

**THE EFFECT OF PROBLEM BASED LEARNING MODEL  
TO THE TENTH GRADE STUDENTS' READING COMPREHENSION  
AT SMK PGRI 2 KEDIRI IN ACADEMIC YEAR 2015/2016**

**SKRIPSI**

Presented as Partial Fulfillment of the Requirements to Obtain  
The Sarjana Degree of Education of English Department  
Faculty of Teacher Training and Education University  
of Nusantara PGRI Kediri



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**APPROVAL PAGE**

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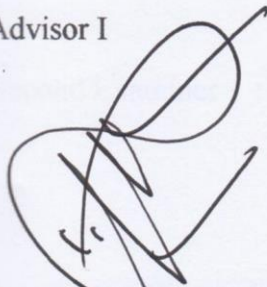
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Approved by the Advisors to be proposed to  
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Kediri, January 13<sup>th</sup>, 2016

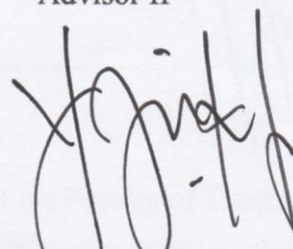
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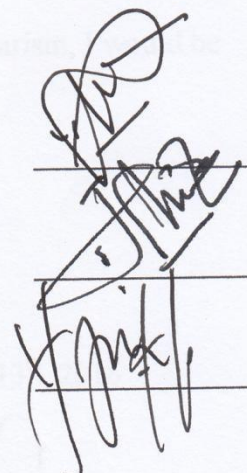
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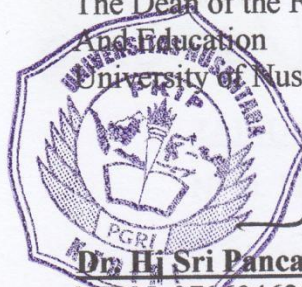
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**ABSTRAK**

Reading is one of four skills which has to be mastered in learning English as second or foreign language. However, in fact, students often face some difficulties in learning English especially in comprehending a text. The problems are about difficulty to find main idea, general information, meaning of vocabulary, and inference. Dealing with the problem, it is needed to use an appropriate technique in teaching learning process of reading that can assist them to solve those problems. The technique is problem based learning model.

This research is aimed to find out the effect of problem based learning model to the students' reading comprehension to the tenth grade students of SMK PGRI 2 Kediri.

In order to get and analyze the data, this research uses quantitative research. It uses the form of number that was analyzed by using statistical formula. In this case, there are two means scores; the means scores are pre-test and post-test. Then the researcher compute t-score to know the effect of the problem based learning model to the students' reading comprehension. Technique of this research is experimental research. It is a research to know the effect of a variable to the other variable. This research is conducted in SMK PGRI 2 Kediri on 17<sup>th</sup> and 21<sup>st</sup> November 2015. The subject is X AK 3 class. It consists of 43 female students.

Based on the result of this study, it is found that problem based learning model has influence to the students' reading comprehension. It is also supported by the result of the data which has been computed by the formula of t-test that the score of t-test (12,98) is higher than t – table in significant 1% (2,423). So, Null Hypothesis (Ho) of this research was rejected and the Alternative Hypothesis (Ha) of this research was accepted.

Finally, the writer concludes that there is very significant influence of problem based learning model to the students' reading comprehension. This technique makes learning process become easier and more enjoyable so that the students can overcome their difficulties in reading. Besides, the students' ability in comprehending the text becomes much better. The writer also suggests that the use of problem based learning model should not be neglected from learning English especially in reading. The teacher must be aware about the benefits of problem based learning model and try to apply this technique to improve their students' reading comprehension.



**Kata Kunci : reading comprehension, problem based learning model**



## **I. BACKGROUND**

Reading is one of the four skills which have to be learned by the students in order to master English well. According to Byrnes (1998: 11), "Reading is an interactive process that goes on between the reader and the text, resulting in comprehension." It means in reading, the readers should make interaction with the writer by understanding the words, phrases and utterances written. In this way, the readers can understand what the writer is talking about. While comprehension is the main purpose of reading, so the teacher should make better effort to facilitate the students to comprehension. In this case, Henderson et. al. (2009: 274) said, "By fluently, we mean that the text is read more rapidly, but with comprehension, as a function of the prior reading experience." It is clearly means that in reading, the students should not only able to read fluently, but also able to understand what is the text about.

In fact, most students have some problems in reading. They feel difficult to find a main idea, specific information, meaning of a vocabulary, and identifying inferences from the text. The students may be fluent in reading the text but most of them are difficult to comprehend the text. These problems could be influenced by some factors. It usually appeared caused by method or technique that the teacher used in

teaching reading. Therefore, the teacher needed to use an appropriate technique in teaching learning process of reading that could help them to solve their problems. Anthony (1963:63-7) on Jack and Theodore (1986:15) state, "A technique is implementational - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well". It means that technique is the action of method that the teacher used as guidance in teaching learning process

By applying appropriate technique, the teacher has to be able to encourage the students to comprehend the text. The teacher leads the students to read and comprehend the text well, without feeling bored. Therefore, they can be a good reader. In Kurikulum Tingkat Satuan Pendidikan (KTSP) that is used now, the purpose of teaching English Subjects in the current curriculum include: (1) Develop the ability to communicate in both oral and written. These capabilities include listening, speaking, reading, and writing; (2) Growing awareness of the nature and importance of English as a foreign language to become a major tool of learning; (3) Develop an understanding of the relationship between language and culture and broaden cultural

horizons. Thus, students have a cross-cultural insights and engage in cultural diversity.

Some problems above also happened in SMK PGRI 2 Kediri so the researcher used Problem Based Learning Model (PBL) in teaching reading. The researcher hoped by using this technique, the students were able to find a mind idea, specific information, meaning of vocabularies, and identifying inferences. So they can comprehend a text easily and be a good reader.

According to Barrows & Tamblyn (1980:236) Problem Based Learning (PBL) is part of this tradition of meaningful, experiential learning. In PBL, students learn by solving problems and reflecting on their experiences. It means that problem based learning is learning model that results from the process of working towards the understanding and resolution of a problem in a real context. In Problem Based Learning or PBL, the students are identifying the problem of the lesson topic then find the resolution based on reflecting their experiences. According to Tan (2009:27) The problem-based learning (PBL) process essentially consists of the following stages: (1) meeting the problem; (2) problem analysis and generation of learning issues; (3) discovery and reporting; (4) solution presentation and reflection; and (5) overview, integra

tion, and evaluation, with self-directed learning bridging one stage and the next. PBL trains the students to solve the problem by themselves. After that the students share what they have found with their group by discussing. This technique gives the students opportunity to express their mind. PBL is a good technique to stimulate the students to comprehend a text easily. It is also assists the students to be more active. It gives the influence in quality of reading. The form of PBL is interested to the students. It can give a new style in reading activity. Based on the discussion above, the researcher conducted this research under the title “The Effect of

Problem Based Learning Model to the Tenth Grade Students’ Reading Comprehension at SMK PGRI 2 Kediri in Academic Year 2015/2016”.

## **II. METHOD**

Ary, Jacobs, Sorensen, and Razavieh (2010:37) say, “a variable is a construct or a characteristic that can take on different values or scores”. It means that variable is determined by researcher as a main focus for a research. “The manipulated variable is called the experimental treatment or the independent variable. The observed and measured

variable is called the dependent variable”, (Ary, Jacobs, Sorensen, and Razavieh,

2010:26). Based on the statement, there are two variables in this research. They are independent (X) variable and dependent variable (Y). The independent variable is the variables that affect the other variables or suspected as the cause of the other variables. The dependent variable is the variable that is affected by the independent variable or variables that emerge as a result of the independent variable.

From the title of the study, which is “The Effect of Problem Based Learning Model to the Tenth Grade Students’ Reading Comprehension at SMK PGRI 2 Kediri in Academic Year 2015/2016”, the researcher concluded that this study has two variables. Those are independent variable and dependent variable. The independent variable was problem based learning model and the dependent variable was reading comprehension.

Approach of this research was quantitative. “Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data”, (Ary, Jacobs, Sorensen, and Razavieh, 2010:45). The statement refers that quantitative research

use the form of number that was analyzed by using statistical formula. In this case, there

were two means scores; the means scores are pre-test and post-test. Then the researcher computed t-score to know the effect of problem based learning model to the students’ reading comprehension.

Technique of this research was experimental research. “Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable”, (Ary, Jacobs, Sorensen, and Razavieh, 2010:26). It means that experimental research is a research to know the effect of a variable to the other variable.

The research carried out at SMK PGRI 2 Kediri. The population of this research was the tenth grade students in academic year 2015/2016 of SMK PGRI 2 Kediri which consists of 404 students of 10 classes. The sample of this research was the tenth grade students of SMK PGRI 2 Kediri in X AK 3 class (Accounting). The total numbers of students in the class are 43 students. It consists of female students only. It was taken used purposive sampling technique.

In order to collect the data, the researcher had to use instrument as a tool. To know the effectiveness of PBL to the students’ reading comprehension, the researcher used test to measure it.



“Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned”, (Ary, Jacobs, Sorensen, and Razavieh, 2010:201). It refers that test is an

instrument in conducting research in order to measure how far the students have an ability of something. The test here conducted in the form of reading test. The question in pre-test and post-test was about answer the questions based on the text. It had similar question in each test. It consisted of 10 questions each test. Because the questions were close questions, the researcher did not use a rubric for scoring. The right answers times ten to get 100 score.

The researcher collected the data by conducting pre-test firstly. It was needed to know the ability of the students before PBL was applied. After that, the researcher was doing treatment by using PBL to teach descriptive text about person. The researcher also gave the students post-test to know how far PBL assisted the students in reading descriptive text.

To analyze quantitative data, the researcher analyzed the data collected by using statistical formula. The suitable

technique used to measure pre-test and post-test is the t-test. According to Ary, Jacobs, Sørensen, and Razavieh, (2010:177) the formula is as follows:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

### III. FINDING AND CONCLUSION

After the research was done, the researcher analyzed the data they have gotten. There are two scores of the students. They are pre-test scores and posttest scores. The highest score of pre-test is 90.

Unfortunately, the lowest score of pretest is 30. It can be concluded that there are many students that got score lower than the standard of the school, that is 76. Most of them got score under 76. Only a student that got higher score than 76. It means that only 1% that passed the reading test. And 99% did not pass the reading test. This result proved that students' reading comprehension was very low. The score of pre-test above was very different with the score of post-test. The highest score of post-test is 90. Unfortunately, the lowest scores of pre-test is 60. It can be said that students who passed the standard score are 30 students, where the standard score of English is 76. It means that 70% of 43 students passed the test. And the number of students who did not pass the standard score was 13 students, means that only 30% students did not pass reading test. However, mostly the students of X AK-3 class got good scores. It can be concluded that mostly the students are able to comprehend text well using problem based learning model.

Based on the scores of pre-test and post-test above, the researcher could describe the result of data analysis. It shows that the total score of pre-test is  $N : 43$  2280, and the total score of post-test is  $\sum D : 1060$

$$\sum D^2$$

$$(\sum D$$

3340. It means that the students' score is : 32000 increase after they taught a text by using  $\sum D^2 : 1123600$

problem based learning model. There are

$$\frac{\sum D}{N}$$

$$D =$$

some students who still got unsatisfying score. However, mostly the students got

$$\frac{1060}{43}$$

$$25$$

$$\frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$\frac{25}{\sqrt{\frac{32000 - \frac{(1060)^2}{43}}{43(43-1)}}$$

=

satisfying score. The total scores of D

(difference score between pre-test and

=

post-test) is 1060. While the total scores of t

=

$D^2$  is 32000. It can be concluded that the result of post-test is higher than the result of pre-test. Mostly, the students got an

increasing score. However, there are some =

students who got same score or lower than they had in post-test. After it was analyzed,

it is important to know the level of = 
$$\frac{25}{\sqrt{\frac{32000 - \frac{1123600}{43}}{43(42)}}$$

$$\frac{25}{\sqrt{\frac{32000 - 26130}{1806}}}$$

$$\frac{25}{\sqrt{\frac{5870}{1806}}}$$

$$\frac{25}{\sqrt{3,15}}$$

$$\frac{25}{1,77}$$

$$14,1242$$

significance of the score. It can be identified by using t-test formula. It is used

to measure how far PBL can affect the = students' reading comprehension

especially in X AK 3 class who had

=

unsatisfying score before. The scores above had showed the increasing score, but

it has to measure by using the formula. =

Ary, Jacobs, Sorensen, and Razavieh

(2010:177) state, "The result of the pre-test =

and post-test which were presented to the

=

students could be analyzed by using T-test which = 14,12 was as follows":

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \quad \text{db} = N-1$$

$$= 43-1 = 42$$

The t-table that used is:

$$1\% = 2,423$$

5% = 1,684

Related to all data that have been analyzed above, the researcher concludes that problem based learning model is effective to the tenth grade students' reading comprehension at SMK PGRI 2 Kediri in academic year 2015/2016. It can be seen from the difference score of pretest and post-test. The total score of pretest is 2280 and the mean is 53,02. While the total score of post-test is 3340 and the mean is 77,67. Moreover, the result of tscore (14,12) is higher than t-table in the level of significance 1% (2,423). The difference means that there is very significant effect of problem based learning model to the students' reading comprehension.

In summary, PBL is benefic in improving the students reading comprehension, their interest and motivated in reading, their critical thinking skills, and also their comprehension to understand a text. It means that the students who are taught by using PBL have better skill in comprehend a text. It affects the students' reading comprehension. It can be said that there is very significant effect of problem based learning model to the tenth students' reading comprehension at SMK PGRI 2 Kediri in academic year 2015/2016.

From research finding, the researcher concludes that problem based learning model is effective to be used in teaching reading especially in the tenth grade students at SMK PGRI 2 Kediri in academic year 2015/2016. PBL is an interesting way. It is the easiest technique in assisting students to comprehend the text deeply. The technique has big contribution in reading comprehension.

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