

ARTIKEL

**THE EFFECT OF PROBLEM-BASED LEARNING TO
THE READING ABILITY OF THE TENTH GRADE STUDENTS
AT SMAN 1 NGADILUWIH**



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ABSTRACT

The students have some problems in learning English especially reading. The problems are difficult to comprehend the text and get the important information from the text, passive in reading, and get bored in reading learning processes. One of the solving problems is using a model that can make the students comprehend a text better, active and interested in reading learning processes that is Problem-Based Learning. The principle of this model is finding the solution of the real world problem by doing investigation and resolution. Then, the purpose of this research is to answer the question, "Does Problem-Based Learning give effects to the tenth grade students' reading ability at SMAN 1 Ngadiluwih?" This research uses experimental research and quantitative approach with one-group pre-test post-test design. The 216 students of tenth grade students became the population and 29 students from X IPA 2 were chosen as the sample. The data was analyzed using Paired Sample T-Test. The result of data analysis shows that mean score of the pre-test and post-test increases from 64.79 to 71.41, the t -test $(-7,659) > t$ -table $(2,048)$, and significant-value $(0,00) < 0,05$. From those results, it can be concluded that Problem-Based Learning gives significant effects to the reading ability of the tenth grade students at SMAN 1 Ngadiluwih. It makes students have good ability in determining explicit and implicit meaning, mentioning and determining synonym meaning, and showing plot of events. In addition, the students become active and interested in reading.

KEY WORD: Reading, Teaching Reading, Problem-Based Learning

I. INTRODUCTION

Reading is very important in learning English. Reading gives chances to the students in getting information and new knowledge by understanding a text. Reading also helps them to develop their ideas to write and speak. According to Benhardt (2011: 16), reading is understanding, using, and reflecting on written text. Moreover, Patel and Jain (2008: 113) said that reading is an active process which consists of recognition and comprehension skill. Those

definitions indicate that the main goal of reading is understanding and comprehending the text.

However, the researcher's observation to the students at SMAN 1 Ngadiluwih found that many of them had difficulty in understanding and comprehending the text. It is because they do not know the topic and what the content of the text is. They also assumed that reading is a boring activity because the teacher usually only asked them to read a text then answered the questions

without doing anything else. In addition, they become passive in reading learning processes because the teacher more dominant than the students.

In order to understand a text, the students should consider some requirements. The requirements are knowledge about topic, social function, text structure, vocabulary, and grammar. It is in line with Permendikbud No. 21 Years 2016 about Standard Content of Curriculum 2013. This law states that in learning reading especially reading, the teacher should make the students reach the competencies in understanding social function, text structure, and language features of the text. It also relates to the macro skills of reading by Brown (2003: 187-188). He said that the macro skills of reading are competencies to know rhetorical forms of text, to know social function, to conclude the implicit context, to conclude relationship between events and main ideas, to differentiate implicit and explicit meaning, to recognize references of culture, and to guess the text interpretation and meaning.

Moreover, Permendikbud No. 22 Years 2016 about Standard Process of Curriculum 2013 said that the learning principle should be students find out. It means the students have to understand new knowledge by themselves. In other words, it should be students learning center. Then,

this law also suggests the teacher to use approaches or models that use problem solving based.

Problem-Based Learning is one of the models that appropriate with that law. In this model, the teacher gives problem to the students and they have to find the solution of that problem by doing investigation and resolution. It makes them active in learning process because they doing investigation.

According to Torp and Sage (2002: 15), Problem-Based Learning is focused, experiential learning (mind-on, hand on) organized around the investigation and resolution of messy, real world. Moreover, Baden and Major (2004: 3) define Problem-Based Learning as method that uses problem scenarios to encourage and engage the students in learning process. From those definitions, it can be concluded that Problem-Based Learning is a model that uses real world problem to make the students involved in learning process and gives chances to solve the problem given by doing investigation and resolution.

Furthermore, Torp and Sage (2002: 35-45) explain the procedures to apply Problem-Based Learning, they are (1) preparing the students, (2) showing the problem, (3) introducing the problem, (4) stating the problem, (5) sharing and discussion, (6) purposing possible solutions,

(7) deciding best solution, (8) presenting the solution, and (9) restating the problem.

There are many researches finds that Problem-Based Learning is effective to teach reading. Research conducted by Amalia (2016) finds that Problem-Based Learning influences reading comprehension and makes learning process easier and enjoyable. Then, Lestari (2016) in her research also proves that Problem-Based Learning appropriate in reading and can increase students reading comprehension. In addition, Dharma (2014) concludes that there is a significant effect in students' competency in reading.

Based on the explanation above, the researcher conducted the research entitled, "The Effect of Problem-Based Learning to the Reading Ability of the Tenth Grade Students at SMAN 1 Ngadiluwih. This research conducted to identify the students' reading ability before and after being taught using Problem-Based Learning and to describe the effects of Problem-Based Learning to the students' reading ability.

II. METHOD

This research is experimental research that uses quantitative approach. Ary, Jacobs, and Sorensen (2009: 22) said that quantitative approach uses objective measurement to gather numeric data that are used to answer questions or test

predetermined hypothesis. It means that the data answers the hypothesis in this research. The design of this research is one-group pre-test post-test design. This research design consist of three steps, they are pre-test, treatments, and post-test. The dependent variable is students' reading ability and independent variable is Problem-Based Learning.

This research took place at SMAN 1 Ngadiluwih. It conducted in eight months from November 2017 until June 2018. The population is 216 students of tenth grade students at SMAN 1 Ngadiluwih and X IPA 2 that consists of 29 students is chosen as the sample after doing cluster sampling.

The instruments are pre-test and post-test in the form of reading tests. It consists of 20 multiple-choice questions about historical recount text. The students are given 30 minutes to do the test. Next, the scores in pre-test and post-test are given based on these indicators, they are: identifying and explaining social function, determining main ideas, understanding generic structure, showing plot of events, mentioning and determining synonym meaning, determining implicit and explicit meaning, and making conclusion.

The data was analyzed using Paired Sample T-Test on SPSS 23.0. The purpose is to know whether Problem-Based Learning gives effects to the students reading ability

of the tenth grade students at SMAN 1 Ngadiluwih.

III. RESULT AND DISCUSSION

The result of pre-test showed that most of the students got low score in reading test because only two students that can passed the standard score. Then, the result of pre-test also presented the percentage of correct answer in each indicators. They are: social function (93%), generic structure (86%), main idea (67%), synonym meaning (87%), implicit and explicit meaning (55%), plot of events (64%), and conclusion (47%). That result indicated that the students had low ability in reading especially the questions about main idea, plot of events, implicit and explicit meaning, and conclusion before the researcher applied Problem-Based Learning to teach reading.

Next, the result of post-test indicated that the mean score of post-test was higher than pre-test. The mean score increased from 64,79 to 71,41. It means that Problem-Based Learning can increase students' score in reading.

The analysis of Paired Sample T-test presented that t-test (-7,659) was higher than t-table (2,048) and significant value (0,00) was lower than 0,05. It indicates that Problem-Based Learning gives significant effects to the reading ability of the students.

Moreover, the percentage of correct answer for generic social function increased became 97%, generic structure increased became 93%, implicit and explicit meaning increased became 91%, plot of events increased became 72%. Then, there was decreasing percentage in the questions about synonym meaning become 83%, but it still good. The percentage of correct answer for main idea also decreased became 52%. Furthermore, the percentage of correct answers in the questions about conclusion still low after the treatments. The percentage decreased became 40%. It indicates that Problem-Based Learning increases students' reading ability especially determining explicit and implicit meaning, mentioning and determining synonym meaning, and showing plot of events. But, it cannot increase reading ability in determining main idea and making conclusion.

In addition, this research finds that Problem-Based Learning makes students active and interested in reading. They became interested in reading because the problem given can attract them to solve it. Then, they become active in learning process because they learn by themselves and they were given chances to share and discuss the ideas and solutions with their group.

IV. CONCLUSION

After conducted this research, the researcher concludes some findings. First, Problem-Based Learning gives significant effects to the reading ability of the tenth grade students at SMAN 1 Ngadiluwih. The most effect is the ability to determine implicit and explicit meaning, mention and determine synonym meaning, and show the plot of events. Second, the students' reading ability in determining main idea and making conclusion still low after being taught using Problem-Based Learning. Third, Problem-Based Learning attracts the students to read and active in learning process.

From this research and findings, the researcher gives some suggestions to the students, the teachers, and other researcher. She suggests the students to give more attention when the teacher gives instruction to them so that they can understand about what the teacher exactly mean. They students also should be more confident to deliver their ideas in discussion. Then, she suggests the teacher to use this model to teach reading because it can makes the students active and interested in reading. The teacher should manage the time in applying this model because the procedures take long time. The teacher can add others way in order to help the students increase their ability in determining main idea and making conclusion. The last, she suggests the other

researchers to conduct the similar research in with different kind of text or grade. She hopes that this research can become the reference for them to conduct other researches relate with Problem-Based Learning.

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