

THE EFFECT OF PROBLEM BASED LEARNING METHOD IN READING DESCRIPTIVE TEXT AT THE 10TH GRADE OF SENIOR HIGH SCHOOL

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ABSTRACT

Problem Based Learning (PBL) is an instructional method in which students learn through solving problem and reflecting on their experiences. The statement of the problems of this research were: (1) Is Problem based learning method effective in teaching reading descriptive text at the 10th grade of SMA IT Dhiaul Fikri in the school year 2021-2022 (2) To what extent is the effect of Problem Based Learning method in reading descriptive text at the 10th grade of SMA IT Dhiaul Fikri in the school year 2021-2022. The purpose of this research is to know whether Problem Based Learning is effective in reading descriptive text at the tenth grade of SMA IT Dhiaul Fikri in the school year 2020-2021 and to know the extent of the effect of Problem Based Learning method in reading descriptive text at the tenth grades of SMA IT Dhiaul Fikri in the school year 2020-2021. This study used an experimental design. The population of the research was 30 students and the sample was 30 students from all of the population. In collecting data, the researcher used instrument to measure the effect of Problem Based Learning method on students' reading descriptive text. To analyze the data, the researcher used paired-samples t-test. The result of data analysis that there was a significant difference in the scores between the pre-test and the post-test, $t(df=29) = 5.203$ at $p = 0.000$, meaning that the null hypothesis is rejected (H_0) and alternative hypothesis is accepted (H_a). It means that there was a significant effect of Problem based learning method on reading descriptive text for the tenth graders of SMA IT Dhiaul Fikri in the school year 2020-2021.

Key Words: Problem Based Learning, Reading Descriptive Text

INTRODUCTION

Language is a tool for self-expression, communication and social control. In daily life, language has a very important role, as a tool to communicate with others. According to Fitch (2017) states language is a complex tool that allows us to encode, decipher and communicate our thoughts and experiences through words that combine and form a sentence. Language is a set of words that are used as "names" for various things (Yule 2020). In this world, there are thousands of languages spoken. One of the languages that often used and very popular is English.

English is an international language used to communicate by millions of

people in this world. Mastering English in this era is very important. This is because there are many opportunities we get if we can speak English. It is support by Handayani (2016) states English is a communication tool in the era of globalization which is the main key to a person's success in achieving a future career. English acts as a professional communication tool in the fields of science, technology, business, computers, and transportation (Hikmasari 2012). English is also increasingly used as a medium of instruction in schools and universities. English is also taught widely as a foreign language for students intending either further study in English writing country or as a requirement for employment. So, to be able speak English, students or learners must know all the skills that exist in English.

In English curriculum, there are four skills that must be mastered by students, namely: listening, speaking, reading, writing "macro skills" and this is in contrast to the "micro-skills" such as grammar, vocabulary, pronunciation and spelling (Supina 2018). Learning English is very important in the era of globalization for our future careers. Reading is one of the language skills which is very important to be learned by students.

Reading is important to individuals to learn and master, and reading is a way of getting information from something that has been written. According Nuriati (2015), reading is one of the ways to communicate in written forms, a writer puts his idea on the page and a reader tries to understand the author's ideas and thinks about what he has read. Based on that statement researcher got conclusion that reading is an activity to obtain information from written material through an interaction between the reader with the author, represented by his writings.

Reading is one of the language skills which help students in the process of learning English. In teaching and learning English we usually find students difficulties in reading English text, because they do not read the text only, but they are required to understand the contents of reading materials such as; find out the topic, theme, main idea, and answer the question that related with the text, they are required to have adequate knowledge of language which has different system, including vocabulary and structure. According to Wibowo (2020), it is important to learn reading since it helps people learn to think new language, helps people build better vocabulary, helps people more comfortable with written English, can help people plan to study in English speaking country. The students who master reading skills will easily extract meaning from reading English texts because they have a better vocabulary. Reading activity has important role in language learning, in that sense of teaching reading, the teacher should consider among others likes; facilities, students' background knowledge and method. To understand a text, student must have good understanding on vocabulary in the target language, as learning a language does not mean merely learning word.

In teaching reading, the teacher may use different method. Method is a way to deliver the materials from the teacher to the students. The English teachers should know the way how to deliver the materials well to the students. By using the appropriate method could affect the students to comprehend their reading.

Problem Based Learning (PBL) is a learning model that is based on the problem where students are asked to find solutions through investigation (Arjuna 2016; Zainuddin, 2023). Husain (2017) states PBL was initially designed to address the problems of students' inability to apply knowledge learned and to solve problems in real-world situations. So Problem Based Learning (PBL) is one of the learning models that can challenge students' abilities and give satisfaction to find new knowledge for students, help students to develop new knowledge and be responsible in the learning they do besides, develop students' interest to continuously learning even though learning in formal education has ended. PBL is a learner-centered approach—students engage with the problem with whatever their current knowledge/experience affords (Rosyidi & Darmanto, 2020). Learner motivation increases when responsibility for the solution to the problem and the process rests with the learner and as student ownership for learning increases.

Starting from the problem, the present researcher got initiative for conducting the research to find out the alternative method to solve the problem. To improve their reading skills, teacher should use meaningful reading materials and assess the teaching process properly. To assess reading skills, teacher should use materials appropriate to reading basic competence and purpose of the text.

RESEARCH METHODOLOGY

This study was quantitative research. In this research, the researcher uses pre-experimental design by using one group pre-test and post-test design. According to Sugiyono (2015), This research design begins with a pre-test, then giving treatment, and ends with a post-test. The Data Collection in this study used pretest treatment and Posttest. Then SPSS was used to analyze data to calculate Descriptive Statistics, Normality Testing, Homogeneity Testing and Hypothesis Testing.

FINDING

1. Description of Data

a. Before Using PBL Method

In pre-test researcher calculated the result that had been gotten by the students answering the test. The researcher gave them test about Descriptive Text.

After getting students score of experimental class in pre-test, the researcher arranged it from the low score to the high score in interval class form. After that, the researcher made it into percentages to see the dominant score that are gotten by the students. The computed of the frequency distribution of the students' score could be applied into the table frequency distribution as follow:

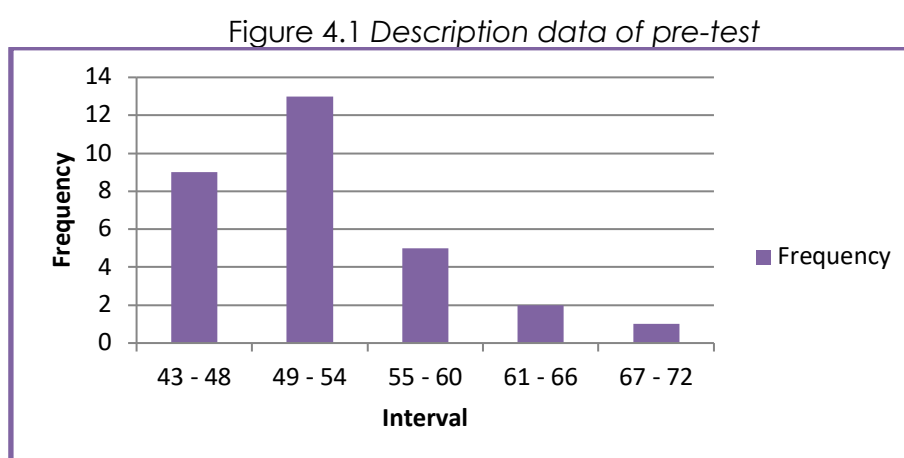
Table 4.1 Frequency distribution of pre-test

No	Interval	Median	Frequency	Percentages (%)
1	43 – 48	43.5	9	30.00%
2	49 – 54	51.5	13	43.33%

3	55 – 60	57.5	5	16.67%
4	61 - 66	63.5	2	6.67%
5	67 - 72	69.5	1	3.33%
<i>i</i> = 6			30	100%

From table 4.1 above, it can be seen that the students who get the highest score can be seen at interval 67 – 72, the students who get the lowest score at interval 43 – 48 and most of the students get scores at interval 49 – 54. It means that most of students get the score at average 51.5. So, the students' scores are categorized into low score.

In order to get description of the data clearly and completely, the researcher presented them in histogram on following figure:



The figure 4.1 described, the students score based on the interval class. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of experimental class in pre- test shown that the highest interval 67 – 72 was 1 student and the lowest score interval 43 – 48 was 9 students.

b. After Using PBL Method

In post-test of experimental class the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using PBL Method. The researcher gives them a test about Descriptive Text.

After getting students score in post test, the researcher arranged it from the low score to the high score in interval class form. The computed of the frequency distribution of the students' score can be applied into table frequency below:

Table 4.2 Frequency distribution of post-test

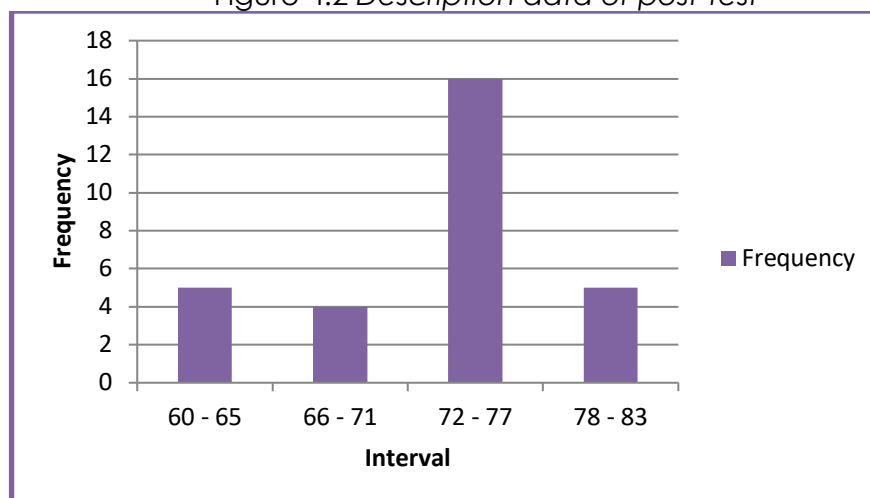
No	Interval	Median	Frequency	Percentages (%)
1	60 – 65	62.5	5	16.67%
2	66 – 71	68.5	4	13.33%
3	72 – 77	74.5	16	53.33%
4	78 – 83	80.5	5	16.67%

$i = 6$		30	100.00%
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From above table, it can be seen that the students who get the highest score can be seen at interval 78 – 83, the students who get the lowest score at interval 60 – 65 and most of students get scores at interval 72 – 77. It means that most of students get the score at average 74.5. So, the students' scores get a good increasing if the average score is compared with the score in pre- test.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure :

Figure 4.2 Description data of post-test



The figure 4.2 described the students score based on the interval class. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score in post-test shown that the highest interval 78 – 83 was 5 student and the lowest score interval 60 – 65 was 5 students.

c. Comparison Score of Pre-Test and Post-Test

After the researcher getting the result of pre- test and post- test, the researcher made in the table form to compare the differences between pre- test score and post-test score. The comparison score between pre- test and post-test of experimental class can be seen in following table.

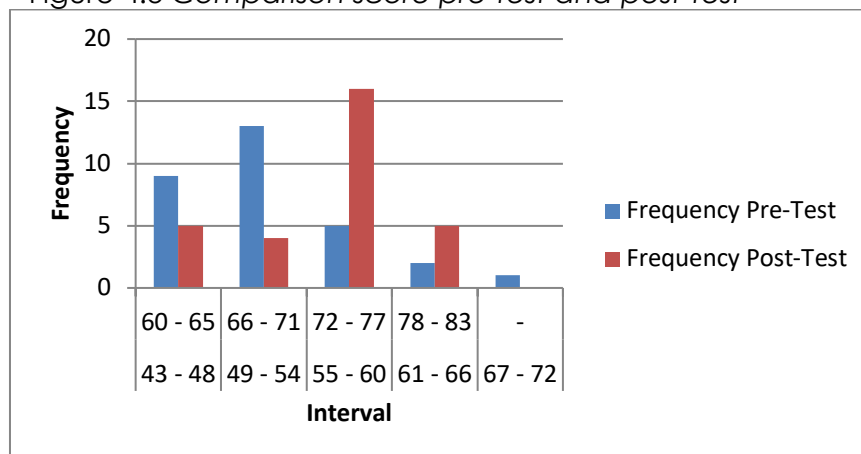
Table 4.3 Comparison score pre-test and post-test

No	Interval		Frequency	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1	43 – 48	60 – 65	9	5
2	49 – 54	66 – 71	13	4
3	55 – 60	72 – 77	5	16
4	61 – 66	78 – 83	2	5
5	67 – 72	-	1	-
	$i = 6$	$i = 6$	30	30

Based on the table 4.3 of comparison score pre-test and post-test. The researcher found that most of students got low score in pre-test at interval 43 – 48 and in post-test got score at interval 60 – 65.

In order to get description of the data clearly and completely, the researcher presented them in histogram on following figure :

Figure 4.3 Comparison score pre-test and post-test



The figure 4.3 described the students score based on the interval class. It can be seen the comparison between the pre-test score and the post-test score.

2. Data Analysis

a. Normality Testing

This test is used to know the normality of the data that was going to be analysed whether both group had normal distribution or not the result is as follows:

Table 4.4 Test of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Pre Test	0.115	30	.200*	0.939	30	0.083
	Post Test	0.177	30	0.017	0.943	30	0.112

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From table 4.4 above it can be seen that the data from the students' pre-test and post-test was distributed normally. It is because the result of the significance level of each test is higher than ($\alpha = 0,05$). For the pre-test the significance level is 0,083 which is higher than 0,05 and the significance level fo post-test is $0,112 > 0,05$.

b. Homogeneity Testing

Homogeneity is conduct to know whether the obtained data is homogenous or not. The homogeneity testing will perform by using SPSS Statistic 25 for windows. The result of homogeneity test is describe as follow:

Table 4.5 Homogeneity test

	Levene Statistic	df1	df2	Sig.

Score	Based on Mean	0.011	1	58	0.919
	Based on Median	0.004	1	58	0.949
	Based on Median and with adjusted df	0.004	1	57.876	0.949
	Based on trimmed mean	0.009	1	58	0.927

From table 4.5 above, it can be concluded that the data of pre-test and post-test are homogeneous. It is because the result of significance is 0.919 whis is higher than a = 0,05.

3. Hypothesis Testing

The researcher use parametric test by using T-test formula to test the hypothesis where a = 0.05. If the significance value of T test <0.05: The Null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted. It means that there was significant effect of using PBL Method toward students' reading skill at the 10th grade of SMA IT Dhiaul Fikri.

If the significance value of T test >0.05: The Null hypothesis (H₀) is accepted and the alternative hypothesis (H_a) is rejected. It means that there was no significant effect of using PBL Method toward students' reading skill at the 10th grade of SMA IT Dhiaul Fikri.

Table 4.7 Paired T-test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-21.800	6.754	1.233	-24.322	19.278	17.679	29	0.000

From table 4.7 above, we can concluded that (H₀) is rejected and (H_a) is accepted because the significance (2-tailed) is 0.000 that smaller than a = 0,05. It means that hypothesis H_a "there was significant effect of using PBL Method toward students' reading skill at the 10th grade of SMA IT Dhiaul Fikri" is accepted.

Based on the calculation of t-test above, it can be concluded there was significant effect of using PBL Method on students' reading skill at the 10th grade of SMA IT Dhiaul Fikri.

DISCUSSION

This research was conducted to find out the effect of using PBL Method on students reading descriptive text. PBL Method was one of many technique which can be used by the researcher in teaching English especially to teach students reading Descriptive Text.

This research was conducted at the 10th grade of SMA IT Dhiaul Fikri with 30 students as the sample. The results of statistical calculations on the

pretest results show that the students who got the highest score in the interval 67 – 72 was 3.33%, then the students who got the lowest score in the interval 43 – 48 was 30%. Most of the students get scores in the interval 49 – 54 was 43.33 %. It means that the students' scores are categorized into low scores. Meanwhile, the results of the post test can be seen that the students who got the highest score could be seen at interval 78 – 83 was 16.67%, the students who got the lowest score at interval 60 – 65 was 16.67% and most of students get scores at interval 72 – 77 was 53.33%. It means that the students' scores are categorized into high scores; there is a significant increase between the students' per test and post test results.

The result of testing hypothesis by using T-test that significance (2-tailed) is 0,000 that smaller than $\alpha = 0,05$. It mean that PBL Method was effective to improve students reading Descriptive Text. PBL method was positive and effectively perceived on implementing in teching reading. PBL Method is very useful for reading Descriptive Text not only to help students in reading but they also feel enjoy and interested.

CONCLUSION AND SUGGESTION

Based on the result of using T-test formula, it can be interpreted that from the result of the analysis of the research, it was proven that the students' score of speaking after taught by using Problem Based Learning was better than before taught by Problem Based Learning. It can be seen from the score of was higher than t-table. From the result of statistical calculation, the value of t-test we can concluded that (H_0) is rejected and (H_a) is accepted because the significance (2-tailed) is 0.000 that smaller than $\alpha = 0,05$. It means that hypothesis H_a "there was significant effect of using PBL Method toward students' reading skill at the 10th grade of SMA IT Dhiaul Fikri" is accepted. Based on the calculation of t-test above, it can be concluded there was significant effect of using PBL Method on students' reading skill at the 10th grade of SMA IT Dhiaul Fikri.

Based on the conclusions, the researcher would like to give some suggestions. These some suggestions were intended for the better teaching and learning English language. The teacher should use problem based learning method as the interesting method in teaching learning process to motivate the students in reading. The teacher also should give more exercises to the students in reading, so that they do not have any difficulties when they read. The last suggestion is teacher should be creative to create a new media and new method in learning process.

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