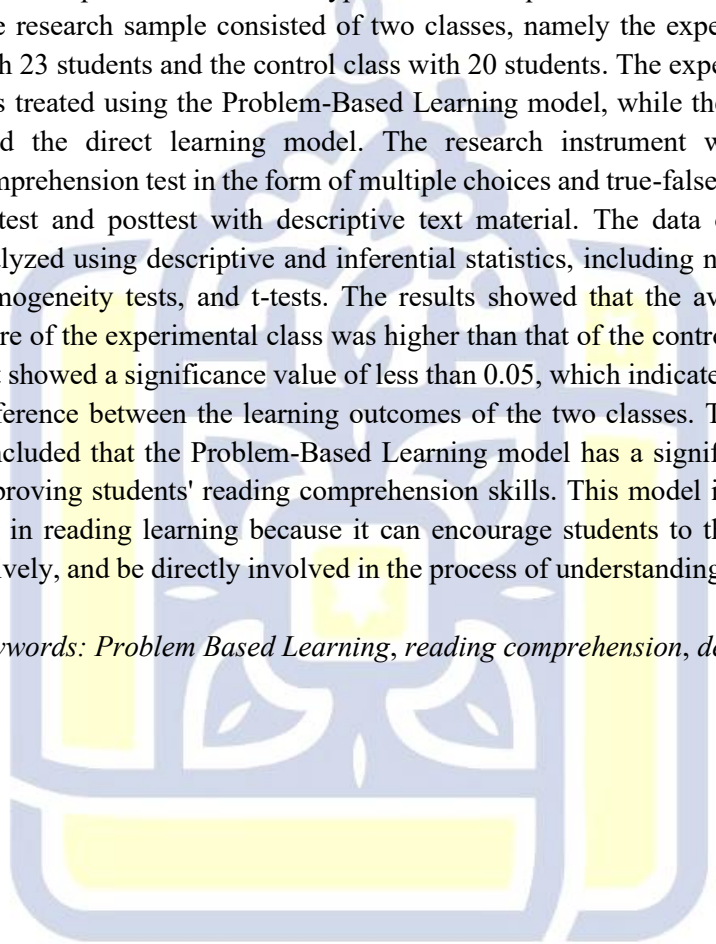


ABSTRACT

This study aims to determine the effect of the use of the Problem-Based Learning (PBL) model on the reading comprehension skills of 8th-grade students at MTSN 2 Aceh Utara. This study used a quantitative approach with a quasi-experimental research type and a non-equivalent control group design. The research sample consisted of two classes, namely the experimental class with 23 students and the control class with 20 students. The experimental class was treated using the Problem-Based Learning model, while the control class used the direct learning model. The research instrument was a reading comprehension test in the form of multiple choices and true-false given through pretest and posttest with descriptive text material. The data obtained were analyzed using descriptive and inferential statistics, including normality tests, homogeneity tests, and t-tests. The results showed that the average posttest score of the experimental class was higher than that of the control class. The t-test showed a significance value of less than 0.05, which indicated a significant difference between the learning outcomes of the two classes. Thus, it can be concluded that the Problem-Based Learning model has a significant effect in improving students' reading comprehension skills. This model is effective for use in reading learning because it can encourage students to think critically, actively, and be directly involved in the process of understanding reading texts.

Keywords: Problem Based Learning, reading comprehension, descriptive text



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