

# **LAPORAN PENELITIAN**



**"The Use of Problem-Solving Technique in Teaching Reading"**

**Oleh:**

**Alfian, M. Pd**

**UNIVERSITAS ESA UNGGUL  
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Untuk melakukan kegiatan penelitian dengan judul:

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Demikian surat tugas ini dibuat untuk dipergunakan sebagaimana mestinya.

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## DAFTAR ISI

<b>SURAT TUGAS LPPM</b> .....	<b>2</b>
<b>SURAT TUGAS DEKAN</b> .....	<b>3</b>
<b>LEMBAR PENGESAHAN</b> .....	<b>6</b>
<b>DAFTAR ISI</b> .....	<b>7</b>
<b>CHAPTER 1</b> .....	<b>9</b>
<b>INTRODUCTION</b> .....	<b>9</b>
A. Background of the Study .....	9
B. Identification of the Problem .....	10
C. Limitation of the Problem .....	10
D. Research Problem .....	10
E. Objectives.....	10
<b>CHAPTER II</b> .....	<b>11</b>
<b>Theoretical Framework</b> .....	<b>11</b>
A. Reading .....	11
B. Identifying Main Ideas .....	12
C. Steps to Identify Main Ideas .....	12
D. The Definition of Article.....	12
E. Problem Solving Theory .....	12
F. The Advnatages and Disadvantages of Problem Solving Technique .....	13
G. Seventh Grade Student's Characteristics.....	14
Action Hypothesis.....	14
<b>CHAPTER III</b> .....	<b>15</b>
<b>RESEARCH METHOD</b> .....	<b>15</b>
A. Subject .....	15
B. Time and Place of the Research.....	15
C. Research Design .....	16
D. Data Collection and Analysis Techniques .....	17
<b>CHAPTER IV</b> .....	<b>18</b>
<b>The Results</b> .....	<b>18</b>
A. Initial Survey Results .....	18
B. Pre cycle .....	19
C. Cycle I.....	22

<b>D. Cycle II.....</b>	<b>24</b>
<b>E. . Cycle III .....</b>	<b>26</b>
<b>CHAPTER V .....</b>	<b>27</b>
<b>CONCLUSIONS .....</b>	<b>27</b>
<b>REFERENCES.....</b>	<b>28</b>



## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Study**

English learning activities occurring in the formal schools are highly different from learning carried out at a Learning Centre as students expect to get both new knowledge and experience in understanding certain material and the students hoped to be dressed with certain tips and tricks in order to answer questions more quickly. Because of this demand, Teachers in a Learning Centre are accustomed to training students not only to understand material more quickly but also to try to present a fun learning activity so that material can be understood well, and one way that can be used is to teach using a different technique. Problem Solving teaching techniques, for instance, this technique is expected to be able to get students involved in learning activities because it includes a critical thinking process and problem solving.

It is in line with the notion proposed by Tarigan (2008) suggesting that a person's language reflects his thoughts. The more proficient a person is in speaking, the brighter and clearer his thinking will be. Skills can only be acquired and mastered by practice and lots of practice. Practicing language skills also trains thinking skills.

Based on the results of observations on Monday, January 13, 2020 at Ganesha Operation, as a Tutor in Ganesha Operation Learning Centre, the writer is called to strive to improve Seven Grade student's understanding of looking for the main ideas. From the 28 Students, there are only 30% of the students that could understand and determine the main idea of a reading passage, while 70% of other students could not understand how to determine a good and correct main idea. The inability of students to understand how to determine main ideas is due to the students did not experience intensive assistance from both teachers and parents in term of reading habit and how to find the gist on the reading passage.

At this level (Seven Grade) the students should have been able to determine the main ide and know how to find it in the text to be further be able to understand the whole passage comprehensively. Students need to know what main idea is about.

It is a unity of thought which is stated in a sentence or a collection of related sentences to form one main idea. The main idea is stated on the text so that students can understand and look for the key words from each paragraph to be concluded as one idea in a whole.

## **B. Identification of the Problem**

Identification of the Problem can be described as follows:

1. Why are there a large number of students did not understand how to find the main idea?
2. How does English teacher at Ganesha Operation Learning Centre try to improve student's interest in reading a reading passage?
3. How does problem solving technique develop student both in understanding and determining main ideas?

## **C. Limitation of the Problem**

Reflecting to the importance of both understanding and determining the main ideas for the seventh-grade students of junior high school, the writer strive for increasing Seventh Grade student's understanding in determining main idea in English Subject, in Ganesha Operation Learning Centre.

## **D. Research Problem**

The reseach problem in this present study is designed in the form of Classroom Action Research and its research problem is described as follow: "How to increase seventh grade student's understanding about main ideas through problem solving learning at Ganesha Operation?"

## **E. Objectives**

The objectives of this research are:

1. Researchers are able to apply classroom action research by making efforts to increase understanding of English lesson content about main ideas through problem solving learning for seventh grade students in Ganesha Operation.
2. Researchers are more skilled at training students to better understand how to determine main ideas through problem solving learning models.

## **CHAPTER II**

### **Theoretical Framework**

#### **A. Reading**

##### **1. The Definition of Reading**

According to Broto (1975), reading does not only reveal written language or symbols of language sounds, but also responds to and understands what is written. Thus, reading is essentially a form of written communication. Students can read fluently, not yet guaranteed to be able to write well.

Meanwhile, according to Hornsby (in Markam, 1989) defining dyslexia is not only a difficulty in learning to read but also to write. This definition can be understood because there is a close relationship between reading and writing. Students who have difficulty reading generally have difficulty writing too. Therefore, difficulties in learning to read and write cannot be separated from language difficulties, because all components of the communication system are integrated.

Furthermore, according to Tarigan (1987), reading is a process that is carried out and used by readers to get the message the writer wants to convey through the media of words / written language. The same thing was expressed by Tampubolon (2008) that reading is one of the four main language skills, and is a part or component of written communication. Meanwhile, according to Somadoyo (2011), reading is an interactive activity to pick and understand the meaning or meaning contained in written material.

##### **2. Extensive Reading**

Tarigan (1987) explains that extensive reading means reading widely. The object includes as much text as possible in the shortest possible time. The same thing was expressed by Nurhadi (2004) proposing that extensive reading is exploring the entire contents of a book quickly. Looking at the surface of the book page by page at high speed, to find the information we need

## **B. Identifying Main Ideas**

Nurhadi (2005) argues that the main idea is the main idea that becomes the basis for the development of essays. The same thing was expressed by Tampubolon (2008) who argued that the main idea was the main focus of information, and the main thought description was the supporting focus information. From the two opinions above, it can be concluded that the main idea is a form of idea that originates from the mind, which is then transformed into a sentence or essay.

## **C. Steps to Identify Main Ideas**

Nurhadi (2005) reveals that there are several exercises that can be done, which include:

1. Practice finding the location of the main idea of a paragraph or reading;
2. Practice stating the main idea of a paragraph or reading;
3. Practice capturing the meaning of a paragraph or reading; and
4. Practice finding or identifying main ideas with high reading speed.

Then, Soedarso (2005) said that in one paragraph there is a main sentence or key sentence. A paragraph key sentence contains a statement about the dominant noun or personal pronoun or topic (in general, the outline) of the paragraph. Other sentences are supporting sentences, which describe, explain, describe, describe, or present examples of main ideas.

## **D. The Definition of Article**

Sumadiria (2007) argues that an article is a freelance writing containing the opinion of someone who thoroughly examines a particular issue that is actual or controversial with the aim of informing (informative), influencing and convincing (persuasive argumentative), or entertaining readers (recreational). The same thing was expressed by Tampubolon (2008) who argues that articles in general can be classified as essays in the form of exposition or argumentation.

## **E. Problem Solving Theory**

The learning approach can be interpreted as a starting point or our point of view towards the learning process which refers to the view of the occurrence of a process that is still very general in nature, in which it accommodates, inspires, strengthens and provides a basis for learning methods with certain theoretical coverage.



According to Erman Suherman (2001) the learning approach is a way that teachers take in implementing learning so that the concepts presented can adapt to students. According to Asmani (2010: 31), the learning approach can be divided into two, namely a teacher-centered approach and a student-centered approach.

The problem-solving approach is a learning approach that allows students to gain experience using existing knowledge and skills to be applied to solving problems that are not routine. The problem-solving approach gives students the opportunity to find solutions to these problems, so they will get certain satisfaction. So that students will be more motivated to learn the principles or concepts given. In solving problems, students need to be trained to get regular, systematic steps to solve them and draw conclusions legally based on predetermined rules.

The problem-solving approach in learning emphasizes understanding the problems, then looking for solutions and solving problems and re-evaluating the solutions that are being done.

Based on this description, it can be concluded that the problem-solving approach is a search for solutions to a problem by using identification, exploring, looking for solving steps and finally finding the solution and evaluating the solution to the problem.

#### **F. The Advnatages and Disadvantages of Problem Solving Technique**

The advantages of a problem-solving approach include:

1. A great technique for understanding lesson content.
2. Learning with a problem-solving approach is meaningful learning.
3. Can lead to learning motivation for students.
4. Students learn the transfer of mathematical concepts and principles to new situations
5. teach students to think rationally and be more active.

Meanwhile, the disadvanatges of problem-solving approaches include:

1. It takes a long time.
2. Can be frustrating if served too fast.

3. Which students have no interest or do not have the belief that the problem being studied is difficult to solve, then they will feel reluctant to try.

#### **G. Seventh Grade Student's Characteristics**

As the Seven Grade Students, the students have the concrete operational period than can be described as being positive, negative characteristics at the preoperational thinking stage. The way of thinking of children with concrete operations has reduced its egocentric nature, it is indicated that the child has been able to see from one dimension at the same time being able to relate dimensions to one another only in concrete situations, or concrete objects, in other words, if the child is faced with a problem verbal if without concrete material, then he has not been able to solve the problem properly (Siti Rahayu Haditono, 2002)

Piaget in Y. Padmono (2002) suggests that the phase of child development at the seven-grade student is in the concrete operation phase. In this phase the child gains the ability to demonstrate basic operational logic, but only through concrete experiences. At this age the child is able to think logically, flexibly, organize in concrete object operations. Children are not yet able to think abstractly, so it is useless to provide abstract experiences to children of concrete operational age. In many ways teaching in elementary schools can be said to be in accordance with the cognitive development of students. When schools pay attention to skills and activities such as counting, grouping, shaping, and so on, then they all help cognitive development. Field trips to historical objects, natural science through experimentation and doing it yourself, increase opportunities for cognitive development. Children's activities in this phase can be formed by rules.

#### **Action Hypothesis**

"Through problem solving by providing encouragement and reinforcement, it is hoped that the results of the understanding of the main ideas in the English lesson content of the seventh-grade students of Ganesha Operation can be increased.

## **CHAPTER III RESEARCH METHOD**

### **A. Subject**

The subject of this research are the English teacher and the seventh-grade students in Ganesha Operation which in one class contains 28 students, consisting of 13 students and 15 students. The ability to understand the subject matter in English subject is still low. In grade VII only 30% of students and new students can understand the main idea. It seems that there are still many who do not know how to find the main idea and the steps. The results of these researchers were given the opportunity to conduct classroom action research in the seventh grade, so that the ability to understand the main ideas could increase.

### **B. Time and Place of the Research**

The research was conducted at Ganesha Operation from January to March 2020. This research was conducted in 3 cycles. Research schedule from cycle I to cycle III:

1. Observation: carried out in January 2020 by making initial observations to determine the main sentence of a reading.
2. Problem solving: begins with routine reading activities for four weeks, namely this activity is carried out every day for 15 minutes for each activity.
3. Cycle I: implemented in January 2020. Learning activities are carried out by asking students to read the paragraph and determine the shape of the paragraph pattern. In cycle I, this is done every day for two consecutive weeks and the researcher will give reinforcement in the form of thumbs.
4. Cycle II: implemented in February 2020. Learning activities are carried out by asking students to read the text and determine the paragraph pattern and the main sentence of the paragraph. In cycle II, it is carried out every three days for two consecutive weeks and the researcher will provide reinforcement in the form of writing in the form of stickers.
5. Cycle III: carried out on the day of March 2020. Learning activities are carried out by asking to read the reading then determining the paragraph pattern and determining the main sentence and looking for main ideas from the main sentences obtained In cycle III, it is carried out every three days for three weeks successively and the reinforcement

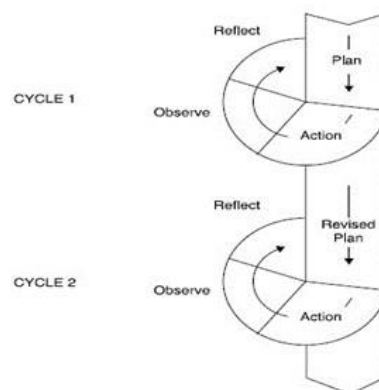
given will be in the form of a sticky image for students who can determine the main idea correctly.

### C. Research Design

This present study employed an action research as its basic design. This method is chosen since it goes fit with the writer main purpose by which he tries to bring the classroom activity to improvement. He is trying to solve problems in his teaching learning activity, particularly his own teaching writing activity. According to Burns (2010) one of the main aims of Action Research is to identify a problematic situation or issue that the participants who may include teachers, students, managers, administrators, or even parents consider worth looking into more deeply and systematically. Consequently, the researcher should take apart directly to the field of study and committed himself to do systematic activity like; Listening, observing, asking, and taking field note, experiencing, thinking, and taking the inference from field study. More particularly, this present study adopted a practical action research (Creswell, 2008) It is a research that involves a small-scale research project, narrowly focuses on a specific problem or issue, and is undertaken by individual teachers or team within a school or school district.

Picture 1.

Cyclical Action Research Model based on Kemmis and Mc Taggart



In this present study, an Action Research Cycle proposed by Kemmis and McTaggart is used. It is selected on the basis of consideration of practical action research in which educators seek to examine problems within their own classes and to research a particular situation with a view to improving learning practices (Creswell, 2008) This research uses triangulation technique where data taken from observation, interview, and supporting



document are checked to know the student's response to the use of problem-solving technique in teaching main idea.

There are four broad phases in a cycle of action research they are; planning, acting, observing and reflecting.

a. Plan

Plan the lessons that will be applied to improve and improve learning practices. The planning researcher designs, namely compiling schedules, compiling lesson plans, compiling learning materials, and developing evaluation formats

b. Action

The action in question is an action that is carried out consciously and in control, which is a variation of careful and wise practice. The action the researcher will use is intensive motor movement training.

c. Observation

Observation in classroom action research is a data collection activity in the form of a process of changing the performance of teaching and learning activities using reinforcement and motivational encouragement.

d. Reflection

Reflection is an activity of analysis, interpretation and explanation of all information obtained from observations, questionnaires, and the results of an increasing collection of work.

#### **D. Data Collection and Analysis Techniques**

1. Data Collection Techniques

In this study, researchers collected data using various techniques, including:

a. Observation

Observations are notes made by researchers or research partners who make observations of the subject or object of classroom action research using observation sheets. Observation is used to collect data about student activities in the English teaching and learning process.

b. Problem solving conditioning

In the form of reading and listening from reading and news. This activity is carried out for three months every three days in every week.

- c. Interviews between teachers, peers, and collaborators to reflect on the results of each Classroom Action Research cycle.
  - d. Represents a number of written questions, which must be answered by the respondent. Questionnaires are used to collect data from students about learning and are carried out after learning process.
2. Technique of Data Analysis

Data analysis techniques regarding giving reinforcement during the learning process are carried out descriptively based on observation and discussion with fellow teachers.

## **CHAPTER IV**

### **The Results**

#### **A. Initial Survey Results**

Learning activities not only require excellence in learning achievement, but students' understanding in finding the main points of a reading is a factor that must be fulfilled in English. In addition, this material will continue to be used during exams and at the next level. Researchers try to improve the ability to understand main ideas in Indonesian language subject matter through problem solving. Understanding the main idea or main idea can familiarize students with capturing the essence of an event or reading that students read or listen to. Observations were conducted by researchers in January 2020

Table 1.

The results of the observation of reading and listening difficulties in determining the main ideas of the second-grade students.

Criteria	Total (%)
1. Voice intonation	10%
2. Difficult to find paragraph patterns	40%
3. Difficult to find the main sentence	15%
4. Difficult to determine the main idea	35%

If these mistakes are allowed, the students are not thorough in completing their assignments at school properly. The role of the teacher helps students improve their understanding of finding main ideas through problem solving, giving encouragement and motivation to students

so that student mistakes can be corrected. Researchers conducted classroom action research with the aim of increasing understanding in determining main ideas through problem solving.

Researchers strive for students to optimize their ability to understand students in determining the main idea of each reading or display that is seen. Before carrying out class action the researcher makes activity plans such as observing the implementation of learning, determining the appropriate reinforcement components, choosing the time to carry out the learning. At the stage of making the learning implementation plan, the researcher first determines the activities:

## **B. Pre cycle**

In the pre-cycle stage, the researcher first held an activity to read the reading freely. The motor activities carried out by students are as follows:

1. Read the text: Students are invited to choose a reading and read for 15 minutes of that reading.
2. Read in front of the class: In this activity, students are invited to read what is usually read in front of the class in a loud voice.
3. Listening to impressions: In the third activity, students were invited to listen to a show that was broadcast by the teacher in the form of an animation with a storyline. Then students are asked to write down things that are considered important
4. Tell the story in front of the class: In the fourth activity, students were asked to tell what they had seen in front of their friends and teachers. These activities function to train students' sensitivity in listening to a reading
  - a. Problem solving activities begin on Monday, January 15, 2020. The results of the activities are as follows:

Table 2.  
Results of reading activities

Reading Activities		
Day	focous	unfocus
I	20%	80%
II	40%	60%
III	55%	45%

- b. Reading activities in front of the class. Activities were continued on Monday, January 20, 2020, with reading activities in front of the class.

Table 3.  
Results of reading activities in fron of the class

Reading activity in front of the class		
Day	Good	Fairly Good
I	30%	70%
II	40%	60%
III	55%	45%

On the first day of the activity, there were still many students who were not good at reading with the right intonation. It can be seen from the 28 students that only 30% are already good while 70% are not.

On the second day, there were not many students enthusiastic about doing the activities. It can be seen from 28 students and female students that only 40% are serious - who are already good, while 60% are not. Then the researcher who acts as a teacher provides more guidance and attention to students who are not enthusiastic.



On the third day of the activity, students who could not read in front of the class began to decrease. It can be seen from 28 students and female students that only 55% are serious - who are already good, while 45% are not. Researchers continue to provide motivation for those who are still not excited.

c. Activity listening to impressions

In the third activity, precisely on Friday, January 17, the activity was listening to broadcasts.

Table 4.

Results of listening to impressions

Results of listening to impressions		
Day	Focus	Unfocus
I	20%	80%
II	40%	60%
III	55%	45%

In the beginning, the implementation of activities, there were still many students who were not very good at listening to shows seriously. It can be seen from the 28 students that only 20% are already good while 80% are not.

On the following day of the activity, students who could not read in front of the class began to decrease. It can be seen from 28 students and female students that only 55% are serious - who are already good, while 45% are not. Researchers continue to provide motivation for those who are still not excited.

d. Activity telling in front of the class

The fourth activity restarted on Monday, January 22, 2020 by retelling the impressions seen in front of the class.

Table 5.  
The results of telling stories in front of the class

telling stories in front of the class		
Day	Good	Fairly Good
I	45%	55%
II	55%	45%

It can be seen from the 28 students, there are 55% who have not been able to tell fluently, while there are 45% who are able to tell fluently. Researchers provide reinforcement for those who are able to tell stories well and assistance for those who have not been able to tell stories with satisfactory results.

On the next day, it can be seen from 28 that 55% have been able to tell fluently, while 45% have not been able to tell fluently. Researchers provide reinforcement for those who are able to tell stories well and assistance for those who have not been able to tell stories with satisfactory results.

### C. Cycle I

Researchers seek to improve understanding of the main idea by inviting students to read and determine paragraph patterns in either deductive, inductive, or mixed forms of the reading. Students who are able will be given a thumbs up but those who cannot will continue to be given guidance.

#### 1. Description of the activity

The researcher wants to improve understanding of the main idea by determining the paragraph pattern of the readings provided. The first cycle of learning is carried out for three days on Friday, January 27, 2020. In cycle I emphasizes determining paragraph patterns

The description of cycle I consists of four stages. The stages are:

a. Plan

In cycle I activities, the researcher made a learning plan by reading the text and determining the pattern for each paragraph.

b. Action

The implementation of learning activities consists of four stages, namely: apperception, core, and closing. At the apperception stage, the teacher invites students to read silently and then read alternately

At the implementation stage of the activity, students are asked to determine the paragraph pattern in each paragraph.

After the allotted time has been completed, the teacher asks students to submit their work. Then the teacher makes a conclusion by writing down the sentences assigned to the students on the blackboard. Then the teacher asks students if it is difficult to determine the paragraph pattern.

The results obtained during the first cycle of learning are as follows:

Tabel 6.

Define pattern paragraph

Define pattern paragraph		
Day	Can	Can not
I	45%	55%
II	55%	45%
III	60%	40%

c. Observation

Observer's task is to observe and assess all teaching and learning activities from start to finish. Researchers have carried out learning with three meetings and a predetermined plan. Researchers used a problem solving approach to learning to determine paragraph patterns and finally conducted an evaluation. The observer observes that students look happy in the learning process and there is interactive

between students and teachers. Suggestions from observers are that in providing reinforcement to students, it is further improved.

d. Reflection

In the fourth stage in this cycle, namely the reflection stage, the teacher has applied a problem-solving approach, namely giving problems in reading by providing encouragement in the form of reinforcement. In the first cycle, students already appeared to have the ability to determine paragraph patterns. To fix all the deficiencies contained in cycle I, the researchers designed the second cycle as an improvement from cycle I.

## **D. Cycle II**

The researcher tries again to improve understanding of the main idea by determining the main sentence as an improvement from the first cycle. In the second cycle of learning, the researcher will give problems in the form of reading and impressions, then the students determine the paragraph pattern plus the main sentence. For students who have shown progress compared to cycle I, the researcher provides reinforcement and at the same time motivation in the form of the sentence "now your writing is good, keep improving! For students who have not been able to grasp the paragraph pattern and the main sentence well, the researcher can motivate by giving motivation to the students.

1. Description of the activity

a. Planning

At this stage, it teaches students to read the text first. Almost the same as in the first cycle, at the planning stage the researcher made a lesson plan, prepared documentation, made an observation sheet, and made another agreement with the observer. In the second stage of cycle II, namely the stage of implementing activities.

b. Action

The implementation stage of the learning activities was applied to students reading the readings and listening to impressions of events. Then students are asked to determine the main sentence of the reading and presentation.



The results obtained during the second cycle of learning are:

Table 7.

Determine the main sentence

Determine the main sentence		
Day	Can	Can not
I	45%	55%
II	55%	45%
III	60%	40%

Seen from the learning outcomes of cycle II, it shows that the results of student understanding have begun to increase.

c. Observation

In the third stage of this cycle, the observation and assessment stage is carried out by an observer, a fellow teacher. Observer's task is to observe and assess all teaching and learning activities from start to finish. Researchers have carried out learning with three meetings and a predetermined plan.

d. Reflection

In the fourth stage in this cycle, namely the reflection stage, the teacher has applied a problem-solving approach, namely giving problems in determining main ideas and main sentences and motivating students by providing encouragement in the form of reinforcement. In the second cycle, most of the students seemed to have the ability to determine paragraph patterns and main sentences. The results of the second cycle of learning showed an increase in the ability to determine paragraph patterns and main sentences compared to the first cycle.

### E. Cycle III

#### 1. Description of the activity

This third cycle is carried out to reapply problem solving theory to understand the main ideas of each reading and to correct deficiencies in the second cycle.

The description of cycle III consists of four stages. The stages are:

##### a. Plan

At this stage, it teaches students to recall paragraph patterns, main sentences, and additions from the main idea. Almost the same as in the second cycle, at the planning stage the researcher made a lesson plan, prepared documentation, made an observation sheet, and made another agreement with the observer. In the second stage of cycle III, namely the stage of implementing activities.

##### b. Action

The implementation stage of learning activities is applied problem solving theory in determining main ideas. In this stage, the teacher provides reading and then students are asked to recall how to determine paragraph patterns and the main sentence. After that students are asked to determine the main idea of each paragraph. The results obtained during the learning cycle III are as follows:

Table 8.

Determine the main sentence

Determine the main sentence		
Day	Can	Can not
I	45%	55%
II	60%	40%
III	70%	30%

##### c. Observation

In the third stage of this cycle, the observation and assessment stage is carried out by an observer, a fellow teacher. Observer's task is to observe and assess all teaching and learning activities from start to finish. Researchers have carried out learning with three meetings and a predetermined plan.

d. Reflection

In the fourth stage in this cycle, namely the reflection stage, the teacher has implemented a problem-solving approach, namely giving problems and motivating students by providing encouragement in the form of reinforcement. In the third cycle, most students seemed to have an understanding of how to find main ideas. The results of the third cycle of learning showed an increase in student writing results compared to the second cycle.

## **CHAPTER V CONCLUSIONS**

Based on the results of the research that has been done, it can be concluded:

1. Learning consists of three cycles and each cycle uses problem solving theory, one of which is giving reinforcement. This cycle has three stages, namely apperception, core, and closing. At the apperception stage, the teacher invites students to read the text aloud. At the core activity stage, students are asked to determine the paragraph pattern, followed by the main sentence and main ideas from each paragraph. At the closing stage, students are asked to make conclusions.
2. The difference in cycle I, cycle II and cycle III lie in the material presented. In cycle I determine the paragraph pattern. In cycle II, determine the paragraph pattern plus the main sentence, and in cycle III determine the paragraph pattern, the main sentence, plus the main idea of each paragraph.
3. Problem solving theory can improve students' understanding in determining the main idea of each reading. This increase can be seen from the results obtained in each cycle.

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