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Increasing Students' Reading Motivation and Reading Comprehension through Problem Based Learning (PBL) Model to the Eighth Grade Students of SMPN 5 Jirak Jaya: A Classroom Action Research

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Abstrak

Reading motivation dan reading comprehension merupakan keterampilan kunci yang tidak hanya penting bagi prestasi akademik, tetapi juga berperan penting dalam perkembangan intelektual dan pribadi peserta didik. Namun, masih banyak peserta didik yang memiliki motivasi dan minat membaca yang rendah, sehingga berdampak pada rendahnya kemampuan pemahaman membaca. Penelitian ini bertujuan untuk mengetahui bagaimana penerapan model Problem Based Learning (PBL) dapat meningkatkan reading motivation dan reading comprehension peserta didik kelas VIII SMPN 5 Jirak Jaya pada tahun ajaran 2023/2024. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam tiga siklus. Subjek penelitian berjumlah 23 peserta didik kelas VIII SMPN 5 Jirak Jaya. Penelitian ini menggunakan dua jenis data, yaitu data reading motivation peserta didik yang diperoleh melalui observasi dan data reading comprehension peserta didik yang diperoleh dari hasil tes. Teknik analisis data yang digunakan adalah analisis kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa: (1) persentase peserta didik yang mencapai nilai ketuntasan pada Siklus I sebesar 13%, yang menunjukkan bahwa hasil tes membaca peserta didik masih belum memuaskan dan belum mencapai kriteria keberhasilan; (2) persentase peserta didik yang mencapai nilai ketuntasan pada Siklus II sebesar 43%, yang berarti peningkatan reading motivation dan reading comprehension peserta didik belum memenuhi kriteria keberhasilan; dan (3) persentase peserta didik yang mencapai nilai ketuntasan pada Siklus III sebesar 87%, yang menunjukkan bahwa kriteria keberhasilan telah tercapai melalui penerapan model PBL. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa model Problem Based Learning (PBL) efektif dalam meningkatkan reading motivation dan reading comprehension peserta didik kelas VIII SMPN 5 Jirak Jaya.

Kata kunci: Peserta Didik, Reading Motivation, Reading Comprehension, Problem Based Learning (PBL), Penelitian Tindakan Kelas (PTK)

Abstract

Reading motivation and reading comprehension are key skills that are not only important for academic achievement, but also for students' intellectual and personal development. However, there are still many students who experience a low reading motivation and interest in reading activities so this affects students' comprehension in reading. The objective of this study was to find out how the Problem Based Learning (PBL) model could increase students' reading motivation and reading comprehension of the eighth grade students of SMPN 5 Jirak Jaya in the academic year 2023/2024. This research used a Classroom Action Research (CAR) with three cycles. The researcher took 23 students from class VIII in SMPN 5 Jirak Jaya. There were two types of data that would be collected in this research. The first was data on students' reading motivation was obtained from observations, and the second was data on students' reading comprehension was obtained from student scores. In analyzing the data, the researcher had quantitative and qualitative data. The result in this research showed: 1) the percentage of students who got passing grade in Cycle 1 was 13%, it concluded that the students' reading test was unsatisfied yet, and the test is classified as unsuccessful; 2) the percentage of the students who got criteria minimal of completeness in Cycle 2 was 43%, it could be concluded that the number of students who increase in reading motivation and reading comprehension had not reached the criteria of success yet; and 3) the percentage of the students who got the criteria minimum of completeness in Cycle 3 was 87%, it means that the criteria of success can be reached through PBL model. So,

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based on the result above, it is concluded that the PBL model can increase students' reading motivation and reading comprehension to the eighth grade students of SMPN 5 Jirak Jaya.

Keywords: Students, Reading Motivation, Reading Comprehension, Problem Based Learning (PBL) Model, Classroom Action Research (CAR)

1. INTRODUCTION

Education is one of the important pillars in the development of a country, because it has a big role in forming a generation that is competent and competitive. In the educational process, reading has a very crucial role. Reading is not just an activity to interpret words, but also a gateway to acquire knowledge, broaden horizons, and develop critical thinking (Lekawael, R., & Fernandus, 2021; Fadilah et al., 2023; Jaya et al., 2025). Reading motivation and reading comprehension are key skills that are not only important for academic achievement, but also for students' intellectual and personal development (Yousefabadi et al., 2022; Ajideh et al., 2024; Herdina & Ningrum, 2023). However, there are still many students who experience a low reading motivation and interest in reading activities so this affects students' comprehension in reading.

Motivation is the desire or drive that drives a person to act and achieve goals. Motivation can affect a person's level of success in achieving goals (Zayed et al., 2022; Laia, B., Zai, E., 2020; Israel-Fishelson & Hershkovitz, 2020). Motivation in reading is the drive or desire of students to engage in reading activities and achieve the benefits of the reading process itself. Students' reading motivation is influenced by various factors such as the teacher's teaching method, the availability of reading materials, and the students' interest in the reading material (Wei, 2023; Herdina & Ningrum, 2023; Mukaramah et al., 2020). The teacher's support is needed as it can help students to develop their reading comprehension.

Reading motivation is an important aspect of learning and education. Reading motivation is important because it can affect students' engagement, interest, effort, and learning outcomes (Parhadjanovna, 2023; Hashemi, 2021; Ajideh et al., 2024). Research shows that students who are motivated to read, read more frequently and have higher reading comprehension ability (Van der Sande et al., 2023). Reading will not be successful if students do not have motivation, because reading motivation is the key to student's success in understanding and increasing their knowledge (Aulia & Zainil, 2020; Yousefabadi et al., 2022). The importance of reading motivation is strong motivation can increase students' interest, comprehension, and reading skills. High reading motivation can also help individuals to build knowledge, increase vocabulary, develop critical thinking, and increase the ability to communicate effectively. Reading habit, reading interest, and reading motivation are important factors that contribute to students' reading achievement (Putri, 2021).

Reading is one of four aspects of basic skills in learning English. In general, reading means an activity in the form of reciting or spelling a piece of writing. Reading is a cognitive process that involves a person's ability to describe, understand, and interpret written texts or certain symbols. Reading has an important role in developing individual knowledge, skills and understanding in various aspects of life, especially in the field of education. Through reading students can understand the contents of the text read, get certain information from a topic, acquire new knowledge, and develop critical and analytical thinking skills.

According to Carter (2023), reading is a cognitive process or activity that looks for different types of information in written material. It implies that reading is a thought process to understand the content of the text read. As a result, reading requires more than just scanning what is written, but also must be able to understand the meaning of what has been read. Reading skills have an important role in creating understanding, accessing information,

and expanding one's horizons (Sari & Mahendra, 2025; Jaja, 2024; Jaya et al., 2025a). Through reading activity, students not only can enrich their knowledge, but also can understand other disciplines (Firdaus & Mayasari, 2022). Comprehension is the product of reading as an interactive process between the reader and the text. Meaning is conveyed through the text's use of words, sentences and paragraphs and letters. The reader uses knowledge, skills and strategies to determine what that meaning is (Sheeba, 2018). Reading comprehension as a receptive skill remains as a precious skill in all education contexts (Firdaus & Mayasari, 2022).

This problem of low reading motivation and reading comprehension also occurred in students at SMPN 5 Jirak Jaya, Musi Banyuasin district, especially in eighth grade students. Grade 8 students at SMPN 5 Jirak Jaya had low reading motivation which affected their assignment grades and reading comprehension practice. More than half of grade 8 students did not reach the Minimum Completeness Criteria or *Kriteria Ketuntasan Minimum* (KKM) in reading assignment scores. There were 23 students in eighth grade class at SMPN 5 Jirak Jaya. It consisted of 14 female students and 9 male students. At SMPN 5 Jiak Jaya, English was taught twice a week. The duration of teaching is 40 minutes in each meeting.

The low reading motivation and reading comprehension among SMPN 5 Jirak Jaya students had a detrimental impact on their academic and intellectual development. These problems were serious obstacles in achieving optimal learning outcomes. Students who were not motivated to read tended to have a shallow understanding of concepts and information. This affected their learning performance in exams and assignments. In addition, low reading motivation and reading comprehension could also have an impact on students' critical thinking skills, analytical abilities, and reasoning of students.

There were several factors that caused and influenced the low reading motivation and reading comprehension of students at SMPN 5 Jirak Jaya. Several factors that influenced this problem included the absence of a link between reading material and students' daily lives, learning models that were less interesting and interactive (in this case the teacher still used the teacher center learning model), and a lacked of positive reinforcement for students' efforts in reading. In addition, today's digital culture can also divert students' attention from traditional reading to digital content that is more instant and visual.

Reading is regarded as a difficult activity since it is dependent on the student's degree of thinking and language abilities, it is considered a challenging activity. Teaching reading skills to students is also a difficult task because teachers must have vary teaching methods to keep students engaged. The teacher must have strategies to help students improve their reading skills. In dealing with this problem, a learning model was needed to significantly increase students' reading motivation and reading comprehension. One learning model that could be applied was Problem Based Learning (PBL), which places students in situations where they have to actively seeked solutions to problems that are relevant to their lives.

Problem Based Learning (PBL) has already been taken in many areas and educational circumstances to encourage students' critical reflection and problem solving in learning activity. In this case, the student is given a problem as a learning material that requires the learner to look for answers according to the instructions of the teacher. According to Aini et al. (2021), Problem Based Learning (PBL) is a learning activity that comes up with a problem. In PBL, students need to seek the solution with the groups. Through PBL, students can assess the exploration activity from the problem material. This type can engage students more excited and energetic during teaching and learning activity and can instruct students to have critical thinking.

Problem Based Learning is a learning activity from the social daily problem. PBL is a learning activity designed for HOTS-based learning. In PBL activities, students are preferred to be able to get the answer or clear up the problem from a separate object that has been given

from the teacher. Students are educated not only from a part of the problem but comprehend the aspect, lines of comprehension and the structure of best interpretation in answering the problem. At the end of the study, students are expected to create the conclusion and give the feedback on learning with support and boosting from the teacher as a promoter. PBL model is used for teaching reading comprehension. It is necessary to make sure that PBL model is not ambiguous in teaching reading comprehension. Because of that, the teacher should implement this model by using the correct stages. The syntaxs of PBL are: 1) stage-1 student orientation; 2) stage-2 organizing students to learn; 3) stage-3 guiding individual investigations and group; 4) stage-4 develop and presenting results; and 5) stage-5 analyze and evaluate the process of solving problem (Prasetya et al., 2022).

Problem Based Learning (PBL) encouraged student involvement in the learning process, increasing their understanding of the concepts being taught through application in real situations. This is because PBL encourages students to be problem solvers and learn through their understanding, not only just about being student-centered (Aulia et al., 2023; Crespí et al., 2022; Ayubi et al., 2025). This learning model can increase student motivation because it gives a sense of responsibility in the learning process, and helps them see the relevance of the material to their life situations. Aulia et al. (2023) in her research found that reading comprehension test scores of almost all of the students increased after the implementation of Problem Based Learning. Berenji et al. (2020) in his experimental research indicated that the Problem Based Learning group had increased engagement and more improved reading comprehension skill. The research of Fatria Fidia Asmara (2022) showed that the implementation of the Problem Based Learning model in Teaching Integrated English was effective. The research of Reza Agustin Nedia (2021) also showed that it was effective to teach reading comprehension in descriptive text through Problem Based Learning. The research of Rubiyanti et al. (2020) showed that the implementation of the Problem Based Learning method in teaching and learning reading is successful. The Problem Based Learning model can increase the students' motivation and learning reading skill.

Based on the explanation above, to overcome these problems the researcher used the Problem Based Learning Model as a learning model to increase students' reading motivation and reading comprehension to the eighth grade students of SMPN 5 Jirak Jaya. The researcher also used a Classroom Action Research (CAR) in this research. Educational practitioners and professionals commonly used action research as a method of doing educational research in order to assess and improve their pedagogy and practice. Action research focuses on efforts to increase and develop learning and teaching processes, and aims to increase student learning outcomes. Action research can increase classroom practices conducted by teachers and contribute to quality increasement in schools, but its success depends on several conditions such as motivation, trust, mutual respect, resources, and institutionalizing it as part of school routines globally remains a challenge (James & Austin, 2018).

According to Zuber-Skerritt (2021), the practice of action research involves groups of people working on actual challenges or problems, carrying real responsibility in real situations. These people can be managers, academics, teachers, students, or "learners" in general. Coghlan (2019) stated that action research is a method of conducting research that attempts to do two things at once: taking action and creating knowledge or theory about that action as it happens. The method by which action research works is a cyclical process that involves the following conscious and purposeful steps: a) analyzing a situation that requires change; b) planning to take action; c) taking action; and d) evaluating the action, which prompts more cycles of planning, and so on.

The objective of this study was to find out how the Problem Based Learning Model could increase students' reading motivation and reading comprehension of the eighth grade students of SMPN 5 Jirak Jaya in the academic year 2023/2024. The significance of this research was expected to provide some advantages for English teaching and learning processes. Furthermore, the significance of this study: a) this research is expected to make students be more motivated in reading so that their reading comprehension is better, make students want to learn to read; b) the researcher hopes that with this research, teachers will become more creative in utilizing and using various learning models and become more aware that the learning model in teaching English in terms of reading using Problem Based Learning is easy to understand and apply; and c) it is hoped that by conducting this research, the school will gain a better understanding of how to teach reading comprehension to their students.

2. METHOD

This research used a Classroom Action Research (CAR) to increase students' reading motivation and reading comprehension in the classroom. Classroom Action Research (CAR) is research based on problems that arise during learning activities to increase the classroom learning process. The Classroom Action Research (CAR) is research conducted by the teacher in class; where they teach with an emphasis on perfecting or increasing the learning process and practice. CAR is assumed to suit the purpose of this research because this research attempts to find and solve the problem and to increase the system (Kaganang, 2019). This CAR consisted of four consecutive tasks which are performed in a repeated cycle. The researcher in this study used three cycles.

This research was conducted at SMPN 5 Jirak Jaya, Jl. Jirak-Sopa Desa Talang Simpang Kec. Jirak Jaya Kab. Musi Banyuasin. The research schedule and timeline was arranged for a month from October 2023 until November 2023. This research was carried out in three cycles. Each cycle was carried out during a week where the first cycle was implemented at the end of October 2023. The second and the third cycle was implemented in November 2023. The researcher took 23 students from class VIII in SMPN 5 Jirak Jaya. The students consisted of 14 female students and 9 male students. This research was done in cycles (pre-cycle, 1st-cycle, 2nd-cycle, 3rd-cycle). Each cycle consisted of four steps namely: planning, action, observation, and reflection. It is called the class action research cycle.

There were two types of data that would be collected in this research. The first was data on students' reading motivation and the second was data on students' reading comprehension. Where data on students' reading motivation was obtained from observations during the process of learning activities in the classroom, and data on students' reading comprehension was obtained from student scores during the learning activity process. The observation sheet was used in the observation. This was done simultaneously in the teaching and learning process. The researcher collaborated with the observer. Observation sheets were used to determine teaching and learning activities in class through the Problem Based Learning (PBL) model in increasing reading comprehension skills. The test used HOTS questions in multiple choice form. This test was needed to find out how students' achievement in English increases when the Problem Based Learning model is applied in teaching reading. The test was created by researcher as an English teacher. Tests were used to measure students' achievement in reading comprehension.

In analyzing the data, the researcher had two types of data: 1) quantitative data, namely the data gained from the percentage of the students reading comprehension achievement from each cycle of the data that was obtained from the test; and 2) qualitative data were the data

gained from the observation of students' activities drawn by their activities during learning process. The quantitative data were taken from students' reading scores. The test was given at the end of each cycle. The researcher counted percentages of the students' reading achievement analyzing the data quantitatively. The qualitative data were taken from an observation form. The observation data from each cycle were analyzed to interpret the students' problem in learning activity. There were five stages to analyze the qualitative data as follow: 1) assembling the data; 2) coding the data; 3) comparing the data; 4) building meaning and interpretation; and 5) reporting outcome.

3. RESULT AND DISCUSSION

Result

Cycle 1

The researcher and her collaborator planned the learning process to do in Cycle 1 in doing classroom activities based on five components. They were: 1) the teaching material; 2) the purpose of teaching materials; 3) the teaching model applied in the research; 4) students' assignment; and 5) the lesson that controlled the interaction in Cycle 1. In this research, the teaching material made use of descriptive text entitled "My Lovely Cat," this text describes about animals. The researcher chose that descriptive text since the students were able to comprehend it and wanted to know well about their reading comprehension ability. The purpose of teaching materials was based on the basic competences stated in the 2013 Curriculum. The students should understand and identify the meaning, of sentences stated, describe something, generic structure, language feature of descriptive text.

Teacher showed and explained the descriptive text, tried to teach by using Problem Based Learning (PBL) model and gave trigger questions as a stimulus to the students to think by themselves about the text that would be studied and discussed in pairs as warming-up activity. Then, the teacher divided her students into five groups, where each group consisted of 4 or 5 students. They were given a paragraph of the descriptive text. After that, the teacher asked the group to discuss and comprehended the paragraph given. Then, the teacher asked each student what information he or she got from discussion in the groups and asked them to make a conclusion.

The teacher asked the students to make groups. Each student thought about the text that was given by the teacher and then discussed what they had read to the text in group. They worked in groups to discuss the materials and shared the information on their groups. They observed the social function of the text, generic structure, and language features. The teacher asked the students to find out the meanings, general and specific information of the text and also to answer the questions to know the information well. They asked each other about the materials which were unclear meaning to do the assignment well. They had a lot of chances to discuss and share the information with their groups and every student should think and express their opinions or ideas in their groups to make the process of learning more active. The teacher asked the students from each group to report the information that they had got from the materials in front of the class. Then the teacher asked other groups to provide opinions and suggestions to the group that presented the result of its discussion. At the end of the lesson the teacher asked the students to make a conclusion about the material and the teacher gave a general opinion of the lesson to close discussion.

There were four points that would be discussed and implemented in Cycle 1. They were: 1) teaching material; 2) reading purpose; 3) teaching strategy; and 4) student's task. Teaching material in this research was descriptive text to describe an animal. The teacher presented the descriptive text entitled "My Lovely Cat." The teacher explained the definition

of the text, generic structure, and language features. Before the process of reading, the teacher used the Problem Based Learning (PBL) model by providing questions as triggers or stimuli related to the text to be read. Then, the students discussed in groups and to find the information from the text. They have to find out main ideas, specific information and general information. The students were divided into five groups. Each group consists of 4 or 5 students. Then, they discussed in expert groups to get some information and presented their information in front of the class. Another group is asked to provide opinions and suggestions to the group that presented the result of its discussion. In the end of the teaching and learning process of Cycle 1, the teacher asked the students to reread the text at home in order to understand the text well, so the students could identify generic structure, language features, main ideas, specific Information, and general information.

During this stage, the researcher observed actual activity in the classroom. It has to do with how well the teacher taught, how the students reacted, and how much the students participated in the teaching and learning process. It was discovered that the students had reading difficulties. While some students in the class took their studies seriously, others continued to make noise and bothered their friends. Because of these findings thorough observation was required. The researcher was accompanied by a collaborator to observe teaching and learning activities to increase students' reading motivation and reading comprehension through Problem Based Learning (PBL) model. The collaborator did the observation while the researcher was teaching. The collaborator observed the researcher's and students' participation. The result of observation in Cycle 1 was not satisfied yet because the researcher got 69% and it was categorized fair. It means that the teacher still needs some improvement in teaching and learning process especially in giving feedback and motivation to participate in the learning process whilst activities in Cycle 1.

In this part, the researcher got the result of the students' reading test about descriptive text by Problem Based Learning (PBL) model. The researcher found that the total score was 992, the average score was 43, the classical achievement was 13%, the highest score was 72, the minimum score was 24, the mode score was 48, and the median score was 40. The researcher also found that there were 23 students who had been tested, and there were 3 students whose score reached a passing grade. It means that the percentage of students who got passing grade in Cycle 1 was 13%. It concluded that the result of the students' reading test in Cycle 1 was unsatisfied yet because the minimum standard of success criteria result was greater than 85%. Meanwhile, there were 20 students who got scores under passing grade. It was 87% students who needed more serious attention during the learning process. It showed that the students still had low motivation and difficulties in reading comprehension descriptive text through Problem Based Learning (PBL) model.

The teacher found out some problems faced by both the teacher and her students in the process of teaching and learning activities of Cycle 1. The teacher classified the problems into two. Firstly, the teacher had difficulties motivating her students to express their ideas or opinions. Secondly, the students had low participation in the learning process, such as some students making noise and not discipline, and not ready to study. And thirdly, the text was very long, meanwhile the students have a little vocabulary so they had difficulties understanding the main idea, specific information, general information, and generic structure of the text. They also still made many mistakes in answering questions. Meanwhile, the researcher and the collaborator found some difficulties for students' participation in the teaching and learning process. In observation and problems above, the researcher and her collaborator found that there were 18 students ready to study, there were 11 students who were asking questions, there were 5 students answering questions, and there were 18 students who were following the teacher's instructions. The researcher also concluded that 34% of the students or there were 8 actively participating in the teaching and learning process and there

were 15 students or 65% participants who were not active and would need motivation to be more active.

The reflection was related to the weaknesses and strengths that appeared in Cycle 1. The Cycle I's test is classified as unsuccessful because the minimum standard of success criteria result was greater than 85%. It might be caused by students having low reading motivation and lacking vocabulary. Next, in an attempt to ensure that 85% of the students in the classes passed the KKM, the researcher and their partner changed the course of actions for the following cycle. They were; 1) the teacher designed teaching learning which focused on encouraging students to express their ideas; 2) the teacher gave advice, spirit, and motivation to the students to the students to have good participation in teaching and learning process; and 3) the teacher explained the way find out main ideas, specific information and general information.

Cycle 2

The researcher set up a lesson plan, acquired teaching materials, a projector, and divided the students into groups in the Cycle 2. In this cycle, the researcher would do the same teaching material as Cycle 1. The researcher and her collaborator administered the same learning model in Cycle 2 and did more improvements. These improvements related to the material of reading. After knowing the result of students' reading test had not reached the criteria of success, the researcher designed the same material as the Cycle 1 about "My Lovely Cat." The purpose of the teaching material was to make the students more understand and easier to answer the reading test than the Cycle 1. The researcher applied the learning model in Cycle 2 as improvement from cycle 1. In this Cycle 2, the researcher used Problem Based Learning (PBL) model and gave ice breaking to increase the students' reading motivation and reading comprehension on descriptive text. It helped the students to be more enthusiastic during learning activities and motivated them to be more active to solve their problem in the teaching and learning activities.

The teacher gave motivation and advice to the students to come on time, discipline, readiness to study, and be active in question and answer activities to understand the material well in order the students could follow the lesson to be more serious in teaching and learning activities. The teacher also explained the lesson in more detail to help the students to overcome their difficulties in reading descriptive text. After the teacher explained the lesson, the teacher asked the students to find the main ideas, specific information, and general information, and the teacher controlled them who still had doubts about finding main ideas, specific information and general information and then asked students to report the material to the class. At the last meeting, the teacher gave reading test to the students in the form of multiple choice. The researcher wanted to know how far the students had understood about the material that had been given to the students and had given improvement.

There were three points described in action of Cycle 2. They were: 1) Cycle 2 teaching strategy; 2) finding Cycle 2; and 3) problems faced by the teacher and the students in Cycle 2. The researcher applied Problem Based Learning (PBL) model and gave ice breaking in Cycle 2 as an improvement from Cycle 1. The activities plans were revised in order to have better activities to improve students' reading achievement in Cycle 2. In Cycle 2, the collaborator used the same observations' sheet as in Cycle 1. The result of the observation was 81% and it was classified as "good." However, teaching and learning activities need some improvements in pre-activity, whilst-activity, and post-activity to make the process of teaching and learning activities better and enjoyable.

The researcher gave reading comprehension test to the students at the end of Cycle 2. There were 25 items tested in the form of multiple choice tests on descriptive text to know

students' reading comprehension achievement. The result showed there were 23 students who had been tested, 10 students whose score reached criteria of completeness. It means that the percentage of the students who got criteria minimal of completeness in Cycle 2 was 43%. Besides, the researcher also found the differences between average scores, where the result of Cycle 2 found the average score was 64, the mode score was 60, the median score was 64, the minimum score was 44, and the maximum score was 80. Meanwhile, there were 13 students who got score under the minimum criteria of completeness. It was 56,52% students who still needed more attention during the learning process. It means that increasing students' reading motivation and reading comprehension achievement was only 43% so the process of teaching and learning activities through Problem Based Learning (PBL) model still has to continue to the next cycle because the minimum standard of success criteria result was not reached greater than 85%.

The researcher compared her students' reading achievement in Cycle 1 with Cycle 2 in order to know their improvement in reading comprehension on descriptive text. It means that there was a significant improvement in reading comprehension by using Problem Based Learning (PBL) model. The researcher concluded that the classical achievement in reading comprehension was significant between Cycle 1 was 43% and Cycle 2 was 64%. The researcher also concluded the students' participant observation to find out the strengths and the weakness of Cycle 2, so that she could help the students to increase their reading motivation and reading comprehension. The researcher also concluded that there were 16 students (70%) active in participating in the teaching and learning process and there were 7 students (30%) who were not active and would need motivation to be more active.

The reflection in Cycle 2 was determined by the data obtained from Cycle 2 assessment. These data were taken from the descriptive text assessment. It was found out that students who got scores above the minimum criteria of completeness were 10 students (43%), and those who got lower than the minimum criteria were 13 students (57%). Besides, the researcher also observed the students' motivation in learning reading activities. Most of them still didn't actively participate in answering teachers' questions in the teaching learning process in the classroom. In short, it could be concluded that the number of students who increase in reading motivation and reading comprehension had not reached the criteria of success yet, because it had not reached 85%. Knowing this fact, the researcher planned to do the following things in Cycle 3: 1) the teacher would ask the students to take tum asking question; and 2) the teacher tried to pair them with the active one.

Cycle 3

In this Cycle, the researcher also tried to implement the plan which she had decided on the reflection stage of Cycle 2. Thus, the researcher still needed to make some adjustments, so the researcher needed to focus more on the plan dealing with: 1) the teaching materials; 2) the purpose; and 3) the teaching strategy. The teaching materials used in this cycle were still all materials about descriptive text whose focus on describing animals. Like in Cycle 1 and 2, the purpose of teaching materials was based on the basic competences stated in the 2013 Curriculum. The students should understand and identify the meaning, of sentences stated, describe something, generic structure, language feature of descriptive text. The strategy applied in these teaching and learning activities had been improved. The teacher needed to make the students more active in class by making them take turns asking questions. The teacher would also keep applying fun student-student-interactive activities to make them interested in learning. In the end, this could motivate them more in their study.

There were three points explained in action of Cycle 3. They were: 1) teaching strategy; 2) observation of Cycle 3; and 3) finding of Cycle 3. The strategy improved in this Cycle 3 was based on the revised plan of Cycle 2. The activities in Cycle 3 were modified in such a

way so that it would make the students more interested and motivated in learning. In Cycle 3, the researcher and collaborator also conducted the observation to find out the strengths and weaknesses of Cycle 3. This also aimed to help the students increase reading motivation and reading comprehension. The result of the observation was 93% and it was classified as "excellent." This improvement is significant than Cycle 1 and 2. However, teaching and learning activities need some improvements in pre-activity, whilst-activity, and post-activity to make the process of teaching and learning activities better and enjoyable.

The researcher gave reading comprehension test to the students at the end of Cycle 3. There were 25 items tested in the form of multiple choice on descriptive text to know students' reading comprehension achievement. The result showed that students' reading proficiency in English classes increased. The result also showed that there were 23 students who had been tested, 20 students whose score reached criteria of completeness. It means that the percentage of the students who got the criteria minimum of completeness in Cycle 3 was 87%. The result also showed that the classical achievement was 87%. Besides, the researcher also found the differences between average scores, where the result of Cycle 3 found that the average score was 77, the mode score was 72, the median score was 76, the minimum score was 60, and the maximum score was 92. Meanwhile, there were three students who got a score under the minimum criteria of completeness. It means that the failure of the students' reading comprehension achievement was only 13% so the process of teaching and learning activities through Problem Based Learning (PBL) model reached the criteria of success.

The researcher compared her students' reading achievement in Cycle 1, Cycle 2 and Cycle 3 in order to know their increase in reading on descriptive text. There was a significant increase in reading motivation and reading comprehension in reading comprehension by using Problem Based Learning (PBL) model. The researcher concluded that the classical achievement in reading comprehension was significant between Cycle 1 was 13%, Cycle 2 was 64%, and Cycle 3 was 87%. Students' reading motivation and reading comprehension increased 74% from Cycle 1 to Cycle 3. It means that the criteria of success can be reached through Problem Based Learning (PBL) model. Furthermore, in Cycle 3, the researcher and her collaborator also observed students' participants, the same as Cycle 1 and Cycle 2. The researcher concluded that there were 20 students (83%) active in participating in the teaching and learning process and there were 3 students (17%) who were not active. It can be concluded that the students have good participation and enjoy the teaching and learning process.

The effort of the teacher and her collaborator was successful in teaching and learning process to improve students' reading comprehension through Problem Based Learning (PBL) model. The students' reading comprehension achievement in Cycle 3 had successfully reached the target of criteria minimal of completeness. Besides, they had an improvement in teaching and learning process and it was very important for their future and also the development of students' participation in teaching and learning process. Furthermore, the researcher and the collaborator decided to stop the study, because the target of improvement had been achieved in this stage. They felt happy both students' reading achievement and students' participation in teaching and learning process at the Cycle 3 had shown improvement to reach the target of criteria of success. It means that the researcher was successful in doing research.

The following Table 1 display the students' reading scores were gathered from the test results for the VIII class, which were administered over the course of three cycles (Cycle 1, Cycle 2, and Cycle 3), that consisted of nine meetings.

Table 1. Students' Reading Score

No	Name	Students' Score	Test 1	Test 2	Test 3
1	Student A	48	68	76	88
2	Student B	44	48	60	80
3	Student C	36	44	52	72
4	Student D	16	28	64	80
5	Student E	44	72	80	88
6	Student F	40	48	68	84
7	Student G	24	36	56	64
8	Student H	32	72	80	92
9	Student I	36	40	48	60
10	Student J	24	28	60	76
11	Student K	36	64	76	88
12	Student L	12	36	68	80
13	Student M	16	44	68	76
14	Student N	20	32	60	76
15	Student O	32	36	52	72
16	Student P	24	28	60	72
17	Student Q	28	32	64	72
18	Student R	28	32	64	72
19	Student S	35	40	72	88
20	Student T	12	40	60	72
21	Student U	12	24	68	76
22	Student V	32	44	64	80
23	Student W	32	48	72	84
Total ∑X		664	984	1472	1780
The Mean Score		29	43	64	77

Based on the result of the research, the researcher can say that the Problem Based Learning (PBL) model at the eighth grade students of SMPN 5 Jirak Jaya could increase students' reading motivation and reading comprehension. The research showed positive increases in every cycle from preliminary stage, Cycle 1, Cycle 2, and Cycle 3. In Cycle 1, there were 23 students who had been tested, there were 3 students or 13% whose score reached the KKM. Meanwhile, there were 20 students or 87% got under the KKM. The problems faced by students in Cycle 1 were: 1) the students had low motivation in reading; 2) the students not active enough to express their ideas; 3) they still had difficulty finding main ideas, specific information, and general information in the text. So, the teacher and the collaborator designed some solutions to overcome these problems. They were designing teaching learning which focused on encouraging students to express their ideas, gave advice, spirit, and motivation to the students, explained the way to find out main ideas, specific information and general information.

In Cycle 2 there were 23 students who had been tested, 10 students or 64% whose score reached the KKM and 13 students or 36% got under the KKM. Meanwhile, in Cycle 3 there were 23 students who had been tested, 20 students or 87% whose score reached the KKM and 3 students or 13% got under the KKM. The studies have proved that Problem Based Learning (PBL) model can be applied in different settings. However, the teacher must also evaluate students' characteristics in the process of applying the learning model. The students of the researcher's school are beginners of English learners, there is no English course, the students think that English is a difficult lesson, so they don't have confidence in practicing English.

These are the lists of students' scores in each cycle in Cycle 1, the highest score was 24 and the lowest was 72. In Cycle 2, the highest score was 80 and the lowest score was 44. In Cycle 3, the highest score was 92 and the lowest score was 60. Meanwhile, the average score in Cycle 1 was 43, the average score in Cycle 2 was 64, and the average score in Cycle 3 was 77. The classical achievement in Cycle 1 was 13%, there were 3 students in Cycle 1 who got the criteria successful of completeness, and there were 20 students in Cycle 1 who did not get the criteria successful of completeness. The classical achievement in Cycle 2 was 43%, there were 10 students in Cycle 2 who got the criteria successful of completeness, and there were 13 students in Cycle 2 who did not get the criteria successful of completeness. The classical achievement in Cycle 3 was 87%, there were 20 students in Cycle 3 who got the criteria successful of completeness, and there were 3 students in Cycle 3 who did not get the criteria successful of completeness. It can be seen in Table 2.

Table 2. The Summary of the Students Reading Improvement

Data	Cycle 1	Cycle 2	Cycle 3
Average	43	64	77
Classical Achievement	13%	43%	87%
Highest Score	72	80	92
Lowest Score	24	44	60
Students Got High Passing Grade	3	10	20
Students Got Low Passing Grade	20	13	3

Based on the Table 2 above, the researcher also found the improvement students' participation and improvements' activities in cycle 1, cycle 2 and cycle 3. It is also shown in Table 3 and Table 4.

Table 3. The Improvement of Students' Participation

The Result of Observation			Improvement		Total Improvement
Cycle 1	Cycle 2	Cycle 3	Cycle 1 to Cycle 2	Cycle 2 to Cycle 3	Cycle 1 to Cycle 3
34%	70%	83%	36%	13%	49%

Table 4. The Improvement of Teaching Learning Activities

The Result of Observation			Improvement		Total Improvement
Cycle 1	Cycle 2	Cycle 3	Cycle 1 to Cycle 2	Cycle 2 to Cycle 3	Cycle 1 to Cycle 3
69%	81%	93%	12%	12%	24%

Discussion

The findings of this study indicate that the implementation of the Problem-Based Learning (PBL) model effectively improved students' reading motivation and reading comprehension among eighth-grade students at SMPN 5 Jirak Jaya. The improvement can be clearly observed through students' reading test results, classroom participation, and the quality of teaching and learning activities across the three cycles.

In Cycle 1, students' reading achievement was still low. The average score was 43, with only 13% of students achieving the minimum passing criterion. This result did not meet the success indicator of 85% classical achievement. Several factors contributed to this outcome, including low reading motivation, limited vocabulary mastery, and students' lack of confidence in expressing ideas during group discussions. These findings support Yousefabadi

et al. (2022), who argue that reading motivation plays a crucial role in reading comprehension, as students with low motivation tend to show weak engagement and limited understanding of texts. In addition, students were still unfamiliar with the PBL model, which affected their ability to actively participate in problem-solving activities.

In Cycle 2, there was a noticeable improvement in students' reading performance and participation. The average score increased to 64, and the percentage of students who achieved the minimum passing criterion rose to 43%. This improvement suggests that the PBL model began to positively influence students' reading comprehension. The teacher provided clearer explanations, gave motivation and ice-breaking activities, and guided students more intensively in identifying main ideas, general information, and specific information. This finding aligns with Evensen et al. (2018), who emphasizes that effective PBL implementation requires active teacher facilitation to support students' learning processes. However, despite this progress, the results of Cycle 2 still did not reach the success criterion, as several students remained passive and hesitant to participate actively.

In Cycle 3, students' reading motivation and reading comprehension showed a significant improvement. The average score increased to 77, and the classical achievement reached 87%, indicating that the success criterion had been achieved. Students became more active, confident, and enthusiastic during learning activities. The strategies implemented in this cycle, such as turn-taking in asking questions, pairing less active students with active ones, and maintaining interactive student-centered activities, successfully increased classroom participation to 83%. This result supports Slavin (2019), who states that cooperative and problem-based learning can enhance students' engagement and academic achievement.

Overall, the steady improvement from 13% in Cycle 1, 43% in Cycle 2, to 87% in Cycle 3 demonstrates that the PBL model is effective in improving students' reading motivation and reading comprehension. PBL encourages students to actively think, collaborate, and solve problems, enabling them to engage more deeply with reading texts. Moreover, PBL helps students connect the content of descriptive texts with real-life contexts, which enhances comprehension. This finding is consistent with Kuswandi and Sulthoni (2019), who concludes that Problem-Based Learning promotes critical thinking, motivation, and meaningful learning. In conclusion, the implementation of the Problem-Based Learning (PBL) model not only improved students' reading comprehension but also increased their reading motivation and active participation in English learning activities.

4. CONCLUSION

Based on the result and discussion, Problem Based Learning (PBL) model could increase students' reading motivation and reading comprehension on descriptive text. This strategy also helped the teacher to understand how the students recognized the meaning of the text, generic structure, language feature of descriptive, and describe something. In Cycle 3, there were 20 students in or 87% reached the criteria minimal of completeness (KKM) 68. Meanwhile, in Cycle 3 only 13% of students got scores under the KKM. In Cycle 3, the learning processes were applied as follows: pre-activities, the researcher added the video and song and ice breaking as learning media and gave more explanations. In whilst-activities, the researcher helped students to interpret the difficult words and sentences from the text, motivated them to be active in every learning activity and participate in discussion. So, based on the result above, it is concluded that the Problem Based Learning (PBL) model can increase students' reading motivation and reading comprehension to the eighth grade students of SMPN 5 Jirak Jaya.

Furthermore, based on the result obtained during the implementation of the action in research finding, the researcher would like to present some suggestions that might be advisable to improve students' achievement of reading comprehension. Firstly, for the English teachers are suggested to apply the Problem Based Learning (PBL) model as one of alternative strategies in order to increase students' reading motivation and reading comprehension. Secondly, for the students are expected to use the Problem Based Learning (PBL) model to increase their reading motivation and reading comprehension in their learning activities. Thirdly, for the other researchers are recommended to conduct the classroom action research through the Problem Based Learning (PBL) model in a longer period of time and using more samples of the text to obtain better results.

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