



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

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Abstract

Students have problems in reading. They cannot understand and get ideas about a text. Furthermore, they are not interested in reading and they are passive in learning process. One of the solutions is using Problem-Based Learning to make them active and interested in reading, also can understand a text well. Therefore, this research answers the question: is there any effect of Problem-Based Learning to the reading ability of the tenth grade students at SMAN 1 Ngadiluwih? This research used quantitative approach and experimental research. The population was 216 tenth grade students and the sample was 29 students from X IPA 2. This research proves that there is increasing on students' reading ability that can be seen from the result of pre-test and post-test. The conclusion is Problem-Based Learning gives significant effects to the reading ability especially in identifying explicit and implicit meaning, finding synonym meaning, and understanding plot of events. Moreover, it attracts the students to read and makes them learn actively.

Key word: Reading, Teaching Reading, Problem-Based Learning

Abstrak

Siswa mempunyai masalah dalam membaca. Mereka tidak dapat memahami dan mendapatkan ide suatu teks. Selain itu, mereka tidak tertarik dalam membaca dan mereka pasif dalam proses pembelajaran. Salah satu solusi adalah menggunakan Problem-Based Learning untuk membuat mereka aktif dan tertarik membaca, serta dapat memahami teks dengan baik. Sehingga penelitian ini menjawab pertanyaan: apakah ada pengaruh Problem-Based Learning terhadap kemampuan membaca pada siswa kelas sepuluh di SMAN 1 Ngadiluwih? Penelitian ini menggunakan pendekatan kuantitatif dan penelitian eksperimental. Populasi adalah 216 siswa kelas sepuluh dan sampel adalah 29 siswa dari X IPA 2. Penelitian ini menemukan bahwa ada peningkatan pada kemampuan membaca siswa yang dapat dilihat dari hasil pre-test dan post-test. Kesimpulannya, Problem-Based Learning memberikan pengaruh signifikan terhadap kemampuan membaca khususnya dalam mengidentifikasi maksud tersurat dan tersirat, menemukan sinonim, dan memahami plot kejadian. Selain itu, ini menarik siswa untuk membaca dan membuat mereka belajar secara aktif.

Kata Kunci: Reading, Teaching Reading, Problem-Based Learning

INTRODUCTION

In learning English, the students learn four skills: listening, speaking, reading, and writing. In fact, some students assumes that English is difficult, especially reading. Based on the researchers' observation to the students at SMAN 1 Ngadiluwih, the students said that in reading they cannot understand what the text talking about and the information in the text. It makes them do not interest with reading and do not want to read. Moreover, the teacher usually teaches reading only with book oriented in the classroom. In other words, they just read a text and answer questions. It becomes the reason why students bored and do not motivated to read in reading class. It also makes them passive in reading.

Besides, the purposes of reading is understanding or comprehending a text. It is supported by theories from some experts. First, Patel and Jain (2008: 113) said that reading is an active process which consists of recognition and comprehension skill. Second, Hibbard and Wagner (2013: 1) define reading as a complex behavior including decoding words, developing fluency, and improving comprehension. Third, Benhardt (2011: 16) also describes reading as understanding, using, and reflecting on written text. From those definitions about reading, it can be concluded that reading activity should make students can understand the text and get the ideas and meaning about the text. It means, the teacher should teach them so that they can have good ability in reading.

According to Brown (2000: 7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In addition, Permendikbud No. 24 Year 2016 about Main Competence (known as *Kompetensi Inti* or KI) and Basic Competence (known as *Kompetensi Dasar* or KD) in Curriculum 2013 said that the teacher have be able to make the students can distinguish social function text structures and language features in a text. It can be concluded that in teaching reading, the teacher should guide and facilitate the students be able to distinguish social function, text structures, and language features in a text, then can understand about what they read. Moreover, Permendikbud No. 22 Year 2016 about Standard Process of Curriculum 2013 cites that one of the learning principles is students discover. It means the students have be able to active in getting knowledge by themselves in the learning process. In other world, it is students learning center.

Therefore, the teacher should find the solution to make students active and interested in reading so that it can affect their reading ability in distinguishing social function, text structures, and language features, also comprehending the text. One of the ways that can be used is applying Problem-Based Learning to teach reading. Based on Permendikbud No. 22 Year 2016 about Standard Process of Curriculum 2013, the approaches that used to teach the students should be the learning approaches that have principles of problem solving. It relates with Problem-Based Learning, where the students should find the solution of the problem given during learning activities.

Many experts define Problem-Based Learning as the learning model that makes the students learn and get knowledge trough real world problem. Baden and Major (2004: 3) said that Problem-Based Learning use problem scenarios to encourage and engage the students in learning process. Then, Torp and Sage (2002: 15) define that Problem-Based Learning is focused, experiential learning (mind-on, hand-on) organized around the investigation and resolution of messy, real world problem. From those definitions, it can be concluded that Problem-Based Learning is a model that uses problem to make the students involved, interested, and active in learning process by doing investigation and resolution during learning process. Additionally, Torp and Sage (2002: 36-45) describe the procedures to conduct Problem-Based Learning in nine steps, they are: (1) preparing the students, (2) showing the problem, (3) introducing the problem, (4) stating the problem, (5) sharing and discussing, (6) purposing possible solutions, (7) deciding best solution, (8) presenting the solution, (9) restating the problem.

Furthermore, some researchers agreed that Problem-Based Learning appropriate to teach reading and can give good effect to the students' reading ability. Dharma (2014) found that Problem-Based Learning makes students have good reading competency than students who taught using conventional model. Amalia (2016) said that reading comprehension of the students influence after being taught using Problem-Based

Learning. Lestari (2016) also proved that there is increasing on the students' reading comprehension after she applied Problem-Based Learning. Those statements indicate that reading ability of the students in comprehending a text can be better after they taught using Problem-Based Learning.

For the reasons above, the researcher conducted the research to know the effects of Problem-Based Learning to the students' reading ability under the title, "The Effect of Problem-Based Learning to the Reading Ability of the Tenth Grade Students at SMAN 1 Ngadiluwih".

RESEARCH METHODOLOGY

This research used experimental research and quantitative approach. The design was one-group pre-test post-test design which consisting of three steps, they are pre-test, treatments, and post-test. The dependent variable was students' reading ability and independent variable was Problem-Based Learning. This research was conducted at SMAN 1 Ngadiluwih and spent eight months from November 2017 until June 2018. The population was 216 students from tenth grade and the sample was 29 students from X IPA 2.

Based on Singh (2006: 191), instrument is a research's tool that used to describe and qualify the data. Thus, the instruments in this research were pre-test and post-test in the form of reading tests. Each test consisted of 20 multiple-choice questions about historical recount texts. Then, the questions of the tests is arranged based on several indicators, they are understanding social function (SF), identifying main ideas (MI), understanding generic structure (GS), understanding plot of events (PL), finding synonym meaning (SM), identifying implicit and explicit meaning (IE), and making conclusion (CS).

The data was analyzed using Paired Sample T-test on SPSS 23.0 in order to show the differences of the students' reading ability before and after got treatment using Problem-Based Learning. The norm is: if $t\text{-test} \geq t\text{-table}$ in the degree of significant 5% (0,05) and significant-value < 0,05, it means that the research is significant.

RESULT AND DISCUSSION

The students have some problems in reading before being taught using Problem-Based Learning. They have problems in understanding the information of a text, do not interested and passive in reading.

After giving the treatments and tests, the researchers analyzed the data that got from pre-test and post-test. From the analysis, they get information about the mean score of students and the percentage of correct answer in each indicators. That result is presented in this following table.

Table 1. The Result of Pre-test and Post-test

TEST	CORRECT ANSWER (%)							MEAN
	SF	GS	MI	SM	IE	PL	CS	
Pre-test	93%	86%	67%	87%	55%	64%	47%	64,79
Post-test	97%	93%	52%	83%	91%	72%	40%	71,41

The table above shows that there is an increasing in mean score of the students from 64,79 to 71.41. It means that Problem-Based Learning increase students' score in reading. This result is similar with the research's finding that finds by Lestari (2016). She finds that the mean score of post-test (77,70) is higher than mean score of pre-test (66,25).

Then, the indicators that discussed in this research are the indicators that relate with Problem-Based Learning. Those indicators are social function, generic structure, main ideas, synonym meaning, implicit and explicit meaning, plot of events, and conclusion. The table above shows that there is increasing percentage of correct answer about social function from 93% to 97%, generic structure from 86% to 93%, implicit and explicit meaning from 55% to 91%, and plot of events from 64% to 72%. The percentage of correct answer in finding synonym meaning gets decreasing from 87% to 83%. Luckily, the percentage still more than 60%, it means the students still have good ability in this aspect. The other decreasing is happened in the ability of identifying main ideas from 67% to 52%, and making conclusion from 47% to 40%. The result of pre-test and post-test indicates that Problem-Based Learning makes students have good reading ability in identifying implicit and explicit meaning, understanding plot of events, and finding synonym. Nevertheless, it cannot makes the student have good ability in identifying main ideas and making conclusion.

Furthermore, the result of analysis on Paired Sample T-test shows that t-test is -7,659 and significant value is 0,00. It indicates that t-test (-7,659) is higher than t-table (2,048) and significant value (0,00) is less than 0,05. Those result means that Problem-Based Learning gives significant effects to the reading ability of the tenth grade students at SMAN 1 Ngadiluwih. It supported by Dharma (2014) that states, "There is a significant effect of Problem-Based Learning which occurs simultaneously and separately on students' reading competencies."

This research also found that Problem-Based Learning can make students interested and active in reading. The students are interested in reading because they are curious about the problem and they have responsibility to find the answer. Then, the students become active in learning process because they learn the problem by themselves and active in sharing ideas and discussion in order to find the best solution of the problem. In addition, Amalia (2016) agrees that Problem-Based Learning makes students easy and enjoy reading learning process.

In short, this research finds that Problem-Based Learning gives effect to the reading ability of the tenth grade students at SMAN 1 Ngadiluwih. The effects appear in the ability of identifying implicit and explicit meaning, finding synonym meaning, and understanding plot of events. It also makes students active and interested in reading.

CONCLUSION AND SUGGESTION

From the result of data analysis, this research get some findings. First, Problem-Based Learning increase students reading ability. It can be seen from the increasing mean score of pre-test and post-test. Second, Problem-Based Learning gives significant effects to the students' reading ability, especially in identifying implicit and explicit meaning, finding synonym meaning, and understanding plot of events. Third, Problem-Based Learning cannot increase students' reading ability in identifying main idea and making conclusion. Forth, Problem-Based Learning makes students active and interested in reading.

The researchers give some suggestions to the students, teachers, and other researcher. For the students, they have to focus on the learning process and pay attention to the teacher's instructions, they also have to work together in a group and be brave to show their arguments. For the teachers, they have to give the instructions in the simple and clear ways. Then, they have to manage the time in applying Problem-Based Learning because it has long procedures. The teachers also can add other ways to make the students have good ability in identifying main idea and making conclusion. For the

other researchers, they can conduct the research about Problem-Based Learning with different kind of texts or grades. The researchers also can do more than two time treatments, because this research indicates that two time treatments is not enough to make students get good ability in identifying main ideas and making conclusion.

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