# THE EFFECT OF PROBLEM BASED LEARNING MODEL ON STUDENTS' ABILITY IN NARRATIVE READING AT GRADE XI OF SMA NEGERI 1 SEI KEPAYANG IN ACADEMIC YEAR OF 2024/2025

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**Abstract**

This study investigates the effect of the Problem-Based Learning (PBL) model on students' ability in narrative reading at Grade XI of SMA Negeri 1 Sei Kepayang during the 2024/2025 academic year. The research employed an experimental design with two groups: an experimental group taught using the PBL model and a control group taught using conventional methods. Data were collected through pre-tests and post-tests to assess students' narrative reading skills. The findings showed that students in the experimental group demonstrated a significant improvement in reading comprehension, particularly in identifying main ideas and understanding narrative structures. The mean post-test score of the experimental group was higher than that of the control group, indicating that the PBL model effectively enhances students' engagement, motivation, and reading achievement. The results indicated a significant improvement in the experimental group's narrative reading skills, with a mean post-test score of 78.27 compared to the control group's 57.58. A t-test was conducted to determine the statistical significance of the difference, and the result showed that t-count > t-table, thus the null hypothesis (Ho), which states that there is no effect of the PBL model on students' narrative reading ability, was rejected. The study concludes that the PBL model positively influences students' narrative reading skills and suggests its broader application in English language teaching.

**Keywords:** Problem Based Learning, Narrative Reading, Reading Comprehension

**INTRODUCTION**

English is one of the most widely spoken languages in the world and plays a significant role in various aspects of life, including education, science, and technology. Most information available in books, research, and technological platforms is presented in English. Therefore, mastering English is essential for students to access knowledge and compete globally. In Indonesia, English is a compulsory subject from elementary school through to college. It encompasses four main skills: speaking, listening, writing, and reading. Among these, reading plays a vital role because it integrates the other three skills and helps learners comprehend ideas and communicate effectively.

Reading is more than just recognizing words; it involves understanding and connecting ideas within a text. When students read, they engage with the written content by relating it to their prior knowledge and interpreting the messages conveyed by the author. However, despite the importance of reading, the actual performance of students in reading English texts remains low. For instance, only 50% of students passed the English reading test, indicating significant challenges in reading comprehension. Observations during the learning process have also shown that students find it difficult to grasp the main ideas of a text.

Several factors contribute to the students' difficulties in reading. Internally, students struggle with vocabulary, especially when encountering unfamiliar words. Externally, the teaching methods used by teachers can sometimes be monotonous and ineffective. For example, at SMA Negeri 1 Sei Kepayang, the teacher primarily uses a conventional approach where students are asked to read a passage and answer questions without any engaging or interactive activities. This traditional method makes the learning process less interesting and often results in student boredom and lack of motivation.

To address these issues, this research proposes the implementation of the Problem-Based Learning (PBL) model. PBL is an instructional approach that encourages active learning through problem-solving and discussion. It allows students to explore real-life scenarios and develop critical thinking skills while reading. By using this model, students can become more involved in the learning process, especially in reading narrative texts. The PBL model also supports collaborative learning, which may enhance student engagement and understanding.

This research is titled "The Effect of Problem-Based Learning Model on Students' Narrative Skill at Grade XI SMA Negeri 1 Sei Kepayang in Academic Year 2024/2025." It aims to investigate how the PBL model influences students' reading abilities, particularly in narrative texts. The study also explores students' engagement and the challenges they face while using the model. The findings are expected to contribute both theoretically and practically by offering new insights into reading instruction and providing effective strategies for teachers and learners.

**METHOD**

This study was carried out using an experimental design. Sugiyono (2006:80) defines experimental research as an investigation that aims to determine the cause-and-effect relationship between variables under controlled conditions. Two groups participated in an experimental study: the experimental group and the control group. While the control group receives their regular treatment, the experimental group receives a novel treatment.

The population of this study consisted of all eleventh-grade students, totaling 89 students across three classes. Two classes were selected as samples using random sampling: XI IPA 1 as the experimental group and XI IPA 2 as the control group, with 29 students in each class. The experimental group was taught

using the Problem-Based Learning model, while the control group received instruction through a conventional teaching approach

**Table 1. Two Groups Pre-Test Post-Test**

| Group | Types | Experiment | Types |
|---|---|---|---|
| Experiment Group | Pre-test | X | Post-test |
| Control Group | Pre-test | Y | Post-test |

**Note:**
X        : Using PBL model
Y        : Using Conventional Way

Instrument of data collection in this research was multiple choice test. The essay test was used in this research including pre-test and post-test. Pre-test and post-test were given to both group, namely experimental and control group. In this research, the class XI – IPA as the experimental class received treatment of problem-based learning model. Meanwhile, the class XI- IPA 2 as the control group was not given treatment of problem-based learning model.

**Table 2. The Level Category Classification and Percent by Goodrich**

| Criteria | mark | Explanation |
|---|---|---|
| Excellent | 100-90 | Excellent at identifying the main idea, general and specific information. Accurately infers implied information. No problems at recognizing vocabulary and expressions |
| Very Good | 89-80 | Very good at identifying the main idea, general and specific information. Shows good ability to infer implied information. Almost no problems at recognizing vocabulary and expressions |
| Good | 70 -61 | Good at identifying the main idea, general and specific information. Show some ability to infer implied information. Some minor problems at recognizing vocabulary and expressions. |
| fair | 60-30 | Fair at identifying the main idea, general, and specific information. Still show ability to infer |

| | | |
|---|---|---|
| | | implied information. Some problems at recognizing vocabulary and expressions. |
| Unsatisfactory | <29 | Fair at identifying the main idea, general, and specific information. Fails to infer implied information. Many problems at recognizing vocabulary and expressions. |

Then, for passing examination, the students have criteria of passing examination individually and classically, namely:

a. Individually, someone can be said if the students obtained 70 score.

b. A class can be said passing examination if the class obtained 85% of the students that obtained passing excellent and good criteria.

## RESULTS AND DISCUSSION

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

**Table 3. Score of Pre-test Experimental Group**

| No | Student's Initial | Score test before applying the problem based learning | Criteria |
|---|---|---|---|
| 1 | AD | 60 | Fair |
| 2 | AI | 40 | Fair |
| 3 | AS | 50 | Fair |
| 4 | AH | 40 | Fair |
| 5 | AN | 70 | Good |
| 6 | DD | 40 | Fair |
| 7 | DN | 50 | Fair |
| 8 | EZ | 40 | Fair |
| 9 | ER | 60 | Enough |
| 10 | FM | 60 | Enough |
| 11 | FA | 80 | Very Good |
| 12 | GG | 50 | Fair |
| 13 | HA | 40 | Fair |
| 14 | IS | 50 | Fair |
| 15 | LF | 60 | Fair |
| 16 | LR | 60 | Enough |
| 17 | MA | 70 | Good |
| 18 | NS | 80 | Very Good |
| 19 | NM | 60 | Enough |
| 20 | NS | 50 | Fair |
| 21 | NR | 70 | Good |
| 22 | PS | 40 | Fair |

| 23 | SR | 40 | Fair |
|---|---|---|---|
| 24 | SJA | 60 | Enough |
| 25 | SJ | 60 | Fair |
| 26 | SR | 50 | Fair |
| 27 | SSN | 70 | Good |
| 28 | SU | 60 | Enough |
| 29 | TW | 50 | Fair |
| | **Total** | **1560** | |

Based on the data above, it can be seen that students achieved a range of scores on the test. Two students obtained the highest score of 80, while four students scored 70. In addition, six students received a score of 60, indicating that a portion of the class performed at a moderate level.

Furthermore, seven students scored 50, and the largest number of students—nine in total—received a score of 40. This suggests that a significant portion of the class scored below what is typically considered a passing grade, which is often set at 60 or higher.

From these results, it can be concluded that the average score achieved by the students was 53.793. This average reflects a general need for academic improvement to raise the overall performance to a more satisfactory level.

**Table 4. Score of Pre-test of Control Group**

| No | Student's Initial | Score test before applying the problem based learning | Criteria |
|---|---|---|---|
| 1 | AA | 30 | Fair |
| 2 | AS | 40 | Fair |
| 3 | AF | 50 | Fair |
| 4 | AA | 30 | Fair |
| 5 | EL | 70 | Good |
| 6 | FB | 40 | Fair |
| 7 | FR | 50 | Fair |
| 8 | IF | 40 | Fair |
| 9 | IA | 50 | Fair |
| 10 | KN | 60 | Enough |
| 11 | MS | 40 | Fair |
| 12 | MR | 50 | Fair |
| 13 | MJ | 40 | Fair |
| 14 | NI | 30 | Fair |

| 15 | NA | 50 | Fair |
|---|---|---|---|
| 16 | NM | 60 | Enough |
| 17 | PY | 70 | Good |
| 18 | RAT | 80 | Very Good |
| 19 | RR | 60 | Enough |
| 20 | RS | 50 | Fair |
| 21 | SOM | 70 | Good |
| 22 | SJ | 40 | Fair |
| 23 | SR | 30 | Fair |
| 24 | SA | 60 | Enough |
| 25 | VM | 40 | Fair |
| 26 | YP | 50 | Fair |
| 27 | YY | 70 | Good |
| 28 | ZS | 50 | Fair |
| 29 | ZT | 50 | Fair |
| | **Total** | **1450** | |

From the data collected in the following table, it is shown that the highest score in the pre-test of the control group was 80, while the lowest score was 25. This range of scores reflects a considerable gap in student performance, indicating varying levels of understanding or preparedness among the students in the control group.

The average, or mean, score of the control group in the pre-test was calculated to be 49.633. This result suggests that, overall, students in the control group were performing below the standard passing score prior to the implementation of any treatment or intervention.

The complete results of the pre-test for the control group are presented in Table 4. This table provides a detailed breakdown of the individual scores, which serves as a baseline for comparison with future test results after the teaching intervention.

According to the data above, the research firstly finds the reliability of the test. Reliability is the agreement of accuracy of an evaluation test; the consistency or dependability of measurement obtained from an instrument is referred to reliability. An instrument like a test can be said valid of the test could be reliable, test, where in the upper group was represented with the experimental group which symbolized as X and the lower group was represented with the control group symbolized as Y.

**CONCLUSION**

Based on the findings and data analysis, several important conclusions can be drawn regarding students' ability to read narrative texts and the effectiveness of the Problem-Based Learning (PBL) model in improving this skill. The study indicates

that the use of the PBL model had a significant impact on students' performance, particularly when comparing the results of the pre-test and post-test.

First, the analysis shows that the average student score on the post-test reached a "Good" level, with an average of 74.33%. This suggests that after the implementation of the PBL model, students demonstrated an improved understanding and ability in reading narrative texts. The increase in post-test scores compared to the pre-test results supports the conclusion that PBL is an effective instructional strategy in this context.

Second, when students were not taught using the PBL model, their average post-test score was at the "Moderate" level, specifically 60.43%. This lower performance implies that traditional or non-PBL methods may not be as effective in developing students' reading comprehension of narrative texts. It highlights the importance of using engaging and student-cantered approaches in the learning process.

The comparison between the two groups—those taught with PBL and those without—clearly demonstrates the value of applying the Problem-Based Learning model in the classroom. Students benefited from the active learning strategies and real-world problem-solving tasks inherent in the PBL approach, which likely contributed to their increased motivation and better performance.

In conclusion, the implementation of the PBL model positively influenced students' abilities in reading narrative texts. Educators are encouraged to adopt this method to enhance reading comprehension skills and to foster more interactive and meaningful learning experiences. Further research may be needed to explore the long-term impact of PBL and its application across different text genres and student populations.

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