EFFORTS TO IMPROVE READING COMPREHENSION THROUGH THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN STUDENTS OF SMP NEGERI 5 PADANGSIDIMPUAN FOR THE SEVENTH-NINE CLASS

2022-2023 ACADEMIC YEAR

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Abstract: This study aims to describe the implementation of a Problem-Based Learning (PBL) model to improve English reading comprehension skills for the seventh-nine class students of SMP Negeri 5 Padangsidimpuan in the odd semester of the 2022-2023 school year. The place of research is SMP Negeri 5 Padangsidimpuan. The research subjects were students of the seventh-nine class which consisted of 31 students. The object of research is the achievement of English reading comprehension ability. The research design follows the stages of Classroom Action Research which includes planning, implementation, observation and reflection. The research instrument involved observation sheets and tests of reading comprehension skills. Data analysis was performed using quantitative descriptive data analysis techniques. The implementation of classroom action research through two cycles of activities obtained research results including: student completeness in the preliminary research was 35.48%, cycle I increased to 80.65% and cycle II increased to 93.55%. And the achievement of the average score of students in the preliminary study was 66.45, increased in cycle I to 76.29 and increased in cycle II to 86.29. Then the problem-based learning management carried out also increased from cycle I which was 3.40 which was in the good category to cycle II which was 3.60 which was in the very good category. It was concluded that through applying the problem-based learning model in learning English for the seventh-nine class students of SMP Negeri 5 Padangsidimpuan students' reading comprehension increased.

Keywords: Reading comprehension, Learning Model, PBL, English.

Abstrak: Penelitian ini bertujuan mendeskripsikan implementasi model Pembelajaran Berbasis Masalah (PBM) untuk meningkatkan kemampuan pemahaman membaca Bahasa Inggris siswa kelas VII(9) SMP Negeri 5 Padangsidimpuan semester ganjil tahun ajaran 2022-2023. Tempat penelitian adalah SMP Negeri 5 Padangsidimpuan. Subjek penelitian adalah siswa kelas VII(9) yang terdiri dari 31 siswa. Objek penelitian adalah capaian kemampuan pemahaman membaca bahasa inggris. Rancangan Penelitian mengikuti tahapan Penelitian Tindakan Kelas yang meliputi perencanaan, pelaksanaan, observasi dan refleksi. Instrumen penelitian melibatkan Lembar observasi dan tes kemampuan pemahaman membaca. Analisis data dilakukan

dengan teknik analisis data deskriptif kuantitatif. Implementasi penelitian tindakan kelas melalui dua siklus kegiatan diperoleh hasil penelitian meliputi: ketuntasan siswa pada penelitian pendahuluan adalah sebesar 35,48%, siklus I meningkat menjadi 80,65% dan pada siklus II meningkat menjadi 93,55%. Serta capaian nilai rata rata siswa pada penelitian pendahuluan adalah 66,45, meningkat pada siklus I menjadi 76,29 dan meningkat pada siklus II menjadi 86,29. Kemudian pengelolaan pembelajaran berbasis masalah yang dilakukan juga meningkat dari siklus I adalah sebesar 3,40 yang berada pada kategori baik ke siklus II adalah sebesar 3,60 yang berada pada kategori sangat baik. Disimpulkan bahwa melalui menerapkan model pembelajaran Berbasis masalah dalam pembelajaran bahasa inggris siswa kelas VII-9 SMP Negeri 5 Padangsidimpuan pemahaman membaca siswa meningkat.

Kata Kunci: Pemahaman Membaca, Model Pembelajaran, PBM, Bahasa Inggris

I.   INTRODUCTION

English serves as a means of communication between nations, both orally and in writing. By mastering English, it is hoped that the nation's next generation will not only be able to survive in the era of globalization, but also be able to compete with other nations (Sugiharti & Riftina, 2018). English is one of the compulsory subjects in the applicable curriculum, students are required to have English language skills according to predetermined competency standards. This skill consists of four aspects, namely listening, speaking, reading and writing skills.

Reading in the teaching and learning process is categorized as a receptive skill defined by Harmer (2001: 199) as a way for people to extract meaning from discourse. Here, learners do not need to produce any language while reading, they play the role of recipients, the people who receive text messages and understand them. Better reading skills also enable people to be successful in academics (Iftanti, 2015). A current study shows that the better the students' reading skills, the better the students' knowledge achievement (Akbaşlı, Şahin, & Yaykiran, 2016). According to Nuttall (2000: 30), in reading lessons, language is used to get messages from the text. This means that in

reading lessons, the focus on using language is not only on vocabulary or the structure and meaning of texts. In reading lessons, the meaning is central and each language item learned has incidental benefits, therefore students must have a good strategy for understanding texts because there are various types of written texts and each text has its own characteristics.

Reading comprehension has been defined in many ways over the years. Nuttal (2000: 4) argues that the main purpose of reading is to get the correct message from a text; the message the author wants the reader to receive. The notion of reading has changed and shifted from what is considered a receptive process, as Harmer (2001) argues that reading is a way for people to extract meaning from texts, to what is now considered an interactive process such as Nuttall (2000) who states that readers and writers depend on each other. This interaction can be complicated by the fact that the writer is not present when the reader is reading and this condition can lead to misunderstandings by the reader, unless the reader can understand the text well. In the process of learning English, reading comprehension ability is an important variable that influences the achievement of satisfactory learning outcomes and can achieve mastery.

Ganie and Deliana (2019) revealed four main problems on the part of students when facing reading comprehension material, namely 1) lack of interest and enthusiasm for learning, 2) students' lack of basic English skills, 3) shy and afraid of using English, and 4) textbooks considered less attractive. Furthermore, the problems faced by the teacher when teaching reading comprehension are 1) lack of interest and enthusiasm for student learning, 2) The teacher is the center of teaching, 3) little response from students, and 4) less time allocation for learning. Furthermore, the results of interviews

conducted by researchers with English teachers at Padangsidimpuan Junior High School obtained information that it is known that students are less active in learning English in the classroom.

The current description of the implementation of English learning includes: Teacher-centered learning, the approach used is more expository in nature, the teacher dominates the class activity process, the exercises given are more routine. Meanwhile, the agreed curriculum to be used as a learning guide requires a learning process that is student-centered, develops student independence, creates fun and challenging conditions, develops a variety of value-laden abilities, provides diverse learning experiences and learns through doing. Because of that, there must be hard effort from all parties involved in the education process to jointly try to improve the teaching and learning process that is happening at this time.

Preliminary research that researchers conducted on class VII-9 students of SMP Negeri 5 Padangsidimpuan showed that the level of students' reading comprehension was low. Where from the provision of reading comprehension ability tests given to students gives an average score of 66.45. The achievement of the value of learning independence is in the medium category. Furthermore, of the 31 people who filled out the test, only 11 people were able to exceed the minimum completeness criteria determined by the school, which was 75. In other words, only 35.48% of students passed the student's reading comprehension ability test. For more details, see table 1. the following.

**Table 1. Recapitulation of the achievements and completeness of students'
reading comprehension in the preliminary research**

Achievements	Total students	Percentage (%)	Completeness	Total students	Percentage (%)
Very low	3	9,68	Incomplete	20	64,52
Low	8	25,81			
Medium	9	29,03			
High	11	35,48	complete	11	35,48
Very high	0	0,00			

From table 1.1. it can be observed that the achievement and completeness of students in students' reading comprehension is not as expected. Therefore we need an action that can improve these conditions. Improving learning activities is one of the actions that can be taken to influence the level of reading comprehension ability.

One of the learning approaches based on constructivism is Problem-Based Learning (PBL). Problem Based Learning (problem-based learning) is a learning approach that uses real world problems as a context for students to learn about critical thinking and problem solving skills, as well as to acquire essential knowledge and concepts from subject matter (Maryati, 2018). This learning provides a learning environment with a problem as its basis, meaning that learning begins with a contextual problem that must be solved. Problems are raised in such a way that students need to interpret the problem, collect the necessary information, evaluate alternative solutions, and present the solution. The more often a person is faced with problems that require thinking skills, the students' abilities in certain lessons will increase and be better (Rohani, et al., 2022). When students develop a method for constructing a procedure,

they integrate their conceptual knowledge with the skills they have. The application of the Problem Based Learning (PBL) model, namely, the teacher divides the class into small groups, prepares solutions to problems analyzing and evaluating processes in solving problems (Silaban, et al., 2019). Thus overall students build their knowledge, with the help of the teacher as a facilitator.

Various learning approaches that can support the optimization of students' thinking activities in learning include realistic mathematics education approaches, contextual approaches, open-ended approaches, problem-based learning approaches etc (Ahmad and Nasution, 2022). The learning environment with PBL provides many opportunities for students to develop student activities, to explore, try, adapt, and change solving procedures, including verifying solutions, that are appropriate to the situation they have just obtained. In learning, pupils are the subjects or learners while the teacher plays a role as a motivator and facilitator (Ahmad, Dkk., 2018). While in the conventional class students are always faced with theory, examples, and exercises that are limited in their implementation in unfamiliar situations. Paying attention to these characteristics, it is very possible for us to implement PBL for class VII students of junior high school.

From the previous description, the researcher is interested in conducting a study on increasing learning independence through a problem-based learning model. The research title chosen is: **"**Efforts to Improve Reading Comprehension Through the Implementation of Problem-Based Learning in Students Of SMP Negeri 5 Padangsidimpuan for the Seventh-Nine Class 2022-2023 Academic Year"

II.   METHODOLOGY OF THE RESEARCH

This research is Classroom Action Research, abbreviated as CAR. Classroom Action Research is one of the efforts that teachers can make to improve the quality of the teacher's role and teacher's responsibilities, especially in managing learning. The Classroom Action Research conducted aims to describe efforts to improve students' English reading comprehension through the application of a problem-based learning model to students in grades seven-ninth SMP Negeri 5 Padangsidimpuan in the odd semester of the 2022-2023 school year.

The research location is Padangsidimpuan 5 Public Middle School which is located at Jl. Independence Pioneer No. 61 South Padangsidimpuan, Padangsidimpuan City, North Sumatra Province. The research time is adjusted to the junior high school schedule, namely in the odd semester of the 2022-2023 academic year. The research activity was carried out within ± 3 months, namely in August - October 2022. However, the implementation of CAR activities in class which included carrying out actions and observations was on September 12 - 17 October 2022. The research subjects were class VII-9 students of SMP Negeri 5 Padangsidimpuan . The research subjects consisted of 31 students. From all subjects, there were 14 men and 17 women. The object of research is the achievement of reading comprehension in English on Narrative and Descriptive Text material for seventh-ninth grade students of SMP Negeri 5 Padangsidimpuan.

The research design follows the CAR stages which include planning, implementing, observing and reflecting. In the preliminary stage the writer carried out preliminary research in the form of initial observations in the class where Classroom

Action Research (CAR) was applied. Based on preliminary research, the first action was carried out (cycle I) and based on reflection on the results of observations in cycle I, cycle II was carried out. The research implementation is adjusted to the research design which consists of tests and learning implementation (Ahmad, et al., 2021). The CAR implementation chart can be observed in Figure 1. The research stages in cycle I and cycle II include planning, implementation, observation and reflection activities.

The research instrument involved observation sheets and tests. The observation sheet aims to collect data on the implementation of learning or to get the level of management of learning carried out in each meeting. Learning management is assessed by observers in each meeting of learning activities carried out using a problem-based learning model through observation of the 15 aspects observed. Furthermore, the students' reading comprehension test instrument was carried out in the form of multiple choices with reference to the test indicators. Multiple choice tests are given to students in each cycle of observation stages with each test covering 20 questions.
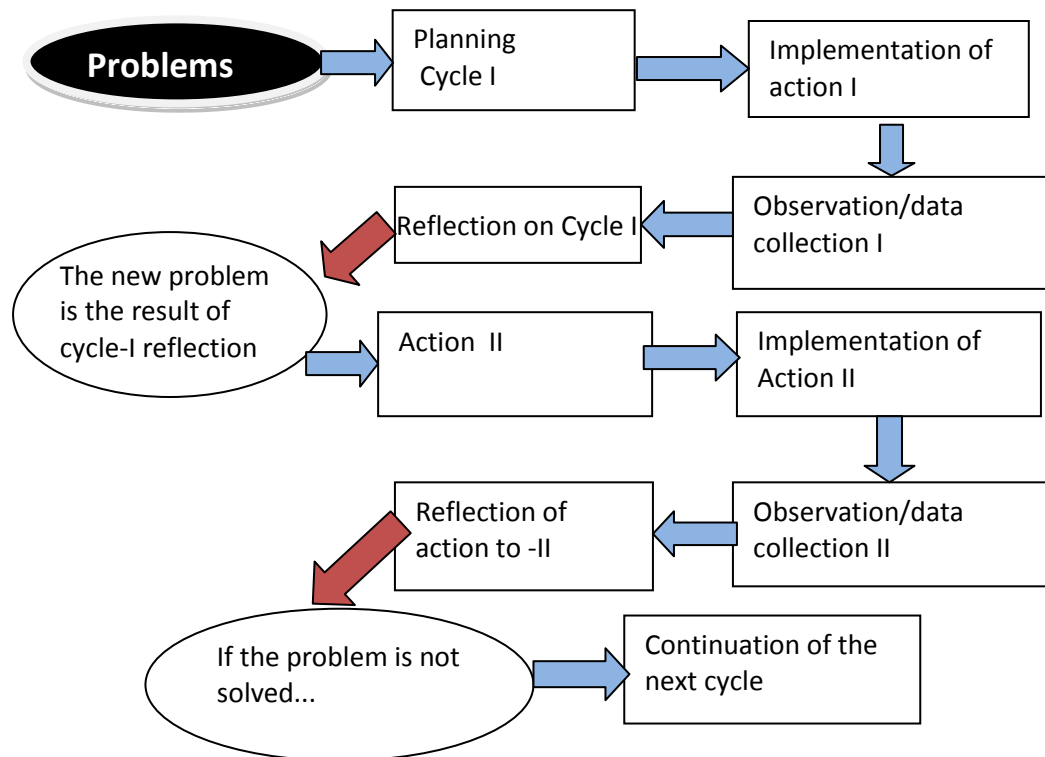
Figure 1. Classroom Action Research Implementation Scheme
(Arikunto and Supardi, 2015)

Data analysis was carried out on the results of observations on the management of learning and the results of students' reading comprehension tests using quantitative descriptive data analysis techniques. The management of learning with a problem-based learning model has a rating range of 0-4 which consists of very less, less, enough, good, and very good categories. The assessment criteria can be observed in the following table.

Table 2. Interpretation of Learning Management Assessment Category

Interpretation observation results	Category
$3,5 \leq$ Score $\leq 4,0$	Very good
$2,5 \leq$ Score $\angle 3,5$	Good
$1,5 \leq$ Score $\angle 2,5$	Enough

0,5≤ Score ∠1,5	Less
`0,0≤ Score ∠0,5	Very less

Furthermore, the final score of the students' English reading comprehension test consisted of 20 questions with a score range of 0-20. This score will be converted into a normal value with a range of 0-100. Converting scores into grades is done with the following formula.

$$Value = \frac{\text{Acquisition Score}}{\text{Max Score}} \times 100$$

The acquisition of this value will be consulted with the level of achievement of students in reading comprehension which includes very high, high, medium, low and very low levels. The process of classifying student achievement levels is adjusted to the following table.

Table 3. Qualifications Achievement of Students' English reading comprehension

Test values	Category
85 ≤ Value ≤ 100	Very high
75 ∠Value ≤ 85	Tall
65 ∠ Value ≤ 75	Medium
55 ∠ Value ≤ 65	Low
`0 ≤Value ≤ 55	Very low

From these achievements, it will be determined that the level of completeness of students is in accordance with the Minimum Completeness Criteria (KKM) of the school, namely 75. With this, students who have complete achievements are students with high and very high achievement categories, while students who have moderate achievement

categories, low, and very low is included in incomplete. In other words, students who get a test score of ≥ 75 are complete and students who get a score of $\angle$ 75 are incomplete. For more details, see the following table. Furthermore, to determine the level of achievement of Classical Completeness (KK) learning activities are achieved if the acquisition of KK from research activities with a value of ≥ 85.

III.   RESULT

This Classroom Action research activity begins with preliminary research activities related to students' English reading comprehension. In the preliminary research activities by administering a reading comprehension ability test to 31 students in class VII-9 of SMP Negeri 5 Padangsidimpuan, it was found that the level of student achievement and student completeness in terms of reading comprehension was unsatisfactory. From the gains obtained in previous research, action research was carried out which aims to improve students' English reading comprehension skills by improving learning activities by applying problem-based learning models in learning English on Narrative Text and Descriptive Text (People, Place, and Things) . The research actions were carried out in September and October 2022. This research was carried out in two (2) cycles, with details on cycle I and cycle II.

Cycle I

Research in cycle I was carried out in September 2022. The material taught in cycle I was Narrative Text (People, Place, and Things). The stages carried out in cycle I are as follows.

Cycle Planning Stage I

At the planning stage, the research compiles a design that will be implemented, namely:

a. Develop a Learning Implementation Plan (RPP) regarding the material to be taught and used by researchers as a reference in implementing learning in cycle I by using a problem-based learning model on Narrative People Text, Narrative Place Text, and Narrative Things Text material.

b. Prepare a multi-choice test that is given to all students after learning activities with a problem-based learning model are implemented. The test contains multiple choice questions to measure students' English reading comprehension in Narrative People Text, Narrative Place Text, and Narrative Things Text material.

c. Prepare an observation sheet that is given to the teacher when explaining the material. The observation sheet contains statements when applying the problem-based learning model. This data will be analyzed so that it can describe the level/quality of learning management.

d. Form heterogeneous groups consisting of 5/6 students.

Stage of Implementation of Cycle I Actions

This action was carried out on Wednesday 10 and 12 September 2022. Cycle I was the initial stage of the research which consisted of meeting 1 and meeting 2. At meeting 1, learning was carried out using a problem-based learning model with discussion of Part of speech material which included material: Nouns in 2 hours of lessons (80 minutes). Likewise with meeting 2, learning was carried out using a problem-based learning model with discussion of Narrative People Text, Narrative Place

Text, and Narrative Things Text material within 2 lesson hours (80 minutes). The number of students in class VII-9 is 31 students. Before the researcher starts learning with a problem-based learning model, the subject teacher first introduces the researcher to the students. After that, learning is carried out by researchers. Then the researcher started learning according to the lesson plan that had been prepared by the researcher himself which started with the initial, core and final activities.

Cycle I Observation Stage

Observations were carried out to describe the implementation of learning with a problem-based learning model and the achievement of students' reading comprehension. The implementation of learning is observed by an observer by filling out the observation sheet of the learning activities carried out. The results of observing learning activities in cycle I can be observed in the following table.

Table 4. Results of Observation Management of problem-based learning Cycle I

No	Aspects observed	Cycle I	
		1	2
1	Learning communication	4	3
2	Learning apperception Problem-Based Learning Model	3	4
3	Motivating students in Problem Based Learning	4	3
4	PBL - Student Orientation on Problems	3	3
5	PBL - Organizing Students for Learning	3	4
6	PBL - Guiding Individual and Group Investigations	3	4
7	PBL - Develop and Present the Work	4	3
8	PBL - Analyze and Evaluate the Problem Solving	3	3

	Process		
9	Material suitability with students' cognitive level	3	4
10	Utilization of Learning Resources/PBL Learning Media	3	3
11	Language Use	3	3
12	Student involvement to be active in learning	3	4
13	Closing learning activities	4	4
14	Time Management	4	3
15	Class atmosphere/ Class Mastery	3	4
Average Value		3,33	3,47
Average Total		3,40	

Obtaining the results of observations in cycle I as in the previous table is Learning Management at meeting 1 was 3.33 which was in the good category, at meeting 2 was 3.47 which was also in the very good category. Furthermore, the total average value obtained is 3.40 which is in the good category. From the acquisition of these data it can be concluded that the management of the implementation of learning in the first cycle is good. Giving students' reading comprehension tests was carried out after the learning activities in cycle 1 went well, namely learning activities using a problem-based learning model with the specified material having been thoroughly studied. Furthermore, the researcher gave a test consisting of 20 questions to the research subjects.

The average test score obtained was 76.29. Furthermore, there are 2 students in the low category, 4 students in the medium category, 20 students in the high category and 5 students in the very high category. Furthermore, there are 6 students who do not

complete, there are 25 students who complete. For more details, see the following table

5.

Table 5. Recapitulation of achievements and completeness of students' reading comprehension in cycle I

Achievements	Total students	Percentage (%)	Completeness	Total students	Percentage (%)
Very low	0	0,00	Tidak Tuntas	6	19,35
Low	2	6,45			
Medium	4	12,90			
high	20	64,52	Tuntas	25	80,65
Very high	5	16,13			

This shows that students' reading comprehension in learning English with the problem-based learning model has increased when compared to the mastery achievements in the preliminary research. The achievement of students' reading comprehension from cycle I will be taken into consideration in the reflection stage whether it is still necessary or not to carry out cycle II.

Reflection Phase of Cycle I

In general, the implementation in cycle 1 was in accordance with the action plan even though it was not successful so it can be concluded that the implementation of cycle 1 learning activities found several weaknesses in the implementation process including the following.

a. Some students are not familiar with the learning conditions using problem-based learning models.

b. Students are still afraid to ask the researcher about the Part of speech which includes Narrative Text (People, Place, and Things) which they do not understand.

c. The researcher was too fast in explaining the material so that students looked confused in the learning process taking place because they did not understand the material explained by the researcher.

Cycle II

Research in cycle II was carried out in October 2022. The material taught in cycle II was Descriptive Text (People, Place, and Things). This material study is a continuation of the previous material, the stages carried out in cycle II are as follows.

Cycle II Planning Stage

The planning stage for cycle II is the same as cycle 1, except that there are several additional plans that the researcher compiled in cycle II which will be carried out.

Stage of Implementation of Cycle II Actions

Learning activities in cycle II began on 04 and 16 October 2022 with material studies for People Descriptive Text, Place Descriptive Text, and Things Descriptive Text within 2 lesson hours (80 minutes) for each meeting. Before learning begins, the researcher develops the acquisition of scores on the results of the first cycle test for students whose grades have been completed, the researcher hopes to be able to maintain them and for students who have not completed them to be more enthusiastic and not give up. So that in the second test it is expected that all students can complete.

then the researcher starts learning in accordance with the lesson plans that have been prepared by the researcher by involving the initial, core and final activities by adjusting their activities to the problem-based learning model.

Cycle II Observation Stage

Observations in cycle II were carried out to describe the implementation of learning with a problem-based learning model and the achievement of students' reading comprehension. The implementation of learning in cycle II was observed by an observer by filling in the observation sheet of the learning activities carried out. The results of observing learning activities in cycle II can be observed in the following table.

Table 6. Observation Results of PBL Cycle II Management

No	Aspects observed	Cycle II	
		1	2
1	Learning communication	3	4
2	Learning apperception Problem-Based Learning Model	4	4
3	Motivating students in Problem Based Learning	4	4
4	PBL - Student Orientation on Problems	3	4
5	PBL - Organizing Students for Learning	4	3
6	PBL - Guiding Individual and Group Investigations	3	3
7	PBL - Develop and Present the Work	4	4
8	PBL - Analyze and Evaluate the Problem Solving Process	3	4
9	Material suitability with students' cognitive level	3	3
10	Utilization of Learning Resources/PBL Learning	4	4

	Media		
11	Language Use	3	3
12	Student involvement to be active in learning	4	4
13	Closing learning activities	4	4
14	Time Management	4	4
15	Class atmosphere/ Class Mastery	3	3
Average Value		3,53	3,67
Average Total		3,60	

Obtaining the results of observations in cycle II as in the previous table is Learning Management at meeting 1 was 3.53 which was in the very good category, at meeting 2 was 3.67 which was in the very very good category. Furthermore, the total average value obtained is 3.60 which is in the very good category. From the acquisition of these data it can be concluded that the management of the implementation of learning in cycle II is very good.

After the learning activities were carried out well in cycle II related to the implementation of the problem-based learning model in two meetings followed by giving students' reading comprehension tests. The reading comprehension test is in the form of a reading comprehension ability test sheet which contains 20 questions that will be answered by students by selecting the most appropriate answer. The results of the students' reading comprehension tests given in cycle II to 31 students showed that the average test score obtained was 86.29 which was in the very good category. Furthermore, there were no students in the low and very low categories, 2 students in

the medium category, 11 students in the high category and 18 students in the very high category. Furthermore, there were 2 students who did not complete, there were 29 students who passed. For more details, see the following table.

Table 7. Recapitulation of Achievements and Completeness of Students' Reading Comprehension in Cycle II

Achievements	Total students	Percentage (%)	Completeness	Total students	Percentage (%)
Very low	0	0	Tidak Tuntas	2	6,45
Low	0	0			
Medium	2	6,4516			
high	11	35,48	Tuntas	29	93,55
Very high	18	58,06			

From the results of the reading comprehension test in cycle II, it can be shown that students' reading comprehension is 93.55% complete. The acquisition of this percentage value is greater when compared to the acquisition of mastery in cycle I. Student learning activities in cycle I to cycle II also experience significant changes. Where students look more active in working together in groups the better, more confident and more courageous in asking questions and students are used to learning to use the English language learning model with a problem-based learning model.

Cycle II Reflection Phase

Data on students' reading comprehension test results from cycle II showed that the average score of students' reading comprehension was 86.29. The acquisition of this average value shows an increase from cycle I to cycle II. In cycle II, students with very low and low achievements were not found (none), 2 students with moderate

achievements, 11 students with high achievements, and 18 students with very high achievements. From the description of this achievement, it gave better results when compared to the achievements in cycle I. Furthermore, there were 29 students who passed in cycle II. Thus, the percentage of students' reading comprehension mastery in cycle II was 93.55. The acquisition of mastery learning is already in the high category. By comparing the percentage of student learning completeness in cycle II with the classical mastery criteria determined by the school, the learning completeness in cycle II is greater (90.00>85). Thus efforts to improve students' reading comprehension through the application of a problem-based learning model in cycle II have been successful or fulfilled which means that the next cycle (cycle III) does not need to be carried out.

IV. DISCUSSION

The implementation of learning with a problem-based learning model involves initial, core and final activities applied in English lessons for class VII-9 students. The implementation of learning is accompanied by observations on the management of learning. Learning is carried out in two cycles of research activities, each cycle consisting of two learning meetings. as for the findings obtained from observation activities on the management of learning with problem-based learning models are as follows.

Table 8. Acquiring the value of managing learning with a problem-based learning model

Learning Management	Value Acquisition

Cycle I	3,40
Cycle II	3,60

From the table above it can be seen that the scores obtained from observations on the learning management cycle I and cycle II respectively were 3.40 and 3.60. The acquisition of this value is in the category of good and very good. This means that the management of learning applied to the problem-based learning model is going well and is assumed to be able to improve students' reading comprehension in learning.
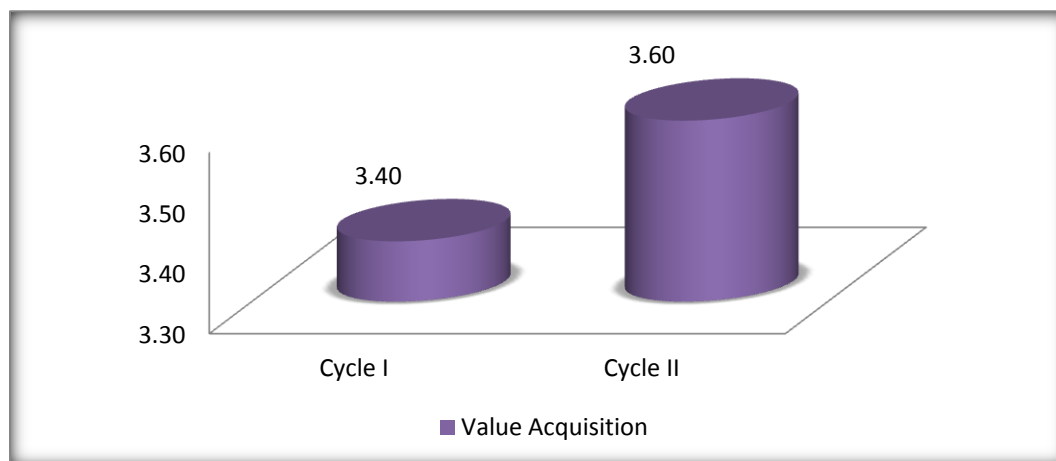
**Figure 2. Learning management diagram with a problem-based learning model**

The test results showed that students' reading comprehension in cycle I to cycle II underwent significant changes. Where students look more active in working together in groups the better, more confident and more courageous in asking questions and students are used to learning to use the English language learning model with a problem-based learning model. The results of increased tests in cycle I and cycle II can be seen in table 4.10 below.

Table 9. Acquiring students' reading comprehension through a problem-based learning model

Information	Preliminary Research	Cycle I	Cycle II

Average score	66,45	76,29	86,29
Completeness Score (%)	35,48	80,65	93,55

From the table above it can be seen that the average value and percentage of completeness scores increased from the preliminary research cycle I as well as from cycle I to cycle II. This shows that students' reading comprehension in English lessons with problem-based learning models increases. For more details, see the following image.
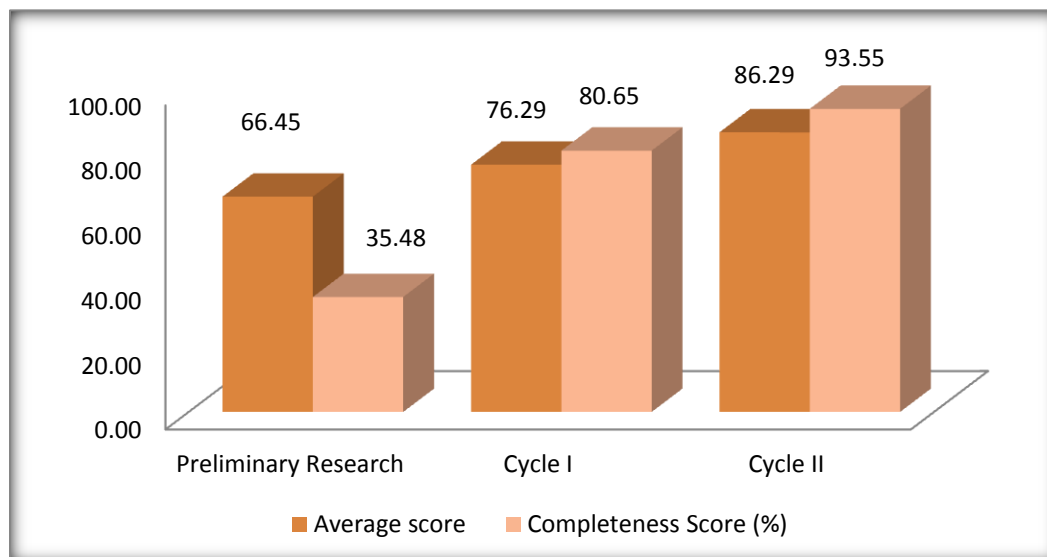
Figure 3. Diagram of Acquisition of students' reading comprehension

CONCLUSION

Based on the results and discussion of the research carried out through two cycles of classroom action research that was carried out it was concluded that by applying the problem-based learning model in learning English for class VII-9 students of SMP Negeri 5 Padangsidimpuan it was found that students' reading comprehension increased. This can be seen from the achievement of student completeness in the

preliminary study which was 35.48%, cycle I was increased to 80.65% and in cycle II was increased to 93.55%. And the achievement of the average score of students in the preliminary research was 66.45, increased in cycle I to 76.29 and increased in cycle II to 86.29. Then the problem-based learning management carried out also increased from cycle I which was 3.40 which was in the good category to cycle II which was 3.60 which was in the very good category.

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