



The Implementation of Problem Based Learning Model to Improve Students' Reading Comprehension Achievement in Learning Narrative Text

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Abstract

This study was carried out because of the author's discovery that the majority of her pupils struggle with reading comprehension and lack interest in studying narrative texts. By implementing the Problem-based Learning Model with the tenth-grade students of Accountant 1 Class of SMK N 1 Keluang, this study seeks to increase students' reading comprehension achievement in learning Narrative Text. In doing this research, action research was used. The data were collected through knowledge assessment, attitude assessment, and observation of students' presentation skill. The findings of the study showed that there was a significant difference between the students' reading comprehension achievement. The students' average score improves through using Problem Based Learning model. It means that the implementation of PBL model was effective to improve reading comprehension achievement of the tenth-grade students of accountant 1 Class of SMKN 1 Keluang, Musi Banyuasin.

1. Introduction

In the pursuit of enhancing students' reading comprehension abilities, educators are continually seeking innovative and effective teaching methodologies. According to (Pawson et al., 2013), one such approach that has gained considerable attention is the Problem-Based Learning (PBL) model, which encourages active engagement and critical thinking among learners. This research study focuses on exploring the implementation of the Problem-Based Learning model to improve students' reading comprehension achievement, specifically in the context of learning narrative texts.

According to (Eskey, 2005), reading requires the capacity to decipher details and meaning from a text in order to comprehend what is being read. When people develop reading skills, they will be able to easily acquire all types of information about science and technology that is published in the English language. Every student must learn and master the skill of reading as part of their education in English. Reading is a technique to learn from anything that was written and allows students to interact with the feelings and thoughts of the author. Reading is one of the fundamental

abilities that children need to succeed in school at all levels and in all kinds of settings, as well as in the workplace and in everyday life (Bell, 2010).

According to (Diyora, 2023), reading comprehension is a fundamental skill that plays a vital role in academic success and lifelong learning. However, many students often struggle to comprehend and interpret complex texts, particularly narratives that require a deeper level of understanding and analysis. Traditional teaching methods that rely heavily on passive listening and rote memorization may not adequately address these challenges, thus prompting the need for innovative pedagogical approaches like PBL.

The PBL model is a student-centered instructional strategy that emphasizes problem-solving, critical thinking, and collaboration (Singh, 2011). It presents learners with real-world scenarios or challenges that require active investigation and problem-solving skills. In the context of reading comprehension, PBL tasks students with exploring and understanding narrative texts in a dynamic and immersive manner, leading to a deeper understanding of the content and context (Lee & Jo, 2023).

Based on teacher daily assessment, only six out of 26 pupils in the tenth-grade students of Accountant 1 Class of SMK N 1 Keluang received a good mark on the daily evaluation for learning narrative text. While the others still received a score that was below the passing grade. It indicates that only 23% of students were able to pass the test. This is a serious issue which has to be solved by the teacher.

In order to solve the problem, the teacher needs to come up with a different learning model which is Problem Based Learning model. According to (Lin, 2017), problem-based learning can improve not only students' learning motivation but also their reading comprehension in learning narrative text.

The primary objective of this study is to investigate the effectiveness of the Problem-Based Learning model in enhancing students' reading comprehension achievement when applied to narrative texts. By comparing the performance of students exposed to the PBL approach with those taught using traditional methods, we aim to identify any significant improvements in reading comprehension skills and critical thinking abilities.

In conclusion, this research study endeavors to contribute to the existing literature on reading comprehension instruction and the efficacy of the Problem-Based Learning model in enhancing students' comprehension skills when learning narrative texts. By exploring the impact of this innovative approach, we hope to advance teaching practices that foster critical thinking, creativity, and a deeper appreciation for the art of storytelling among students.

This research study aims to investigate the effectiveness of the Problem-Based Learning (PBL) model in improving students' reading comprehension achievement in learning narrative texts for one class at SMK N 1 Keluang. The study utilized a mixed-methods approach, combining quantitative data from pre- and post-tests with qualitative insights from interviews and observations. The primary objective was to compare the performance of students who received traditional reading comprehension instruction with those exposed to the PBL approach.

2. Method

2.1 Participants

The participants in this research are 26 the students of tenth grade X Akuntansi 1 of SMK N 1 Keluang, Musi Banyuasin academic year 2022/ 2023.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

Instruments which are used for collecting the data are knowledge assessment using essay (written test), attitude assessment (observation sheet), and skill assessment (presentation assessment sheet).

2.2.2 Techniques for Collecting Data

The writer divided the students in several group consist of 4 -5 students, then gave several assessments which must be completed by the students. The teacher gave the students worksheet which consist of some problem which must be completed by them. The students work in group and presented the result of their discussion in front of the class. While the students present, the teacher fill in the presentation assessment sheet based on the students' performance.

2.3 Data Analysis

The data collected from the assessment and performance are being measured by the teacher to know whether or not there is a significant improvement in implementing Problem Based Learning model in teaching narrative text.

3. Results

The result of the study, there is correlation between the teaching model used by the teacher in learning process to the students' reading comprehension achievement and also their motivation to study narrative text. This can be seen when students were actively discussed the problem given by the teacher, each student in the group forced to give their opinion, and then when presenting their discussion, they actively do it. It can be concluded that using problem-based learning model can enhance students' reading comprehension achievement and motivation to study more actively.

4. Discussion

The quantitative analysis revealed promising results regarding the effectiveness of the PBL model. The students who experienced the PBL approach showed a statistically significant improvement in their reading comprehension achievement compared to the control group (traditional instruction). The pre-test scores indicated no significant difference between the two groups, suggesting that they were initially at a similar level of reading comprehension ability.

However, after implementing the PBL model for a specific duration, the post-test scores of the experimental group showed a significant increase, indicating that the problem-based learning

approach positively impacted their comprehension skills. On the other hand, the control group, although showing some improvement, did not demonstrate the same level of progress as the PBL group.

The qualitative data gathered from interviews with students and observations of classroom activities provided valuable insights into their perceptions and experiences with the PBL approach. Students in the PBL group expressed enthusiasm and engagement with the dynamic and interactive nature of the learning process. They appreciated the opportunity to collaboratively explore narrative texts, analyze characters' motivations, and discuss different plot developments, leading to a deeper understanding of the content.

The PBL model's emphasis on problem-solving and critical thinking was also evident in the students' reflections. They reported feeling more confident in tackling complex narrative texts and identifying underlying themes and messages. Moreover, the collaborative nature of the PBL approach fostered a sense of teamwork and mutual support among the students, enhancing their learning experience.

Although the results showed the potential of the PBL model to improve reading comprehension achievement, some challenges and limitations were identified. The implementation of the PBL approach required substantial preparation and adaptation of existing teaching materials. Teachers needed to create relevant and engaging problems related to narrative texts, which demanded additional time and effort.

Additionally, it was noted that the PBL model might not suit all students' learning styles and preferences. While some students thrived in the collaborative and exploratory nature of PBL, others might have preferred a more structured and direct instructional approach. It is essential for educators to consider individual differences when integrating PBL into the curriculum.

The findings of this research study support the implementation of the Problem-Based Learning model to improve students' reading comprehension achievement in learning narrative texts at SMK N 1 Keluang. The quantitative results demonstrated significant improvement in reading comprehension scores for the PBL group, while qualitative insights highlighted the students' enthusiasm and engagement with the approach.

However, the study also recognized the challenges and limitations associated with adopting the PBL model. Teachers and school administrators should carefully consider the resources, time commitment, and individual learning preferences before fully integrating PBL into the curriculum. Overall, the research provides valuable evidence to encourage educators to explore innovative and student-centered approaches like PBL to enhance reading comprehension skills and critical thinking abilities in their classrooms.

5. Conclusion

Although this study has revealed several interesting facts about the benefits of applying Problem Based Learning Model, the writer must admit that the study has also several limitations. Firstly, the teacher must know the skill of each student to be able to divided the students in group. Secondly, the teacher must pay attention and give some advice to each group to led the group to

correct opinion, and the last is applying problem-based learning cannot be done to every teaching material.

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