

ASSESSING STUDENTS' ACHIEVEMENT IN READING COMPREHENSION THROUGH PROBLEM BASED LEARNING MODEL

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ABSTRACT

This research was focused on points whether (or not) the effect of Problem Based Learning with Webtoon on students' reading comprehension of the SMA Negeri 6 Enrekang Class X. This research applied experimental design that treats only one group. The population of the research was the students of SMA Negeri 6 Enrekang Class X. In determining the sample, the researcher used simple random sampling technique. The research instruments were reading test and questionnaire. Then, the data was analyzed by using scoring rubric for reading test. And also, to measure the students' interest, the researcher used SPSS application verse 23.0. The result of the research showed that there was a worth enhancement of the students' achievement in pre-test and post-test. The mean score reached 79.80 at the post-test with standard deviation 7.94. It is very different with the pre-test result, where more than 50% students get score under the KKM. The effect of Problem Based Learning with Webtoon gives a positive interest toward students to learn reading comprehension, mainly for narrative text. The learning process was alive and the students were passionate. Besides, the students were more enthusiastic because the story in Webtoon is served by colorful and interactive pictures. As the conclusion, the effect of the Problem Based Learning with Webtoon assisted the students in comprehend the text in reading learning. By the internet connection, the application of Webtoon for reading learning make the students were easier to learn every time.

Keyword: Problem Based Learning, Webtoon, Reading Comprehension, Narrative Text, Interest.

INTRODUCTION

Teachers' competence in teaching is not only focus in one skill of English. All the English elements and aspects should be taken into account to achieve the sustainable learning activity. The teacher should utilize the relevant strategies in engaging the students' ability because even if processes of the students is the main point to accomplish the language learning. The applied of the strategies mostly taken not only from the adapted media or from others games to improve the students' competence but also using the application from the internet (Petko, 2012). This data also proved by many researchers who had this technique to their research. For instance, in Raulan (2018:591) found that the students' comprehension in writing of narrative text were improved after applying the application of Webtoon.

Students have to improve their skills of English with also pay attention to the reading subject because it becomes the factor to help the students to communicate and to understand the English (Williams and Williams, 2011).

Nevertheless, it still becomes the big problem faced by the students in SMA Negeri 6 Enrekang. They could not recognize the significance of the text even more they have been taught with any media given by the teacher. For sure, most of their reading comprehension is low and difficult to translate the text even more it is a simple sentences of reading. That is the reason for teachers to realize that the use of communication tools become more frequently applied by the students. Thus, this condition could be utilized as the learning media in the classroom (Matzat and Vrieling, 2016).

There are some problems met by students in reading. Some kinds of the difficulty are appeared by students. First, it is difficult for the learners to seize the substance and the meaning of the reading resource. The learners define that they may not have much possibility to contribute actively when the teacher is very dictate the activity in the classroom. The lack of contribution may give bad effect and pressure to students' reading comprehension. Second, it is hard for students to comprehend the text as they only read without any effort to understand about what they are reading. They only read the text and then retell to others. Besides, the majority of students just spend for getting novel vocabularies from some strange words in the reading source. By analyzing the earlier background, the Problem Based Learning (PBL) can be opportunity to rebuild the students' achievement through motivation in reading learning. PBL is an appropriate way that is match with the problems are shared at the beginning and it is suggested to stimulate the learning needs such as students' interest. Savery and Duffy (1995) recommended Problem Based Learning as a plan of curriculum that bears the active participants who could advance the knowledge. Problem Based Learning also has a role as a skill to against the ruin matter in the real life (Michael, 2004). In this case, to boost the effect of PBL, the researcher combines it with Webtoon. Webtoon might be a center to inquire about encouragement and commencement to read and to write many things inside that might be possible and useful to recover the students' lack in reading comprehension and then the contents of comic which is full of text and pictures students will be easier to understand the reading (Lamerichs, 2020).

Additionally, dealing with what Taufiq (2009) said that in the gaining phase, the trouble can help the learners to up their interest. The learners will be thoughtful to identify and occupy something. In other words, the students are passionate

contributed in the learning process to discover a way out. The researcher motivates the students' by giving any problem to solve by students. Hopefully, the students can identify the content of the story in Webtoon application. Thus, the collaboration between Problem Based Learning with Webtoon will give a great effect towards the students' reading comprehension viewed from the students' interest.

MATERIALS AND METHOD

A. Materials

1. The Concept of Reading

Reading is the combination of knowledge and experience to translate a reading text, meaning and context are the point to be comprehended firstly. As in 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). Still, as a part of English skill, the reading hands an essential functions because since the writing, listening, or speaking learning, reading acts as a very influential tools for acquiring a wide range of specific data, including science and technology (Sangia, 2014).

In addition, Glory and Editia (1988) stated that reading needs a talent for a meaningful analysis of printed or written text. Or we can say that reading is the cooperate system among the explicit symbol that symbolize language and the readers ability related to language, cognitive, and knowledge skill. The reading skill is not merely a references and joyful activity, but also as the combination of one's knowledge in serving the language. The greater of reading significance is how the writer can order the words and can be catch well by the readers. This capability includes in basic development of emotional, verbal, and moral aptitude. Briefly, those developments lead to identify the kind of person (Harrison in Prihastuti, 2013).

As a digest, reading is a vital thing for students to enhance their insight and to enrich their thought according to basic development aspects in reading. These qualifications of reading competence, paying attention to the approach of arranging strategy in class, surely is a big problem faced by both curricula makers and

teachers. In order to reach this goal, this research will introduce the new adapted material mixing with Webtoon as the method.

a. The purpose of Reading

One aspect in establishing intraindividual distinction in the pattern of inferential act.vity during reading is reading objectives. A fundamental role of reading objectives in the comprehension process is associated by result that orientation to (or aim while reading) the text during reading power remind (Narvaez et al, 1999). Related to the reading objectives, Mahmoud in Putri (2018) underlines the reading aims as follow:

- 1) Reading serves the specific information. This a general aim that is used to recognize the information.
- 2) Reading leads the reader to accomplish their assignment.
- 3) Reading entertains the readers. This reading form usually designs by applying interested display.
- 4) Reading builds the readers thought. This kind forces the readers to comprehend the content then focus to find the information explicitly or implicitly.
- 5) Reading engages the insight. It means that readers acquire to synchronize among the information of text and their prior knowledge.

The competence of reading may not be fully needed by everyone, yet as a learner, it is important to know and to specify all the kinds of reading comprehension for communication purpose. The purpose of reading also become the introducing material when the teachers are going to begin their explanation in order to complete the material before giving the further implementation in the class.

b. The Principle in Teaching Reading

Influential teacher are chiefly valued contributors in the reading steps. The teacher' contribution in reading learning is put experiences and circumstances on how to explore the students' ability in involving with the text. The constructivism condition among the learners can be reach by discussing meaning. The readiness of the students usually shows that they have a clear goal to be set. As the excellent readers, they consider the suitable way that can be applied to reach their goals. They can recognize and decide an action whether they are gaining the meaning or not (Mc Laughlin, 2012).

Related to the previous concept, Gambrell (1996) compared it with what they found. Gambrell thought that the classroom atmosphere that support the reading learning are built by teacher as the reading model, an environment with book-familiarity, the possible opportunity, well-known as accustomed with books, and literacy behavior that identify the value of reading. Successful readers attempt to apply different way to find out the meaning as they read. They do not imply the common technique, instead, they love to extend and practice those techniques that are beneficial to them. Furthermore, they are very adapted in the application of each technique. They try every strategy for different kinds of text.

As the facilitator, the teachers bid the chances for students to convey their thoughts. This moment allows them to explore modalities by expressing idea. The steps may conducted by sharing various text to read in several ways such as read-aloud, cross-age, or book on CD. This is one way to challenge their ability in reading. Through this concept, we can see that the teachers' function in stimulating and enhancing the fundamental literacy is complicated. It is begun from the personal ability understanding until providing the access for students to many kinds of text as the references of critical literacy. Formative assessment arrests the students' ability in gaining insight in every learning process as the meaningful experiences to get the point of teach (Mc Laughlin, 2012).

As conclusion, the researcher is going to give the better strategy for new method and technique to the students. By using the digital comic called as Webtoon, the researcher hopes that it will improve the students' reading comprehension.

2. Problem Based Learning

The Problem Based Learning (PBL) classified in the teaching group that is concern to structurally problem solving challenge. Problem Based Learning rules assist the students in managing how the problem solved, communicated, and worked in group. It can lead to raise the students' interest. That is related to Sonmez and Lee (2003) said that PBL is used as instructional approach that gives a chance to the students to discover any solution independently or in group. In this process, PBL proposes the self-guidance for students, trains their communicative, thinking, and problem solving skill.

Among the general advantages of the PBL application, one of them defines by Huang and Wang (2012). They confirmed that PBL supports the learning needs

in creating the interested class, advancing the thinking skill, training the higher level knowledge, and lead their ability in collaborating as group. PBL is selected as the method in teaching because it can be combined or mixed with some interactive media. PBL increases the students' confidence by solving the problem independently. The students accustomed to face the problem and think critically to solve it. The related opinion is come from Schmidt (1983) who proposes PBL as support system in solving problem. Through the PBL process, the group can trigger the prior knowledge and also share new knowledge each other related to the problem.

According to the analysis before, 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.

B. Method

In this part of the research, the researcher presented the methodology of research which consists of research design, Research Variables and their Operational Definitions, Population and Sample, Instrument of The Research, procedure of collecting data and the last is technique of data analysis. In this research, the researcher applied experimental design that treats only one group. The experimental group received treatment by Problem Based Learning Model with Webtoon. The experiment group was determined as comparable group before and after the treatment. The distinguish effects would be a comparison matter to consider the effectiveness of the treatment. It can be seen from the students' gaining score in pre-test and post-test (Gay et al, 2006).

The researcher settled on two variables in this research. They are dependent and independent variable. The independent variable was the Problem Based Learning Model with Webtoon in learning Reading Comprehension. The dependent variables were the students reading comprehension skill. Problem Based learning Model with Webtoon for teaching narrative text that was used to enhance students' achievement with combination of individual and group work. Then, The students' narrative text reading comprehension skill were an ability understand the text

content and solve the problem based on the text content by answering the question of text correctly. And also, the students could understand of the language features of narrative text.

The population of this research was the students of SMA Negeri 6 Enrekang Class X. Taken the sample by specific purpose considering the students of the eleventh class had already got the motivation in English however the strategy used by their teacher still made the students bored even though they are very motivated to learn. There were two instruments that will be used in this study such as reading test and questionnaire. These instruments hoped to be effective in giving and revealing the data description so that all the problems shown in the previous discussion answered then very helpful for students.

In analyzing the data related to the students' work of reading test, the researcher used scoring classification adapted from Depdiknas (2006). And to calculate the mean score, standard deviation and the t-test value between the pre-test and the post-test, the researcher used *Statistical Package for Social Sciences (SPSS)* program version 23.0 (Gay et al, 2006). Based on these dimensions, there were five components of Problem Based Learning, they are: orientation, organization, investigation, presentation, and analysis.

DISCUSSION

The urgent action for teacher when finds the problem around the students is determine the appropriate treatment. In this research, the researcher put Problem Based Learning as the appropriate method in solving the students gap in learning reading comprehension. It is related to what Taufiq (2009) said that during the learning process, the problem can stimulate the students' interest because there is a challenging situation. Thus, the Problem Based Learning will force the students to guess the solution and then solve the problem independently or in group. Hence, the students will be more confident in solve their own problem with the teacher as the facilitator. In this case, the teacher or researcher must be able to support the problem solving during the learning process (Schmidt, 1983).

According to the urgency which is the researcher tells before, thus the researcher decides to combine it with Webtoon. This consideration based on the

students' need in reading learning. Webtoon is a digital comic. The using of comics for learning process, such an instructional tool and evolve as a visual narrative (Clery, 2018). The reason to choose Webtoon for reading is the students engage in greater literacy exploration and easily accessible. In addition, Webtoon as digital comic is familiar and popular among the students (Marrison in Putri, 2018).

The conducting of the research is carried out in six meetings. The line of those meetings was arranged from pre-test, treatment session, and the post-test. First meeting, the researcher conducted pre-test to assess and investigate the earlier knowledge of students in reading learning, especially in narrative text. The researcher does not give the treatment yet. After that, the researcher introduces the material by applying Problem Based Learning with Webtoon. The second meeting, the researcher does the same steps, the students has logged in and learn by using Webtoon. The students answered the question based on what they catch from the text. This activities was performed until the fifth meeting. The last step, sixth meeting, the researcher gave the reading test as post-test. The result of the post-test is using to assess and consider the effectiveness of the treatment during the earliest meeting until the last meeting.

The detail result of the pre-test is confirmed as the low result. The students' condition is lack of motivation. In the range of score 75-100, only 7 students are listed in this category. The rest of it get score around 35-66 or about 13 students. As what the researcher reports at the first chapter, the students get bored feeling because of the application of conventional method. Then this circumstance makes the students difficult to understand the material, mainly for comprehend the content of text in learning reading comprehension. Hence, the researcher decides to apply Problem Based Learning Model because it verifies as the learning model that can be improved the students' motivation and lead them to consider in critical way (Bell, 2010). The next reason, the researcher applies the Problem Based Learning Model with Webtoon because it is served with comic style, where the comic is a form of literature that makes students more enjoy (Putri, 2018). According to these reasons, the combination of both is very helpful. The application of Problem Based Learning with Webtoon is very suitable to develop the students' literacy due to the simply text and easy to understand (Raulan and Fatimah, 2018).

In applying Problem Based Learning with Webtoon, the researcher has proven that the students' reading skill is enhanced. The result has shown that the pre-test result has a huge different with post-test result. The prior knowledge of students can be measure by pre-test where the result is about 75.00% students get low score and categorized as "fairly good", "fair", "poor", and "very poor". On the contrary, the other condition happens at the post-test. The students who get the score under the standard, has a significant improvement. Only 3 students or about 15.00% who get the low score, even the lowest score are categorized as "fairly good" and "fair". It means that, at the post-test there is no students who categorized as "poor" or "very poor". In a few words, the applying of Problem Based Learning with Webtoon is very meaningful and productive as the instructional resources (Arisi and Umudhe, 1998).

As the conclusion, the researcher recommends the applying of Problem Based Learning with Webtoon to use in teaching English reading comprehension. This decision based on the result of the research that Problem Based Learning is useful for students in solving the problem and discovering new knowledge by finding a meaningful solution. Then, the Webtoon as a modern way version can engage and motivate the students in comprehending the reading text.

RESULTS

The students' improvement towards the application of Problem Based Learning with Webtoon is very significant. The research result proves it through the both test, pre-test and post-test. The result will be divided into two parts to be discussed. At first, the researcher comes to the students' test result at the pre-test. The second, the researcher reviews about the students' post-test result. And at last, the research reviews the students' reading improvement based on the both test.

1. The Students' Pre-test Result

The earliest meeting of this research, the researcher completed the orientation and provide pre-test to recognize about the students' prior knowledge about reading comprehension, especially in narrative text. The test includes 25 numbers of questions in multiple choices form. The questions are taken from the Webtoon series with title "Acception". The researcher limits the story from episode

1 to 10. Briefly, the answer for 25 numbers of questions is must be gained from the Webtoon “Acception” Episode 1 to 10. The researcher gives about ten minutes to read the Webtoon, then start to answer the question. The students have twenty minutes to finish the pre-test. The result of the students’ pre-test can be shown in the table below;

Table 1
The Students’ Pre-test Result

Numb	Interval Score	Classification	Frequency	Percentage (%)
1	96-100	Excellent	-	-
2	86-95	Very Good	1	0,05
3	76-85	Good	4	0,20
4	66-75	Fairly Good	2	0,10
5	56-65	Fair	3	0,15
6	36-55	Poor	8	0,40
7	0-35	Very Poor	2	0,10

Based on the table above, we can see the basic knowledge of the students about narrative text is still low. In this case, the researcher did not apply the Problem Based Learning with Webtoon yet. Many of students get the score under the standard score (based on KKM).

2. The Students’ Post-test Result

The researcher starts to apply the treatment at the second meeting until the fifth meeting. The treatment was performed after the analyzing process of the pre-test result in first meeting. Based on what the researcher proposes at the beginning of the research, thus the learning process are conducting by applying Problem Based Learning Model, mixed with Webtoon application. The researcher instructs the students to find the problem of the story in Webtoon then solve the problem depend on what they read as well. Hence, the students must read carefully and also focus to the pictures to understand about the content of the story. As we know that Webtoon is the way for make the reading activity simpler, completed by the picture series. The result of the students’ post-test can be shown in the table below;

Table 2
The Students' Post-test Result

Numb	Interval Score	Classification	Frequency	Percentage (%)
1	96-100	Excellent	-	-
2	86-95	Very Good	4	20,00
3	76-85	Good	13	65,00
4	66-75	Fairly Good	2	10,00
5	56-65	Fair	1	5,00
6	36-55	Poor	-	-
7	0-35	Very Poor	-	-

From the table above, the researcher shows the students' result at the post-test. That is the students' result after giving the treatment for four meeting with the same material (Webtoon "Acception" Episode 1 to 10). We can see that the students' score has improved significantly.

3. The Students' Improvement in Reading Comprehension through the Application of Problem Based Learning Model with Webtoon

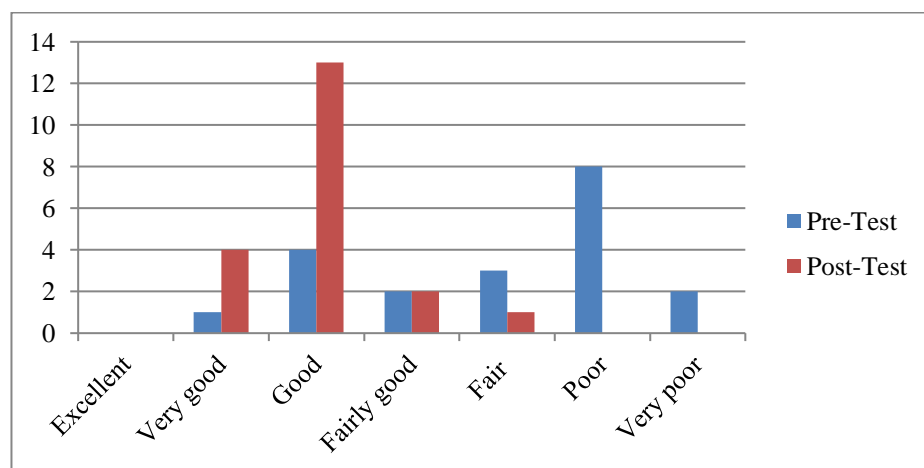
The improvement of the students' reading test can be measured after the research has done. The researcher measures and analyzes it by compare the students' result at pre-test and post-test. In other words, it is analyzed by seeing it in two different conditions. The students' condition at the pre-test, the students still do the reading with conventional method, then the post-test is the condition where the students has received the treatment by applying Problem Based Learning with Webtoon in reading comprehension learning. Based on the previous point, the table of post-test result shows that the students' improvement is satisfied. Where, the student who gets the poor score at the pre-test, get increasing at the end of test (post-test).

The students' improvement in reading comprehension through the application of Problem Based Learning with Webtoon, from the first meeting until the sixth meeting (pre-test and post-test) can be shown in the table below;

Table 3**The Students' Improvement in Reading Comprehension**

Numb	Interval Score	Classification	Pre-Test		Post-Test	
			F	P (%)	F	P (%)
1	96-100	Excellent	-	-	-	-
2	86-95	Very Good	1	5,00	4	20,00
3	76-85	Good	4	20,00	13	65,00
4	66-75	Fairly Good	2	10,00	2	10,00
5	56-65	Fair	3	15,00	1	5,00
6	36-55	Poor	8	40,00	-	-
7	0-35	Very Poor	2	10,00	-	-

The table above shows us the students' improvement in reading comprehension after get the treatment by applying Problem Based Learning with Webtoon. The significant result dominates the post-test column. The majority of students have the score up to the standard score (based on KKM). This result also can be seen clearly by the chart below;

**Chart 1****The Students' Improvement in Reading Comprehension**

The chart above confirms the different achievement of students in pre-test and post-test. In pre-test, there is 15 students who have score under the KKM, even 2 of them classify as "very poor". Then in post-test, this condition change better. Only 3 students get score under the KKM. However, the third of the students classify as "fair". It means that all the students' skill is increased although some of

them do not acquire a significant progress. Related with the result above, below is the table of students' mean score and standard deviation.

Table 4
The Students' Mean Score and Standard Deviation

		Mean	N	Std. Deviation	Std. Error Mean
1	Pre-Test	57,8000	20	20,37439	4,55585
	Post-Test	79,8000	20	7,94454	1,77645

Noticeably, the table confirms the students' improvement by mean score in every test. The mean score of the post-test is 57.80 with standard deviation 20.37. The mean score exactly still under the standard score. Many students still get the low score in reading comprehension. After the students get ahead of the treatment from the researcher for four meetings, the condition changes into a better enhancement. The post-test result shows the more advanced achievement than pre-test, it is 79.80 with standard deviation 7.94. The difference of students' standard deviation between pre-test and post-test has the meaning that the dissemination of the same score in the post-test is lower than in the pre-test. Nevertheless, this condition proves that the students' score category no more get "poor" and "very poor". It is about 85% students get score over the standard score of KKM.

Based on the details previously, the researcher terminates this research by concluding that the students' improvement in reading comprehension by applying of Problem Based Learning with Webtoon is very considerable. The combination between Problem Based Learning and Webtoon is very supportive for the teacher and students' importance, especially in increasing the reading skill.

CONCLUSION

At the end of the research, the researcher will resume all the research result in this chapter. The research is proposed based on what problem that will be a gap in the learning process in the school, especially at English reading comprehension. The researcher finds that the conventional method is one of the dilemmas of the teacher to teach the students about reading. As the vital skill, reading not only strives for 'read' but also comprehend what the meaning that written and implied

in the text. To read a text is easy but to understand the message of the content is really hard without any certain treatment. The failure of the students in answering the question based on the text is caused by misunderstanding of what they read from the text.

Then it is a reason for the researcher to apply Problem Based Learning Model with Webtoon. It is the right combination to assist the students in mastering reading skill. Problem Based Learning Model is believed as the method which can stimulate the students' confident to find and solve the problem independently. And functionally, Webtoon is a kind of Internet Based Material. It is supported by interactive and interesting pictures to help students to understand the content. Thus, the combination of Problem Based Learning and Webtoon is a challenge for the teacher in serving the material in the class, but the other side, by combining these, the reading target for students will be easy to reach. Of course, the facilities in the school must be supported by internet connection thus the students are unproblematic in accessing the Webtoon.

In applying the Problem Based Learning with Webtoon in reading comprehension learning, at the same time, the researcher pays attention to the students' interest. The interest formulates from some dimensions then some indicators. It is divided in two dimensions, they are engaged and individual' attention. Then this dimension is determined in four indicator, they are participation, attention, enjoyment, and happiness. All indicators are put together in a questionnaire sheet that consists of twenty numbers of statements. Where each of indicator is formulated in five statements.

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