

ABSTRACT

Sulasti Tauda 2024. *Improving Students Reading Comprehension Through Problem Based Learning (PBL) At Mts Darul Falah Kota Ternate.* English Education Study Program, Khairun University. Supervisor (I) Dr. Agus Supriyadi, S.Pd.,M.Pd, (II) Susana R. Bahara, S.Pd.,M.Pd.BI

This study aims to determine whether Problem Based Learning (PBL) significantly Improving Students Reading Comprehension at MTS Darul Falah Kota Ternate. This research used quantitative method with pre-experimental design. The study involved 30 students as samples. Problem Based Learning (PBL) was used as the teaching technique. The results showed that the use of the Problem Based Learning (PBL) technique can significantly improve students reading comprehension. The results showed that the students' mean score in the post-test was higher (2.140) compared to the pre-test score (970). The t-test shows that the t-statistic value (5,392) exceeds the table value (3,75) at a significant level of 0.05 and 30 degrees of freedom using a one-sided test. Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Based on the result, it can be concluded that Problem Based Learning (PBL) is useful for improving students reading comprehension.

Keywords: *Improving Reading Comprehension, Problem Based Learning (PBL)*

ABSTRAK

Sulasti Tauda 2024. *Meningkatkan Pemahaman Membaca Siswa Melalui Problem Based Learning (PBL) Di Mts Darul Falah Kota Ternate.* Program Studi Pendidikan Bahasa Inggris Universitas Khairun. Pembimbing (I) Dr. Agus Supriyadi, S.Pd.,M.Pd, (II) Susana R. Bahara, S.Pd., M.Pd.BI

Penelitian ini bertujuan untuk mengetahui apakah Problem Based Learning (PBL) secara signifikan meningkatkan pemahaman membaca di Mts Darul Falah Kota Ternate. Penelitian ini menggunakan metode kuantitatif dengan desain pra-eksperimental. Penelitian ini melibatkan 30 siswa sebagai sampel. Problem Based Learning (PBL) digunakan sebagai teknik pengajaran. Hasil penelitian menunjukkan bahwa penggunaan Problem Based Learning (PBL) dapat meningkatkan pemahaman membaca siswa secara signifikan. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa pada post-test lebih tinggi (2.140) dibandingkan dengan nilai pre-test (970). Uji t menunjukkan nilai t-statistik (5,392) melebihi nilai tabel (3,75) pada taraf signifikan 0,05 dan 30 derajat kebebasan dengan menggunakan uji satu sisi. Oleh karena itu hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Oleh karena itu, dapat disimpulkan bahwa Problem Based Learning (PBL) berguna untuk meningkatkan pemahaman membaca siswa.

Kata Kunci : *Meningkatkan Pemahaman Membaca, Problem Based Learning (PBL)*