The Implementation of a Progressive Aproach PBL Model to Improve Students Reading Comprehension at English Study Program FKIP -UR

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Abstract

Based on the curriculum of English Study Program FKIP University of Riau, Reading as a subject course is focused on reading for academic purposes which required high academically demanding. Data of students post-test in previous semester show that students find difficulties in comprehending academic text. The teaching method applied by lecturers in the reading class did not engage students to learn fully that the result of students reading score could not reach the minimum achievement criteria of Reading III. This research is classroom action research. The objectives of this study were to know how PBL can improve the reading comprehension of the third semester students of English Study Program FKIP University of Riau and to know what factors give dominant increase to the reading comprehension of the third semester students of English Study Program FKIP UR. The result of the study found that PBL Model which is derived from constructivism theory can improve the reading comprehension the third semester students of English study program FKIP UR. The data analysis showed that the mean of pre test is 45.78, post test I is 70.03 and post test II is 75.95. The improvement was due to the increase on students' activity and motivation well in learning reading by using PBL Model. It was because this model can facilitate students in identifying the problems, brain storming, analyzing, formulating problem, self-study and presenting activities.

Key words: Progressive Approach, PBL, Reading Comprehension

I. Introduction

English is a compulsory subject to be taught at any faculties and English or non-English departments in university of Riau. Perhaps, this is the impact of English as an international language and that the Indonesia government realizes the significance of English for its nation. Also, English is perceived as the language of science and technology, and is used in many scientific journals in many countries (Nunan, 2003). Hence, English has been taught in Indonesian schools and institutions since 1950 (Nur, 2003). However it is taught as a foreign language (FL) in which the teaching of English is focused on the four language skills namely listening, speaking, reading and writing as learning subjects. Among these four language skills, reading is regarded as the most important skill for Indonesian university students to study as reading is a means of accessing knowledge. In addition, based on the survey on the teaching of EFL in Indonesia, it was found that the university students' scores on reading comprehension test correlated positively to their scores on writing test (UNRI 2009). Hence, the *Direktorat Pendidikan Tinggi* curriculum; that is the Higher Education Directorate allocated eights credit hours for reading in English subject(DIKTI 2010). In English study Programe FKIP UR reading is taught as namely, Reading I, Reading II, and Reading III as well as intensive reading and academic reading and writing.

Teaching reading is also significant because at university level, it involves reading academic texts and journal articles which requires students to have a good ability in the language in order to comprehend the text provided. This is so because in reading academic text, students need to not only read but also comprehend what they read. This requires a higher

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ability as there is a difference in acquisition and developmental patterns between conversational language or social language and academic language (Haynes 2012). This is what Cummins (1979) termed as Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS are language skills needed in social situations or day-to-day interaction; to interact socially with other people. This skill is not very cognitively demanding while CALP refers to formal academic learning which includes listening, speaking, reading, and writing about subject area content material. This distinction is significant as the conceptual distinction between these two levels highlights misconceptions about the nature of language proficiency which contributes to academic failure for university students (Haynes 2012). Tomlinson (1990) too had earlier noted that majority of learners could not use academic English for oral or written communication.

What has been observed in English Study Program of FKIP-UR is that learning reading did not run well. Students could not achieve the learning objectives or based- competency of reading course. Students were less interested and not motivated in learning reading. The result of their post test done in December 2012 showed that most students failed. There were 31 students do semester test of reading I. It showed that 11 students (30 %) past and 20 students (70 %) failed whereas their score on Reading II done in June 2013 were 11 (33%) past and 19 (67%) failed .

There are many factors cause these problems. However, what lecturers fail to realize is that the reading materials at university level are more cognitively demanding and require students to read critically. The university text books and literature are not the same as the reading materials at school level or even any non-academic reading materials. This means that in choosing their methods of teaching reading, lecturers should address four aspects that affect students‘ reading ability. First, the students‘ cognitive skills in reading; second the academic content (reading material); and third, the critical language awareness (Cummins, J, 2008); forth the teaching methods implemented in reading class. What has been found in reading class is that lecturers assume students have developed proper reading skills from previous academic years, unfortunately no.

In order to solve these problems , the lecturers need to implement the attractive and interesting method of progressive approach (PA). One interesting model of PA is Problem Base Learning (PBL) Model. PA focuses on the students‘ needs, abilities, interests, and learning styles. Hence, the teacher‘s role is as the facilitator of the learning process. In other words, the activities in PBL procedure acknowledge students‘ voice as central to the learning experience for every learner (Freire, Dewey, Giroux, Lauren, 2012). In the context of teaching reading in English, this approach focuses on the needs of the students rather than those of others involved in the reading process and this approach has many implications for the design of curriculum, course content, and interactivity of the course. Attractive techniques, creative media and sources will therefore enhance students‘ reading comprehension.

PA implemented in teaching reading included many learning models such as Active Learning (Bonwell & Eison, 1991); Cooperative Learning (Lipsey & Wilson.1999); Collaborative Learning (Bruffee 1995); Problem-based Learning (Prince 2004); Inductive Teaching and Learning (Felder 2014) and Experiential Learning (Klob 1939). In Active Learning students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class. In Cooperative Learning, students work in teams to solve problems and projects under conditions that assure both positive interdependence and individual accountability. In Inductive Teaching and Learning, students are first presented with challenges (questions and problems) and they are expected to learn the course material in the context of addressing the challenges. Inductive Learning covers inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching (Flender 2012). PA views learning as a holistic perspective that combines experience, perception, cognition, and behaviour that facilitate the active role of the students in the learning process.

There are many models of PA and one of them is Problem Based Learning (PBL) model. This study is focused on the implementation of PBL model to improve students reading comprehension .The reading skill is also limited to the last level of reading namely Reading III. Jay and Nacy (2000) stated that effective learning implemented in many universities referred to characteristic of PA gives significant increase on reading ability. Fairus (2010) mentions three learning models underpin PA namely; a) Information sharing; b)Experience Based; c) Problem Solving Based. In this study, the researcher implemented Problem Based Learning through seven Jumps strategy.

The problem of this study was formulated as follows: (1) How to improve students reading comprehension at English S tudy Program FKIP –UR by implementing Problem Based Learning Model through a 7 Jumps Strategy? (2) What factors are more dominant in improving of students reading comprehension at English Study Program FKIP-–UR by implementing PBL seven Jumps Strategy ?

The objectives of the study are: (1) to analyze the students reading comprehension ability by implementing PBL through seven Jumps Strategy at English Study Program FKIP–UR. (2) to know what factors are more dominant in improving students‘ ability in comprehending reading texts by using PBL seven Jumps Strategy.

To achieve these research objectives, the basic principle of PA must be considered by the lecturer. These principles are categorized as cognitive, meta-cognitive, motivational, affective, developmental and social, and individual differences and uniqueness. These basic principles are; 1) Nature of the learning process; 2) Goals of the learning process; 3) Construction of knowledge; 4) Strategic thinking; 5) Thinking about thinking; 6) Context of learning; 7)Motivation and emotional influences on learning; 8) Intrinsic motivation to learn; 9) Effect of motivation on learning; 10) Developmental influences on learning; 11) Social influences on learning; 12) Individual differences on learning; 13) Learning and Diversity; 14) Standards and assessment (APABEA; 1997).

a. The Successful Criteria

To know whether the treatment takes the effect or success, the standard of treatment effectiveness should be clear. Learning process will be considered successful if the mean score is 75 and the result of observation and field note showed that all students in the groups participate actively in learning reading activities and the lecturer get the range score of activities 3 -4 for every meeting.

In order to achieve the purpose of the research, PBL as a method derived from PA is an instructional strategy that directs students to identify the subject matter so as to encourage students to deepen their understanding of the concepts and knowledge of relevant material. These activities include exploration activities to gain new understanding through discussion of problems known as the ‒problem first learning". The purpose of the implementation of PBL in improving the reading skills of students is to develop four aspects to achieve life - long learning, they are:

a. Knowledge : the basic material and always in the context of community
b. Skills : the hard - soft - life skills - thinking scientifically
c. Critical appraisal : information seeking skilled , skilled in active and independent learning, and lifelong learning
d. Attitudes : the value of collaboration, ethics, interpersonal skills , appreciate the value of psychosocial (Achmadi Prayitno, et al , 2010: 50) .

The procedure of the Implementation PBL seven Jump Strategy

Models of learning activity in PBL model is trough investigating, extracting the implicit and explicit information from the text that is read through scenario learning .By learning activities, students conducted small group discussions . In a small group, students participate actively, discuss and integrate the number of members of each group 7 -10. PBL model through Seven Jump has the following steps:

Step - 1 : Clarifying unfamiliar terms

- Each member of the group to identify the meaning of unfamiliar words/are unclear/not familiar (based on an understanding of each individual)
- Then the members of the group to explain the meaning of words based their basic knowledge
- If it is not clear or there is no agreement then the words can be used as a learning objective .

Step - 2 : Problem definitions

- After understanding the overall scenario (including the words in step - 1), the group formulates a problem based scenarios have been studied
- If you are having difficulty in formulating the problem, the group could begin by identifying the questions that arise
- The group made a list of questions and then proceed to formulate the problem

Step - 3 : Brain storming

- Based on the problems or questions that have been prepared in the group - based on knowledge of each member of the group - explain and discuss answers or solutions that are hypothetical , including analysis and / or deeper criticism from all sides.
- At this stage the group has begun to realize the knowledge that has been understood and which has not been understood

Step - 4 : Analyzing the problems

- Create a concept map of existing knowledge or should have, with the knowledge of how to create a list of topics relating to issues
- Conduct systematic preparation of the topic in a map, so that it becomes obvious relation to each other and the topic easy to understand and remember

Step - 5 : Formulating learning issues

- Based on all the discussion groups trying to formulate a comprehensive and Yag detail what issues still need to be studied, understood, trained or developed
- The focus will be more detailed, and will further assist in focusing the study
- Formulation of learning issues after students aware of any knowledge that must be mastered, knowledge of what has been mastered to date, and also knowledge of what is yet mastered
- Make a list of knowledge needs to be learned , practiced and developed .
- A more detailed list will be directing the study although it would be narrow in scope
- Each member should have a record of learning issues to be studied .

Step - 6 : Self-study

- All group members are obliged to learn all the learning issues (step 5)
- Utilize all available learning resources and learning resource efficient chose to support the achievement of learning objectives.
- Make a summary of each topic studied for discussions on the 2nd tutorial
- This stage requires diligence and thoroughness learners to learn

Step - 7 : Reporting

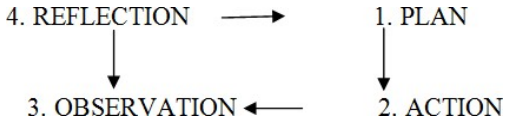
- Discussions were held from one topic to another sequentially and systematically
- Each member of the group must contribute to each topic
- At the end of the discussion, they made a concept map again / revise / extend the previous concept map (Achmadi Prayitno et al, 2010: 50) .

II. Research methodology

This study aimed at analyzing how PBL model can improve students reading comprehension and to know what are more dominant in increasing students reading comprehension. That is why action research design was applied. This study was done in two cycles, and each cycle consists of four meeting with duration. Each meeting is 00 minutes. The subject of the study was the third semester students of English Study Program FKIP-UR. The

total number of the subjects is 30 students. The learning materials are based on the syllabus of semester III.

The conceptual framework of the action



Kemnis & McTaggert, in Stringer (2008:10)

III. Discussion

a. The Data analysis of Pre Test

The pre-test was given before doing action by using PBL model to know students score before treatment and to what extent the improvement after treatment. The result of pre-test showed the highest score is 81 and the lowest is 19, and mean is 45.81.

Table 7.

The Result of Pre-Test Reading III

No	Scores	Frequency	Percentages
1	81 - 100	1	3.13 %
2	61 - 80	4	12.50 %
3	41 - 60	6	18.75 %
4	21 - 40	17	53.12 %
5	0 – 20	4	12.50%
Total		32	100 %

b. The Data analysis of cycle I

The result of students observation in cycle I

Observation was done to obtain the students individual activities in a small group or a big group. The frequency of individual activities was recorded in a observation table as mention in the table below. Table 8 shows students activities for 4 x100 minutes (4 meetings).

Tabel 8. The Result of Students Observation Cycle I

The students' activities	M 1 F	M 1 P	M 2 F	M 2 P	M 3 F	M 3 P	M 4 F	M 4 P
Clarifying unfamiliar term	20	62.502 %	22	68.75 %	24	75.%	26	81.25 %
Problem definition	20	62.502 %	21	65.62%	23	71.87 %	26	81.25 %
Brain storming	30	93.75%	31	96.88%	32	100%	32	100%
Analyzing the problems	19	59.34%	21	65.62%	23	71.87 %	25	73.53 %
Formulating learning issues	18	56.25%	19	59.34%	21	65.62 %	24	75.%
Self-study	20	58.82 %	21	65.62%	22	68.75 %	23	71.87 %
Reporting	18	56.25%	19	59.34%	21	65.62 %	24	75.%

Note: M = Meeting F = Frequency P = Presentage

The result of lecturer observation in cycle I

The result of observation to lecturer activities when teaching Reading III by using PBL to improve students reading comprehension are presented in the following table. The observation were done in four meeting (4 x 100 Minutes) as presented in table 9

Table 9. Result of teachers' Activities

No.	Teacher's Activities	M 1	M 2	M 3	M 4
1	Organize students to sit in a heterogent group	2	2	3	3
2	Expllain the learning procedure	1	2	3	3
3	Facilitate the students work at problem definition and probelem identification step	1	2	3	3
4	Facilitate students to work at Brain storming step.	1	2	3	3
5	Facilitate students in Analyzing the problems	1	1	2	2
6	Facilitate group or individual in formulating learning issues intensively and sepecifically.	1	1	2	3
7	Control indivudual or group to work seriously at Self-study step.	1	1	1	2
8	Monitor student activity and evaluate at Reporting step	1	2	2	2
9	Reflection	1	1	1	1
10	Give assignment or homework	1	1	1	2
	Total Point	11	15	20	24
	Percentage	27.5 %	37.5%	50%	60 %

The result of post test in cycle I.

After implementing PBL seven Jump strategy in cycle I, the post test was given to obtain students reading comprehension and to what extent was the increase compared with their score before treatment. The treatment was done in four meeting (4x100 minutes) for cycle I. The competency and the level of difficulty of each item was the same as the pre-test. The result of post test in cycle I shows that there was an increase on students reading comprehension

Table 10. The result of Students' scores on Post-Test I

N	Scores	Frequency	Percentages
1	81- 100	10	5.88 %
2	61 - 80	10	35.30 %
3	41 - 60	7	26.47 %
4	21 – 40	4	29.41 %
5	0 – 20	1	2.94 %
Total		32	100 %

There is a significant increase on students score in Reading III in cycle I. Mean score of post test is 70.03 while pre test is 45.81 The increase of mean is 24.22.

Reflection Cycle I

Based on the data obtained from pre-test and post test after implementing PBL seven Jump strategy, it is concluded that students reading comprehension on Reading III was increase. PBL can improve student reading comprehension after implemented for four meetings (4x100 minutes). Mean post test cycle I is 70. 03 while mean pre test is 45.81. Range is 24.22.

Students score was increase significantly compare to their score in pre-test. However, this research must be continued to cycle II because their score was still below the criteria of successful action namely 78. In addition, the result of observation showed that most of students was still unable to follow actively the learning procedure of PBL seven Jumps strategy. The result of lecturer observation showed that the lecturer still faced same problems in implementing PBL to teach Reading III. Lecturer's score on step 1 until 7 was still low. The percentage score of lecturer success in teaching Reading III by using PBL was

27.5% at the first meeting; at the second meeting was 37.5% , at the third meeting was 2; 50% , and the fourth meeting was 60%. It was conclude that lecturer was not successful yet implement PBL to improve students' learning activities. So this research continued to cycle II.

There are some aspects of PBL to be considered in cycle II, they are:

a) PBL seven Jumps strategy would be implemented fully.
b) Lecturers needed to give more explanation of learning material.
c) Students will be facilitated to be more active through questioning
d) Facilitate students to work cooperatively in group.
e) Facilitate students to analyze and to solve the problems that they were able to identify the problems.
f) Lead the groups intensively to use and search learning materials.

c. The data analysis of cycle II

1. The result of students observation

As the progress of cycle I, the focus of observation in cycle II was still on individual activities in PBL activities. PBM was implemented in four meeting at this cyclle (4 x100 minutes). The result of students observation are presented in table 11.

Tabel 11. Students observation result in cycle II

The students' activities	M 5 F	M 5 P	M 6 F	M 6 P	M 7F	M 7 P	M 8F	M 8 P
Clarifying unfamiliar term	28	82.35 %	29	85.29 %	31	91.18 %	32	94,12 %
Problem definition	30	93.76%	32	100%	32	100%	32	100%
Brain storming	26	78.12 %	26	81.25 %	30	88.24%	30	93.76%
Analyzing the problems	24	75 %	26	81.25 %	28	84.37 %	30	93.76%
Formulating learning issues	24	75 %	25	78.12 %	27	79.41 %	31	96.88 %
Self-study	24	75 %	26	81.25 %	28	84.37 %	30	93.76%
Reporting	25	78.12 %	27	79.41 %	27	79.41 %	32	100%

Note: M = Meeting F = Frequency P = Presentage

Base on the data on table 11, it can be concluded that students activities in learning process by implementing PBL was better than their activities in cycle I. Students activities shows that they plays their role well in learning procedures. Their activities were higher in frequency than in cycle I during learning process. Among the 7 steps, step 1, 2 and 7 reach the maximum frequency e.g. 32 or 100% at meeting 8. Whereas step 3 and 4 reach frequency 30 or 93.76%, step reach frequency 31 or 96.88%. It is concluded that by implementing PBL procedure can help students have a real learning experience.

1. The result of lecturer observation

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Lecturer activities when implement PBL seven Jumps strategy in teaching Reading III was recorded by using observation sheet as what has been done to lecturer activities in cycle I. The result of the observation shows that PBL was able to improve reading ability of the third semester students of English Study Program FKIP-UR. The observation was recorded for four meeting (4x100 minutes). The result are as the following

Table 12. The result of lecturer observation

No	Teacher's Activities	M5	M6	M7	M8
1	Organize students to sit in a heterogent group	4	4	4	4
2	Expllain the learning procedure	3	4	4	4
3	Facilitate the students work at problem definition and probelem identification step	3	4	4	4
4	Facilitate students to work at Brain storming step.	3	3	4	4
5	Facilitate students in Analyzing the problems	3	3	3	4
6	Facilitate group or individual in formulating learning issues intensively and sepecifically.	3	3	3	4
7	Control indivudual or group to work seriously at Self-study step.	3	3	3	3
8	Monitor student activity and evaluate at Reporting step	3	3	3	3
9	Reflection	3	3	3	3
10	Give assignment or homework	3		4	4
	Total Point	31	34	35	37
	Percentage	77,5 %	85 %	87,5%	92,5%

The data on table 11 shows that the lecturer was succeeds teaching reading III by implementing PBL seven Jumps strategy. It means that lecturer was able to increase student's activities and motivation in learning Reading III at English Study Program FKIP-UR Academic year 2012/2013. The frequency of lecturer performance in implementing PBL was higher that their performance in cycle I. Lecturer scores are 31 or 77.5 % at meeting 5; 34 or 82. % at meeting 6; 35 or 87.5 % at meeting 7; and 37 or 92.5% at meeting 8.
It is concluded that lecturer was able to improve students reading ability and motivation by implementing PBL at English Study Program FKIP- UR academic year 2012/2013.

3. The result of post test cycle II.

Post test of cycle II was done after teaching using PBL for four meeting (4x100 minutes). The learning material in cycle I was continued cycle II based on the sillabus of Reading III without repeating the same material. There was a significant increase on students reading score in cycle II compared to reading score in cycle I. The data shows that mean pre-test was 45.81, mean post-tes cycle I was 70,03 and mean post-test cycle II was 75.9. The result of past-test cycle II is presented in table 13.

Table 13: The result of l Post Test cycle II

No	Scores	Frequency	Percentages
1	81 -100	12	37.5 %
2	61 – 80	13	40.63 %
3	41 – 60	5	15.62 %
4	21 – 40	0	0
5	0 – 20	0	0
Total		32	100 %

Based on the data of post-test cycle II, it is concluded that the implementation of PBL seven Jump strategy can improve reading comprehension of the third semester students of English Study Program FKIP UR academic year 2012/2013. The classification of achievement table shows that 12 students achieve level Excellent, 11 students achieve level Good, 5 students achieve level moderate.

d. The Reflection of the study

The qualitative data obtained from observation sheet to lecturer and students shows that students learn actively in Reading III through PBL seven Jumps procedures and they all are motivated. By implementing PBL seven Jumps strategy well, the lecturer are able to facilitate, control, and monitor students in learning Reading III well. To conclude, the students all are active and motivated learning process.

The result of students score on post-test cycle II was better than cycle I. At cycle II, all students were more understand and able to use reading strategy based on PBL procedure than cycle I. At the step group presentation, all individual in the group get the chance to present their idea in front of the class well. It means that all individual in the group are able to formulate the problems, analyze the problems, find the solution of the problems and present in front of class.

Consequently, PBL seven Jumps strategy as a learning strategy derived from constructivism theory are able to improve students reading comprehension of English Study Program FKIP-UR. The improvement can be seen from students mean score on pre-test 45.81, mean sore on post-test cycle I 70.03 and post-test cycle II 75.94.

The strength of the implementation of PBL seven Jumps strategy in improving students reading comprehension are:

a) PBL seven Jumps strategy can improve students reading comprehension.
b) PBL seven Jumps strategy has been able to increase students‘ learning activities in reading class.
c) PBL seven Jumps strategy facilitate learning by experience, sharing idea , and lifelong learning
d) PBL seven Jumps strategy has been able to support the character building.
e) Through PBL seven Jumps strategy in learning can increase motivation and decrease boreness in learning reading.
f) Students score on reading comprehension test are increase at cycle I and more increase found at cycle II because all students show higher motivation in formulating, analyzing , and indentifying the problems and find the solution of the problems.

However, when implementing PBL in teaching reading, some weaknesses were still found. These weaknesses is suggested to be considered in other research, they are:

a) At the first meeting, lecturer gave unclear explanation about teaching scenario that many students misunderstanding about the procedure..
b) Lecturer still face some difficulties in implementing PBL and students get confused about the concept of PBL itself as the result, at the first meeting, the class become crowded the students were not familiar with PBL seven Jumps strategy.

IV. Conclusions and Recommendations

PBL learning approach model is derived from constructivism learning theory as the theory of evolution from the previous study. PBL seven Jumps strategy cam improve reading comprehension of the third semester students of FKIP-UR. Based on the results of the data analysis it was found that mean pre-test is 45.81 , mean post test cycle I is 70.03 and mean post test cycle II is 75.94. It can be concluded that the PBL seven Jumps strategy can enhance the student's ability in reading comprehension.

The dominant factor affecting the increase in student reading achievement is because the majority of students are fully engaged actively in every activity or learning step. The results of the observations on students activities shows that they are more active than ever in identifying problems, brainstorming, analyzing, formulating problems, self-study and presenting. All students are motivated well to learn. This cam be seen from the increase in the frequency of students activity in each meeting start from one meeting to the next meeting.

Reading III course is the highest subject in learning reading. Reading III requires a high level of analytical skills. It is recommended that lecturers able to implement learning model that can make students involve fully in learning. There are many models of learning in a progressive approach can be applied, one of which is the PBL 7 Jump strategy. It is recommended that the teacher or lecturer implement PBL as an alternative strategy in teaching since it has been proven able to improve students reading comprehension..

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