FOSTERING EFL SECONDARY SCHOOL STUDENTS' COGNITIVE READING ENGAGEMENT THROUGH PROBLEM BASED LEARNING STRATEGY

THESIS

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

NANDA BELLA
SRN 202101060019

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
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THESIS

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NANDA BELLA

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Sandi Ferdiansyah, M.Pd.

NIP. 198503192019031004

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THESIS

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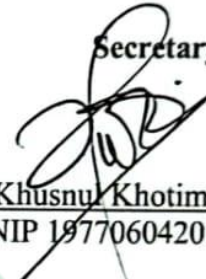
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2. Sandi Ferdiansyah, M.Pd ( )

Approved by
Dean Faculty of Tarbiyah and Teacher Training
of UIN Kiai Achmad Siddiq Jember

Dr. H. Abdul Mu'is, S.Ag., M.Si.
NIP 197304242000031005

MOTTO

وَٱللَّهُ أَخْرَجَكُم مِّنۢ بُطُونِ أُمَّهَٰتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ ٱلسَّمْعَ وَٱلْأَبْصَٰرَ وَٱلْأَفْـِٔدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

"And Allah has extracted you from the wombs of your mothers not knowing a thing, and He made for you hearing and vision and intellect that perhaps you would be grateful". (Q.S An-Nahl:78)[1]

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[1] Quran Kemenag. Online version. Acces from https://quran.kemenag.go.id/quran/per-ayat/surah/16?from=78&to=78 (Acces on 01st June 2024, 10.42 am).

DEDICATION

I respectfully dedicate this thesis for:

1. Mr. Edi Sunaryo and Mrs. Winartik, my beloved parents who always give me support, love, care and motivation to me to finish my thesis.

2. Sinta Arum Safira, my lovely younger sister who always supports and helps me to finish my thesis.

3. Gevi Nur Hidayati, my beloved cousin who always gives me support and cheers up me to finish my thesis.
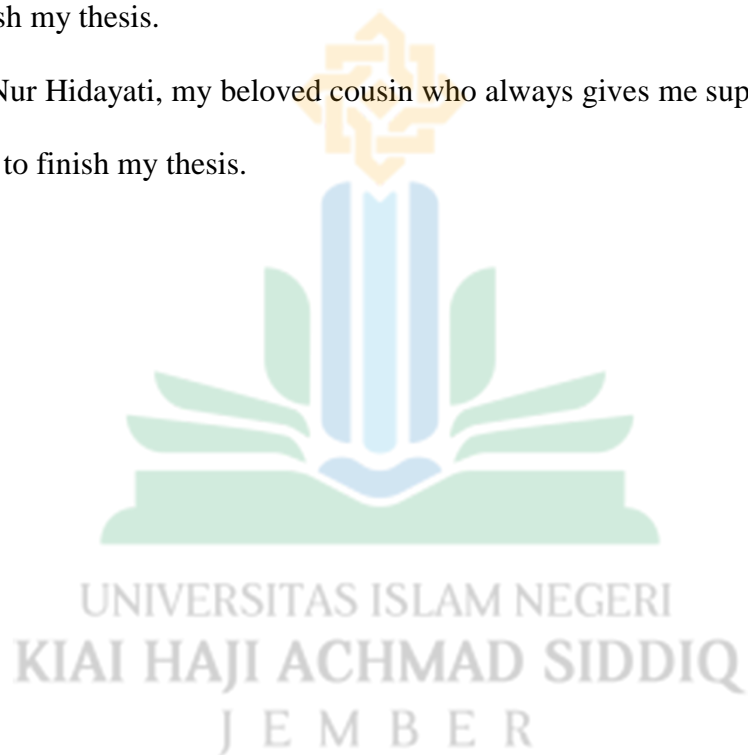
ACKNOWLEDGEMENT

I would like to express my deepest gratitude to Allah SWT who has mercy and blessing so that I can finish my thesis. In addition, I want to express my sincere gratitude to these people as follows:

The researcher acknowledges that this thesis is not yet perfect, both in terms of content and language. For the sake of improvement, the author welcomes any criticism and suggestions. It is hoped that this thesis will be useful for future researchers.

May Allah reward all the kind and extraordinary efforts of those who assisted me in the completing my thesis.

Banyuwangi, 2024

Researcher

ABSTRACT

Nanda Bella, 2024: Fostering EFL secondary school student's cognitive reading engagement through Problem Based Learning strategy.

Keywords: *Reading engagement, cognitive engagement, reading comprehension, and Problem Based Learning*

Reading comprehension is one of the most important elements that the EFL students must recognize. The problems faced by EFL students in their reading comprehension include unfamiliar definitions, unfamiliar vocabulary, and limited time to comprehend the material cognitively. It also emphasizes the significance of reading engagement, which includes emotional, behavioral, and cognitive aspects. In order to foster cognitive reading engagement, teachers need Problem Based Learning (PBL) as an appropriate strategy. The previous studies reported how the Problem Based Learning strategy can facilitate the development of student's English skills. However, this research focused to explore the Problem Based Learning strategies contribute to fostering EFL students' cognitive reading engagement.

The researcher conducted a case study as a research design. This research project was conducted in an Islamic senior high school located in Banyuwangi. The participants were students from the X IPA class, aged 15-16 years old. Data were collected through three stages: classroom observation, document analysis of students' learning artifacts such as worksheets and writing summaries, and semi-structured interviews recorded audio. For data analysis, the researcher used thematic analysis and transcribed data, following steps adapted from Kiger and Vaprio (2020).

This research discovered two major findings include the enhancement of active participation in learning reading and effective student's reading strategies and time management. Additionally, the results showed that active participation in learning reading through the PBL strategy enables students to solve real problems based on the text using their knowledge and various sources, and build reading comprehension skills in present the work. Also, the results indicated that effective student reading strategies and time management enable students to use reading and time management strategies to understand the text and manage their time to complete all tasks effectively include that Problem Based Learning can boost of student's interest in reading comprehension.

In conclusion, this research suggests that incorporating PBL strategies into teaching practices can enhance students' cognitive reading engagement. English teachers are encouraged to familiarize themselves with PBL principles to facilitate active learning and critical thinking among students. Furthermore, the implementation of PBL motivates students to engage cognitive in reading

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CHAPTER 1

INTRODUCTION

This chapter contains a variety of topics related to the current research including background of the study, research questions, research objectives, research significances, and definition of key terms. The explanations about them as follow.

A. Background of Study

Reading becomes a necessary device toward the English Foreign Language (EFL) students to develop their English proficiency level. Through reading students can achieve a lot more informations and knowledges about anything related to English mastery[2]. Hayati and Pupitaloka showed that reading is the most important skill that every English as a foreign language (EFL) learner must master because the first, students learn English in an environment where English is not used in daily life, so they lack input from daily interaction, and reading is the best way to overcome this. Second, reading significantly contributes to a student's personal and intellectual growth, further studies, career development, and reading skills can develop students' knowledge[3]. Lismalinda and Moriyanti claimed that reading is a necessary learning skill that will assist students in learning, because reading will help them gather information, comprehend, carry out, and express

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[2] Masagus sulaiman et al., "Teaching Reading Narrative Texts through Inking Your Thinking Strategy," *ELT-Lectura* 6, no. 2 (2019): 102–13,

[3] Hersagita Anissa Hayati & Nina Puspitaloka, "An Analysis of Students' Reading Comprehension Difficulties during Covid-19 Pandemic with Online Classes in Junior High School," *Journal of English Teaching* 8, no. 2 (2022): 293–300.

themselves[4]. Additionally, reading is an essential component of the EFL classroom, providing several benefits beyond learning a foreign language. The students are able to acquire a wealth of knowledge and information on anything relevant to mastering English.

Reading comprehension is one of the most important elements that the EFL students must recognize. Dagnaw reported that reading comprehension in a foreign language is a challenging process because it is a difficult and demanding skill to develop[5]. Reading comprehension is more than just identifying and understanding words and their meanings. It includes a more challenging cognitive process in which students understand the meaning of written language, connect it to past knowledge, and develop a mental representation of the material that they have read[6]. Therefore, reading comprehension is a key stage in acquiring knowledge. The students must enhance this skill as the initial input to help their studies. The greater their reading comprehension skill is, the better their learning achievement will be.

However, since English is taught as a foreign language in Indonesia, the students are more struggle with comprehension when reading. The problems faced by EFL students in their reading comprehension not known definitions, unfamiliar vocabulary, and limited available time to cognitive

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[4] Lismalinda and Moriyanti, "The Influence of Hypnoteaching Method on Students' Reading Motivation and Achievment in Secondary School," *Indonesian Journal of English Language Teaching and Applied Linguistics* 4, no. 1 (2019): 1–23.

[5] Animut Tadele Dagnaw, "Revisiting the Role of Breadth and Depth of Vocabulary Knowledge in Reading Comprehension," *Cogent Education* 10, no. 1 (2023): 1–12,

[6] Hersagita Hayati Anissa & Nina Puspitaloka, "An Analysis of Students' Reading Comprehension Difficulties during Covid-19 Pandemic with Online Classes in Junior High School Hersagita," *Journal of English Language Teaching* 7, no. 1 (2018): 201–7, http://ejournal.unp.ac.id/index.php/jelt.

understand the material. The main difficulties of reading that commonly suffered by students that first language is not English. These difficulties include difficulty comprehending, generating meaning from text, making conclusions, identifying and comprehending language and sentence structure[7]. Riadil showed the problems in reading comprehension of EFL students sometimes they feel difficult when they must comprehend the texts and find the strategies to find relate topic based on their own knowledge or experience[8]. More issues that occur in reading comprehension activities include the EFL learners' lack of interest in the topic, their unwillingness to read, and their lack of vocabulary[9]. Therefore, the difficulties could be increased for most EFL students in Indonesia because their first language has different sentence structure, pronunciation, vocabulary spelling than English and students difficult in comprehending, generating meaning from the text and lack vocabulary.

Reading engagement is crucial to improving learning achievements. Reading engagement provides both instant magic and enjoyment from reading pleasure in long term learning and can bring benefits in the learning process. Reading engagement is believed to be crucial for a student's reading

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[7] N.K.R. Saraswati, P. Dambayana, and N.P.A Pratiwi, "An Analysis Of Students of Study Reading Comprehension Difficulties of Eighth Grade Students," *Jurnal IKA Undiksha* 19, no. 1 (2021): 1829–5282.

[8] Ikrar Genidal Riadil, "Investigating Efl Learnersâ€™ Reading Comprehension Problems and Strategies in Tidar University," *JELLT (Journal of English Language and Language Teaching)* 4, no. 1 (2020): 48–58.

[9] Agustina Ramadhianti and Sugianti Somba, "Reading Comprehension Difficulties In Indonsian EFL Students," *Journal of English Language Teaching and Literature (JELTL)* 6, no. 1 (2023): 1–11.

performance and may have a significant impact on reading skills[10]. Lee *et al.,* reported that emotive, behavioral, and cognitive engagement as sub-dimensions of reading engagement[11]. The dimensions of reading engagement are varied and connected, occurring within socially created environments both inside and outside of schools and classrooms[12]. The cognitive dimensions of engagement are the mental processes, approaches, and efforts employed to generate meaning, solve problems, and achieve goals. It involves reading with intellect and purpose, and additionally getting ready to put in the effort needed to comprehend texts[13]. According to the definition of cognitive engagement, cognitive engagement is essential in the learning process of students. Cognitive engagement emphasizes psychological investments in learning, such as increasing students' understanding, concentration, focus, and participation, in addition to providing chances for them to learn more effectively.

In order to have a good cognitive reading engagement EFL student's, the teacher as a facilitator should use relevant learning strategy, because learning strategy can facilitate students in the mastery of the material. Hayati & puspitaloka claimed that in deliver a learning process more successfully,

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[10] Weiguo Zhao et al., "The Effect of Teacher Support on Primary School Students ' Reading Engagement : The Mediating Role of Reading Interest and Chinese Academic Self- Concept," *Educational Psychology* 0, no. 0 (2018): 1–18.

[11] Yongjun Lee, Bong Gee Jang, & Kristin Conradi Smith, "A Systematic Review of Reading Engagement Research: What Do We Mean, What Do We Know, and Where Do We Need to Go?," *Reading Psychology* 42, no. 5 (2021): 540–76.

[12] Susan Chambers Cantrell & Margaret Rintamaa, "The Nature of Rural High School Students ' Reading Engagement The Nature of Rural High School Students ' Reading Engagement," *Reading & Writing Quarterly* 0, no. 0 (2019): 1–23.

[13] Lee, Jang, & Conradi Smith, "A Systematic Review of Reading Engagement Research: What Do We Mean, What Do We Know, and Where Do We Need to Go?".

teachers want a strategy to support the learning process, and the strategy has a significant part in developing more effective and active learning, that makes students interested in learning[14]. To foster the necessary cognitive abilities, the teacher should select an effective learning model, because learning models that can successfully foster a whole environment of active learning, interactive, and creative so that it can facilitate students in mastery of the material and learning outcomes are optimal. Qomariyah and Utama reported that good strategy will make learning more accessible to students[15]. To solve these problems, in order to have a good cognitive reading engagement in EFL student's, the teacher need Problem Based Learning as an appropriate learning strategy in learning English process.

Some researchers have conducted research related to Problem Based Learning strategy. Saepuloh *et al.,* conducted that application of higher-order thinking skills learning through the Problem Based Learning (PBL) model improves student's critical thinking and self-efficacy. The students are taught to work as a group to solve problems and most importantly can improve their ability to solve the issues and make conclusions and decisions[16]. Hamsia *et al.,* reported that the use of Problem Based Learning in the classroom to teach speaking has contributed to an increase in the students' ability to communicate

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[14] Hayati Anissa and Puspitaloka, "An Analysis of Students' Reading Comprehension Difficulties during Covid-19 Pandemic with Online Classes in Junior High School Hersagita." *Journal of English Language Teaching* 7, no.1 (2018): 201-207.

[15] Siti Syafi'atul Qomariyah and I Made Permadi Utama, "Problem Based Learning on Students' English Learning Interests," *International Journal of Learning, Teaching and Education*, 2021.

[16] Dadang Saepuloh et al., "Improving Students' Critical Thinking and Self-Efficacy by Learning Higher Order Thinking Skills Through Problem Based Learning Models," *JPI (Jurnal Pendidikan Indonesia)* 10, no. 3 (2021): 495.

orally. Problem Based Learning teaches students how to communicate effectively and directly.[17] Sidik and Masek claimed that the Effects of Problem Based Learning in Students Reading Comprehension for Mastering the Content and Vocabulary Acquisition. The students who received PBL learning approached achieved higher performance outcomes than students who did not received the PBL approach[18].

Based on previous research above, the Problem Based Learning strategy could be an appropriate strategy for teaching and learning English. The previous research mentioned Problem Based Learning strategy in increasing student's critical thinking and self-efficacy, analyze Problem Based Learning in teaching speaking class, mastering comprehension skills and vocabulary acquisition. But, in part of students reading engagement especially in cognitive engagement using Problem Based Learning strategy has not been investigated in detail. Therefore, the researcher conducted the research to Fostering EFL secondary school students' cognitive reading engagement through Problem Based Learning strategy.

B. Research Question

Based on the background of the problem above, the researcher formulated the research question as follow: How does the Problem Based

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[17] Waode Hamsia and Vinsensia Anisa Citta Erydani, "Implementation of Problem-Based Learning Model in Improving Speaking Skills for Part-Time Students at A Higher Education Institution in Semarang," *Journal of English Teaching and Learning Issues* 5, no. 2 (2022): 135.

[18] Hazwani Sidik and Alias Masek, "The Effects of Problem-Based Learning in Students Reading Comprehension for Mastering the Content and Vocabulary Acquisition," *ASEAN Journal of Science and Engineering Education* 1, no. 2 (2021): 87–92.

Learning strategy contribute to fostering EFL secondary school students' cognitive reading engagement?

C. Research Objective

Based on the research question above, the researcher formulated the research objective as follow: To explore how the Problem Based Learning strategy contribute to fostering EFL secondary school students' cognitive reading engagement.

D. Research Significances

The result of this research is expected to give some theoretical and practical knowledge for the following parties:

1. Theoretical Significance

This research hopefully can add new knowledge and to provide empirical evidence especially in teaching and learning reading process to support fostering EFL secondary school students' cognitive reading engagement through Problem Based Learning strategy,

2. Practical Significance

a. For English Teacher

For the teacher, this research could be useful in teaching and learning EFL students to fostering their cognitive reading engagement through Problem Based Learning. The teacher could make Problem Based Learning strategy become an interesting and good strategy for EFL students as an easy way in reading. It is expected that EFL students

can build their cognitive reading engagement through Problem Based Learning strategy in learning process.

b. For other Researcher

This research was expected to be reference for other researchers and gave the sources of information about fostering EFL students through Problem Based Learning strategy especially, in cognitive reading engagement. Furthermore, the result of this research can be used as comparison in conducted similar research and become one of student's perceptions on the use Problem Based Learning in EFL classroom.

E. Definition of Key Terms

1. Reading Engagement

Reading engagement refers to the level of interest, involvement, and motivation a person shows towards reading. Include factors like how often students reads, how much students enjoy it, and how deeply students interact with the material. When students are engaged in reading, which causes can be fostering fluency, vocabulary, and build reading comprehension skills.

2. Cognitive Engagement

Cognitive engagement refers to the mental effort and thought a student invests in learning or completing a task. It involves being actively involved in the learning process, using critical thinking, problem-solving, and applying knowledge to understand or accomplish material.

3. **Problem Based Learning**

Problem Based Learning (PBL) is an effective strategy typically involves students learn by actively engaging in real problems. This strategy provides to promote critical thinking, problem solving skills, and the device of knowledge in a practical context.

4. **Reading Comprehension**

Reading comprehension is the ability to analyze written content, comprehend meaning, and integrate it with information that the reader already knows. It involves several skills, including understanding the meaning of words, drawing conclusions, identifying the main idea of text, asking and answering questions about the text, and recognizing prior knowledge related to the text.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on two points: previous research and theoretical framework. The point of previous research discusses several previous studies that deal with the current investigation. Meanwhile, the theoretical framework discusses several theories that support the current research. The discussions about this chapter are presented below.

A. **Previous Research**

In the previous research context, there are various research subjects relevant to the current research, as follows:

First, an article written by Hamsia *et al.,* (2022) at the title "Implementation of Problem Based Learning Model in Improving Speaking Skills for Part-Time Students at a Higher Education Institution in Semarang". This research determines whether or not the use of a model called Problem Based Learning might help students enhance their speaking ability. The research participant in this research is part time students at a higher education in Semarang. Furthermore, this research adopted qualitative method. The result of this research concludes that the Problem Based Learning (PBL) in the teaching and learning that focuses on the discussion to get alternative solution deeply can make the students understand every detail in practicing speaking with real life issues.

Second, an article written by Sidik and Masek, (2021) at the title "The Effects of Problem Based Learning in Students Reading Comprehension for

Mastering the Content and Vocabulary Acquisition". This research focused on statistically significant differences between the experimental and control groups for student's reading comprehension for mastering the content and vocabulary acquisition using PBL. Furthermore, the research participants gathered from Primary school. Therefore, the result of this research showed that the students who received PBL learning approach achieved a higher performance outcome than students who did not received.

Third, an article written by Nguyen *et al.,* (2023) at the title "Investigating Effects of Teacher's Using Authentic Texts on Cognitive Reading Engagement of Vietnamese EFL Students". This research examines the effects of teacher's using authentic text on EFL student's cognitive reading engagement related to four variables including reading comprehension, oral responses to reading, reaction paragraph, and student's perceptions of learning to read. Additionally, the research participants gathered from Vietnamese EFL Students. This study uses quantitative research method using a questionnaire and an intervention with two reading tests. Furthermore, the results claimed that after the intervention course, the students in the experimental condition had a much higher knowledge of reading comprehension

Fourth, an article written by Qomariyah and Utama (2021) at the title "Problem Based Learning on students' English learning interests". This research conducted to find out how Problem Based Learning affects students' English learning interests. This research uses a quasi-experimental design. The research participants gathered from third grade. Furthermore, the result of this

research showed that implementing PBL method make students could interest develop their brainstorming and created some idea for problem solving when the teacher provided a problem to discuss with their group.

The last, an article written by Hadi and Lidiyatul (2019) at the title "Problem Based Learning (PBL) in Teaching English for Students of Primary School Teacher Education Department". This research focus on by using PBL can increase the students' ability in mastering English language. Furthermore, the research participants gathered from primary school teacher education department. This research uses qualitative methodology with interpretive paradigm. Therefore, this result of research reported that the students' abilities in English language increased after using Problem Based Learning and in the learning, process becomes more active. Problem Based Learning (PBL) can improve students' skills to acquire the English language.

Table 2.1
The similarities and differences
Previous research and current research

No	Researchers name and tittle	Similarities	Differences
1	An article journal is written by Hamsia *et al.,* (2022) "Implementation of Problem Based Learning Model in Improving Speaking Skills for Part-Time Students at A Higher Education Institution in Semarang"	Both of research investigated the implementation of Problem Based Learning model	● Research participant The previous research conducted the research for Part-Time Students at a Higher Education Institution in Semarang but present study conducted at EFL secondary school. ● Research Focus The previous research focuses on Problem Based Learning that might help students enhance their speaking ability and the present study focuses on students' cognitive reading engagement.

No	Researchers name and tittle	Similarities	Differences
2	An article journal is written by Sidik and Masek, (2021) "The Effects of Problem Based Learning in Students Reading Comprehension for Mastering the Content and Vocabulary Acquisition"	Both of research investigated the use of Problem Based Learning strategy in reading	● Research participant The previous research gathered the research participant from students' primary school but present study from EFL secondary school. ● Research focus The previous research focuses on differences between the experimental and control groups in student's reading comprehension for mastering the content and vocabulary acquisition and the present study focuses on students' cognitive reading engagement. ● Research design The previous research uses quasi-experimental study with pretest-posttest design and the present study use case study.
3.	An article journal is written by Nguyen *et al.,* (2023) "Investigating Effects of Teacher's Using Authentic Texts on Cognitive Reading Engagement of Vietnamese EFL Students".	Both of research focus on cognitive reading engagement students'	● Research participant The previous research gathered the research in Vietnamese EFL Students but present study from Indonesian EFL secondary school. ● Research design The previous research used empirical study quantitative research design, and the present study use case study.
4.	An article journal is written by Qomariyah and Utama (2021) "Problem Based Learning on students' English learning interests"	Both of research investigated the implementation of Problem Based Learning strategy	● Research participant The previous research gathered the research participant from third grade but the present study from EFL secondary school. ● Research Focus The previous research focus on how Problem Based Learning affects students' English learning interests and the present study focus on students 'cognitive reading engagement

No	Researchers name and tittle	Similarities	Differences
			● Research design The previous research used a quasi-experimental design and the present study use case study.
5.	An article journal is written by Hadi and Lidiyatul (2019) "Problem Based Learning (PBL) in Teaching English for Students of Primary School Teacher Education Department".	Both of research investigated the implementation of Problem Based Learning strategy	● Research participant The previous research gathered the research participants from Students of Primary School Teacher Education Department but the present study gathered from EFL secondary school. ● Research focus The previous research focus on using PBL can increase the students' ability in mastering the English language and the present study focuses on students' cognitive reading engagement.

From this previous research, it could be seen that even though numerous research have investigated on using Problem Based Learning (PBL) strategy in many various English learning and teaching context. Further research, Investigated the effects of teacher's using authentic texts focus on cognitive reading engagement. With this in mind, the researcher has been exploring the ways Problem Based Learning (PBL) strategy is applied for fostering students' cognitive reading engagement in EFL secondary school.

B. **Theoretical Frame work**

1. **Teaching reading comprehension in EFL context**

Since reading skills become very crucial in EFL classroom, EFL students must try to understand more reading skills through reading comprehension. Reading comprehension is a process of obtaining meaning from text with the goal is to understand the text as a whole rather than

determining meaning from individual words or sentences[19]. Reading comprehension involves creating a mental image of a text's meaning and using prior information. Fatin stated that reading comprehension helps students to easily enhance academic abilities, skills, and awareness[20]. In teaching reading, the teacher must ensure that the students can understand the material academic purposes[21]. Therefore, teaching reading comprehension in EFL Classroom is crucial and helps the EFL students understand knowledge, enhancing reading skills to have good skills in learning English language.

The indicator of reading comprehension achievement is ability students to integrate the information offered in the text. Saraswati stated that the students have to acquire five elements of reading comprehension. The students must be able to recognize the main idea of the text, identify specific information provided in the text, make references, identify information, and comprehend the meaning of words[22]. Reading comprehension involves finding main ideas, vocabulary knowledge related to synonyms and antonyms, and answering detail questions from the text [23]. Fatin reported that reading comprehension additionally entails

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[19] Douglas Biber, "Strategies of Discourse Comprehension," *Language* 62, no. 3 (1986): 664–68.

[20] Fatin Nadifa Tarigan, "Students' Difficulties in Reading Comprehension on Report Text," *BAHAS* 32, no. 1 (2021): 145–65.

[21] Masagus sulaiman et al., "Teaching Reading Narrative Texts through Inking Your Thinking Strategy." *ELT-Lectura* 6, no. 2 (2019): 102-113.

[22] Saraswati, Dambayana, and Pratiwi, "An Analysis Of Students of Study Reading Comprehension Difficulties of Eighth Grade Students." *Jurnal IKA Undiksha,* 19, no.01 (2021): 1829-5282.

[23] Ratih Laily Nurjanah, "The Analysis on Students ' Difficulties in Doing Reading Comprehension Final Test," *Metathesis: Journal Of English Language Literature and Teaching* 2, no. 2 (2018): 254–64.

understanding, accepting, rejecting, and comparing a text[24]. In addition, reading comprehension is ability students to integrate the questions related with the text, answering detail questions in the text, understanding meaning of the text, recognize main idea of the text, identify specific information, and find a vocabulary synonym or antonym.

a. Genre in ELT context

In English language teaching genre is defined as varieties of written text that help us understand the relationship between the social purpose and structure text. Genre is mostly used as a classification tool, for the purpose of compressing and defining various types of writings and other cultural materials[25]. Widyawati reported that genre has come to be defined as a powerful, ideologically active, and historically changing shaper of texts, meanings, and social actions rather than simply a technique of arranging different types of writings[26]. Knap and Watkins pointed that the basic genres of English text there are: describing, explaining, instructing, arguing, and narrating[27]. Describing is also frequently used in a variety of text formats, including reports and descriptive text. Explaining as in explanation text, instructing as in procedure text, debating as in

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[24] Fatin Nadifa Tarigan, "Students' Difficulties in Reading Comprehension on Report Text," *BAHAS* 32, no. 1 (2021): 145–65.

[25] Suaibatul Aslamiah, "Reading Genre in Teaching and Learning English," *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 15, no. 1 (2021): 39–50.

[26] Wiwik Yully Widyawati, "The Students' Ability to Identify the Generic Structure of Recount Text," *Scope : Journal of English Language Teaching* 3, no. 1 (2019): 68.

[27] Petter Knapp and Megan Watkins, *Genre,Text,Grammar* (Australia: University of New South Wales press, 2005).

exposition text, and narrating as in narrative and recount text. Additionally, Genre is a simple one that refers to many kinds of written text. Different genres will illustrate various types of language use due to culturally different purposes.

b. Narrative text

Narrative text is one type teks in reading comprehension tells about event happened in the past time. Narrative text is retelling or recalling chronological stories written in the past tense[28]. Narrative is type of text to introduce the reader/listener to the characters, time, and place of the story. Narrative is a description of events, particularly in a novel, fable, or legend, or a process of skill feeling a story[29]. Khoirunnisa and Widodo claimed that the generic structures in narrative text include orientation, complications, events, resolution, and moral value[30]. For the language features of narrative text include past tense, adverbs of time, temporal conjunction, specific character, action verbs, and direct speaking. Furthermore, narrative text is a text retelling about chronological stories happened in the past time and narrative text usually describing specific characters and using simple past tense in language features.

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[28] Petter Knapp and Megan Watkins, Genre,Text,Grammar (Australia: University of New South Wales press, 2005).

[29] Bobby Dhillon, Herman, and Syafryadin, "The Effect of Skimming Method to Improve Students' Ability in Reading Comprehension on Narrative Text," *Linguists : Journal Of Linguistics and Language Teaching* 6, no. 1 (2020): 77–88.

[30] Aulia Khoirunnisa and Estu Widodo, "Students' Difficulties in Comprehending Narrative Text," *TELL: Teaching of English Language and Literature Journal* 7, no. 2 (2019): 65–74.

2. Reading engagement

Reading engagement is refers in the mental of the reader's active involvement, interest, and emotional connection with the reading material. Guthrie and Wigfield stated that reading engagement involves behavioral, cognitive, motivational, and social factors that contribute to participation and dedication in reading or related activities[31]. The elements of reading engagement are complex and connected, occurring in built environments both inside and outside of schools and classrooms [32]. Zhao *et., al* reported that reading engagement is a crucial aspect in determining student's reading skills and abilities. Moreover, reading engagement is mental of students contribute in reading activities and reading engagement is believed to be highly crucial for students' reading ability and has a significant impact on reading skills.

a. Cognitive reading engagement in language learning

Cognitive engagement refers to the mental engagement that students make in their learning process. Guthrie and Wigfield claimed that cognitive aspects of reading engagement refer to the students' mental processes and strategies utilized to create meaning, solve problems and achieve goals[33]. Cognitive engagement refers to students being prepared to engage in the mental effort needed to finish

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[31] John T. Guthrie and Allan Wigfield, *Engagement and Motivation in Reading*, *Handbook of Reading Research*, vol. 3 (Lawrence Erlbaum Associates Publishers, 2000).

[32] Cantrell and Rintamaa, "The Nature of Rural High School Students' Reading Engagement." *Reading and Writing Quarterly* 36, no.4 (2020): 297-31.

[33] John T. Guthrie and Allan Wigfield, Engagement and Motivation in Reading, Handbook of Reading Research, vol. 3 (Lawrence Erlbaum Associates Publishers, 2000).

challenging academic tasks[34]. The heart of cognitive reading engagement is the ability in order to integrate new information quickly while providing meaning in ways that benefit the reader[35]. Based on the definition of cognitive engagement can conclude that cognitive engagement is defined as cognitive reading engagement in the context of the current study on reading skills and cognitive reading engagement is believed to have an essential role in students' language learning processes.

b. Importance of Cognitive reading engagement in EFL context

Cognitive reading engagement is crucial for EFL secondary school students to fostering reading ability because cognitive reading engagement focus on mental of students include effort, attention, comprehend, analyzing, responsibility in completed and understanding the material in academic task. Hanifah *et., al* claimed that cognitive engagement consists of three components. First, easy for problem solving; the students will learn how to solve current problems for developing ability. Second, comprehending aspects; how the students can comprehend the teacher's guide and how the students work the teacher's task. Third, self-regulation and learning strategy; refers to the process of students plans to complete a task and choose the appropriate

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[34] Gusnila Arianti and Yuli Tiarina, "Teaching Reading Analytical Exposition Text To Senior High School Students By Using Posse (Predict, Organize, Search, Summarize, Evaluate) Strategy," *Journal of English Language Teaching* 3, no. 1 (2014): 195–201.

[35] Cantrell and Rintamaa, "The Nature of Rural High School Students' Reading Engagement." *Reading and Writing Quarterly* 36, no.4 (2020): 297-31.

strategy for learning[36]. Sesmiyanti reported that cognitive engagement is really important in learning process because students can more effort, motivated, interest and interactive especially in learning English[37]. Students who are highly cognitively engaged are more to be effective in the classroom because they are more able to comprehend the material[38]. Furthermore, cognitive engagement is crucial for EFL students because it can make students more understand in learning English and active participation, and problem solving contribute to understanding of the language in learning reading more effective.

3. **Problem Based Learning strategy in language learning**

Problem Based Learning is a way of learning, constructing, and teaching materials using a problem and focus on student's center activities. Problem Based Learning (PBL) is strategy based on the constructivist learning theory. The theory suggests a constructivist framework for enhancing instruction, thinking, problem solving, creativity, group collaboration, and promote self-directed learning[39]. Hamsia *et al.,* showed that there are many ways in which using PBL to learn a language can be beneficial. It is generally accepted that engagement in problem-solving

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[36] Rahma Ainun Hanifah, Endang Setyaningsih, and English Lecturer, "Efl Students Engagement During Emergency RemoteTeaching: Does Technology Matter ?," *Journal of Languages and Language Teaching* 10, no. 1 (2022): 19–35.

[37] Sesmiyanti, "Student ' s Cognitive Engagement in Learning Process," *Journal Polingua* 5, no. 2 (2016): 48–51.

[38] Haider Khan, Rani Gul, and Murtaza Zeb, "The Effect of Students ' Cognitive and Emotional Engagement on Students ' Academic Success and Academic Productivity," *Journal of Social Sciences Review (JSSR)* 3, no. 1 (2023): 322–34.

[39] Trixy Elizabeth John and Benny Thomas, "A Theory of Learning Based on Constructivism and Problem Based Learning to Develop Higher Order Thinking Skills," *IJRDO-Journal of Social Science and Humanities Research* 3, no. 5 (2018): 41–51.

activities increases the students' knowledge, the development of effective strategies, self-learning strategies, increases the students' interest to learn, and the ability to work together efficiently[40]. Qomariyah and Utama, (2021) claimed that Problem Based Learning (PBL) strategy is an approach of using a teaching method that fosters students' understanding of ideas and concepts by using complicated real-life situations. It can be summarized that Problem Based Learning (PBL) is an effective teaching strategy that can help students beneficial to solve many problems in language learning.

a. Collaborative learning in PBL

Collaborative is part of Problem Based Learning strategy. Ariyanto *et.al.,* reported that PBL is a collaborative, constructivist, and conceptual learning methodology that utilizes real world problems to create students' knowledge during the learning process[41]. The role of collaborative learning in Problem Based Learning strategy is to define the students working together in a group to solve the complex problems. The students can share new knowledge, ideas, opinions, and skills in a group to understanding the material. Collaborative learning involves students debating their ideas and points of view on learning

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[40] Hamsia and Erydani, "Implementation of Problem-Based Learning Model in Improving Speaking Skills for Part-Time Students at A Higher Education Institution in Semarang." Journal of English Teaching and Learning Issues 5, no. 2 (2022): 135.

[41] Sudirman Rizki Ariyanto et al., "Collaborative Problem-Based Learning Models Implementation in Vocational High Schools," *Atlantis Press SARL* 379 (2019): 238–45.

problems through presentations and group interactions[42]. Taufiq *et.al.,* claimed that collaborative in Problem Based Learning is a collaboration in which two or more individuals work together to solve a specific problem[43]. Based on this definition above, it means collaborative learning is one of the part indicators Problem Based Learning (PBL) involves the students working together in a group to solve the problems in the learning process. Collaborative learning highlights focus on teamwork, with each student offering various ideas, and abilities to the problem solving process.

b. Integration of PBL in EFL reading

The second 21st-century learning technique, Problem Based Learning approach is essential in Indonesian EFL classrooms. Fathurrohman *et.al.,* stated that PBL in reading skill that the teacher looked at PBL was one of the good strategies in teaching reading skill. All teks used in reading skill matched with the PBL teaching style, because it helped the students discuss and develop their activeness, ability to learn to solve problems, share ideas, and work together in a group[44]. Thohari *et al.,* reported that the PBL paradigm is used when the teaching and learning process in the classroom is carried out in five

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[42] Mia Nurhasanah, Purwati Kuswarini Suprapto, and Ryan Ardiansyah, "The Effectiveness of Problem-Based Learning Assisted by Articulate Storyline Interactive Students' Critical Thinking Skills," *Jurnal Inovasi Pendidikan IPA* 10, no. 1 (2024): 1–9.

[43] M. Aries Taufiq, . Marhamah, and Rahmi Eka Putri, "Bringing Collaborative Problem Based Learning (CPBL) into a Flipped Classroom: A New Strategy for Teaching Writing," *Science and Technology Publications*, no. ICoSEEH 2019 (2020): 379–84.

[44] Burhan Fathurrohman, Dian Adiarti, and Tuti Purwati, "An Explorative Study On The Implementation of Problem Based Learning (PBL) In Teaching Reading," *LEAD (Language, Education and Development)* 1, no. 1 (2021): 36, https://doi.org/10.20884/1.lead.2021.1.1.4830.

stages. The five learning phases consist the following: student orientation to the problem; organizing students; directing independent and group investigations; creating and presenting the work; and analyzing and evaluating the problem solving process[45]. Amelia reported that the implementation Problem Based Learning consist 5 steps:

1. The teacher organizes the students to solve a problem, including the teacher explain learning objectives, and motivated students to solving the problems

2. The teacher organizes the students to learn, the teacher helps the students define and identify learning task related with the problems.

3. The teacher guiding student's investigations individual or groups, the teacher give instruction students to discuss to solve the problems and to get information with their groups.

4. The teacher helps students in creating and presenting their work, the teacher helps students in creating plan and helps students to share or present their work with other students.

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[45] John and Thomas, "A Theory of Learning Based on Constructivism and Problem Based Learning to Develop Higher Order Thinking Skills." *IJRDO-Journal of Social Science and Humanities Research 3*, no.5 (2018):41-51.

5. The process of problem-solving is analyzed and evaluated by the teacher, the teacher helps students to reflecting or evaluated the process[46].

Based on the definition above, it can be concluded that integration of Problem Based Learning (PBL) into EFL reading is an effective approach for teaching reading because all text in reading skills relate to this strategy. Problem Based Learning consists of five stages: student orientation to the problem, organizing students, directing independent and group investigations, creating and presenting the work, and analyzing and evaluating the problem solving process. Based on definition above it can summarize that integration of Problem Based Learning (PBL) in EFL reading is good strategy in teaching reading because all treks in reading skills match with this strategy and Problem Based Learning consist of five stages: student orientation to the problem, organizing students, directing independent and group investigations, creating and presenting the work, analyzing and evaluating the problem solving process.

4. **Challenges of fostering EFL secondary school students' cognitive reading engagement through Problem Based Learning strategy.**

In the EFL classroom, there are some consequences for teachers, mostly the EFL students have difficulties in reading comprehension including understanding material, lack of vocabulary, generating meaning from text. Riadil claimed that the difficulties in reading comprehension

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[46] Rizky Amelia, "The Application of Problem Based Learning (PBL) Approach for Elementary Schools Teachers," *Advances in Social Science, Education and Humanities Research* 274 (2018): 247–51.

students arise when they must comprehend the text, pronounce the words correctly, master the vocabulary, connect the word ideas, and also find strategies to find related topics[47].

Cognitive engagement which involves student's active participation and mental effort may decline as a result of cognitive processes of reading comprehension. Cognitive engagements in the learning process focused on the student's effort, active in increasing their ability and master the knowledge in academic work[48]. Nguyen *et al.,* claimed that cognitive engagement in learning process is focus on depth of analyzing, use of relevant learning tools, and self-regulation. Currently, in order to have good cognitive reading engagement, the teacher must choose Problem Based Learning strategy as the suitable strategy for EFL students in reading classroom[49].

Problem Based Learning is an approach that students focus on practical problems or challenges. Taufiq *et al.,* showed that students should be involved in managing their own learning through employing PBL strategy[50]. The teacher will act as a facilitator, offering problems to be solved and offering potential learning resources. In Problem Based Learning strategy the students will work in group discuss what they need

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[47] Riadil, "Investigating Efl Learnersâ€™™ Reading Comprehension Problems and Strategies in Tidar University." *JELLT (Journal of English Language and Language Teaching)* 4, no.1 (2020):48-58.

[48] Eva Latipah and Himawan Putranta Hanif Cahyo Adi Kistoro, "The Effects of Positive Parenting toward Intolerance in Pre-School Children.," *International Journal of Early Childhood Special Educatio* 12, no. 2 (2020).

[49] Nhan Nguyen, "An Approach to the Case Study Method," 2020.

[50] Taufiq, Marhamah, and Putri, "Bringing Collaborative Problem Based Learning (CPBL) into a Flipped Classroom: A New Strategy for Teaching Writing." *Science and Technology Publications* (2020): 379-384.

to know, the students should do and how to access new information and solve the problem[51].

However, sometimes when the Problem Based Learning strategy was implemented to promote good cognitive reading engagement, challenges were encountered by the teacher. Khan *et al.,* showed that the problems include finding real problems can be difficult, the teacher must choose the right topics will help the students understand in PBL and know about real problems and solutions[52]. Getting familiar with PBL, it appears that the students required more support facilitation from the teacher and take a note. Recognizing and accepting failure, the teacher must make the students think that Problem Based Learning is a way of learning, not an exam[53]. In the end, the teacher is supposed to apply the Problem Based Learning strategy for students to understand, define, and try to solve the problems. There are challenges for teachers in fostering EFL secondary school students' cognitive reading engagement through Problem Based Learning strategy.

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[51] John and Thomas, "A Theory of Learning Based on Constructivism and Problem Based Learning to Develop Higher Order Thinking Skills." *IJRDO-Journal of Social Science and Humanities Research* 3, no 5 (2018): 41-51.

[52] Khan, Gul, and Zeb, "The Effect of Students ' Cognitive and Emotional Engagement on Students ' Academic Success and Academic Productivity." *Journal of Social Sciences Review (JSSR)* 3, no.1 (2023): 322-334.

[53] Peter Mark Magolda, "Doing Case Study Research: A Practical Guide for Beginning Researchers (Review)," *Journal of College Student Development* 48, no. 1 (2007): 123–25.

CHAPTER III

RESEARCH METHOD

This chapter explains how the research project was carried out. The chapter is divided into various parts, including research design, research setting and participants, instructional procedures, data collection, data analysis, and trustworthiness. The descriptions for this part are provided below.

A. Research Design

The current study used a qualitative method with a case study research design. A case study is an approach of investigating and comprehending complex issues through deep examinations. Case studies provide an essential role in psychology, education, sociology, community-based issues, and business[54]. Case study is a research design that attempts to analyze and comprehend a single subject or phenomenon in depth.

Ebneyamini *et al.,* argue that case study is one of the most efficient methods for researchers to achieve the practical and theoretical goals[55]. Magolda.P claimed that case study research is fully descriptive since it is based on deep and various sources[56]. It uses quotes from notable personalities, stories, narratives based on original interviews, and other creative approaches to create mental images that bring to life the complexities of the numerous

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[54] Nguyen, "An Approach to the Case Study Method."(2020)

[55] Shiva Ebneyamini and Mohammad Reza Sadeghi Moghadam, "Toward Developing a Framework for Conducting Case Study Research," *International Journal of Qualitative Methods* 17, no. 1 (2018): 1–11.

[56] Magolda, "Doing Case Study Research: A Practical Guide for Beginning Researchers (Review)."48, no.1 (2007):123-125.

variables involved in the event under investigation. Keeping this in mind, the objectives of case study research are decided by how a researcher explores, examinations, or investigates the phenomenon or case under investigation. Based in the previous statements, the present study aims to investigate how does the Problem Based Learning strategies contribute to fostering EFL secondary school students' cognitive reading engagement.

B. Research Setting and Participants

This study was conducted in one of the Islamic secondary schools in Banyuwangi, East Java. The school was carefully selected for several reasons, including: (1) the school has good accreditation; (2) the school has specific facilities to support learning activities, such as a computer lab, library, and LCD projector; (3) the students not only had achievements in the field of religion, but also in the field of English language, such as speech contests, storytelling, and reading poetry; and (4) the teachers and principal at the school were kind and willing to collaborate with the researcher during the study. As a result, the researcher decided to conduct the study at the school, not only to identify phenomena or issues that arise during the learning process, but also to learn many things about English learning at the school.

The researcher began the study by going to the school and discussing with the English teacher. This meeting allowed the researcher to gain access to the fieldwork. To meet the research ethic, Laryeafio and Ogbewe argued that researchers must have a policy of honoring the rights and privileges provided to human participants in any particular qualitative study with the aim to

provide freedom of communication and an opportunity to drop out at any point during data collection[57]. The participants should be permitted to choose whether or not to participate in the study, and their participation should voluntarily contribute[58]. Following the meeting, the researcher was given permission to interact with the English teacher via WhatsApp. Through texting, the English teacher suggested that the researcher provide a letter of permission or informed consent signed by a university administrator. This was carried out as part of ethical research prior to conducting the study. Subsequently, the researcher requested informed permission from the campus administration before conducting the research at the school.

The next day, the researcher went to the school to deliver the letter of approval, and the headmaster allowed the researcher to meet formally with the English teacher. During this meeting, the researcher informed the headmaster that the research being conducted at the school was related to fostering EFL secondary school students' cognitive reading engagement through the Problem Based Learning (PBL) strategy. The English teacher agreed with the research concept and granted the researcher permission to conduct the study at the school.

In this research, the researcher employed a purposive sampling technique to choose the sample. The sampling technique includes selecting

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[57] Michael Nii Laryeafio and Omoruyi Courage Ogbewe, "Ethical Consideration Dilemma: Systematic Review of Ethics in Qualitative Data Collection through Interviews," *Journal of Ethics in Entrepreneurship and Technology* 3, no. 2 (2023): 94–110.

[58] Eungoo Kang and Hee-joong Hwang, "Ethical Conducts in Qualitative Research Methodology : Participant Observation and Interview Process," *Journal of Research and Publication Ethics* 2, no. 2 (2021): 5–10.

certain units or cases for a specific purpose rather than randomly[59]. The English teacher suggested the researcher to do research in class 10th especially, in 10th IPA. In class 10th, the teacher think that the reading materials were related with this research and mostly the students in that class have interested in reading. That class has 18 students, with ages ranging from 15 to 16 years old. The research participants who were willing to contribute in this research were two students. The English teacher informed the researcher that the school followed the Merdeka curriculum in the learning process. It signifies that the normal time allocation for the lesson is 40 minutes. In that school, there is one day per week for English lessons, usually running 40 minutes. Accordingly, the researcher would like to foster students' cognitive reading engagement through Problem Based Learning (PBL) strategy.

C. Instructional Procedures

Before implementing Problem Based Learning (PBL) strategy in fostering EFL secondary school students' cognitive reading engagement, the researcher made some procedures in the learning activities. Ernawati *et al.*, showed that application of the PBL strategy in the teaching and learning process in the classroom arrange five phases[60].

First, phase of student's orientation the problems. During this phase, students must comprehend the learning objectives. The researcher gave EFL

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[59] Fathurrohman, Adiarti, and Purwati, "An Explorative Study On The Implementation of Problem Based Learning (PBL) In Teaching Reading." *LEAD (Language, Education and Development)* 1, no.1 (2021): 36.

[60] Ernawati, A Halim, and M. Syukri, "Integration of Problem Based Learning (PBL) and Engineering Is Elementary (EiE) to Improve Students' Creativity," *Journal of Physics: Conference Series* 1460, no. 1 (2020).

students a real problem from narrative teks and asked them to consider of answers. The second part involved organizing students. In order to develop problem-solving skills, the researcher allowed the students to collaborate in this phase. Given that, in order to solved a real problem, students must collaborate and discuss in groups, the researcher created groups must pay attention to the variety of students so that communication between group members is more effective.

Third, phase of help independent and group investigation. During this phase, the researcher assisted the students in gathering important information, conducting experiments, determining explanations, and solving issues. In this phase, the teacher must encourage the students to gather knowledge and carry out experiments until they have an extensive knowledge of the problem. The fourth step developing and presenting works. The researcher requested the students to share their discussion outcomes in front of the class. The teacher instructed the groups to deliver their discussion outcomes in order. The students started by choosing three questions they could have about narrative material. The researcher's role as a teacher was to facilitate the presentation section. It is suggested that the researcher just presented engaging topics to the groups and all students. It enabled each student to review and evaluated their comprehension of narrative text.

Finally, the phase of analysis and evaluation of the problem-solving process. The researcher helps students reflected on or evaluated their problem-solving process and the intellectual tools they utilize. During this phase, the

teacher asked students to recreated ideas and activities from the learning
process, such as when they first began to understand the problem situation,
when they began to feel confident in a specific solution, why they chose the
final solution, and what they will do differently in the future.

Table 3. 1
Problem Based Learning stages

Learning Stages	Learning Objectives	Activities
Student's orientation the problems	• To introduce the students about narrative text • To build critical thinking students and understand the problems occurred in the text	• The teacher explained a little material about the narrative text • The teacher presents several pictures related to the narrative text and asks what they are seeing. • The teacher displays a power point slide containing 2 written narrative text
Organize the students	• To build cognitive reading engagement student's interest in reading • To build students collaboration	• The teacher created groups to the variety of students consist 4-5 students • The teacher asks students to think about what problems are contained in the text and asks students to think about solutions. • Students and their groups discuss and write the important information in the text in story plan
Help independent and group investigation	• To build cognitive reading engagement student's in problem solving • To build students collaborative in learning	• Through group discussions, with the guidance of the teacher, students seek answers to the problems they are facing discussed in the group • Students collected data or information from group discussions to be presented the result later.

Develops and present the works	• To build cognitive reading engagement student's responsibility in completed task	• Students read and present the results of discussion in the front of class
Analyzes and evaluate the problem solving process	• To build students understand the learning material and learning process • To build students always motivated in learning reading.	• Students and teachers analyze and evaluate the results of that has been discussion and presentation. • The teacher confirms elements of narrative text. • The teacher gives awards to the group study.

D. Data Collection

To carry out empirical studies, researcher must collect data in various phases. Mizukhosi stated that in data collection, case studies involve documentation, archival records, interviews, direct observation, participant observation, and actual objects[61]. These data were collected in three stages: observations, document analysis, and interviews. First, observation is one method for collecting data in qualitative research by watching phenomena such as student activities and learning processes in the classroom. Barrett and Twycross showed the benefit of observation that the researcher can gets a first hand of glimpse at what happens in the field. The researcher investigated what was occurring on in the research location through personally seeing the phenomenon[62].

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[61] Kosuke Mizukoshi, "Case Study Research and Applications," ed. Leah Fargotstein, *Japan Marketing Journal* 43, no. 2 (2023): 3–5.

[62] David Barrett and Alison Twycross, "Data Collection in Qualitative Research," *BMJ Journal* 21, no. 3 (2018): 63–64.

Based on these principles, me as the researcher was an observation by observing students' direct engagement in the process of learning while the EFL students' implementing the Problem Based Learning (PBL) strategy. Meanwhile, the researcher began the observation by using a cellphone camera to capture student activity during the teaching and learning process. As a result, using observations such as photographing students' activities in the classroom when using the Problem Based Learning strategy might make it easier for the researcher to assess by looking back at the photos. Second, the researcher used document analysis technique to collect the data. Document analysis was efficient in case studies qualitative. Morgan reported that document analysis is examining a variety of documents such as books, newspapers, educational journal articles, and institutional reports. Based on the previous statement, in the present study of document analysis involves the students' learning artifact writing a summary of learning reading when implementing the Problem Based Learning strategy in learning reading[63]. As a result, document analysis can assist researcher in supporting and strengthening data collection.

In the final stage, the researcher used interviews with individuals to collect data. Interview is defined as the main approach in data collection. Yin postulate that interviews are an important source of evidence because most case studies include human actions or incidents and Interviews can also provide shortcuts to the history related to these events, helping researchers in

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[63] Hani Morgan, "Conducting a Qualitative Document Analysis," *TQR Journal* 27, no. 1 (2022): 64–77.

identifying additional relevant sources of data[64]. In this study, the researcher used semi-structured interviews. The interviews data were conducted by audio recording to get valid data. Vasiljevic *et al.,* showed that audio recordings are used to illustrate important situations that may arise during interaction, including moment aspects that could be ignored by researchers[65]. The researcher used Indonesian language to make easier the interview from the researcher to the students in answering questions. Interviewing participants is conducted individually and voluntarily by ten grade students who want to be interviewed about their opinions of using Problem Based Learning strategy in and learning reading. As a result, the researcher prefers to interview participants who are willing to be interviewed and who can answer questions voluntarily and without being pressured.

Following the interview procedure adopted based on cognitive engagement theoretical framework such as aspects of problem solving, comprehending, self-regulation (focus, attention, effort, responsibility) and learning strategy as argued by Hanifah *et.al.,*[66]. The guided questions were:

1. Aspect of problem solving

    a. How do you solve the real problems related with your daily life based on reading text given by the teacher?

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[64] Kosuke Mizukoshi, "Case Study Research and Applications," ed. Leah Fargotstein, Japan Marketing Journal 43, no. 2 (2023): 3–5.

[65] Gabriel Alves Mendes Vasiljevic, Leonardo Cunha de Miranda, and Murilo de Araújo Bento, "The PGIRec Software to Support the Evaluation of User-System Interaction with a Synchronous and Multi-Perspective Recording System," *Journal on Interactive System* 14, no. 1 (2023).

[66] Hanifah, Setyaningsih, and Lecturer, "Efl Students Engagement During Emergency RemoteTeaching: Does Technology Matter ?"(2022).

b. What sources do you use to find additional informations or solutions to resolve the problem?

c. How do you discuss/ collaborative learning with your group to find solution of the problems and complete other tasks?

2. Comprehending aspect

a. How do you find important information in the story given?

b. How do you ensure that all the works given have been completed well?

c. What is your response regarding the PBL activity which involves presenting the results of your discussion in front of class?

d. What do you think in the stage of the evaluation write summary of the learning that has been carried out through the Problem Based Learning strategy?

3. Self-regulation (attention, focus, effort, responsibility) aspect

a. How do you keep your attention., effort and focus when reading the long story?

b. Are there any moments during learning or when reading a narrative text that you find difficult to stay focused? How do you overcome it?

c. How do you manage your time to analyze, answer, and complete the tasks in the worksheet given?

4. Learning strategy aspect

a. Can the PBL strategy help you to be more active involved in learning reading? Please mention the reasons!

b. What kind of reading strategies do you use to understanding the entire Cinderella story given in phase group investigation using Problem Based Learning strategy?

c. Do you use certain strategies to improve your reading comprehension, such as taking notes or summarizing readings? Can you explain how this strategy can help?

d. Can PBL strategies make you more active, more focused and interested in reading a story text?

E. Data Analysis

In the research activity, the data was collected through observation, document analysis, and interviews before being analyzed. Qualitative data analysis consists of ways of a rough investigation of the material (overviews, condensation, summaries) and approaches of a complete analysis (elaboration of categories, hermeneutic interpretations of discovered structures)[67]. It means, analysis activity helps the researcher get an in-depth understanding of the research topics and enhance the knowledge and theories. Thus, to examine the data, the researcher employed several procedures such as transcription and thematic analysis.

In qualitative research, transcription involves transforming spoken words from interviews, focus groups, or audio recordings into written text. This written representation is crucial for in depth qualitative analysis.

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[67] Esubalew Aman Mezmir, "Qualitative Data Analysis : An Overview of Data Reduction , Data Display and Interpretation," *Research on Humanities and Social Sciences* 10, no. 21 (2020): 15–27.

Transcription is the process of interpreting recorded audio (usually spoken words) into a written form that can be used to investigate an incident or event[68]. Widodo reported that there are five steps involved in transcribing the data interview;(1) listening to talking data, (2) shaping talking data, (3) communicating talking data with interpretive intent, (4) reproducing talking data, and (5) building data credibility[69]. Therefore, transcription is processing happens after the researcher collects data from an interview with ten grade students via audio recording. Then, the researcher would playback the audio recording and convert it to written data. Analyzing transcription data can assist researcher in organizing and processing the data.

Furthermore, alternative strategies for data analysis include thematic analysis. Thematic analysis is a qualitative methodology used for analyzing research data in the field education. Thematic analysis is a research process that identifies and interprets patterns in data sets, providing new insights and understanding[70]. Based on the previous statement, thematic analysis was conducted in this study to resolve the research questions.

Kiger and Vaprio emphasize on six steps to develop thematic analysis; (1) familiarizing with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6)

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[68] Caitlin Mcmullin, "Transcription and Qualitative Methods : Implications for Third Sector Research," *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations* 34, no. 1 (2023): 140–53.

[69] Handoyo Puji. Widodo, "Methodological Considerations in Interview Data Transcriptions," *International Journal of Innovation in English Language Teaching and Research* 3, no. 1 (2014): 101–7.

[70] Muhammad Naeem et al., "A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research," *International Journal of Qualitative Methods* 22 (2023): 1–18.

producing manuscript or report[71]. Therefore, the theme in this study can be discovered in the participants' answers during interviews. The researcher hopes thematic analysis aims to provide clear and detailed the research data in research findings.

According to Kiger and Varpio, there are six steps on thematic analysis:

1. Familiarizing the data

    The first step of the thematic analysis method is to become familiarize with the entire data collection, which involves repeated and active reading it. Introducing oneself with the entire data set right away will provide significant perspective to the raw data and act as a starting point for all the following steps. Transcribing audio data is necessary since it is a good approach to become familiarized with the data.

2. Generating initial codes

    The researcher begins by noting potential data items, questions, and relationships, creating codes rather than themes. These codes can be deductive, based on theories or frameworks. By documenting code development and observations, researcher construct an audit trail to support accuracy. After defining the coding framework, relevant data is labeled, and patterns are identified to inform theme development. Coding can be manual or computer assisted.

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[71] Michelle E Kiger and Lara Varpio, "Thematic Analysis of Qualitative Data: AMEE Guide No. 131," *Medical Teacher* 42, no. 8 (2020): 846–54.

3. Searching for themes

        The third step is to analyze the coded and colored raw data to find potential themes of greater significance. Themes are not created organically from facts; actually, the researcher develops themes by evaluating, combining, comparing, and visually showing how codes relate to one another. The researcher should take note of any and all themes of potential significance, regardless of how strongly connected they appear to the study topic, or the type or quantity of data being investigated. In this study, deductive analysis is used, with specific ideas or theoretical frameworks guiding topic development. As a result, these themes will typically center on a particular component of the dataset or an intriguing theoretical framework inform theme development. Therefore, these themes will frequently focus on a specific aspect of the dataset or an interesting subject.

4. Reviewing themes

        Step 4 describes a two-level analytical procedure. In the first phase, the researcher looks at coded data within each theme to establish coherence and significant resemblance. Data inside themes should be sufficiently different to indicate separation. In the process, researchers should keep detailed notes or memos on their thought processes for theme invention, revisions, and eliminated. Memos aid in identifying connections between themes and serve as a record of review, enhancing the trustworthiness of research findings. Level two involves similar questions

about themes related to the entire dataset. In this step, the researcher analyzes whether themes coherently match the dataset, re-reading it to review themes and recoding for additional data falling under newly generated or changed themes.

5. Defining and naming themes

In step 5, the researcher developed a narrative description of each theme, emphasizing why it is related to the main issues. The names of themes that will appear in the final report are checked to verify that they are clear and appropriately descriptive. While answering these questions, the researcher searched for similarities between themes and emergent sub-themes, which can be utilized to provide more extensive explanations of themes as well as to characterize data hierarchies.

6. Producing manuscript or report

The last phase is to present findings as a result of previous analysis and interpretation, rather than as a separate stage. The final report should include more than just an explanation of codes and themes. The report should include a narrative that is simple, clear, and logical, rather than just how the researcher interprets the data. The analysis should summarize the data and provide evidence for how the researcher's explanation is rich and full in answering the research question. The procedure of analysis can be seen in Table 3.2.

Table 3.2
Analysis procedures

Participant	Data transcripts	Coding	Category	Theme
Student 1	When discussion, we are trying to find answers through the material that has been wrote and combine our ideas to guess and think what the right solutions for the real problem given and also look for answers from various books.	Group discussion, look answers from various sources.	Active Participation	Enhancement of Active Participation in learning reading
Student 2	When discussing with our group, we try to look for answers from other sources, such as worksheet books or the internet, to understand what the appropriate solutions from Cinderella's problem of facing the attitude of her mother and stepbrother and we will ask the teacher if there is a part that we don't understand.			
Student 1	In my opinion, PBL is more helpful miss, it makes our group more active because we have to actively look for solutions and participate in discussions. This makes learning more interesting and not boring.	Active Participation, and problem solving.		
Student 2	From learning and reading narrative text use PBL strategy based on real problems given is make our group understands the whole story better and how to solve a problem by discussing together.			
Student 1	In my opinion, in PBL activity by presenting the results of the discussion, our group can know the results of solving the problems we discussed, we can	Presentation, and active participation		

Student 2	active to compare our answers with other groups which allows us to know whether the results of our discussion answers are right or wrong. In PBL phase activity present the works, it can make us more active to examine and check of whether our group's answers are correct or not miss and can make us understand the text better, because during the presentation we will automatically read the text again and read the information we find in the text.			
Student 1	In phase group investigation, our group using the strategy of reading repeatedly and dividing each paragraph to make it easier to find the information in the story, then write the findings of the information in the text in the story plans contained in the worksheet.	Reading repeadly, write the information in story plans.	Reading strategies and understanding text	Effective Student's Reading Strategies and Time Management
Student 2	In phase group investigation, our group we used reading strategies through read the story in alternately, underlining it and then writing it in the story plans to make it us quickly find important information in the text.	Reading alternately, writing the information in the story plans, focus on keywords, Underlined the information.		
Student 1	In our group we focused on keywords and main ideas in each paragraph of the story and then underlined if there was important information.			
Student 2	In our group also underlined			

	important information when reading the text and <u>wrote it in the story plans</u> to help us know which parts contained important information.			
Student 1	In our group we <u>work on easy questions first,</u> so we can finish the works quickly.	Time management strategies (work on easy questions first, asking each other or ask the teacher and check assignments).	Time management	Effective Student's Reading Strategies and Time Management
Student 2	Usually in our group<u>, each member is given a task</u> so that, it can be completed quickly and for <u>smarter friends can help their friends</u> who are having difficulty to finding the answer.			
Student 1	If we have difficulties during the discussion, <u>we ask each other</u> about each other's opinions, then <u>if there are still difficulties, we will ask the teacher.</u>			
Student 2	In the group, we look for the answer first in the book or notes that we have, then discuss the answer if you are still confused, then <u>ask the teacher.</u>			
Student 1	In our group we <u>will check our assignments again</u> before submitting toyou, to make sure all the work has been completed.			
Student 2	If there is still time for discussion, in our group <u>we ask our group friends</u> one by one to check the results of the discussion to ensure that there are no unanswered or incorrect answer			
Student 1	By <u>writing evaluation</u>	Write evaluation		

	summary about the learning process through PBL, in our group can remember more about the materials.			
Student 2	In our group through writing summary, we also understand the material we have studied and can also remember the results of the discussion.			

Through the investigation data transcripts, two primary themes emerged, (1) Enhancement of Active Participation in learning reading; (2) Effective Student's Reading Strategies and Time Management.

F. Trustworthiness

In empirical studies, reliability refers to the accuracy of data presented in the findings report. Trustworthiness in qualitative research is one of the quality criteria that involves credibility, transferability, reliability, and confirmability[72]. Based on this statement, Helvi Kyngäs suggests that reliability means consistent and reproducible findings. In this study, the researcher tried to describe all data collection in detail to ensure reliability in credibility[73]. For credibility criteria, Stahl & King defines that one method to promote credibility is through various triangulation processes. This means, triangulation means using several sources of information or procedures from

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[72] Irene Korstjens and Albine Moser, "Series : Practical Guidance to Qualitative Research . Part 4 : Trustworthiness and Publishing," *European Journal of General Practice* 24, no. 1 (2018): 120–24.
[73] Helvi Kyngäs, Maria Kääriäinen, and Satu Elo, "The Trustworthiness of Content Analysis," in *The Application of Content Analysis in Nursing Science Research*, 2020, 41–48.

the field to repeatedly establish identifiable patterns[74]. The correct identification and description of the research participants is essential for researchers to maintain credibility[75]. Data is collected through classroom observation using cell phone cameras to observe the activities of teachers and students while implementing a Problem Based Learning strategy in the EFL reading classroom. In data collection, the researcher use document analysis through learning artifacts from student products as a summary of the learning process through Problem Based Learning activities. In interviews, the researcher used audio recordings to ensure honesty, openness, and pressure free. Having obtained some triangulation data from the data collection in the previous statement, the researcher tried to interpret all the data collectors in a clear and detailed explanation.

As a result, the reliability of this research involves the triangulation of data sources through data collection and analysis. Data collection techniques used include observations, document analysis, and interviews. For observation, the researcher not only looked at students' actions but also used phones to capture their participation in Problem Based Learning (PBL) activities. During the interview, the researcher used audio recordings to gather participants' responses. This could make it easier for researcher to replay audio while analyzing data. Then, for document analysis, show students how to study artifacts, such as their worksheets, and write summaries when implementing Problem Based Learning strategies. In the next phase, the

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[74] Norman A Stahl and James R King, "Understanding and Using Trustworthiness in Qualitative Research," *Journal of Developmental Education* 44, no. 1 (2020): 26–28.
[75] Satu Elo et al., "Qualitative Content Analysis," *SAGE Open* 4, no. 1 (2014): 215824401452263.

researcher used thematic transcription and analysis techniques to organize and analyze the data. As a result, researcher shared data collected through their research along with the experiences of participants in Problem Based Learning activities.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents two aspects related to the result of research namely research findings and discussion. The research findings and discussion are discussed below.

A. Research Findings

The present study aims to explore how Problem Based Learning (PBL) strategy as an approach contribute to foster student's cognitive engagement in reading. The findings and discussion of this research are interpreted and presented using classroom observations, document analysis, and semi-structured interviews. The interview transcript was used as evidence to show the integration of Problem Based Learning strategy. There are two main finding themes identified include; (1) Enhancement of active participation in learning reading, (2) Effective student's reading strategies and time management. These findings are declared in a descriptive form with discussions.

1. *Enhancement of active participation in learning reading*

The students in this class had never participated in Problem Based Learning before. Thus, the teacher explained how Problem Based Learning was implemented. In the first activity, the teacher explained the material of narrative text, asked them to create groups consisting of 4-5 students, and distributed the worksheet to all groups. In Problem Based Learning, this is called the phase of organizing the students. This was expected to make it

easy for the students to discuss and collaborate to solve the problems in the worksheet given by the teacher. After that, in the phase of Problem Based Learning where students oriented themselves to the problem, the teacher asked the students to read the story first and gave them real problems from the story related to their daily lives. Additionally, the students had to be active in reading the story, understanding the main points of the story, discussing the real problems based on the story given, and trying to find solutions from various sources or by combining their thoughts. Meanwhile, the teacher in this activity became the facilitator to help any member who had trouble in the problem-solving process, understanding the text, and ensuring that they discussed the problems well.

As seen in Figure 4.1, the students began discussing the real problems in the worksheet. The students read a story and built their critical thinking based on their own experiences and knowledge. On the other hand, the students tried to find good solutions from various sources such as worksheet books, English books, or from internet and the students asked the teacher when they had trouble. Meanwhile, the teacher in this activity observed how well a student understood the story and wrote good solutions to the real problems given. This activity in PBL was known as helping with independent and group investigation.

Figure 4.1, the students discuss the real problems

The following vignette showed the interview data along with the student's responses toward discussing the real problems based on the story in the text and mentioned that through Problem Based Learning strategy, they could be involved in learning reading. This interview was conducted with students in X-IPA. However, this interview was done in Indonesian and translated into English as follows.

Teacher	:	Based on the Cinderella story that you read, in phase Problem Based Learning student's orientation the problem, I give you a question regarding the real problems related to your daily life, for example if you are in Cinderella's position facing the attitude of her mother and half-sister. What efforts did you make to understand the Cinderella story and how did you solve the problem given?
Student 1	:	We are trying to find answers through the material that has been wrote and combine our ideas to guess and think what the right solutions for the real problem given and also look for answers from various books.
Student 2	:	When discussing with our group, we try to look for answers from other sources, such as worksheet books or the internet, to understand what the appropriate solutions from Cinderella's problem of facing the attitude of her mother and stepbrother and

	we will ask the teacher if there is a part that we don't understand.
Teacher	: So, from the example of real problem that I gave. Can the PBL strategy help you to be more active involved in learning reading? Please mention the reasons!
Student 1	: I think yes miss, in my opinion, PBL is more helpful miss, it makes our group more active because we have to actively look for solutions and participate in discussions. This makes learning more interesting and not boring.
Student 2	: I think yes, miss. From learning and reading narrative text use PBL strategy based on real problems given is make our group understands the whole story better and how to solve a problem by discussing together miss. (Interview with Yesi ayu and Elisha humaira students of X-IPA, 11th May 2024)

From the excerpt, it could be seen that discussing the real problems based on the story through Problem Based Learning builds the students' more active participation in learning to solve the problems better with discussion, finding solutions from various sources, and understanding the contents of the text. Because the real problems were given by the teacher, it made students think critically about the solutions and how they solved the problems. If they still had difficulty solving the problems, the teacher helped them find good solutions. This made it easier for them to solve difficult problems.

As seen in Figure 4.2, one of the groups presented the results of their discussion in front of the class. This activity also made the students read the text again to understand the good solutions for the real problems, how the problems were solved, and understand the informations obtained from the text. Meanwhile, the teacher asked the other group to pay attention and listen to the results of the discussion presented by the

presenting group. Additionally, this ensured that the groups that had not yet presented their discussion results actively participated in comparing whether the answers obtained during the discussion were correct or not. This data was also supported by the interview excerpt below.

Figure 4.2, the one of groups presenting the result of discussion

The following vignette shows interview data along with the students' responses toward present the work activity. The explanation from the two students as follows:

Teacher : What is your response regarding the PBL activity which involves presenting the results of your discussion in front of class?

Student 1 : In my opinion, in PBL activity by presenting the results of the discussion, our group can know the results of solving the problems we discussed, we can active to compare our answers with other groups which allows us to know whether the results of our discussion answers are right or wrong.

Student 2 : In PBL phase activity present the works, it can make us more active to examine and check of whether our group's answers are correct or not miss and can make us understand the text better, because during the presentation we will automatically read the text again and read the information we find in the text. (Interview with Yesi ayu and Elisha humaira students of X-IPA, 11th May 2024)

From the interview above, it could be seen that, in the phase where students presented the work, it enhanced the students' active participation

in learning to read text well, build their reading comprehension skils, allowed the students to know the results of discussions, how the problem was solved, better understand the information obtained from the text, and actively check and compare their results of discussion to ensure the answer was correct. Moreover, the findings of this theme indicated that using the Problem Based Learning (PBL) strategy in the phase of orienting to the problem allowed the students to discuss and solve the real problems.

2. *Effective student's reading strategies and time management*

In reading comprehension, the teacher gave the students a worksheet with a story and a table story plan. The teacher explained that when the students began the discussion in reading the narrative text, several things had to be read by the students, including the title, genre, characters, setting, orientation, complication, solution, or reorientation of the story. Then the students wrote the information from the text in the table for story plans. In addition, the students immediately used some reading strategies to understand the text and find the important informations in the text.

As seen in Figure 4.3, the students started reading the text alternately and wrote the important information from the text in the table for story plans. There was information that was difficult and they did not know. To help them, the teacher advised them to open their notebooks. This helped them more easily find the information in the text and complete

writing in the table story plans. This data was also supported by the interview excerpt below.

Figure 4.3, students read the text and wrote the information in story plans

The following vignette shows interview data along with the student's responses toward the reading strategies that used and how the students find the informations in text. The explanation from two students presented as follows.

Teacher : What kind of reading strategies do you use to understanding the entire Cinderella story given in phase group investigation using Problem Based Learning strategy?

Student 1 : In phase group investigation, our group using the strategy of reading repeatedly and dividing each paragraph to make it easier to find the information in the story, then write the findings of the information in the text in the story plans contained in the worksheet miss.

Student 2 : In phase group investigation, our group we used reading strategies through read the story in alternately, underlining it and then writing it in the story plans to make it us quickly find important information in the text miss.

Teacher : How can your group find the information in the text given?

Student 1 : In our group we focused on keywords and main ideas in each paragraph of the story and then underlined if there was important information

Student 2 : In our group also underlined important information when reading the text and wrote it in the story plans

to help us know which parts contained important information miss (Interview with Yesi ayu and Elisha humaira students of X-IPA, 11th May 2024)

From the interview above, it could be seen that the students used various reading strategies to understand the given text and to find the important information in the text. The students used reading strategies such as reading the text repeatedly and alternately, dividing each paragraph, writing the important information in story plans, focusing on the keywords in the first paragraph, and underlining the important information found while reading. Moreover, the reading strategies that the students used became effective because it helped them more easily understand the text and get the important information.

Regarding time management, to complete the work and solve the problems given by the teacher, the students had to be able to manage their time during discussions, read the text, understand the text, and examine their work results in the worksheet, as shown in Figure 4.4. In addition, this allowed the students to complete the work and solve the problems well through the allocation of work with strategies, asking the teacher or each other, and evaluating and examining their work results. The teacher, as a facilitator, advised the students to ask for help when they had difficulties. To evaluate the learning process, the teacher suggested that the students write a summary of the learning process that had been done through the PBL strategy in a book and in the form of a worksheet, as shown in Figure 4.5, and informed the groups that the highest-scoring group would get a

reward. The purpose of the summary activity was to measure the students' ability to understand the text through the PBL strategy. This activity in the Problem Based Learning strategy was called the phase of analyzing and evaluating the problem-solving process.

Figure 4.4, the students examined the worksheet

Seen from the picture, the students looked so effortful to complete the worksheet given by the teacher. Likewise, they were focused during that activity. With the limited time to finish the worksheets and get the reward for the highest score, the group could build the students' responsibility for completing the worksheet on time.

As usual, the students were interviewed to give a perspective about how they managed time and ensured that they completed the work. Their responses about the PBL strategy were analyzed and evaluated in the learning process. This perspective was represented by two students.

Teacher : Based on phase Problem Based Learning analyzes and evaluate. How do you manage your time to analyze, answer, and complete the tasks in the worksheet that I was given?

Student 1 : In our group we work on easy questions first, so we can finish the works quickly

Student 2   : Usually in our group, <u>each member is given a task</u> so that, it can be completed quickly and for <u>smarter friends can help</u> their friends who are having difficulty to finding the answer miss.

Teacher   : Then, how do you ensure that all the works given have been completed well?

Student 1   : In our group we will<u> check our assignments again</u> before submitting to you miss, to make sure all the work has been completed

Student 2   : If there is still time for discussion, in our group <u>we ask our group friends one by one to</u> check the results of the discussion to ensure that there are no unanswered or incorrect answer. (Interview with Yesi ayu and Elisha humaira students of X-IPA, 11th May 2024)

Anchored on the students' perspective through interviews, it was seen that the students managed time using strategies such as working on the easy questions first and assigning tasks to each member to quickly complete the work on time. The students also checked the results of the discussion again before submitting to the teacher and asked each member one by one to ensure that there were no unanswered questions. This was to make sure that all the work was completed well.

Figure 4.5, The students making summary the learning process

This data was collected to gain another perspective on evaluating the learning process through Problem Based Learning strategy. The

students gave perspectives that they felt remembered the materials and results of discussions better and knew how to get the information from the text and solve problems well while participating in the Problem Based Learning practices.

> Teacher : Then in the stage of the evaluation write summary of the learning that has been carried out through the Problem Based Learning strategy, what do you think?
>
> Student 1 : By writing evaluation summary about the learning process through PBL, in our group can remember more about the materials.
>
> Student 2 : In our group, we also understand the material we have studied and can also remember the results of the discussion.
>
> Teacher : So, what do you get from learning reading narrative text through this PBL strategy?
>
> Student 1 : By learning with this PBL strategy, it is enough to make me more interested in reading other narrative stories, because with PBL it is easy for me to understand the content of the text, miss
>
> Student 2 : By reading narrative texts with this strategy, I understand more about how to find important information from the contents of the text and it is more enjoy because the way to do it is through discussion together. (Interview with Yesi ayu and Elisha humaira students of X-IPA, 11th May 2024)

From the perspective above, it can be concluded that evaluating the learning process by making summaries through Problem Based Learning strategy made the students remember and understand the materials given more. Through PBL strategy, the students felt more enjoyment and interest in reading another narrative text and finding information from the text while discussing it

Therefore, based on the previous theme, it can also be concluded that there were two findings of this theme through Problem Based Learning strategy that could contribute to fostering cognitive reading

engagement in students. Firstly, there was enhancement of active participation in learning reading by discussing real problems, finding solutions from various sources, and presenting the results of their work. Secondly, the students had effective reading strategies in reading comprehension, understanding the text, time management to complete the work, and the PBL strategy could make the students more interested in learning reading.

B. Discussions

The current of case study research design was examined how the Problem Based Learning (PBL) strategy as an approach to foster the secondary school student's cognitive engagement in learning reading. In addition, this study also looks at how effective student's reading strategies and time management. Based on the findings, the researcher found two results, namely that Problem Based Learning can enhancement of active participation in learning reading (e.g. problem solving process, reading comprehension, and presentation), develop the student's reading strategies and time management to build their reading comprehension skills.

The first findings of this research are supported by Subagja.C which report the impact of the implementation Problem Based Learning method to the student's engagement and active participation in class[76] Furthermore, through the Problem Based Learning (PBL) approach teaches the students about current and relevant problems in their daily lives. He also mentioned

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[76] Cecep Jaya Subagja, "Enhancing Student Engagement and Active Participation in Dynamic Electricity Problem-Solving through Problem-Based Learning (PBL)," *Journal Of Resource Management, Economics And Business* 2, no. 1 (2023): 7–15.

that students must involves working in small groups to solved the problems, comprehended the problems, gathered information, analyzed information, and solved them creatively. For example, the students were discussing the real problems based on story from teacher. The students discuss in group try to find the good solutions from sources like worksheet books or other English books and the students will ask the teacher when had the trouble. Furthermore, this also related with the findings from Jannah reported that the Problem Based Learning strategy encourages students to actively participate in learning by allowing them to ask and answer questions, bringing to increased engagement[77].

In addition, the findings from Sari showed that through Problem Based Learning, the students engaged in active discussion of the problems and actively being involved in the presentation[78]. She also mentioned that the Problem Based Learning strategy improves students' reading comprehension. Thus, the presentation can make the students actively involved in reading comprehension. For example, the students when presenting the work, the students became read the text again to understand about the good solutions from the real problems, how the problem solved and know the informations obtained in the text. Furthermore, the findings from Utomo *et.al.,* demonstrated that in the Problem Based Learning the procedure has a

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[77] Nur Jannah, "Problem-Based Learning Strategies As The Main Concept of Quality Learning," *FALASIFA : Jurnal Studi Keislaman* 13, no. 1 (2022): 68–82.

[78] Meilitha Sari, "Journal of Educational Studies (Jes)," *JES Journal of Educational Studies* 1, no. 1 (2023).

considerable impact on the students' progress[79]. It can also help students improve their presentation skills, involving material development and presentation performance. Students can build deeper understand of the material and present it well. Therefore, from the first finding it can be concluded that the Problem Based Learning strategies not only enhance actively being involved the students discuss the real problems and find the solutions but also helps the students develop reading comprehension skills in understanding the text through present the work.

Besides, the effective student's reading strategies should involve some phases of group investigation: to develop reading comprehension the students were used reading strategies to understanding the text such as read the text repeatedly and alternately, dividing each paragraph, writing the important informations in story plans, focusing on the keyword in the first paragraph, the last underlining the important information that is found during reading. This related with Aulia *et.al.,* reported that regarding Problem Based Learning can affect the student's reading comprehension in class[80]. They mentioned that PBL develops the students use effective reading strategies for solving difficult problems, including understanding the main idea, identifying supporting details, and summarizing important data. In addition, also the findings from Daeli *et.al.,* stipulated that through the Problem Based Learning (PBL)

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[79] Supri Wahyudi Utomo et al., "Does Problem-Based Learning Work on Presentation Skills?," *Scitepress*, 2018, 286–89.
[80] Husnur Rosyidah Aulia, Anita Fatimatul Laeli, and Siti Ulwiyah, "Problem Based Learning As a Method To Improve Senior High School Student'S Reading Comprehension in English," *ELTR Journal* 7, no. 2 (2023): 77–85.

strategy encourages active problem solving skills in helping students with reading comprehension[81].

And in time management strategies, the students used strategies such as working on the easy questions first, assigning tasks to each member to quickly complete the work on time, reviewing the results of the discussion, and asking each member one by one to ensure there were no unanswered questions. It can have made the students can have completed the work and solved the problems well. This also related with Hidayati and Wagiran regarding develop and present work in front of the class with more time allocation, analyzed and evaluated problem-solving processes, and examine results it can make students could estimate the time solve problem well[82]. They also mentioned that effective time management enables students to complete each step of learning within a set time limit. Improve critical thinking, problem-solving skills, and decision-making independence. In addition, the findings from Raniah and Muyana supported that PBL strategy can enhance the nature of groups and improve student study time management by allowing each member to share their ideas, suggestions, and potential solutions[83].

Furthermore, to achieve student's motivation to learn reading by using Problem Based Learning strategy, the teacher asked the students to write summaries

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[81] Ican Kurniawati Daeli et al., "Improving Students Ability in Reading Comprehension of Narrative Text Through Problem Based Learning (PBL) Strategy at The Eight Grade of SMP Negeri 4 Gunungsitoli Selatan in 2022 / 2023," *Jurnal Pendidikan Tambusai* 7, no. 3 (2023): 27211–27217.

[82] Reny Murni Hidayati and Wagiran, "Implementation of Problem-Based Learning to Improve Problem-Solving Skills in Vocational High School," *Jurnal Pendidikan Vokasi* 10, no. 2 (2020): 177–87.

[83] Indah Raniah and Siiti Muyana, "Improving Learning Time Management Using Problem Solving Techniques in Group Guidance Activities," *International Journal of Pedagogy* 1, no. 1 (2023): 9–19.

about the learning process which has been done through PBL strategy on note book and in the form of worksheet to know and measure the student's ability in understanding the text through PBL strategy. This also connected with the findings from Juhari and Muthaharah reported that making a summary of the material given study[84]. This achievement indicates that all expected student activities are completed. They also showed that correlates with the Problem Based Learning approach, which encourages students to develop their own knowledge by presenting and solving challenges, eventually to make more understanding the materials. In addition, the findings from Hasibuan *et.al.,* reported that through Problem Based Learning activities, students feel challenged to solve problems related to daily life given, students are active and brave in expressing their opinions when discussing with their group, students more confident when presenting their work in front of the class[85]. They also reported that using reading texts that are interesting and motivation to made the students' learning process more enjoyable and students' interest in reading increases.

Even though this study provided helpful information about Problem Based Learning strategies and activities to foster student's cognitive engagement in reading, it has two major limitations. Firstly, the study was

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[84] Agusalim Juhari and Isma Muthahharah, "Implementation of Problem Based Learning Model with Problem Posing-Solving Approach in Mathematics Learning during Covid-19 Pandemic," *Proceeding of The International Conference on Science and Advanced Technology (ICSAT)*, 2020, 1228–38.

[85] Rafiqa nurhidayah Hasibuan, Syarifah Sheila Azmi, and Herni Savana, "Upaya Meningkatkan Hasil Belajar Siswa Dengan Menerapkan Model Problem Based Learning (Pbl) Pada Materi Pemanasan Global Kelas Vii Smp Swasta Dr. Wahidin Sudirohusodo Medan Tahun Ajaran 2021/2022," *ACTION : Jurnal Inovasi Penelitian Tindakan Kelas Dan Sekolah* 2, no. 2 (2022): 205–13.

conducted over a limited period of time, so it may not be enough to observe long term changes in cognitive student's reading engagement through Problem Based Learning strategy. Further research suggested that conducting a study over a longer period of time could generate deeper findings in the long term. Additionally, the case study approach may not fully ensure the effectiveness of using Problem-Based Learning (PBL) strategies in fostering students' cognitive engagement in reading. Further research using experimental or quasi-experimental designs may be needed to better test the effectiveness of PBL strategies. The researcher recommends more research on the use of PBL strategies in the following chapter.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains two points namely findings and suggestions. Conclusions are written to summarize all of the research chapters that have been conducted and for suggestions that can be utilized as references by future researchers. There are conclusions and suggestions are provided below.

A. Conclusion

The present study aims to explore student's cognitive engagement through Problem Based Learning (PBL) strategy as an approach to foster their cognitive engagement in reading. The findings showed that through Problem Based Learning (PBL) strategy contributes on achieve good cognitive reading engagement students such enhanced active participation in learning reading, effective student's reading strategies, and time management. Furthermore, the implementation of PBL motivates students to engage their cognitive reading in the learning process by providing opportunities for discuss the real problems, collaborative learning, problem solving process and present the work.

Moreover, the utilization of effective reading strategies, such as repeated reading, text analysis, examined the work and summarization or self-reflection, within PBL environments enhances students' comprehension skills. Additionally, PBL promotes efficient time management strategies among students, enabling them to complete tasks within allocated time frames and fostering critical thinking and decision making independence.

B. Suggestions

At the conclusion of this research, the researcher will provide the following suggestions for fostering student's cognitive reading engagement through Problem Based Learning strategy as follows.

1. For pre-service and in-service English teachers.

    Incorporate Problem Based Learning (PBL) strategies into teaching practices to promote active student's cognitive engagement, critical thinking, and collaborative learning. Provide guidance and support to students in developing effective reading strategies and time management skills within the context of PBL activities. Additionally, it is expected that it will help English teachers become familiar with the principles and methodologies of Problem Based Learning (PBL) strategy to enhance teaching skills and student's cognitive reading engagement.

2. For further researchers

    The researcher hopes this result of the research can serve as a resource for future research to explore the long-term effects of Problem Based Learning on student learning outcomes, including reading comprehension, critical thinking, and problem-solving abilities. Additionally, the findings of this research can serve as guidelines for future research. Further research must be obtained to fill a gap in the subject matter.

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Appendix A

MODUL AJAR FASE E

NARRATIVE TEXT

Nama Penyusun	Nanda Bella
Institusi	MA Darussalam Kalibaru
Tahun Pembuatan	2024
Mapel	Bahasa Inggris
Jenjang	SMA
Fase	E
Alokasi Waktu	2JPX45 menit
Profil Pelajar Pancasila	a. Beriman dan bertakwa kepada Tuhan YME, b. berakhlak mulia, c. mandiri, d. bernalar kritis, e. berkebhinekaan global
Model Pembelajaran	Problem Based Learning
Capaian Pembelajaran	• Menyimak dan Berbicara • Membaca dan Memirsa • Menulis dan presentasi
Tujuan Pembelajaran	**READING AND VIEWING** **(MEMBACA DAN MEMIRSA)** 10.4 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks narrative lisan dengan topic fractured stories 10.5 Mengidentifikasi makna tersurat dari teks narrative fractured stories dalam bentuk multimodal 10.6 Mengurai gagasan dan pendapat sederhana terhadap teks narrative fractured stories **WRITING AND PRESENTING** **(MENULIS DAN MEMPERSENTASIKAN)** 10.7 Merancang dan membuat teks narrative fractured stories dalam bentuk multimodal dengan memperhatikan konteks penulisan 10.8 Mempersentasikan hasil rancangan teks narrative fractured stories dalam bentuk multimodal

Pengetahuan prasyarat	● Peserta didik mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks narrative fractured stories dalam bentuk multimodal ● Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi dari teks narrative fractured stories dalam bentuk multimodal		
Pertanyaan pemantik	a. What is Narrative text? b. What is the purpose of narrative text? **c.** Give 3 example about narrative text?		
Metode Pembelajaran	**Pendekatan** : Scientific approach **Metode** : Tanya jawab, diskusi, penugasan **Model** : Problem Based Learning		
Media Pembelajaran	LCD, Laptop, internet,LKPD		
Sumber/Bahan/Alat	Tutorai.me Buku Modul ajar		

Kegiatan Pembelajaran (Meeting 1)

Pertanyaan Pemantik:
1. What is Narrative text?
2.What is the purpose of narrative text?
3.Give 3 example about narrative text?

Persiapan Pembelajaran
1.Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2.Guru menyiapkan bahan tayang materi strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi dalam bahasa Inggris.

Kegiatan awal (10')
•Guru mengucap salam dan menyapa peserta didik
•Menyiapkan kondisi peserta didik untuk mengikuti pembelajaran dengan serius, seperti menanyakan kabar dan mengabsen peserta didik
•Guru meminta siswa berdoa bersama sebelum pembelajaran di mulai
•Guru memberikan Ice Breaking
•Menanyakan kepada peserta didik terkait materi yang akan dipelajari dengan kehidupan sehari-hari, menanyakan tentang pengalaman pribadi yang pernah di alami
•Menjelaskan tujuan pembelajaran atau capaian belajar yang akan dicapai

Kegiatan inti (25')

Learning Stages	LearningObjective	Teacher's Activities	Students' Activities
Student'	- To introduce the	-Guru menjelaskan	- Siswa mendengarkan dan

orientation the problems	students about Narrative fractured stories text	materi Narrative fractured stories dan menjelaskan strategi Problem Based Learning yang akan di laksanakan selama pembelajaran -Guru menanyakan cerita apa yang pernah di baca siswa.	memahami penjelasan guru - Siswa menanyakan hal yang belum di pahami terkait materi dan langkah-langkah penerapan Problem Based Learning. - Siswa menjawab pertanyaan guru tentang cerita yang pernah di baca
Organize the students	-To build cognitive reading engagement student's interest in reading -To build students collaboration skills -To build critical thinking students and understand the problems occurred in the text	• Guru meminta siswa untuk membentuk kelompok yang beranggotakan 5-6 orang - Guru memberikan lembar kertas tentang contoh-contoh dari Narrative fractured text dan LKPD kepada masing-masing kelompok. -Guru menanyakan konflik yang terjadi dalam cerita tersebut dan pesan moral dalam cerita	-Siswa membentuk kelompok yang berisi 5-6 orang - Masing-masing kelompok di beri LKPD tentang contoh-contoh dari Narrative text -Siswa membaca cerita bersama dengan anggota kelompok masing-masing untuk memahami permasalahan yang terjadi dalam cerita. -Siswa berdiskusi bersama terkait konflik yang terjadi dalam cerita tersebut.
Help independent and group investigation	-To build cognitive reading engagement student's in problem solving	- Guru meminta siswa untuk berdiskusi bersama anggota kelompok untuk menemukan konflik	• Siswa berdiskusi bersama anggota kelompok untuk mencari solusi dalam cerita dengan mencari di berbagai sumber seperti buku dan

		dan resolusi dalam cerita	internet
	-To build students collaborative in learning and problem solving.		• Siswa menulis, menganalisis dan menjawab konflik dan resolusi cerita dalam story plan di LKPD yang di berikan oleh guru.
		-Guru meminta siswa menulis, menganalisis dan menjawab konflik dan resolusi dalam story plan dan beberapa pertanyaan di dalam LKPD	• Siswa atau kelompok yang mengalami kesulitan boleh bertanya kepada guru
		- Guru mengkondisikan dan mengontrol setiap kelompok selama diskusi.	
Develops and present the works	- To build cognitive reading engagement student's responsibility in completed task	- Guru meminta setiap anggota kelompok untuk menjawab dengan benar pada story plan dan LKPD dengan jawaban benar dan tepat -Guru meminta setiap anggota kelompok untuk menyiapkan hasil jawaban diskusi dan mempersentasikannya ke depan kelas.	• Siswa menyelesaikan story plan dan beberapa pertanyaan dalam LKPD yang di berikan dan menyiapkan hasil diskusi untuk di presentasikan ke depan kelas di hadapan kelompok lain.
Analyzes and evaluate the problem solving process.	- To build students understand the learning material and learning process -To build students always motivated in learning	-Guru meminta kepada setiap anggota kelompok yang sudah presentasi untuk membandingkan hasil jawaban dengan kelompok lain.	-Siswa bersama anggota kelompok membandingkan jawaban hasil presentasi dengan anggota kelompok lain - Siswa menanyakan hasil nilai presentasi kepada guru. -Kelompok dengan skor

	reading.	**-** Guru memberikan respon, tanggapan dan nilai kepada siswa dari hasil diskusi dan presentasi. -Guru memberikan hadiah kepada kelompok yang memperoleh skor tertinggi	tertinggi akan memperoleh hadiah dari guru.

Kegiatan Penutup (10')

• Pendidik memberi panduan menyimpulkan hasil pembelajaran

• Meminta peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan

• Menyampaikan rencana kegiatan pertemuan berikutnya

• Guru menutup pertemuan hari ini dengan doa dan salam

Refleksi untuk siswa	c. Adakah perubahan sikap dan keterampilan siswa selama proses kegiatan belajar? d. Apa manfaat yang kamu dapatkan dari belajar bab ini? e. Apa Kesulitan yang kamu dapatkan dari belajar bab ini? f. Apa yang di Pelajari dari bab ini?
Refleksi untuk Guru	1 Apakah kegiatan awal pembelajaran di buka dan dirancang dapat mengarahkan dan mempersiapkan siswa belajar? 2 Apakah Materi dan Bahan Ajar yg disajikan sesuai kemampuan awal peserta didik? 3 Apakah Prolem Based Learning strategy efektif untuk di lakukan? 4 Apakah aktivitas pembelajaran yang dirancang sudah memberi ruang siswa untuk berlatih bernalar kritis/berfikir kritis? 5 Apakah model pembelajran yang dilakukan dapat menumbuhkan perubahan cognitif siswa?
Remidial dan Pengayaan	**Remedial Test :**Di berikan kepada peserta didik yang mem butuhkan bimbingan pemahaman materi atau pembelajaran mengulang, sedangkan **Pengayaan:**Di berikan kepada peserta didik dengan capaian tinggi agar dapat mengembangkan potensinya secara optimal.

Glosarium	**1. Narrative Text:** A form of writing that tells a story, usually involving characters, events, and a plot. It can be fiction or non-fiction**.**
	2. Plot:The sequence of events in a narrative text. It includes the exposition, rising action, climax, falling action, and resolution.
	3. Characterization: The process of developing and portraying characters in a narrative. It involves describing their physical appearance, personality, and actions to make them more relatable
	4. Setting: The time and place in which a narrative takes place. It establishes the context for the story.
	5. Point of View (POV): The perspective from which a story is told. Common narrative POVs include first person (I, we), second person (you), and third person (he, she, they). The choice of POV affects the reader's connection to the characters and their understanding of the events.
Daftar Pustaka	Tutorai.me https://britishcourse.com/narrative-text-definition-generic-structures-purposes-language-features.php.

Materi Pembelajaran

- **What Is a Narrative Text?**

    A narrative text is basically a piece of writing that tells a story. It can pertain to a true story or a fictional one. Narratives are usually told from a first-person perspective. It describes events in succession that leads to an outcome.Narrative elements are the building blocks of any story or piece of writing that aims to tell a tale. The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

    There are kinds of Narrative Text :fable,folktales,fairy tales,myth and legend.

- **Generic Structure of Narrative Text**
    - Orientation: It is about the opening paragraph where the characters of the story are introduced.
    - Complication: Where the problems in the story developed.
    - Resolution: Where the problems in the story is solved.
    - Coda/reorientation (optional) - lesson from the story/moral value

- **Language Features of Narrative Text**
    - Past tense (killed, drunk, etc.)
    - Adverb of time (Once upon a time, one day, etc.)
    - Time conjunction (when, then, suddenly, etc.)
    - Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc.)

- Action verbs. A verb that shows an action. (killed, dug, walked, etc.)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.

-**Penilaian:**

Teknik Penilaian

1. Penilaian Sikap : Rubrik penilaian diskusi yang terdiri dari sikap kerja sama, aktif, percaya diri

2. Penilaian Pengetahuan : Kebenaran menjawab dari LKPD

3. Penilaian Keterampilan : Rubrik penilaian pengamatan selama presentasi.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LEMBAR KERJA PESERTA DIDIK 1

NARRATIVE TEXT

Nama Kelompok	1.
	2
	3.
	4.
	5.
	6.

Tujuan Pembelajaran:

1. Peserta didik mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks narrative fractured stories dalam bentuk multimodal
2. Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi dari teks narrative fractured stories dalam bentuk multimodal

ACTIVITY 1 (Read the text below with your group and pay attention to the structure of the text!)

CINDERELLA
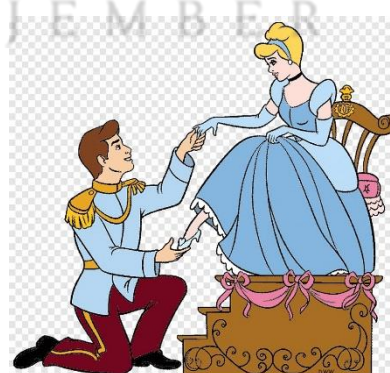
Once upon a time there lived a beautiful girl kindhearted. The girl named Cinderella. Her kindness made everyone love her even animals, especially Gus and Jaq. They would do anything for Cinderella. Cinderella lived with stepmother and two stepsisters named Anastasia and Drizella. Anastasia and Drizella were very lazy and jealous. They told Cinderella do all the jobs crate cleaning, sewing, cooking and gardening. Although both stepsisters treated Cinderella very bad, she tried to do the best and making stepmother and two stepsisters happy.Mrs. Tremaine was Cinderella's stepmother. She was cold, cruel and very jealous with the charm and beauty of Cinderella. Mrs Tremaine was happy to make Cinderella busy with all the work. She gave additional duties to Cinderella bathing her naughty cat, namely Lucifer.

One day, an envoy from the palace arrived by special invitation. There would be a big party at the palace. The king wanted his son immediately look for a wife. Every young girl in the kingdom were invited, including Cinderella. Cinderella was very excited with the party invitations. In the attic, she found a dress which had belonged to her mother. The dress was a bit old-fashioned, but with her intelligence, Cinderella made it into a beautiful gown.Mrs Tremaine did not want Cinderella to go to the party that will be held in the palace. She wanted the Prince to meet Anastasia and Drizella and would marry one of her two daughters. Mrs Tremaine gave Cinderella a job very much. She would make Cinderella busy all night, so that Cinderella did not have a chance to come to a big party at the royal palace.

While Cinderella was working to complete the task of her stepmother, mice and birds helping make dresses Cinderella be wonderful. They added ribbons and beads that had been discarded by both Cinderella's stepsisters. The animals worked together to create a simple old-fashioned dress into a beautiful and remarkable. Cinderella was very happy to see her mother's dress. The dress was very beautiful and richly in her body so that she could go to a party with confidence."Oh, thank you so much!" said Cinderella to all her friends (Gus, Jaq, and the birds).When Cinderella's stepsisters saw ribbons and beads on Cinderella's dress, they became angry. They were jealous of the beautiful Cinderella dress and glittering. They asked for it back. They ripped Cinderella's dress to remove the beads and ribbons. Mrs. Tremaine did not stop them. She was jealous because Cinderella looked very pretty and charming using the old dress. Cinderella's dream to go to the party vanished because it was enough time for her to go to the palace.

Cinderella ran into the garden and cried. At that time all of a sudden, came the Fairy Godmother. With a magic wand, she changed the pumpkin into a beautiful carriage. There was still one problem which Cinderella dress has been damaged and could not be used."Bibbidi-Bobbidi-boo!" said the fairy godmother waving her wand back. Miraculously, Cinderella was wearing beautiful gowns and sparkling glass slippers. But Mrs. fairy warned her that by the time the clock struck 12:00 the night, the magic spells would vanish. At the party, a handsome prince could not release his eyes from Cinderella who looked extraordinarily beautiful and charming. Not wasted chance he immediately took Cinderella to dance. The orchestra played, and the prince started to dance with a pretty girl whose name he didn't know. And for Cinderella, the night was a dream come true. Time passed, the clock is approaching midnight. "Goodbye!" Cinderella said and then hurried away."Wait!" said the Prince. "I do not even know your name!"

Cinderella ran in a hurry. She was worried about the dimension of a fairy godmother vanished when was still in the party. When running one of her glass slippers behind. Both Cinderella and Prince could not forget what happened on that night. They both missed each other. Prince sent a messenger to find a girl who fitted the glass slipper. The envoy came to each house to ask all the girls try the glass slipper. Both Cinderella's stepsisters tried the glass slipper. They were both too big leg but continued to force entry. Mrs. Tremaine locked Cinderella in the attic, but Cinderella's mice friends (Gus and Jaq) helped to remove it. At the time Cinderella tried the glass slipper brought by palace messenger Lady Tremaine tripped so that the glass slipper destroyed but Cinderella had the other in her pocket. And it fitted! Cinderella and the Prince got married. Everyone rejoiced, including Cinderella's mice friends Gus and Jaq, who wore a special outfit for the wedding. Filled with joy, the Cinderella and Prince lived happily ever after.

Activity 2 [Answer the question of real problem below with your group!]

What should you do if you as (Cinderella) facing the attitude of her stepmother's and stepsister's who forbade her going to party?

STORY PLAN

GENRE AND TITLE :

CHARACTERS

SETTING

COMPLICATION/PROBLEMS

SOLUTION/REORIENTATION

Activity 4 (Develops and present the works)
Present the result in the front of class!

Activity 5

Write summary about the learning process today!

Mengetahui,   **Banyuwangi,03 February 2024**
Kepala Sekola MA Darussalam Kalibaru   **Guru Mata Pelajaran**

(………………………………….)   (………………………………)

MODUL AJAR FASE E
NARRATIVE TEXT

Nama Penyusun	Nanda Bella
Institusi	MA Darussalam Kalibaru
Tahun Pembuatan	2024
Mapel	Bahasa Inggris
Jenjang	SMA
Fase	E
Alokasi Waktu	2JPX45 menit
Profil Pelajar Pancasila	a. Beriman dan bertakwa kepada Tuhan YME, b. berakhlalk mulia, c. mandiri, d. bernalar kritis, e. berkebhinekaan global
Model Pembelajaran	Problem Based Learning
Capaian Pembelajaran	• Menyimak dan Berbicara • Membaca dan Memirsa • Menulis dan presentasi
Tujuan Pembelajaran	**READING AND VIEWING** **(MEMBACA DAN MEMIRSA)** 10.4 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks narrative lisan dengan topic fractured stories 10.5 Mengidentifikasi makna tersurat dari teks narrative fractured stories dalam bentuk multimodal 10.6 Mengurai gagasan dan pendapat sederhana terhadap teks narrative fractured stories **WRITING AND PRESENTING** **(MENULIS DAN MEMPERSENTASIKAN)** 10.7 Merancang dan membuat teks narrative fractured stories dalam bentuk multimodal dengan memperhatikan konteks penulisan 10.8 Mempersentasikan hasil rancangan teks narrative fractured stories dalam bentuk multimodal
Pengetahuan prasyarat	● Peserta didik mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks narrative fractured stories dalam bentuk multimodal ● Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi dari teks narrative fractured stories dalam bentuk multimodal

Pertanyaan pemantik	1.What is Narrative text?
	2.What is the purpose of narrative text?
	3.Give 3 example about narrative text?
Metode Pembelajaran	**Pendekatan** : Scientific approach
	Metode : Tanya jawab, diskusi, penugasan
	Model : Problem Based Learning
Media Pembelajaran	LCD, Laptop, internet,LKPD
Sumber/Bahan/Alat	Tutorai.me
	Buku Modul ajar

Kegiatan Pembelajaran (Meeting 2)

Pertanyaan Pemantik:

1. What is Narrative text?

2.What is the purpose of narrative text?

3.Give 3 example about narrative text?

Persiapan Pembelajaran

1.Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.

2.Guru menyiapkan bahan tayang materi strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi dalam bahasa Inggris.

Kegiatan awal (10')

•Guru mengucap salam dan menyapa peserta didik

•Menyiapkan kondisi peserta didik untuk mengikuti pembelajaran dengan serius, seperti menanyakan kabar dan mengabsen peserta didik

•Guru meminta siswa berdoa bersama sebelum pembelajaran di mulai

•Guru memberikan Ice Breaking

•Menanyakan kepada peserta didik terkait materi yang akan dipelajari dengan kehidupan sehari-hari, menanyakan tentang pengalaman pribadi yang pernah di alami

•Menjelaskan tujuan pembelajaran atau capaian belajar yang akan dicapai

Kegiatan inti (25')

Learning Stages	LearningObjective	Teacher's Activities	Students' Activities
Student' orientation the problems	• To introduce the students about Narrative fractured stories text • To build critical thinking	-Guru mengulas kembali materi Narrative fractured stories dan strategi Problem Based Learning yang akan di laksanakan selama	- Siswa mendengarkan dan memahami penjelasan guru - Siswa menanyakan hal yang belum di pahami terkait materi dan langkah-langkah penerapan Problem Based Learning**.**

	students and understand the problems occurred in the text	pembelajaran.	
Organize the students	-To build cognitive reading engagement student's interest in reading -To build students collaboration skills	-Guru meminta siswa untuk membentuk kelompok yang beranggotakan 5-6 orang -Guru menyajikan PPT tentang contoh-contoh dari Narrative fractured text dan memerikan LKPD kepada masing-masing kelompok.	- Siswa membentuk kelompok yang berisi 5-6 orang -Masing-masing kelompok memperhatikan PPT tentang contoh-contoh dari Narrative fractured text. -Siswa membaca cerita di slide PPT bersama dengan anggota kelompok masing-masing untuk memahami permasalahan yang terjadi dalam cerita
Help independent and group investigation	-To build cognitive reading engagement student's in problem solving -To build students collaborative in learning	-Guru meminta siswa untuk berdiskusi bersama anggota kelompok untuk menemukan konflik dan resolusi dalam cerita -Guru meminta siswa menulis, menganalisis dan menjawab konflik dan resolusi dalam story plan dan beberapa pertanyaan di dalam LKPD - Guru mengkondisikan dan mengontrol setiap kelompok selama	-Siswa berdiskusi bersama anggota kelompok untuk mencari solusi dalam cerita dengan mencari di berbagai sumber seperti buku dan internet -Siswa menulis, menganalisis dan menjawab konflik dan resolusi cerita dalam story plan di LKPD yang di berikan oleh guru. -Siswa atau kelompok yang mengalami kesulitan boleh bertanya kepada guru

Develops and present the works	- To build cognitive reading engagement student's responsibility in completed task	- Guru meminta setiap anggota kelompok untuk menjawab LKPD dengan jawaban benar dan tepat -Guru meminta setiap anggota kelompok untuk menyiapkan hasil jawaban diskusi dan mempersentasikannya ke depan kelas.	• Siswa menyelesaikan LKPD yang di berikan dan menyiapkan hasil jawaban untuk di presentasikan ke depan kelas di hadapan kelompok lain.
Analyzes and evaluate the problem solving process.	- To build students understand the learning material and learning process -To build students always motivated in learning reading.	-Guru meminta kepada setiap anggota kelompok yang sudah presentasi untuk membandingkan hasil jawaban dengan kelompok lain. - Guru memberikan respon, tanggapan dan nilai kepada siswa dari hasil diskusi dan presentasi. • Guru memberikan hadiah kepada kelompok yang memperoleh skor tertinggi	• Siswa bersama anggota kelompok membandingkan jawaban hasil presentasi dengan anggota kelompok lain • Siswa menanyakan hasil nilai presentasi kepada guru. • Kelompok dengan skor tertinggi akan memperoleh hadiah dari guru.
Kegiatan Penutup (10') •Pendidik memberi panduan menyimpulkan hasil pembelajaran •Meminta peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan •Menyampaikan rencana kegiatan pertemuan berikutnya •Guru menutup pertemuan hari ini dengan doa dan salam			

Refleksi untuk siswa	Adakah perubahan sikap dan keterampilan siswa selama proses kegiatan belajar?
	Apa manfaat yang kamu dapatkan dari belajar bab ini?
	Apa Kesulitan yang kamu dapatkan dari belajar bab ini?
	Apa yang di Pelajari dari bab ini?
Refleksi untuk Guru	1. Apakah kegiatan awal pembelajaran di buka dan dirancang dapat mengarahkan dan mempersiapkan siswa belajar?
	2. Apakah Materi dan Bahan Ajar yg disajikan sesuai kemampuan awal peserta didik?
	3. Apakah Prolem Based Learning strategy efektif untuk di lakukan?
	4. Apakah aktivitas pembelajaran yang dirancang sudah memberi ruang siswa untuk berlatih bernalar kritis/berfikir kritis?
	5. Apakah model pembelajran yang dilakukan dapat menumbuhkan perubahan cognitif siswa?
	6. Apakah teknik pengelolaan kelas yang digunakan sudah mengatasi masalah dan memotivasi peserta didik?
Remidial dan Pengayaan	**Remedial Test :**Di berikan kepada peserta didik yang mem butuhkan bimbingan pemahaman materi atau pembelajaran mengulang, sedangkan
	Pengayaan: Di berikan kepada peserta didik dengan capaian tinggi agar dapat mengembangkan potensinya secara optimal.
Glosarium	1. **Narrative Text**: A form of writing that tells a story, usually involving characters, events, and a plot. It can be fiction or non-fiction.
	2. **Plot**:The sequence of events in a narrative text. It includes the exposition, rising action, climax, falling action, and resolution.
	3. **Characterization:** The process of developing and portraying characters in a narrative. It involves describing their physical appearance, personality, and actions to make them more relatable
	4. **Setting**: The time and place in which a narrative takes place. It establishes the context for the story.
	5. **Point of View (POV)**: The perspective from which a story is told. Common narrative POVs include first person (I, we), second person (you), and third person (he, she, they). The choice of POV affects the reader's connection to the characters and their understanding of the events.

Daftar Pustaka	Tutorai.me https://britishcourse.com/narrative-text-definition-generic-structures-purposes-language-features.php.

Materi Pembelajaran

-**What Is a Narrative Text?**

A narrative text is basically a piece of writing that tells a story. It can pertain to a true story or a fictional one. Narratives are usually told from a first-person perspective. It describes events in succession that leads to an outcome.Narrative elements are the building blocks of any story or piece of writing that aims to tell a tale. The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

There are kinds of Narrative Text :fable,folktales,fairy tales,myth and legend.

-**Generic Structure of Narrative Text**

•Orientation: It is about the opening paragraph where the characters of the story are introduced.

•Complication: Where the problems in the story developed.

•Resolution: Where the problems in the story is solved.

•Coda/reorientation (optional) - lesson from the story/moral value

-**Language Features of Narrative Text**

•Past tense (killed, drunk, etc.)

•Adverb of time (Once upon a time, one day, etc.)

•Time conjunction (when, then, suddenly, etc.)

•Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc.)

•Action verbs. A verb that shows an action. (killed, dug, walked, etc.)

•Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.

Penilaian:

Teknik Penilaian

1. Penilaian Sikap : Rubrik penilaian diskusi yang terdiri dari sikap kerja sama, aktif, percaya diri

2. Penilaian Pengetahuan : Kebeneran menjawab dari LKPD

3. Penilaian Keterampilan : Rubrik penilaian pengamatan selama presentasi

LEMBAR KERJA PESERTA DIDIK 2

NARRATIVE TEXT

Nama Kelompok	1.
	2
	3.
	4.
	5.
	6.

Tujuan Pembelajaran:

1. Peserta didik mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks narrative fractured stories dalam bentuk multimodal
2. Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi dari teks narrative fractured stories dalam bentuk multimodal

Langkah-langkah Kegiatan:

DISCUSS ,ANSWER THE QUESTION WITH YOUR GROUP AND PRESENT THE RESULT!

1. WHAT IS THE TEXT ABOUT?

2.ANALYZE THE GENERIC STRUCTURE

3.WHO WAS THERE?

5. MENTION LANGUAGE FEATURES OF THE TEXT

4.WHEN WAS IT?

Activity 4 (Develops and present the works)
Present the result in the front of class!

Activity 5

Write summary about the learning process today!

Mengetahui,   **Banyuwangi,03 February 2024**
Kepala Sekola MA Darussalam Kalibaru   **Guru Mata Pelajaran**

(…………………………….)   (………………………..)

MODUL AJAR FASE E

Nama Penyusun	Nanda Bella
Institusi	MA Darussalam Kalibaru
Tahun Pembuatan	2024
Mapel	Bahasa Inggris
Jenjang	SMA
Fase	E
Alokasi Waktu	2JPX45 menit
Profil Pelajar Pancasila	a. Beriman dan bertakwa kepada Tuhan YME, b. berakhlalk mulia, c. mandiri, d. bernalar kritis, e. berkebhinekaan global
Model Pembelajaran	Problem Based Learning
Capaian Pembelajaran	• Menyimak dan Berbicara • Membaca dan Memirsa • Menulis dan presentasi
Tujuan Pembelajaran	**READING AND VIEWING** **(MEMBACA DAN MEMIRSA)** 10.4 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks narrative lisan dengan topic fractured stories 10.5 Mengidentifikasi makna tersurat dari teks narrative fractured stories dalam bentuk multimodal 10.6 Mengurai gagasan dan pendapat sederhana terhadap teks narrative fractured stories **WRITING AND PRESENTING** **(MENULIS DAN MEMPERSENTASIKAN)** 10.7 Merancang dan membuat teks narrative fractured stories dalam bentuk multimodal dengan memperhatikan konteks penulisan 10.8 Mempersentasikan hasil rancangan teks narrative fractured stories dalam bentuk multimodal
Pengetahuan prasyarat	● Peserta didik mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks narrative fractured stories dalam bentuk multimodal ● Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi dari teks narrative fractured stories dalam bentuk multimodal
Pertanyaan pemantik	1.What is Narrative text? 2.What is the purpose of narrative text?

	3.Give 3 example about narrative text?
Metode Pembelajaran	**Pendekatan** : Scientific approach **Metode** : Tanya jawab, diskusi, penugasan **Model** : Problem Based Learning
Media Pembelajaran	LCD, Laptop, internet,LKPD
Sumber/Bahan/Alat	Tutorai.me Buku Modul ajar

Kegiatan Pembelajaran 3
Pertanyaan Pemantik: 1. What is Narrative text? 2.What is the purpose of narrative text? 3.Give 3 example about narrative text
Persiapan Pembelajaran 1.Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran. 2.Guru menyiapkan bahan tayang materi strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi dalam bahasa Inggris.
Kegiatan awal (10') •Guru mengucap salam dan menyapa peserta didik •Menyiapkan kondisi peserta didik untuk mengikuti pembelajaran dengan serius, seperti menanyakan kabar dan mengabsen peserta didik •Guru meminta siswa berdoa bersama sebelum pembelajaran di mulai •Guru memberikan Ice Breaking •Menanyakan kepada peserta didik terkait materi yang akan dipelajari dengan kehidupan sehari-hari, menanyakan tentang pengalaman pribadi yang pernah di alami •Menjelaskan tujuan pembelajaran atau capaian belajar yang akan dicapai

Kegiatan inti (25')			
Learning Stages	**Learning Objective**	**Teacher's Activities**	**Students' Activities**
Student' orientation the problems	• To introduce the students about Narrative fractured stories text • To build critical thinking students and understand the problems occurred in the	-Guru menjelaskan cara membuat Narrative fractured stories sesuai kaidah penulisan. -Guru menjelaskan bahwa di pertemuan selanjutnya membuat mini poster yang berisi hasil karya membuat Narrative fractured stories	- Siswa mendengarkan dan memahami penjelasan guru - Siswa menanyakan hal yang belum di pahami terkait cara membuat Narrative fractured stories sesuai kaidah penulisan.

	text		
Organize the students	• To build cognitive reading engagement student's interest in reading • To build students collaboration skills	• Guru meminta siswa untuk membentuk kelompok yang beranggotakan 5-6 orang • Guru menyajikan PPT tentang contoh-contoh dari Narrative fractured text , memberikan tema yang berbeda untuk di pilih siswa dan memberikan LKPD kepada masing-masing kelompok.	• Siswa membentuk kelompok yang berisi 5-6 orang • Masing-masing kelompok memperhatikan PPT yang berisi cara membuat Narrative fractured stories sesuai kaidah penulisan. • Siswa berdiskusi bersama dengan anggota kelompok masing-masing untuk memilih tema cerita yang akan di buat dan memahami cara membuat Narrative fractured stories sesuai kaidah penulisan yang benar.
Help independent and group investigation	-To build cognitive reading engagement student's in problem solving -To build students collaborative in learning	- Guru meminta siswa untuk berdiskusi bersama anggota kelompok untuk membuat dan menulis Narrative fractured stories dalam LKPD - Guru mengkondisikan dan mengontrol setiap kelompok selama diskusi.	• Siswa berdiskusi dan bekerja sama dengan anggota kelompok untuk membuat dan menulis Narrative fractured stories dalam LKPD yang di berikan oleh guru.
Develops and present the works	- To build cognitive reading engagement student's responsibility in completed task	- Guru meminta setiap anggota kelompok untuk menjawab LKPD dengan jawaban benar dan tepat -Guru meminta setiap anggota kelompok untuk menyiapkan hasil menulis Narrative fractured stories	• Siswa menyelesaikan menulis Narrative fractured stories dalam LKPD yang di berikan dan menyiapkan hasil tulisan untuk di presentasikan ke

		mempersentasikannya ke depan kelas.	depan kelas di hadapan kelompok lain.
Analyzes and evaluate the problem solving process.	- To build students understand the learning material and learning process -To build students always motivated in learning reading.	• Guru memberikan evaluasi ,respon, tanggapan dan nilai kepada siswa dari hasil diskusi dan presentasi. • Guru memberikan hadiah kepada kelompok yang memperoleh skor tertinggi	• Semua kelompok menanggapi respon dan evaluasi dari guru • Siswa menanyakan hasil nilai presentasi kepada guru. • Kelompok dengan skor tertinggi akan memperoleh hadiah dari guru.

Kegiatan Penutup (10')
• Pendidik memberi panduan menyimpulkan hasil pembelajaran
• Meminta peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan
• Menyampaikan rencana kegiatan pertemuan berikutnya
• Guru menutup pertemuan hari ini dengan doa dan salam

Refleksi untuk siswa	Adakah perubahan sikap dan keterampilan siswa selama proses kegiatan belajar? Apa manfaat yang kamu dapatkan dari belajar bab ini? Apa Kesulitan yang kamu dapatkan dari belajar bab ini? Apa yang di Pelajari dari bab ini?
Refleksi untuk Guru	1. Apakah kegiatan awal pembelajaran di buka dan dirancang dapat mengarahkan dan mempersiapkan siswa belajar? 2. Apakah Materi dan Bahan Ajar yg disajikan sesuai kemampuan awal peserta didik? 3. Apakah Prolem Based Learning strategy efektif untuk di lakukan? 4. Apakah aktivitas pembelajaran yang dirancang sudah memberi ruang siswa untuk berlatih bernalar kritis/berfikir kritis? 5. Apakah model pembelajran yang dilakukan dapat menumbuhkan perubahan cognitif siswa? 6. Apakah teknik pengelolaan kelas yang digunakan sudah mengatasi masalah dan memotivasi peserta didik?
Remidial dan Pengayaan	**Remedial Test :**Di berikan kepada peserta didik yang mem butuhkan

	bimbingan pemahaman materi atau pembelajaran mengulang, sedangkan **Pengayaan:**Di berikan kepada peserta didik dengan capaian tinggi agar dapat mengembangkan potensinya secara optimal.
Glosarium	1. **Narrative Text**: A form of writing that tells a story, usually involving characters, events, and a plot. It can be fiction or non-fiction. 2. **Plot:**The sequence of events in a narrative text. It includes the exposition, rising action, climax, falling action, and resolution. 3. **Characterization:** The process of developing and portraying characters in a narrative. It involves describing their physical appearance, personality, and actions to make them more relatable 4. **Setting:** The time and place in which a narrative takes place. It establishes the context for the story. 5. **Point of View (POV):** The perspective from which a story is told. Common narrative POVs include first person (I, we), second person (you), and third person (he, she, they). The choice of POV affects the reader's connection to the characters and their understanding of the events.
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Materi Pembelajaran

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•Action verbs. A verb that shows an action. (killed, dug, walked, etc.)

•Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.

Penilaian:

Teknik Penilaian

1. Penilaian Sikap : Rubrik penilaian diskusi yang terdiri dari sikap kerja sama, aktif, percaya diri

2. Penilaian Pengetahuan: Kebenaran menulis narrative text dan menjawab dari LKPD

3. Penilaian Keterampilan: Rubrik penilaian pengamatan selama presentasi.

Mengetahui,   **Banyuwangi,03 February 2024**
Kepala Sekola MA Darussalam Kalibaru   **Guru Mata Pelajaran**

(……………………………..)   (………………………………..)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LEMBAR KERJA PESERTA DIDIK 3

NARRATIVE TEXT

Nama Kelompok	1.
	2
	3.
	4.
	5.
	6.

Tujuan Pembelajaran:

a. Peserta didik merancang dan membuat teks narrative fractured stories dalam bentuk multimodal dengan memperhatikan konteks penulisan
b. Peserta didik mempersentasikan hasil rancangan teks narrative fractured stories dalam bentuk multimodal

ACTIVITY 1 (Discuss and write plans below with your group!)

STORY PLAN

GENRE AND TITLE :

CHARACTERS   SETTING

COMPLICATION/PROBLEMS

SOLUTION/REORIENTATION

The Answer

ACTIVITY 2 (Write the stories below based on group's plans)

Title and Genre	
Orientation	
Complication	
Reorientation	

Activity 3 (Present the result in front of class!)

MODUL AJAR FASE E

Nama Penyusun	Nanda Bella
Institusi	MA Darussalam Kalibaru
Tahun Pembuatan	2024
Mapel	Bahasa Inggris
Jenjang	SMA
Fase	E
Alokasi Waktu	2JPX45 menit
Profil Pelajar Pancasila	a. Beriman dan bertakwa kepada Tuhan YME, b. berakhlalk mulia, c. mandiri, d. bernalar kritis, e. berkebhinekaan global
Model Pembelajaran	Problem Based Learning
Capaian Pembelajaran	• Menyimak dan Berbicara • Membaca dan Memirsa • Menulis dan presentasi
Tujuan Pembelajaran	**READING AND VIEWING** **(MEMBACA DAN MEMIRSA)** 10.4 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks narrative lisan dengan topic fractured stories 10.5 Mengidentifikasi makna tersurat dari teks narrative fractured stories dalam bentuk multimodal 10.6 Mengurai gagasan dan pendapat sederhana terhadap teks narrative fractured stories **WRITING AND PRESENTING** **(MENULIS DAN MEMPERSENTASIKAN)** 10.7 Merancang dan membuat teks narrative fractured stories dalam bentuk multimodal dengan memperhatikan konteks penulisan 10.8 Mempersentasikan hasil rancangan teks narrative fractured stories dalam bentuk multimodal
Pengetahuan prasyarat	● Peserta didik mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks narrative fractured stories dalam bentuk multimodal ● Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi dari teks narrative fractured stories dalam bentuk multimodal
Pertanyaan pemantik	What is Narrative text? What is the purpose of narrative text? Give 3 example about narrative text
Metode Pembelajaran	**Pendekatan** : Scientific approach **Metode** : Tanya jawab, diskusi, penugasan **Model** : Problem Based Learning

Media Pembelajaran	LCD, Laptop, internet,LKPD
Sumber/Bahan/Alat	Tutorai.me Buku Modul ajar

Kegiatan Pembelajaran (Meeting 4)
Pertanyaan Pemantik: 1. What is Narrative text? 2.What is the purpose of narrative text? 3.Give 3 example about narrative text**.**
Persiapan Pembelajaran 1.Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran. 2.Guru menyiapkan bahan tayang materi strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi dalam bahasa Inggris.
Kegiatan awal (10') •Guru mengucap salam dan menyapa peserta didik •Menyiapkan kondisi peserta didik untuk mengikuti pembelajaran dengan serius, seperti menanyakan kabar dan mengabsen peserta didik •Guru meminta siswa berdoa bersama sebelum pembelajaran di mulai •Guru memberikan Ice Breaking •Menanyakan kepada peserta didik terkait materi yang akan dipelajari dengan kehidupan sehari-hari, menanyakan tentang pengalaman pribadi yang pernah di alami •Menjelaskan tujuan pembelajaran atau capaian belajar yang akan dicapai

Kegiatan inti (25')

Learning Stages	Learning Objective	Teacher's Activities	Students' Activities
Student' orientation the problems	-To introduce the students about Narrative fractured stories text -To build critical thinking students and understand the problems occurred in the text	-Guru mengulas kembali cara membuat Narrative fractured stories sesuai kaidah penulisan. -Guru menjelaskan bahwa di pembelajaran hari ini membuat mini poster yang berisi Narrative fractured stories	- Siswa mendengarkan dan memahami penjelasan guru - Siswa menanyakan hal yang belum di pahami terkait cara membuat Narrative fractured stories sesuai kaidah penulisan.
Organize the students	• To build cognitive reading engagement student's interest in reading	• Guru meminta siswa untuk membentuk kelompok yang beranggotakan 5-6 orang	• Siswa membentuk kelompok yang berisi 5-6 orang • Siswa

		- Guru menyajikan PPT tentang contoh-contoh dari Narrative fractured text , memberikan tema yang berbeda untuk di pilih maing-masing kelompok dan memberikan kertas manila kepada masing-masing kelompok.	berdiskusi bersama dengan anggota kelompok masing-masing untuk memilih tema cerita yang akan di buat dan memahami cara membuat Narrative fractured stories sesuai kaidah penulisan yang benar.
• To build students collaboration skills			
Help independent and group investigation	-To build cognitive reading engagement student's in problem solving -To build students collaborative in learning	**-** Guru meminta siswa untuk berdiskusi bersama anggota kelompok untuk membuat dan menulis Narrative fractured stories dalam bentuk mini poster di kertas manila. - Guru mengkondisikan dan mengontrol setiap kelompok selama diskusi.	• Siswa berdiskusi dan bekerja sama dengan anggota kelompok untuk membuat dan menulis Narrative fractured stories di kertas manila yang di berikan oleh guru.
Develops and present the works	- To build cognitive reading engagement student's responsibility in completed task	**-** Guru meminta setiap anggota kelompok untuk membuat dan menulis Narrative fractured stories berupa mini poster di kertas manila sekreatif mungkin. -Guru meminta setiap	-Siswa menyelesaikan menulis Narrative fractured stories dalam yang kertas manila yang di berikan dan menyiapkan

		anggota kelompok untuk menyiapkan hasil menulis Narrative fractured stories berupa mini poster dan mempersentasikannya ke depan kelas.	hasil mini poster untuk di presentasikan ke depan kelas di hadapan kelompok lain.
Analyzes and evaluate the problem solving process.	**-** To build students understand the learning material and learning process -To build students always motivated in learning reading.	**-** Guru memberikan evaluasi ,respon, tanggapan dan nilai kepada siswa dari hasil mini poster yang di buat. - Guru memberikan hadiah kepada kelompok yang memperoleh skor tertinggi	-Semua kelompok menanggapi respon dan evaluasi dari guru -Siswa menanyakan hasil nilai presentasi mini poster kepada guru. • Kelompok dengan skor tertinggi akan memperoleh hadiah dari guru.

Kegiatan Penutup (10')
- Pendidik memberi panduan menyimpulkan hasil pembelajaran
- Meminta peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan
- Menyampaikan rencana kegiatan pertemuan berikutnya
- Guru menutup pertemuan hari ini dengan doa dan salam

Refleksi untuk siswa	Adakah perubahan sikap dan keterampilan siswa selama proses kegiatan belajar? Apa manfaat yang kamu dapatkan dari belajar bab ini? Apa Kesulitan yang kamu dapatkan dari belajar bab ini? Apa yang di Pelajari dari bab ini?
Refleksi untuk Guru	1. Apakah kegiatan awal pembelajaran di buka dan dirancang dapat mengarahkan dan mempersiapkan siswa belajar?

	2. Apakah Materi dan Bahan Ajar yg disajikan sesuai kemampuan awal peserta didik? 3. Apakah Prolem Based Learning strategy efektif untuk di lakukan? 4. Apakah aktivitas pembelajaran yang dirancang sudah memberi ruang siswa untuk berlatih bernalar kritis/berfikir kritis? 5. Apakah model pembelajran yang dilakukan dapat menumbuhkan perubahan cognitif siswa?
Remidial dan Pengayaan	**Remedial Test :**Di berikan kepada peserta didik yang mem butuhkan bimbingan pemahaman materi atau pembelajaran mengulang, sedangkan **Pengayaan:**Di berikan kepada peserta didik dengan capaian tinggi agar dapat mengembangkan potensinya secara optimal.
Glosarium	1. **Narrative Text:** A form of writing that tells a story, usually involving characters, events, and a plot. It can be fiction or non-fiction. 2. **Plot:**The sequence of events in a narrative text. It includes the exposition, rising action, climax, falling action, and resolution. 3. **Characterization:** The process of developing and portraying characters in a narrative. It involves describing their physical appearance, personality, and actions to make them more relatable 4. **Setting:** The time and place in which a narrative takes place. It establishes the context for the story. 5. **Point of View (POV):** The perspective from which a story is told. Common narrative POVs include first person (I, we), second person (you), and third person (he, she, they). The choice of POV affects the reader's connection to the characters and their understanding of the events.

Daftar Pustaka	Tutorai.me https://britishcourse.com/narrative-text-definition-generic-structures-purposes-language-features.php

Materi Pembelajaran

What Is a Narrative Text?

A narrative text is basically a piece of writing that tells a story. It can pertain to a true story or a fictional one. Narratives are usually told from a first-person perspective. It describes events in succession that leads to an outcome.Narrative elements are the building blocks of any story or piece of writing that aims to tell a tale. The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

There are kinds of Narrative Text :fable,folktales,fairy tales,myth and legend.

-**Generic Structure of Narrative Text**
•Orientation: It is about the opening paragraph where the characters of the story are introduced.
•Complication: Where the problems in the story developed.
•Resolution: Where the problems in the story is solved.
•Coda/reorientation (optional) - lesson from the story/moral value

-**Language Features of Narrative Text**
•Past tense (killed, drunk, etc.)
•Adverb of time (Once upon a time, one day, etc.)
•Time conjunction (when, then, suddenly, etc.)
•Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc.)
•Action verbs. A verb that shows an action. (killed, dug, walked, etc.)
•Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White").
The direct speech uses present tense.

Penilaian:
Teknik Penilaian
1. Penilaian Sikap: Rubrik penilaian diskusi yang terdiri dari sikap kerja sama, aktif, percaya diri
2. Penilaian Pengetahuan : Kebenaran menulis narrative text dalam mini poster
3. Penilaian Keterampilan : Rubrik penilaian pengamatan selama presentasi dan kreativitas dalam membuat poster.

Mengetahui,   **Banyuwangi,03 February 2024**
Kepala Sekola MA Darussalam Kalibaru   **Guru Mata Pelajaran**

(……………………………………..)   (……………………………….)

Appendix B

Semi-Structured Interview Instrument

Date   : Friday, 11th May 2024

Place   : Classroom of X- IPA

Time   : 09.45 – 10.10 am

Participant   : Two of the students of class X-IPA

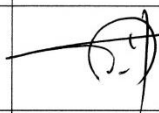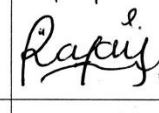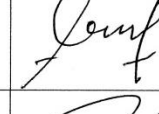| No	Aspek	Pertanyaan	Jawaban
1.	Self-regulation	Bagaimana cara kalian menjaga agar perhatian dan fokus ketika membaca narrative teks yang panjang	
2.	Self-regulation	Apakah ada momen selama pembelajaran atau ketika membaca narrative teks di mana Anda merasa kesulitan untuk tetap fokus? Bagaimana Anda mengatasinya?	
3.	Problem solving	terkait permasalahan yang berhubungan dengan keseharian kalian, bagaimana cara kalian menyelesaikan konteks masalah yang diberikan?	
4.	Self -regulation	Apakah kalian merasa bahwa metode PBL membantu Anda untuk lebih terlibat dalam pembelajaran? Berikan alasannya!	
5.	Comprehending aspect	Sumber apa saja yang kalian gunakan untuk mencari informasi tambahan yang dapat membantu menyelesaikan masalah?	
6.	Problem solving	Bagaimana cara kalian bekerja sama dengan teman sekelas untuk mencari solusi atas masalah yang di berikan dan menyelesaikan tugas" lainnya yang di beri guru?	
7.	Self -regulation	Bagaimana cara kalian mengelola waktu untuk menganalisis, menjawab, menyelesaikan tugas-tugas di dalam LKPD yang diberikan oleh guru ?	
8.	Problem Solving	Apa yang kalian lakukan jika menemui kesulitan dalam menyelesaikan tugas?	
9.	Comprehending aspect	Bagaimana kalian memastikan bahwa semua tugas yang diberikan telah diselesaikan dengan baik?	
10.	Problem Solving	Apakah kalian bekerja sama dengan teman kelompok untuk menyelesaikan tugas? Jika ya, bagaimana kerjasama tersebut berjalan?	
11	Learning strtategy	Strategi membaca seperti bagaimana yang kalian gunakan untuk memahami keseluruhan cerita diberikan dalam pembelajaran menggunakan strategi Problem Based Learning ini?	
12	Learning strategy	Bagaimana cara kalian menemukan informasi penting dalam cerita cinderella yang di berikan?	

13	Learning strategy	Apakah kalian menggunakan teknik tertentu untuk meningkatkan pemahaman membaca kalian dan bisakah kalian menjelaskan bagaimana teknik tersebut dapat membantu ?	
14	Comprehending aspect	Bagaimana tanggapan kalian terkait presentasi hasil diskusi kalian ke depan kelas?	
15	Comprehending aspect	Lalu di bagian tahap menulis hasil evaluasi pembelajaran yang telah di lakukan bagaimana pendapat kalian?	
16	Comprehending aspect	Apa yang kalian peroleh lagi dari belajar membaca narrative teks dengan strategy ini?	
17	Learning strategy	Apakah strategi ini dapat membuat kalian lebih aktif,lebih fokus dan tertarik membaca sebuah teks cerita?	

Appendix C

Journal of Research

JOURNAL OF RESEARCH

No	Time	Research subject	Informant	Signature
1	Wednesday April 24th , 2024	Sending a permission letter for doing research	Headmaster of MA Darussalam Kalibaru	
1	Thursday, April 25th , 2024	Asking schedule to observation in 10 IPA	English teacher	
2	Friday, April 26th , 2024	Classroom observation	Student's of 10 IPA	
3	Friday, May 03rd , 2024	Classroom observation	Student's of 10 IPA	
4	Friday, May 10th , 2024	-Classroom observation -Interview one student of 10 IPA	Student's of 10 IPA	
5	Saturday, May 11th , 2024	- Classroom observation -Asking research's finished letter	Administration of MA Darussalam Kalibaru	

Banyuwangi, 11th May 2024
The Head master of MA Darussalam Kalibaru

Hariyanto, S.Pd.

Appendix D

Research permission letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor: B-5391/In.20/3.a/PP.009/04/2024
Sifat   :Biasa
Perihal: **Permohonan Ijin Penelitian**

Yth. Kepala Sekolah
MAS Darussalam Kalibaru
Jln. KH. Afifie PO Box 10

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : 202101060019
Nama   : NANDA BELLA
Semester   : Semester delapan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai; Fostering EFL secondary school students` cognitive reading engagement through problem based learning strategy selama (14) hari di lingkungan lembaga wewenang Bapak Hariyanto,S.Pd di Kajarharjo, Kalibaru, Banyuwangi

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember,24 April 2024
an.Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix E

Research completed letter

YAYASAN DARUSSALAM KALIBARU

MADRASAH ALIYAH DARUSSALAM

STATUS : TERAKREDITASI   NSM : 312351009112

Jl. Kh Afifie Po Box 10 Kajarharjo Telp (0333) 897139 Kalibaru Banyuwangi

SURAT KETERANGAN
Nomor : 167/MA.DS/D.5/A.3/V/2024

Yang bertanda Tangan Dibawah ini :

1. Nama   : Hariyanto, S.Pd
2. NIP   : -
3. Jabatan   : Kepala Madrasah
4. Unit Kerja   : MA Darussalam Kalibaru Banyuwangi

Dengan Ini menerangkan dengan sebenarnya bahwa :

1. Nama   : Nanda Bella
2. NIM   : 202101060019
3. Prodi/Semester : Tadris Bhs Inggris / VIII
4. Judul   : Fostering EFL Secondary School Students' Cognitive Reading

Engagement Through Problem Based Learning Strategy

Adalah benar-benar melakukan penelitian di Madrasah Aliyah Darussalam Kalibaru Banyuwangi.

Demikian surat keterangan ini diberikan dengan sebenar-benarnya kepada yang bersangkutan untuk di pergunakan sebagaimana mestinya.

Kalibaru, 11 Mei 2024
Kepala Madrasah

Hariyanto, S.Pd

Appendix F

MATRIX OF RESEARCH

TITLE	VARIABLE	SUB VARIABLE	INDICATOR	DATA SOURCES	RESEARCH METHOD	RESEARCH QUESTION
Fostering EFL secondary school student's cognitive reading engagement through Problem Based Learning strategy	**-**Cognitive reading engagement

-Problem Based Learning | - Teaching reading comprehension

- Reading Engagement | - Genre
- Narrative text

-Cognitive reading engagement in

-Important of cognitive reading engagement

-Collaborative learning

-Integration of PBL in reading | **-**Classroom observation

-Document Analysis

-Semi-structured interview | -**Research approach:** qualitative approach

-**Types of research:** case study

Technique of data collection: observation, document analysis, interview

-**Data analysis**: transcription and thematic analysis | - How does the Problem Based Learning strategies contribute to fostering EFL secondary school students' cognitive reading engagement? |

Appendix G

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Nanda Bella

Place, date of birth : Bojonegoro, 29 March 2000

Address : Ds Kalibarumanis, Kec Kalibaru, Kab. Banyuwangi

Faculty : Education and Teaching Training

Program : English Education Department

State that thesis entitled **"Fostering EFL secondary school students' cognitive reading engagement through Problem Based Learning strategy"** is truly my own work. Except for those cited in the quotation and bibliography, it does not include any writings or publications that have already been authored or published by another individual. And the only person accountable if anyone objected is me.

Banyuwangi, 02 Oktober 2024

Nanda Bella
SRN 202101060019

Appendix H

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	:	Nanda Bella
NIM	:	202101060019
Program Studi	:	Tadris Bahasa Inggris
Judul Karya Ilmiah	:	Fostering EFL secondary school students' cognitive reading engagement through Problem Based Learning strategy

telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 8.8%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 12 Juni 2024
Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S.Sos.I.,M.Pd.I.)

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

Appendix I

CURICULUM VITAE

Personal information

- Full name : Nanda Bella
- NIM : 202101060019
- Gender : Female
- Place, date of birth : Bojonegoro, 29 March 2000
- Adress : Ds. Kalibaru manis, Kec. Kalibaru, Kab. Banyuwangi
- Religion : Islam
- Department/ Major courses: FTIK/ English Department
- Email address : Nandabellabwii@gmail.com

Educational background

- 2005-2007 TK Handayani Surabaya
- 2007-2013 SDN 05 Kalibaru manis
- 2013-2016 SMP Darussalam Kalibaru
- 2016-2019 MA Darussalam Kalibaru