agustus 2000

Gender : Female

Address : Kalirandu Rt. 03/ Rw. 02 Kec. Petarukan, Kab. Pemasang

Educational Background

- 2006-2012 : MI Salafiyah Kalirandu
- 2012-2015 : MTs N Petarukan
- 2015-2018 : SMA N 1 Petarukan
- 2019-2024 : English Education Department, Faculty of Education and Teacher Training, UIN K.H Abdurrahman Wahid Pekalongan.

