THE USE OF PROBLEM BASED LEARNING (PBL) TO INCREASE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT THE EIGHT GRADE OF SMP SWASTA PRAMA ARTHA

[1]Tiodora Fermiska Silalahi, [2]Anita Purba, [3]Rindi Dwi Septi
[1,2,3]Fakultas Keguruan dan Ilmu Pendidikan Universitas Simalungun

ABSTRACT

The aim of this research is to find out the using of Problem Based Learning The Students' Achievement In Reading Comprehension At Eight Grade Students' of SMP Swasta Prama Artha Academic Year 2022/2023. The researcher used quantitative approach with pre-experimental research design. Population of this research was eight grade with three classes which consists of 136 students and the sample of research was 34 students in one class. The technique of collecting data was pre-test and post-test. The technique of analysis data by using calculating formula. The result of this research was T_O > $T_{table\ 5\%}$ < $T_{table\ 1\%}$ (15,637 >1,692 < 2,733) so that the statistic criterion of accepted hyphotesis exists in Hyphotesis alternative (Ha) and Hyphotesis null (Ho) is rejected. It means that, the use of Problem Based Learning to increase students' achievement in freading compmrehension at the eight grade SMP Swasta Prama Artha in academic year 2022/2023 is significant to increase students's achievement in reading comprehension.

Keywords: Reading Comprehension, Problem Based Learning, Narrative Text.

I. INTRODUCTION

The Background of Research

Language is a means of communication. Communication takes place not only two or more speakers, but also between a speaker and a text. There should be a kind of interaction between the learners (readers) and the text.Reading is a fundamental skill in language learning. Other than writing, speaking, and listening, it cannot be separated from other language learning skills. English language learners must learn all of these skills. Reading skills can aid in the development of other language skills.According to (Nunan, 2003) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In fact, reading involves a greater level of concentration and adds to the conversational skills of the reader. It is an indulgence that consistently enhances the knowledge acquired and helps readers to decipher new words and phrases that they come across in everyday conversations. Reading habit can become a healthy addiction which enriches the learning of information on various topics. It encourages us to stay in touch with both contemporary and past writers and makes us sensitive to global issues.

The Problem of Research

Based on the background above, the problem of research can be stated as follow "Does The Use of Problem Based Learning Method Improve Student's Achievement In Reading Comprehension At Eight Grade Students' of SMP Swasta Prama Artha Academic Year 2022/2023?"

The Objective of Research

Based on the problem above, the objective of research to find out the using of Problem Based Learning The Students' Achievement In Reading Comprehension At Eight Grade Students' of SMP Swasta Prama Artha Academic Year 2022/202The Limitation of Research.

II. THE REVIEW OF LITERATURE

The Definition of Reading

Reading is a fundamental skill in language learning. Other than writing, speaking, and listening, it cannot be separated from other language learning skills. English language learners must learn all of these skills. Reading skills can said in the development of other language skills. According to (Grabe,

2016) stated reading as a communicative procedure among the readers and texts that product in reading fluency. The readers act together with texts as they struggle to extract meaning and there are dissimilar types of knowledge (bottom-up processing) and schematic knowledge (top-down processing).

Definition of Narrative text

Narrative is a text that tells a story and, in doing so, entertains the audience (Anderson et al., 1985). In addition (Arigusman, 2018), stated that a Narrative text is a text, which relates a sequence of logically and chronologically related events that are lead or experienced by several factor. The theme, characters, storyline, events, and how they relate are the keys to mastering a narrative. It is possible to conclude that narrative text might be defined as a text that tells a tale. A narrative text is a nonfiction story, such as fairy tales, folk tales, myths, animal stories, and so on. The aims of narrative text is to entertain the reader or listener with a story made in such a way that it is interesting.

Based on the text above that is a narrative text is a form of storytelling that aims to entertain the audience with a sequence of logically and chronologically related events, and that the mastery of a narrative depends on the elements of theme, characters, storyline, and events.

Definition of Problem Based Learning

Dictogloss from the English language, and composed of words, namely dictation or dictate and gloss, which means interpretation. This technique is a combination of two techniques, dictation and interpretation.Dictogloss is a class dictation activity in which students listen to the parts read by the teacher and reconstruct in small groups using their own words after teachers dictate a text, students are asked to write as many words as possible based on what they have heard before (Wajnryb in Nunan 1991). Dictogloss learner technique is very helpful in writing and learning about their ability to monitor students both in the classroom and outside the classroom. And learners listen to a passage, note down a key word or phrase and then encourage comparison. Problem Based Learning model is a good technique to help students for develop their interest in reading, especially in narrative text. This learning model has steps that guide students to scientific thinking and determine the problem.Moreover, "Problem Based Learning is one of the innovative models that creates active learning conditions and engages students to solve a problem through a scientific method" (Sumantri, 2015 as cited in Ramdiah et., al 2018, p.30).the researcher concludes that the conventional way in English class must be change into a modern one. In this case, Problem Based Learning really suitable to students' achievement especially in reading comprehension. Through the PBL, the teacher can develop the students' self-confidence, discover what they need to solve the problem, and challenge their ability in work independently or in group.

III. THE METHOD OF RESEARCH
The Research Design

The method used in this research is the experimental method. Experimental research method can be interpreted as research methods used to look for the effect of certain treatments on other in controlled condition (Sugiono, 2015). The design used in this research is Pre-Experimental research. It occurs in a single group which is no control and experiment class needed. In this study, One-Group Pre-Test and Post-Test is chosen to give the treatment.

The Location of Research

The location of this research took a place at SMP Prama Artha Bandar Huluan, JL. Passar II Kecamatan Bandar Huluan, Simalungun, Naga Jaya I, Kec. Bandar Huluan, Kab. Simalungun Prov. Sumatra Utara.

The Population and Sample

The population is an entire, people, subject or events, which all have at least one characteristic in common and must be defined specially and ambiguously population is generalization of object or subject that have certain characteristics and quality of their set by investigation to be learned and then drawn conclusion (Sugiyono, 2017).In this research, the population were English teacher and the students of second grade of MTs Al-Jam'iyatul Washliyah 40 Tinokah 2022/2023 academic year,

there are four class of SMP Swasta Prama Artha 2022/2023 academic year. The sample is a portion of the population that represents the same characteristics and characteristics so that it truly represents the population (Sugiyono, 2017). In this research, the researcher use cluster sampling is a probabilitysampling methods in which devide a population into cluster, such as districts or schools and then randomly select some of these cluster as the sample.The total population consisted of 108 students. The items can be seen in table belows :

Table 1. Data of Class VIII

No	Classes	Number of Students
1	VIII^1	34
2	VIII^2	34
3	VIII³	34
4	VIII^4	34
Total		**136**

The Research Instrument

The researcher used reading text in Reading Comprehension Test as instruments.The reading comprehension tests was in the form of multiple-choice questions. The tests contained 10 number multiple-choice questions. In creating the questions, the researcher referred to the curriculum used in the school, which the 2013 curriculum. Text are applied to pre-test post-test. Pre-test intended to find out before students read the text and before students are given treatment.

TheTechnique of Collecting Data

In this study, the data collection procedure used only one experimental class without any comparison or control classes.
a. Pre-Test
   The pre-test conducted in the first meeting in order to measure students writing ability before treatment.
b. Treatment
   The treatment was carried out for the post test experimental and post-test control.
c. Post-test
   After the researcher gave the treatment, the researcher gave a post test to find out whether there was a significant effect on student scores after being given treatment using the Problem Based Learning.

The Technique of Analyzing Data

In the pre-test and post-test assessment. Researchers calculated the frequency and normality of testing using SPSS version 26.0. The steps we have to do in the SPSS 26.0 program are frequency, statistic table, test of normality, test of homogeneity, testing hypothesis.

IV. THE DATA AND DATA ANALYSIS
The Data and Data Analysis of Research

In the pre-test and post-test assessment. Researchers calculated theScoring the students' answer, Tabulating the students' pre-test and post-test scores and Calculating the mean of pre-test and post-test scores for the sake of knowing the students' reading comprehension of Narrative Text before treatment of Problem Based Learning strategy and after the use of Problem Based Learning. , the researcher concluded this reasearch as following, to increase students' achievement in reading comprehension of Narrative Text at the eight grade SMP Swasta Prama Artha in academic year 2022/2023 before the treatment by the use of Problem Based Learning strategy is low, where the students' scores are only 2037 and the mean is 59,51. After the traetment by the using Problem Based Learning strategy is High, where the students' score become 2694 and the mean is 79,23. The mean difference (M_D) of the students before and after the treatment teaching reading comprehension of Narrative Text by using Problem Based Learning strategy is 18,76.

The Interpretation of Validity

Score of xry	Interpretation of the Validity

0,800 – 1,00	Very high
0,600 - 0,800	High
0,400 - 0, 600	Fair
0,200 - 0, 400	Low
0,000 - 0,200	Very low

Based on the result test of Interpretation of Validity So, it is found that the instrumentof this research is valid because 0,997 is interpreted in very high category.

The Interpretation of Realibility

Score of xry	Interpretation of the Realibility
0,00 – 0,40	**Low**
0,41 - 0,70	Significant
0,71 - 0, 90	High
0,91 - 1, 00	Very High

So, it is found that the instrument of this research is reliable because 0,998 is interpreted that the reliability is very high.

The Finding and Discussion of Research

Based on the the treatment teaching reading comprehension of Narrative Text, by the use of Problem Based Learning Strategy, the students' reading comprehension is low, where the students' score only 1,692 and the mean is 59,51. The mean difference (M_D) of the students before and after the treatment teaching reading comprehension of Narrative Text by using Problem Based Learning strategy is 18,76. It means that, the use of Problem Based Learning to increase students' achievement in reading comprehension improves their reading comprehension about 18,76 scores.

The testing hypotesis, the writer found out that $T_O > t_{table\ 5\%} < t_{table\ 1\%}$ (15,637 >1,692 < 2,733) so that the statistic criterion of accepted hyphotesis exists in Hyphotesis alternative (Ha) and Hyphotesis null (Ho) is rejected; it means that, the use of Problem Based Learning to increase students' achievement in freading compmrehension at the eight grade SMP Swasta Prama Artha in academic year 2022/2023 is significant to increase students's achievement in reading comprehension.

V. CONCLUSION AND SUGGESTION

Conclusion

The conclusion based on the analysis results show that $T_O > t_{table\ 5\%} < t_{table\ 1\%}$ (15,637 > 1,692< 2,733) so that the statistic criterion of accepted hyphotesis exists in Hyphotesis alternative (Ha) and Hyphotesis null (Ho) is rejected. It means that, the use of Problem Based Learning to increase students' achievement in freading compmrehension at the eight grade SMP Swasta Prama Artha in academic year 2022/2023 is significant to increase students's achievement in reading comprehension.

For English Teacher

Problem Based Learning can be new way for teacher in teaching English. So that,the teacher should consider to implements such method which will improve the student's reading ability. As in this research, the researcher gave a view how to implement it in right way.
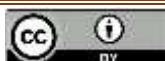
For Students

The students should have motivation to practice their reading whether in the class or at their home. The students should form a habbit of reading by trying to make writing in English frequency. It is because the more they practice, the better their reading will be.

For Further Researcher

This research needs to be completed by the future researcher due to gain the more positive result or to ensure that Problem Based Learning hascreally influence on student's reading narrative text. They can combine pbl with other skills or sub-skills are research variable.

BIBLIOGRAPHY

Anas Sudijono.(2007). *Pengantar Statistika Pendidikan*. Jakarta: Grafindo Persada Raju.
Arikunto, Suharsimi. 2010. Prosedur Penelitian: Edisi Revisi, Cet 14, Renika Cipta: Jakarta. P. 110

Grabe, W. (2016). *L2 reading comprehension and development.* In Handbook of research in second language teaching and learning (pp. 299-311).

Girsang, S. E. E., & Lubis, K. (2020). The Improving Students'Reading Descriptive Text Compreehrnsion Ability Through Context Clues Straategy Of VII Grade Students'At SMP Negeri 1 Sidamanik. Bilingual: Jurnal Pendidikan Bahasa Inggris, 2(1), 10-16.

Girsang, S. E. E., & Damayanti, E. (2022). The Comparison Of Student's Ability In Understanding The English Reading Text By Using Skimming And Scanning Technique. Bilingual: Jurnal Pendidikan Bahasa Inggris, 4(2), 92-99.

Kualitatif, dan R&D. Edition XXII; Bandung: Alfabeta. P 107-109).Sugiono, (2012) Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Alfabeta. P.404.

Nunan, David 2003. *Practice English Language Teaching*. Mc Graw Hill Companies.

Purba, R., & Sitio, F. I. (2020). Improving The Students'Reading Comprehension On Narrative Text By Using Buzz Group Technique At Grade VII OF SMP Yayasan Perguruan Keluarga Pematangsiantar Academic Year 2019/2020. Bilingual: Jurnal Pendidikan Bahasa Inggris, 2(1), 31-37.

Purba, R., & Sitio, F. I. (2020). Improving The Students'Reading Comprehension On Narrative Text By Using Buzz Group Technique At Grade VII OF SMP Yayasan Perguruan Keluarga Pematangsiantar Academic Year 2019/2020. Bilingual: Jurnal Pendidikan Bahasa Inggris, 2(1), 31-37.

Purba, A., & Simbolon, W. B. (2020). The Use Of PQRST (Preview – Question – Read – State - Test) Technique To Improve Students'Reading Comprehension Ability. Bilingual: Jurnal Pendidikan Bahasa Inggris, 2(2), 78-84.

Ramdiah, S., Abidinsyah, H., & Mayasari, R. (2018). *Problem based learning: Generates higher-order thinking skills of tenth graders in ecosystem concept.* Indonesian Journal of Biology Education, 4(1), 29-34.

Sugiyono, (2015). MetodePenelitian Pendidikan: Pendekatan Kuantitatif,

Sugiyono, (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung Alfabeta. P. 117.