APPLYING THE PROBLEM-BASED LEARNING MODEL IN IMPROVING READING SKILL AT EIGHT GRADE OF SMP PGRI 3 DENPASAR

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Abstract
The learning process is a direct interaction that occurs between teacher and student to achieve the learning objectives. The achievement of English learning outcomes which are still low at every level of education. It can be used as an indication of the low Student' reading skill in English. The aim of this research is to investigate the effective of using the Problem Based Learning (PBL) Model in Improving Student' Reading Skill at Eight Grade SMP PGRI 3 Denpasar. The research method thas used in this research is Classroom Action Research (CAR). Data analysis used in this research is descriptive qualitative and quantitative descriptive analysis. The method of data collection that was used in this research is observation and performance test. Based on the data analysis, it showed that the PBL model was effectively used in in Improving Student' Reading Skill at Eight Grade SMP PGRI 3 Denpasar.
Keywords: Apllying, Problam-Based Models, Reading Skill

INTRODUCTION
learning is a direct interaction that occurs between teacher and student. Teaching process can be successful or not, it depends on the interactions and teaching methods used. The low achievement of learning English at every level of education can be used as an indication of the low student' reading skill in English. In practice and the learning process there is still a gap in Student' Reading Skill. It is still far from the expectation or minimum limit of English of completeness standard. Research on language skills, namely reading is a very complex and specific matter (Mohammad & Hasbi, 2021).

Implementation of effective learning requires two-way learning and interaction between teacher and students. The development of the learning process in education develops towards a learning model that places students or is student-centered (Sudiran & Vieira, 2017). In accordance with this opinion, it is necessary to take steps, efforts to increase student enthusiasm and motivation, by implementing and using learning models that can attract interest and interaction from students. The implementation of the 2013 curriculum, each education unit has an impact on the application of a supportive learning model, so there are various learning methods that can be used by teacher to support the implementation of the learning process in English subjects (Fujiati & Fitriati, 2020). In connection with these problems, the teacher must have the right strategy in learning process. The way to do this is to apply creative, innovative and fun learning models so that students are more enthusiastic and motivated.

According to (Lindasari & Jamhuri, 2020), stated that the Problem Based Learning model is a learning model characterized by real problems as a context for participants to think critically and problem-solving skills and acquire knowledge. This model trained students to

think in solving problems that exist in real life and find solutions. The learning processbegins with a problem, it will encourage the curiosity of students so that various questions arise. Problem-based learning or problem-based learning is a learning model that can guide students to develop higher-order thinking skills (Anazifa & Djukri, 2017). The problem-based learning aims to show students a variety of real and meaningful problem situations. Based learning is a learning method in which students study problems to gather their own knowledge, develop inquiry abilities and higher order thinking, and develop independence and self-confidence (Chadziqoh, 2017).

Based on the cases above, the researcher made observations at a school located in Denpasar, namely at SMP PGRI 3 Denpasar on October 21 2022. At the time of observation, it was seen that the learning process had not been effective because many students were still chatting, lacking focus, out of the bench, so that the learning process is not conducive. At the school, the researcher found problems related to the teaching and learning process, the problem was the teaching method used so that the teacher delivered material only by the lecture method without using the media. It made students' understanding of the material presented was not good.

There were research that conducted the same research, namely: first, (Syahfutra & Siti Niah, 2019), with title "Improving Students' Reading Comprehension by Using Problem-based Learning Strategy". It was found that PBL is one of instrucional strategy that offers pontentials help to improve students' reading comprehension and motivation. Second, (Siburian & Sutama, 2021), with title "Problem-Based learning Model with Video Media to Improve Writing Skills". This research used descriptive qualitative and quantitative descriptive analysis. The result showed that the application of the problem-based learning model assited by video media could improve students' critical response tekx writing skills. Although, there are some similarities with previous research, but there are some differences also, namely the subject of research and this research was conducted in schools that have enough learning media.

Based on the problems above, researcher was conducted research by using the Problem Based Learning model. This research aimed to reveal the effective of using the Problem Based Learning (PBL) Model in Improving Student' Reading Skill at Eight Grade of SMP PGRI 3 Denpasar.

RESEARCH METHODS

The research method used in this research is Classroom Action Research (CAR) (Khasinah, 2013). In this study, the researcher tried to discuss the application of the problem based learning model to improve the understanding and learning outcomes of class VII C students of SMP PGRI 3 Denpasar. Data analysis used in this research is descriptive qualitative and quantitative descriptive analysis. There are 4 stages in the implementation of the classroom action method (CAR), namely: Planning, Action Implementation Stage, Observation Stage and Reflecting Stage (Indriyanti, 2018). The data collection techniques in this study are tests, observations, and documentation. Data sources are basically anything that can provide information about data, data sources are also anything that can be used as a reference to produce the data needed in a study. Data were analyzed using two methods, namely quantitative methods and qualitative methods.

RESULTS AND DISCUSSION

The research was conducted to find out the learning outcomes carried out in two cycles. Each cycle consists of two meetings. Cycle 1 was students' reading scores that took from english teacher and Cycle II was held on Tuesday 10 November 2022. The student learning outcomes are as follows.

Table 1. Student learning outcomes Cycle I

Clasification	Scores	frequency	percentage
Very good	91-100	1	2.5%
Good	82-90	7	17,5%
Enough	72-81	28	70%
Low	62-71	4	10%
Very Low	0--61	0	0%

Based on the table above, it shows that the reading results of students at SMP Pgri 3 Denpasar, there was 1 student who got a very good score with 2.5%, there were 7 students who got a good score with 17.5%, there were 28 students who got score Enough with 70 %, there were 4 students who got low scores with 10%, and there was no student who got very low scores with 0%.

3.138

Table 2. Student learning outcomes Cycle II

Clasification	Scores	frequency	percentage
Very Good	91-100	6	15%
Good	82-90	15	37,5%
Enough	72-81	17	42,5%
Low	62-71	2	5%
Very Low	0--61	0	0%
Amount		40	100%

Based on the table above, it shows that the reading results of students at SMP Pgri 3 Denpasar, there were 6 students who got a very good score with 15%, there were 15 students who got a good score with 37,5%, there were 17 students who got score Enough with 42.5 %, there were 2 students who got low scores with 5%, and there was no student who got very low scores with 0%.

Pigure 1. STUDENTS IN DOING TEST

Table 5. Analysis of the results of improving students' English Reading skills

	Cycle I	Cycle II
Mean of Students' Reading Scores	78	88
Highest Score	85	91
Lowest Score	68	73

Based on the table above, the results show that the mean of students' reading score in Cycle I is 78, and the mean of students' reading score in Cycle II is 88. The highest student score in Cycle 1 is 85 and the highest student score in cycle II was 91. The lowest student score in CYCLE I was 68 and the lowest student score in cycle II was 73.

CONCLUSION
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Problem-Based Learning strategy can make the students easily predict and delimit the topic that was discussed or informed in the text after read and answer the question. Through problem based learning, the students had much responsibility in their learning, work successfully as a team member, deal with new and changing situations and develop life long learning skills. Based on the results of the quantitative calculation of the comparison between the mean score of the students on the initial test, which is 78 and the final test, 88 an increase of 18% was obtained.
Suggestion
Problem-Based Learning was successful in improving student' reading skill. In this case, give more knowldge towerd students' to apply more strategy english to reach willingness objective, and for the teacher, as facilitator in students' learning could inform more

knowladge about Problem-Based Leaning strategy.

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