

ABSTRAK

Penelitian ini didasarkan rendahnya kemampuan membaca pemahaman peserta didik kelas V sekolah dasar pada pembelajaran teks eksplanasi. Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kemampuan membaca pemahaman peserta didik dengan menggunakan model *problem based learning*, selain itu tujuan dari penelitian ini juga untuk mengetahui respon dan kendala yang dihadapi guru juga peserta didik dalam melaksanakan pembelajaran menggunakan *problem based learning* untuk meningkatkan kemampuan membaca pemahaman. Peneliti menggunakan metode penelitian *mix method explanatory sequential desain*. Subjek dalam penelitian ini adalah peserta didik kelas V di SDN Sukamaju dengan jumlah 22 peserta didik. Proses pengumpulan data pada penelitian ini yang digunakan meliputi soal tes, lembar observasi, angket dan wawancara guru dan peserta didik. Hasil penelitian menunjukkan bahwa penggunaan model *problem based learning* untuk meningkatkan kemampuan membaca pemahaman peserta didik ditunjukkan berhasil, peserta didik memperoleh skor rata-rata *pretest* sebesar 54,09 dan skor rata-rata *posttest* sebesar 85,77, serta hasil N-Gain skor rata-rata peserta didik sebesar 64,24% termasuk dalam kategori cukup efektif. Adapun kendala yang dihadapi oleh guru diantaranya rendahnya minat literasi peserta didik, rendahnya pemahaman peserta didik terhadap isi bacaan dan pengkondisian waktu. Sehingga dapat disimpulkan bahwa penerapan model *problem based learning* dapat meningkatkan kemampuan membaca pemahaman teks eksplanasi peserta didik kelas V sekolah dasar.

Kata Kunci: Model *Problem Based Learning*, Teks Eksplanasi, Kemampuan Membaca Pemahaman.

ABSTRACT

This research is based on the low reading comprehension ability of fifth grade elementary school students when learning explanatory texts. The aim of this research is to determine the increase in students' reading comprehension skills using the problem based learning model. Apart from that, the aim of this research is also to find out the responses and obstacles faced by teachers and students in carrying out learning using problem based learning to improve reading comprehension skills. . Researchers used a mixed method explanatory sequential design research method. The subjects in this research were class V students at SDN Sukamaju with a total of 22 students. The data collection process used in this research included test questions, observation sheets, questionnaires and interviews with teachers and students. The research results showed that the use of the problem based learning model to improve students' reading comprehension skills was shown to be successful, students obtained an average pretest score of 54.09 and an average posttest score of 85.77, as well as N-Gain results with an average score of The average of 64.24% of students is included in the quite effective category. The obstacles faced by teachers include students' low interest in literacy, students' low understanding of reading content and time conditioning. So it can be concluded that the application of the problem based learning model can improve the ability to read and understand explanatory texts for class V elementary school students.

Keywords: Problem Based Learning Model, Explanatory Text, Reading Comprehension Ability.