THE EFFECT OF PROBLEM BASED LEARNING MODEL ON STUDENT'S READING COMPREHENSION OF RECOUNT TEXT

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Abstract

The purpose of this study was determine whether there was an effect of using Problem Based Learning Model on the Students' Reading Comprehension of Recount Text at Grade X SMA Al-Mashum Sidodadi In 2024/2025. This research is quantitative research with design of two class, exprimental class and control class. The Population of this research was all class X of SMA Al-Mashum Sidodadi. The sample of this research were taken from 29 students of exprimental class (X-2) and 29 students of control class (X-1). The instrument for collecting data was a multiple choices test. The data was analyzed by using t-test formula. From this analysis, the mean score of pre-test in exprimental class was higher than and the mean score of pre-test in control class (48,4 > 40,2) meanwhile the mean score of post-test in exprimental class was higher than the mean score of post-test in control class (80,7 > 67,8). This research found that using Problem Based Learning Model has significant effect in reading comprehension. It can be proved by the result that t_{score} = 6,3 was higher than the t_{table} = 1,673 with the significant 0,05 or it can be understood as $t_{score} > t_{table}$ (5%) = 6,3 1,673. So, Ha is accepted. In another word, using Problem Based Learning Model more effective and more significant than using conventional model.

Key words: Problem Based Learning Model, Reading Comprehension, Recount text.

INTRODUCTION

Language may be a widespread dialect utilized by everybody to communicate. Every nation has its claim dialect. Dialect could be a framework of human communication all through the world (Sidodadi & Anggraini Harahap, 2016). The language of each country is diverse from the dialect of other countries. Since English may be a widespread dialect, everybody must learn it. The prevalence of English as a worldwide dialect is appeared by its significance in different areas, counting financial matters, legislative issues, innovation, and scholastics (Pourhosein Gilakjani & Sabouri, 2016).

English can be utilized anyplace since English may be a all inclusive dialect. Subsequently, we'll not encounter any dialect boundaries when traveling in the event that we talk English well. To keep up with the stream of globalization, we

require English (Rohim, 2014). On the opposite, in case our English is awful, we are going be left behind. In Indonesia, English has long been a obligatory subject. From junior tall school to college, English may be a obligatory subject for Indonesian understudies (Muchtar et al., 2019).

(Guthrie, 1981) You wish to be able to examined, write, speak, and tune in in arrange to memorize English. Individuals learn what a author needs to say through composed words by perusing. In case a method calls on the peruser to comprehend the composed fabric, it is said to be coherent. Through composing, the creator tries to form his point clear. (Syahfutra & Niah, n.d.) Perusing comprehension can deciphered as a arrangement of forms. carried out by the peruser to discover data and get it the data contained in a perusing content.

English instructors regularly emphasize the significance of instructing understudies how to instruct successfully (Haryadi et al., 2023). It is no astonish that perusing can be a effective instrument for instruction. In other words, there's a solid relationship between perusing and scholastic victory since the more understudies examined, the more information they pick up. The substance displayed cannot be separated from the method of educating perusing (Amin et al., 2023).

(Rosyidin et al., 2022) Problem-Based Learning is an advancement in learning, since in this learning prepare, students' considering abilities are really optimized through a efficient gather or group work handle, so that understudies can create their considering abilities economically.

Based on the articulation, the Problem-Based Learning Show clearly has an impact on students' perusing comprehension of describe writings whereas giving delight whereas learning in course. In this manner, the analyst chosen to raise the title "The Effect of Problem Based Learning Model on the Students' Reading Comprehension of Recount Text at Grade X SMA Al-Mashum Sidodadi in 2024/2025 Academic Year".

METHOD

This investigate plan employments quantitative inquire about. Quantitative investigate is the method of collecting and analyzing numerical information. It is utilized to distinguish designs, make forecasts, and test cause-and-effect connections (Nursing Standardd Quantitative Inquire about, n.d.). Sugiyono (2009:107) Some time recently getting treatment, a pre-test was given to decide the level of students' perusing scores and comprehension. After giving the test, a post-test was given to survey students' perusing scores and comprehension. Information were collected some time recently and after the test. This plan is appropriate for assessing the impact of the problem-based learning show in educating perusing comprehension to understudies in review ten at SMA Al-Mashum Sidodadi.

Table 1 Two Groups Pre-test Post-test

Group	Types	Experiment	Types
Control Class Group	Pre-test	X	Post-test
Experimental Class group	Pre-test	Y	Post-test

Note:

X : Using Conventional way
Y : Using Problem Based Learning Model

The inquire about instrument could be a device utilized to degree the pre-test and post-test plan. Multiple-choice tests will be utilized in this consider. As a instrument for this think about, tests are exceptionally supportive. Of course, tests are utilized to see how well students understand what they have examined. This is often related to H. Douglas Brown's thought that a test could be a way to degree a person's information, aptitudes, or execution in a specific field. The test comprises of 20 things and is given twice, both some time recently and after the occasion. The reason of the pre-test is planning to decide students' essential perusing comprehension information, and the reason of the post-test is to see in the event that the problem-based learning show will make a contrast in their perusing comprehension (Kaganang, 2019)

1. Pre-test

Before recently the treatment begin within the classroom, the understudies took the pre-test. Understudies take a pre-test to see how well they know their lexicon. On the pre- test, the students are inquired to reply 20 questions with discretionary; A, B,C. D, E.

2. Experiment

The primary step was to choose the test and control groups. The problem-based learning show was utilized within the test group, while the control bunch did not get any treatment (Syahfutra & Niah, n.d.). The individuals within the control bunch were instructed utilizing the regular strategy. This was as it were portion of the treatment since it was anticipated that the comes about of the explore would alter from the pre-test to the post-test. Amid the treatment session with the test gather, the problem-based learning show was tried to see on the off chance that it made a difference understudies get it what they examined (Sidik et al., 2021).

3.   Post-test

The ultimate test was carried out to evaluate the level of victory of the problem-based learning demonstrate in making a difference understudies get it the substance of the perusing. After the treatment begin within the classroom, the understudies took the post-test. Understudies take a post-test to see how well they know their made strides. On the post- test, the understudies are inquired to reply 20 questions with discretionary; A, B,C. D, E.

4.   Scoring Test

After giving the post-test, all the answers will be checked and score. In this prepare, the scores from the pre- and post-tests of the exploratory bunch as well as the control bunch are compared with each other (Kemala S. & Marpaung, 2022). Another, the comes about of these scores are handled as fundamental information to decide the degree to which students' perusing comprehension has progressed through the application of this problem-based learning demonstrate. Student learning outcomes scores can be calculated used the formula :

$$Score = \frac{The\ number\ right\ answer}{The\ number\ of\ items} \times 100$$

RESULTS AND DISCUSSION

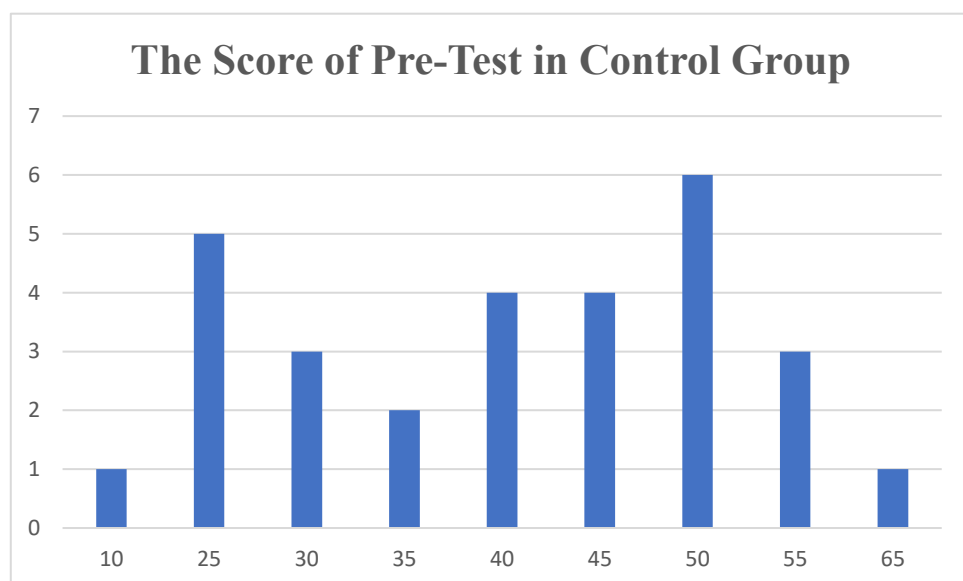The result of the students' test can be seen on the following table score.

Table 2. The Score of Pre-test and Post-test in Control Group

NO	INITIAL NAME	Score of Pre-test (X)	Score of Post-test (Y)	X^2	Y^2	XY
1	ARN	25	65	625	4225	1625
2	ASS	45	70	2025	4900	3150
3	AW	25	30	625	900	750
4	BA	30	85	900	7225	2550
5	BCL	55	80	3025	6400	4400
6	CAP	55	55	3025	3025	3025
7	CKP	40	60	1600	3600	2400
8	CN	25	70	625	4900	1750
9	DA	35	60	1225	3600	2100
10	DYP	65	85	4225	7225	5525
11	IAU	25	65	625	4225	1625
12	IC	30	65	900	4225	1950

13	JAS	50	75	2500	5625	3750
14	KA	35	75	1225	5625	2625
15	KNA	55	55	3025	3025	3025
16	LA	40	75	1600	5625	3000
17	MA	40	65	1600	4225	2600
18	NA	45	75	2025	5625	3375
19	NAT	50	85	2500	7225	4250
20	NF	50	80	2500	6400	4000
21	NPH	45	75	2025	5625	3375
22	RAA	40	60	1600	3600	2400
23	RL	25	65	625	4225	1625
24	RLP	10	10	100	100	100
25	RY	50	80	2500	6400	4000
26	SNR	50	75	2500	5625	3750
27	TN	50	70	2500	4900	3500
28	VY	45	90	2025	8100	4050
29	ZAS	30	65	900	4225	1950
	Total	$\sum X =$ **1165**	$\sum Y =$ **1965**	$\sum X^2 =$ **51175**	$\sum Y^2 =$ **140625**	$\sum XY =$ **82225**

From the data above, it shown that the highest and the lowest score in the pre-test, in addition, the data could be presented at the chart below.
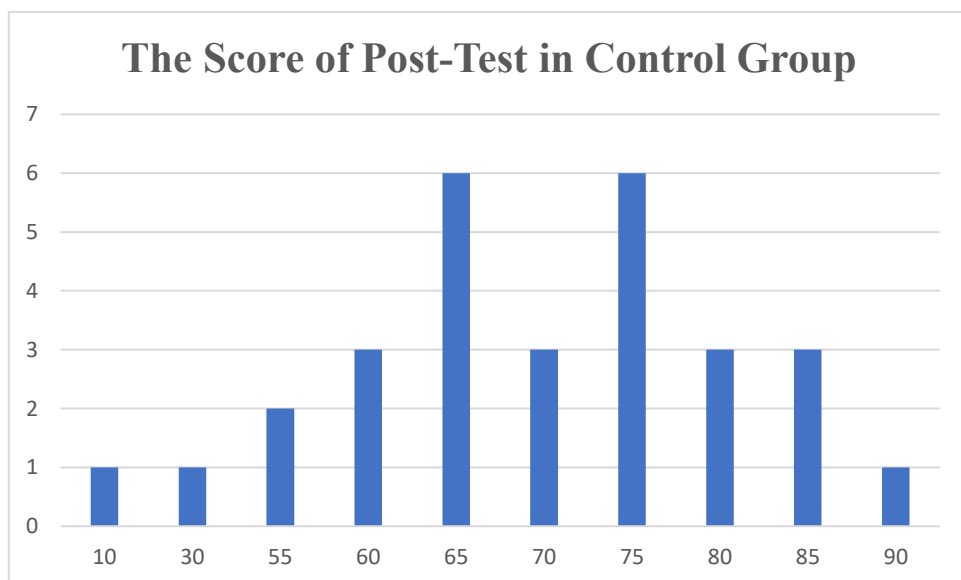
Figure 1. The score of pre-tests in control group

The Score of Pre-Test in Control Group

From the figure over, the information shown that numerous understudies it can be outlined the lower score in each pointer. From the figure over, there was one understudy who got 10 scores, there were five understudies who got 25 scores , there were three understudies who got 30 scores, there were two understudies who got 35 scores, there were four understudies who got 40 scores, there were four understudies who got 45 scores, there were six understudies who got 50 scores, there werer three understudies who got 55 scores, there was one understudy who got 65 score. .

From the data above, it shown that the highest dan the lowest score in the post-test, in addition, the data could be presented at the chart below.

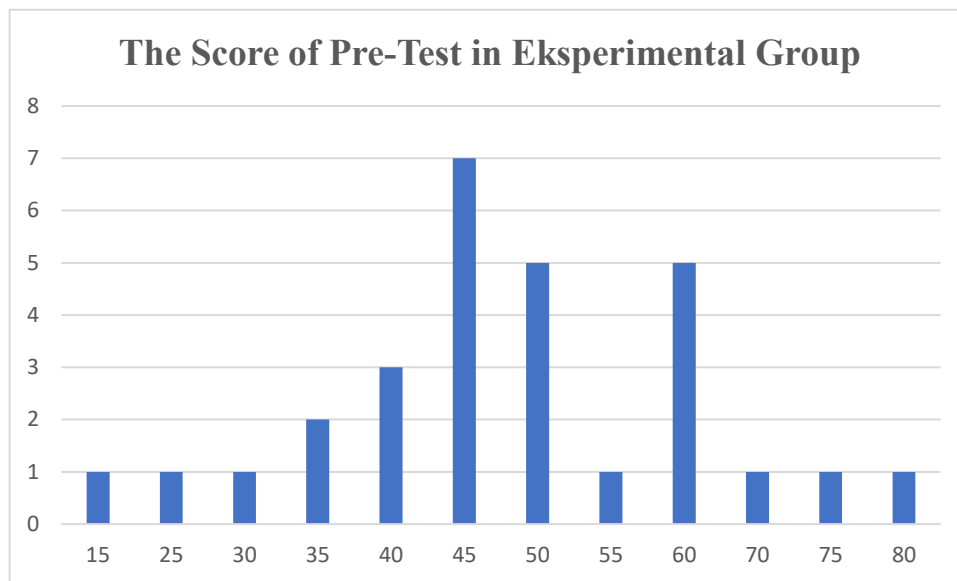**Figure 2. The score of post-tests in control grou**p

From the figure over, the information shown that numerous understudies it may be outlined the lower score in each marker. From the figure over, There was one understudy who got 10 score, there was one understudy who got 30 score, there were two understudies who got 55 scores, there were three understudies who got 60 scores, there were six understudies who got 65 scores, there were three understudies who got 70 scores, there were six understudies who got 75 scores, there were three understudies who got 80 scores, there were three understudies who got 85 scores, here was one understudy who got 90 score.

From the information over, it appeared that student's score in pre-test was lower than post-test. The cruel of student's score in pre-test was 40,2. After giving treatment of Routine Show, it expanded 27,6 % and the score cruel was being 67,8 in post-test.

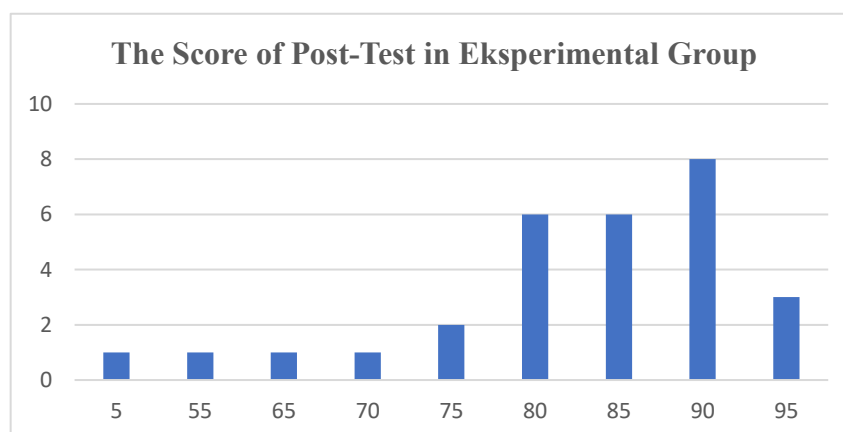**Table 3. The Sore of Pre-test and Post-test in Experimental Group**

NO	INITIAL NAME	Score of Pre-test (X)	Score of Post-test (Y)	X^2	Y^2	XY
1	AAD	45	90	2025	8100	4050
2	AAT	40	90	1600	8100	3600
3	AC	50	95	2500	9025	4750
4	AFA	75	95	5625	9025	7125
5	AGS	40	75	1600	5625	3000
6	CAN	45	80	2025	6400	3600
7	DL	45	80	2025	6400	3600
8	FDA	30	65	900	4225	1950
9	FVA	15	80	225	6400	1200
10	IF	80	85	6400	7225	6800
11	KNS	50	55	2500	3025	2750
12	MRA	45	90	2025	8100	4050
13	NA	40	85	1600	7225	3400
14	NAQ	50	80	2500	6400	4000
15	NMR	45	90	2025	8100	4050
16	PF	50	70	2500	4900	3500
17	RA	50	90	2500	8100	4500
18	RAG	35	85	1225	7225	2975
19	RC	60	80	3600	6400	4800
20	RI	60	90	3600	8100	5400
21	RM	45	90	2025	8100	4050
22	RPS	60	75	3600	5625	4500
23	RS	25	5	625	25	125
24	RSF	60	85	3600	7225	5100
25	SAP	60	80	3600	6400	4800
26	TIS	55	85	3025	7225	4675
27	TM	35	90	1225	8100	3150
28	VS	70	95	4900	9025	6650
29	ZA	45	85	2025	7225	3825
	Total	$\sum X =$ **1405**	$\sum Y =$ **2340**	$\sum X^2 =$ **73625**	$\sum Y^2 =$ **197050**	$\sum XY =$ **115975**

From the data above, it shown that the highest and the lowest score in pre-test was:

Figure 3. The score of pre-tests in experimental group

The Score of Pre-Test in Eksperimental Group

From the figure over, the information shown that numerous understudies it can be outlined the lower score in each pointer. From the figure over, there was one understudy who got 15 scores, there was one understudy who got 25 scores, there was one understudy who got 30 scores, there were two understudies who got 35 scores, there were three understudies who got 40 scores, there were seven understudies who got 45 scores, there were five understudies who got 50 scores, there weas one understudy who got 55 scores, there were five understudy who got 60 scores, there was one understudy who got 70 scores, there was one understudy who got 75 scores, there was one understudy who got 80 scores.

From the data above, it shown that the highest dan the lowest score in the post-test, In addition, the data could be presented at the chart below.

Figure 4. The score of post-test in experimental group

The Score of Post-Test in Eksperimental Group

From the figure over, the information shown that numerous understudies it might be outlined the lower score in each pointer. From the figure over, there was one understudy who got 5 scores, there was one understudy who got 55 scores, there was one understudy who got 65 scores, there was one understudy who got 70 scores, there were two understudies who got 75 scores, there were six understudies who got 80 scores, there were six understudies who got 85 scores, there were eight understudies who got 90 scores, there were three understudies who got 95 scores.

From the information over, it appeared that student's score in pre-test was lower than post-test. The cruel of student's score in pre-test was 48,4. After giving treatment of Issue Based Learning Show, it expanded 32,3 % and the score cruel was being 80,7 in post-test.

CONCLUSION

This inquire about utilized quantitative investigate strategies, counting the overall test approach for inspecting and pre-test and post-test for information collecting, in which understudies were given the test numerous choices. After analyzing the information into 1-test, the score was 6,3. In case this counseled to basic score item minute degree of flexibility (df) N1+N2-2 or 29+29-2 = 56. So, the basic csore of t-table with the noteworthy 0,05 was 1,673. So, it concludes that score tscore > ttable.

Based on the result of the investigate and dialog that has been displayed within the past chapter, it can be concluded that educating perusing comprehension Describe Content by utilizing Issue Based Learning Show is successful to make strides the students' perusing comprehension.

So the investigate had been effectively. Ha is acknowledged and it uncovered that theory utilizing Issue Based Learning Demonstrate in perusing comprehension on Relate Content was emotional since it gets higher score than without utilizing Issue Based Learning Demonstrate.

There are critical contrasts in learning results of the understudies who learned perusing by utilizing Issue Based Learning Show with the understudies who examined without Issue Based Learning Demonstrate (Rokhmawati, 2016).

and back in rectifying and making a difference me to wrap up my skripsi, all individuals around me that produces so numerous lessons almost life to me.

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