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THE EFFECT OF PROBLEM SOLVING METHOD ON READING PROFICIENCY OF 9TH GRADE STUDENTS OF MTSN TANJUNG PINANG

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ABSTRAK

Penelitian ini mengkaji tentang pengaruh penggunaan metode problem solving dalam meningkatkan keterampilan membaca siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan desain quasi eksperimen dalam menentukan hasil penelitian. Desain quasi eksperimen yang digunakan adalah nonequivalent control group design. Dalam penelitian, peneliti melakukan penelitian di Mtsn Tanjung Pinang, dengan responden kelas IX-1 yang berjumlah 25 siswa dan IX-3 yang berjumlah 25 siswa. Siswa kelas IX-1 tidak diberikan perlakuan sedangkan siswa kelas IX-3 diberikan perlakuan dengan metode problem solving. Penelitian ini dilaksanakan pada tanggal 10 Juni sampai dengan 12 Juni 2024 di Mtsn Tanjung Pinang. Hasil belajar materi bahasa Arab pada fiil kelas IX. 3 Mtsn Tanjung Pinang sesudah dilakukan post-test sebesar 83,40 dari nilai ideal 100. Nilai maksimum mencapai 95 dari 100. Nilai minimum 70 dari 100. Dan simpangan baku 6,727. Berdasarkan hasil analisis inferensial dengan menggunakan rumus independent sample t-test diperoleh nilai t hitung sebesar 4,657 dengan df 25 pada taraf signifikansi 5%, t tabel sebesar 2,060. Sehingga t hitung > t tabel, maka Ho ditolak dan Ha diterima yang berarti ada pengaruh penggunaan metode problem solving terhadap peningkatan keterampilan membaca bahasa Arab siswa kelas IX.3 MTsN Tanjung Pinang.

Kata Kunci: Metode Pembelajaran, Problem Solving, Keterampilan Membaca

ABSTRACT

This study investigates the impact of applying the problem-solving approach on enhancing pupils' reading abilities. This study employs a quasi-experimental design and a quantitative methodology to ascertain its findings. A nonequivalent control group design is employed as the quasi-experimental design. Twenty-five students from class IX-1 and twenty-five students from class IX-3 participated in the study, which was carried out at Mtsn Tanjung Pinang. While students in class IX-3 received therapy using the problem-solving approach under the heading "The Effect of the Problem-Solving Method on the Reading Skills of Class 9 Students of Mtsn Tanjung Pinang," students in class IX-1 received no treatment at all. This investigation was carried out at Mtsn Tanjung Pinang between June 10 and June 12, 2024. Following the post-test, the class IX. 3 Mtsn Tanjung Pinang's Arabic learning outcomes on Fiil were 83.40 out of a possible 100. The highest score was 95 out of 100. 70 out of 100 was the lowest possible score. Additionally, 6.727 was the standard deviation. Using the independent sample t-test procedure, the results of inferential analysis showed that the t-table was 2.060 and the t-count value was 4.657 with df 25 at a significance level of 5%. So that t-count > t-table, Ho is refused and Ha is approved, indicating that the usage of problem-solving procedures has an impact on class IX-3 reading skills.

Keywords*: Learning Methods, Problem solving, Reading Skills*

INTRODUCTION

The strategy employed in teaching plays a pivotal role in shaping students' success in acquiring the Arabic language. A well-chosen instructional method that aligns with both

the learning objectives and the nature of the material can significantly enhance student comprehension and language retention. When the instructional approach is appropriate and responsive to students' needs, it not only makes the learning process more effective but also more engaging and purposeful. In Arabic language education, as in the teaching of any foreign language, students must develop four primary language skills: listening (*maharah istima'*), speaking (*maharah kalam*), reading (*maharah qira'ah*), and writing (*maharah kitabah*). These skills form the foundation of communicative competence and are interdependent in the process of language acquisition.

According to Hanifah Abdiyah et al. (2023), Arabic language instruction requires the same core competencies as other languages; however, due to the unique linguistic and orthographic features of Arabic, such as its root-based morphology, script directionality, and phonemic articulation, teaching Arabic necessitates contextualized pedagogical strategies. Each of the four skills demands a tailored instructional method to ensure learners can engage with the language in both structured and meaningful ways. Among these four skills, *maharah qira'ah* (reading skills) holds particular significance, especially for non-native speakers. It serves as a gateway to understanding religious texts, classical literature, and a wide array of modern Arabic writings. Students are often introduced to *maharah qira'ah* after developing foundational competence in listening and speaking. As stated by Rathomi (2019), learners are considered proficient in *maharah qira'ah* when they can accurately read Arabic texts using the correct articulation (*makhraj*) and grammar, while also being able to grasp the semantic meaning of the words and sentences they encounter.

Mastery of *maharah qira'ah* is not only essential for functional language use but also for cultural and religious literacy, especially among learners who seek to engage deeply with Islamic sources such as the Qur'an, Hadith, and classical Arabic scholarship. This highlights the necessity for educators to adopt teaching strategies that are not merely procedural but integrative, allowing students to link their reading skills to real-life contexts and higher-order thinking. In light of this, there is a growing call within the field of Arabic language pedagogy for the integration of innovative, multimodal teaching strategies that combine auditory, visual, and kinesthetic elements to cater to diverse learning preferences and reinforce vocabulary acquisition, reading fluency, and comprehension. For instance, interactive reading activities, contextual vocabulary mapping, and digital text-based simulations can significantly enhance students' *maharah qira'ah*, making the learning experience more engaging and effective. These approaches reflect a broader pedagogical shift toward student-centered learning environments, where learners are encouraged to become active participants in constructing their language proficiency. In conclusion, the effectiveness of Arabic language acquisition is closely tied to the strategic alignment between teaching methods and language skills development. Recognizing the unique demands of Arabic and the centrality of *maharah qira'ah* in understanding both contemporary and classical texts, educators must continuously refine their instructional strategies to foster deeper linguistic and cultural comprehension among learners. By doing so, they not only equip students with the tools needed for academic success but also nurture lifelong skills essential for engaging with Arabic as a living and dynamic language.

In the process of developing reading skills, particularly in the context of second or foreign language acquisition selecting an appropriate learning method is of paramount importance. An effective learning method serves not only as a medium for knowledge transmission but also as a pedagogical strategy that facilitates deeper student understanding of the material presented. The mastery of reading skills involves complex cognitive processes such as decoding, comprehension, interpretation, and contextualization of texts. Therefore, without a well-structured and contextually relevant teaching method, students may face significant barriers in developing reading proficiency. From a pedagogical perspective, a learning method can be defined as a systematic procedure employed by educators to organize and deliver content in a manner that supports and enhances learning outcomes. It encompasses the selection of activities, the sequencing of instruction, and the interaction between teacher and students. The method serves as a bridge between curricular goals and student engagement, guiding the teaching and learning process toward meaningful outcomes. As such, the choice of method must be aligned with the objectives of the lesson, the characteristics of the learners, and the nature of the content being taught. In this regard, reading instruction, especially in a language such as Arabic which has unique morphological and syntactic structures, demands careful selection of methods that can scaffold comprehension and retention.

Pedagogically, a method serves as a key component in organizing the teaching and learning process. It provides a systematic and coherent plan for presenting material, grounded in a particular educational approach. In Arabic, the term for method is "ṭarīqah" (الطريقة), which conveys the idea of a path or way—an apt metaphor for the journey of learning. A method is not chosen arbitrarily; rather, it emerges from and is supported by an underlying approach that reflects philosophical, theoretical, or psychological perspectives on how learning occurs. According to Nuhdi (2022), this approach, known in Arabic as "madkhal" (المدخل), functions as a foundational framework that inspires, guides, and legitimizes the selection and application of appropriate methods in the classroom.

Furthermore, an approach is often axiomatic, meaning it is based on foundational assumptions or beliefs about learning. In contrast, the method is procedural, consisting of planned steps or strategies that translate theoretical assumptions into practical teaching actions. Within a single approach, it is common to find multiple methods, each adapted to specific contexts, learner needs, and instructional goals. In addition, there is a close relationship between approach, method, and technique, three hierarchical elements in instructional design that cannot be separated from one another. An approach gives rise to a method, and from the method flows the technique, which refers to the specific classroom practices or activities used to implement the method. In Arabic educational terminology, technique is translated as "uslūb" (الأسلوب). This interconnectedness implies that successful language instruction, particularly in the teaching of reading skills, requires coherence between the chosen madkhal (approach), ṭarīqah (method), and uslūb (technique).

Ultimately, the effectiveness of reading instruction depends not only on the content or resources used, but also on the philosophical alignment and practical synergy between these three instructional components. Educators must be mindful of how their chosen approach informs their method, and how their method can be translated into effective,

student-centered techniques in the classroom.

Based on preliminary observations conducted by the researcher at MTsN Tanjung Pinang, it was found that students demonstrated low proficiency in understanding Arabic reading texts, indicating a general weakness in their reading skills. One of the main contributing factors to this issue is the inappropriateness of the learning methods currently used, which do not effectively train students in reading comprehension. In response to this problem, the researcher is interested in exploring the Problem Solving method as an alternative instructional strategy to improve students' reading abilities. The Problem Solving method is a pedagogical approach that actively engages students in identifying problems, seeking relevant information, and validating that information through comparison with other sources. This method encourages learners to think critically, analyze content, and understand texts more deeply. Through the implementation of the Problem Solving method, it is expected that students will develop the ability to comprehend and interpret Arabic reading materials more effectively, thereby improving their overall reading skills. Given the potential of this method to enhance students' engagement and comprehension, an important question emerges: Does the use of the Problem Solving method positively influence the Arabic reading skills of grade 9 students at MTsN Tanjung Pinang? To answer this question, the researcher is motivated to carry out a study entitled: "The Effect of the Problem Solving Method on Improving the Arabic Reading Skills of Grade 9 Students at MTsN Tanjung Pinang."

RESEARCH METHODOLOGY

This study employs a quantitative research approach. Quantitative research is a process of discovering knowledge by utilizing numerical data as a tool to generate explanations regarding the phenomena being investigated. It can be conducted through various types of studies, including descriptive research, correlational research, quasi-experimental research, and true experimental research (Darmawan & Latifah, 2013).

The method used in this study is the experimental method, chosen because the research aims to examine cause-and-effect relationships. As stated by Muslim (2015), “An experiment is a method used to identify causal relationships between two factors that are deliberately manipulated by the researcher while controlling or minimizing the influence of other extraneous variables.” The purpose of this experimental research is to determine the effectiveness of the Problem Solving method in enhancing students’ reading skills. This study adopts a quasi-experimental design to analyze the outcomes. Specifically, it uses the nonequivalent control group design, in which both the experimental and control groups are not randomly assigned (Sugiyono, 2007). This design allows for a comparison of learning outcomes between groups while acknowledging limitations in randomization, making it suitable for real-world educational settings. This design can be described as follows:

Group	Dependent Variable	Independent Variable	Dependent Variable
A	O_1	X	O_1
B	O_2		O_2

Explanation:

A : Experimental class (the class that receives the Problem Solving method)

B : Control class (the class that does not receive the Problem Solving method)

X : Treatment (Problem Solving method)

$\mathbf{O_1}$: Measurement result of the dependent variable in the experimental group *before* treatment is given

$\mathbf{O_2}$: Measurement result of the dependent variable in the control group *before* treatment is given

$\mathbf{O_1}$: Measurement result of the dependent variable in the experimental group *after* treatment is given

$\mathbf{O_2}$: Measurement result of the dependent variable in the control group *after* treatment is given

In this study, two groups were involved: an experimental class and a control class. The experimental class received a specific treatment, namely the implementation of the Problem Solving learning method. In contrast, the control class underwent the learning process without any special treatment; instruction in this group was conducted in a conventional manner, following standard teaching procedures without the application of the problem solving strategy. Prior to the learning intervention, both groups (experimental and control) were assessed using a pre-test designed to measure their initial abilities in the targeted reading skill. This pre-test served as a baseline to determine the students' level of competence before the application of the treatment, the pre-test, the instructional process commenced.

The control class continued with the regular teaching method, while the experimental class was taught using the Problem Solving method, which emphasizes student-centered activities, critical thinking, and active involvement in identifying and resolving learning challenges. After the instructional period concluded, both groups were once again assessed using a post-test to measure the outcomes of the intervention. This final test was intended to evaluate any changes or improvements in students' reading skills, particularly to determine the effectiveness of the Problem Solving method in enhancing the learning outcomes of the experimental group compared to the control group.

Results and Discussion

This section presents the descriptive analysis results of the pre-test and post-test scores from both the experimental and control classes, including the outcomes of the normality test, hypothesis testing, and a discussion of the research findings. The study was conducted at MTsN Tanjung Pinang with two respondent groups: Class IX-1, consisting of 25 students, and Class IX-3, also consisting of 25 students. The students in Class IX-1 served as the control group and received no special treatment, while those in Class IX-3 were assigned to the experimental group and received instruction using the Problem Solving method. This study aimed to examine the effect of the Problem Solving method on the reading skills of ninth-grade students at MTsN Tanjung Pinang. The research was conducted over a three-day period, from June 10 to June 12, 2024.

Based on the data collected through test instruments, the researchers were able to

measure student learning outcomes in the form of numerical scores from both Class IX-1 (Control Group) and Class IX-3 (Experimental Group). The learning outcome data after the intervention provides a comparative basis for evaluating the impact of the Problem Solving method on students' reading abilities. The results of this data collection and comparison are presented in the following table.

Table 1. Statistics of pre-test and post-test learning outcomes of students in the experimental and control classes

Statistic	Experimental Class		Control Class	
	Nilai Pre-Test	Nilai Post-Test	Nilai Pre-Test	Nilai Post-Test
Number of Students	25	25	25	25
Ideal Score	100	100	100	100
Maximum Score	90	95	80	90
Minimum Score	40	70	20	60
Mean	62,40	83,40	50,80	73,80
Standard Deviation	13, 317	6,727	13, 895	6,810

The table below presents the descriptive statistical data of both the experimental class and the control class based on the results of the pre-test and post-test scores obtained by students in each group. This data is used to examine the effectiveness of the Problem Solving method in improving students' reading skills in Arabic. In both the experimental group (Class IX-3) and the control group (Class IX-1), a total of 25 students participated in the study. The ideal score for both the pre-test and post-test was 100 points. In the experimental class, the pre-test scores ranged from a minimum of 40 to a maximum of 90, with a mean score of 62.40 and a standard deviation of 13.317. After the implementation of the Problem Solving method, the post-test scores increased significantly, ranging from a minimum of 70 to a maximum of 95, with a higher mean score of 83.40 and a reduced standard deviation of 6.727. This indicates a positive improvement in students' performance as well as a decrease in score variability, suggesting more consistent results among students after treatment. Meanwhile, in the control class, which did not receive any special instructional intervention, the pre-test scores ranged from a minimum of 20 to a maximum of 80, with a mean score of 50.80 and a standard deviation of 13.895. After the regular learning process, the post-test scores increased to a minimum of 60 and a maximum of 90, with the mean score improving to 73.80, and the standard deviation decreasing to 6.810. Although both groups showed improvement, the experimental class experienced a more substantial increase in average score compared to the control group, indicating that the Problem Solving method had a significant and positive effect on enhancing students' reading abilities. Furthermore, the reduced standard deviation in both post-tests reflects more homogenous achievement across students after the learning interventions.

These findings serve as an initial indication of the potential effectiveness of the Problem Solving method in fostering students' reading comprehension skills, particularly in the

context of Arabic language learning among ninth-grade students at MTsN Tanjung Pinang.

The Arabic language learning outcomes for Class IX-3 students at MTsN Tanjung Pinang, specifically on the topic of *fi'il* (verbs), after the post-test, show an average score of 83.40 out of an ideal score of 100. The highest score achieved was 95, while the lowest score was 70. The standard deviation was 6.727. These results indicate that the students' performance in the Arabic subject—particularly after the implementation of the Problem Solving method—can be classified as high. The relatively high average score, along with the reduced standard deviation, suggests that the method not only improved individual performance but also enhanced consistency among learners. In contrast, the Arabic learning outcomes for Class IX-1 students, who did not receive the Problem Solving intervention, resulted in a post-test average score of 73.80 out of 100. The maximum score recorded was 90, while the minimum score was 60, with a standard deviation of 6.810. These findings show that the students' achievement in the Arabic subject, prior to the use of the Problem Solving method—can be categorized as moderate. Although the class showed progress, the average score remains lower compared to the experimental group, indicating the potential positive impact of the Problem Solving method in improving students' comprehension and mastery of Arabic grammar, particularly in the topic of *fi'il*. Following the descriptive statistical analysis, the researcher proceeded to conduct an inferential statistical analysis by applying several statistical tests, one of which was the normality test.

Normality Test

The normality test was carried out to determine whether the data obtained from the research, prior to hypothesis testing, were normally distributed. Ensuring normal distribution is essential, as it affects the selection and interpretation of further statistical analyses. The data analyzed were drawn from the pre-test and post-test scores of students in Class IX-3 (experimental group) and Class IX-1 (control group) at MTsN Tanjung Pinang. The normality assessment was performed using the IBM SPSS Statistics software, applying the Shapiro-Wilk test due to the relatively small sample size (n = 25 per group). The criteria for interpreting the results were as follows: if the significance value (p-value) > 0.05, the data are considered to be normally distributed; conversely, if the significance value is < 0.05, the data are deemed not normally distributed. The results of the normality test for both the pre-test and post-test scores are presented in the following section and serve as a basis for determining the appropriate hypothesis testing methods in subsequent analysis.

Table 2. Results of data normality test

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	Control	,163	25	,085	,934	25	,108
	Experiment	,177	25	,041	,946	25	,209
Posttest	Control	,167	25	,071	,955	25	,320
	Experiment	,187	25	,025	,920	25	,052
a. Lilliefors Significance Correction							

In table 2 it can be seen that the results of the normality test of the experimental class of 25 students in the Shapiro Wilk table obtained a significance value in the pretest of 0.209 and in the posttest of 0.052. So the two data above can be concluded that they are normally distributed. In table 4.6 it can be seen that the results of the normality test of the control class of 25 students in the Shapiro Wilk table obtained a significance value in the pretest of 0.108 and in the posttest of 0.320. So the two data above can be concluded that they are normally distributed.

Homogeneity Test

The homogeneity test is conducted to determine whether the samples taken from the same population exhibit similar (homogeneous) variance. In this study, the homogeneity of variance was tested using the Levene's Test for Equality of Variances, which is available in the IBM SPSS Statistics 22 for Windows program. The significance level (α) used in this study was set at 5% (0.05). According to the test criteria, if the significance value (Sig.) is greater than 0.05, the data are considered to have homogeneous variances. Conversely, if the significance value is less than 0.05, the data are considered to have non-homogeneous variances. The results of the homogeneity test conducted on the pre-test scores of the experimental and control groups are presented in the table below.

Table 3. Results of data homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	,134	1	48	,716
	Based on Median	,052	1	48	,821
	Based on Median and with adjusted df	,052	1	47,259	,821
	Based on trimmed mean	,147	1	48	,703
Posttest	Based on Mean	1,028	1	48	,316
	Based on Median	,909	1	48	,345
	Based on Median and with adjusted df	,909	1	48,000	,345
	Based on trimmed mean	1,040	1	48	,313

Based on the results of the statistical calculations, it was found that the significance values for both the pre-test and post-test scores exceeded 0.05. This indicates that the data exhibit equal variances, or in other words, the samples can be considered homogeneous.

Hypothesis Testing

After confirming that the data are normally distributed, the next step was to perform hypothesis testing. The hypothesis test was conducted using the Paired Sample T-Test, which was processed using IBM SPSS Statistics.

The Paired Sample T-Test is used when comparing two sets of related data within the same group—in this case, the pre-test and post-test scores of the same students. According to the criteria for interpretation, if the significance value (Sig.) is greater than 0.05 and the calculated t-value ($t_h$itung) is greater than the critical t-table value ($t_t$abel), then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The results of the t-test analysis for this study are presented in Table 4, which summarizes the statistical findings regarding the effect of the Problem Solving method on students' reading skills.

Table 4. Results of independent sample t-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	,134	,716	3,014	48	,004	11,600	3,849	19,339	3,861
	Equal variances not assumed			3,014	47,913	,004	11,600	3,849	19,340	-3,860
Posttest	Equal variances assumed	1,028	,316	4,657	48	,000	9,600	2,062	13,745	5,455
	Equal variances not assumed			4,657	46,968	,000	9,600	2,062	-13,747	5,453

Table 4 shows that the comparison of variables based on the significance value resulted in 0.00, which is less than 0.05. This meets the criteria for the Paired Sample T-Test, where a p-value < 0.05 indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This result suggests that the implementation of the Problem Solving method has a significant effect on improving students' learning outcomes in Class IX-3 at MTsN Tanjung Pinang.

Furthermore, the comparison between the calculated t-value ($t_h$itung = -4.657) and the critical t-table value ($t_t$abel = 2.060) reinforces this conclusion. Since $|t_h\text{itung}| > t_t\text{abel}$ (i.e.,

4.657 > 2.060), the statistical evidence supports the rejection of the null hypothesis. Thus, it can be concluded that the use of the Problem Solving method significantly contributes to enhancing the reading skills of ninth-grade students at MTsN Tanjung Pinang. Various efforts can be made to improve students' reading skills in Arabic language learning, one of which is by implementing the Problem Solving method. This method is believed to enhance students' comprehension during the learning process, thereby facilitating better development of their reading abilities. Moreover, this approach encourages students to be more active and engaged in classroom learning activities. The Problem Solving method, also referred to as the problem-solving technique, is described as *"a creative process in which individuals assess changes occurring within themselves and their environment, and make new choices, decisions, and life values."* In this context, problem solving can be understood as a fundamental strategy for adapting to life in a society that is constantly changing.

As a creative and reflective process, problem solving enables individuals to critically evaluate internal and external developments, make meaningful choices, and adjust their actions in alignment with personal goals and values. Thus, within the scope of education, the Problem Solving method not only enhances cognitive engagement, but also fosters independent thinking, adaptability, and decision-making skills—all of which are essential in the development of effective reading skills, particularly in mastering a foreign language such as Arabic. Based on the explanation above, the Problem Solving learning method as applied in this study refers to a teaching approach that presents students with various problems in order to stimulate higher-order thinking skills. This method encourages learners to formulate strategies for solving problems and to draw conclusions either individually or in groups.

Prior to the implementation of the Problem Solving method in Arabic language instruction aimed at improving students' reading skills, a pre-test was administered to assess students' prior knowledge and reading ability. The pre-test consisted of three essay questions. After the pre-test, learning activities were conducted using the Problem Solving approach. First, students were asked to form small groups to discuss the answers they had written on the pre-test. During these discussions, students were encouraged to collaboratively identify and correct the errors in their responses. Following the discussion, each group presented their findings and solutions to the class.

In the subsequent meeting, students were given a post-test, which featured questions different from those on the pre-test, in order to measure the improvement in their reading skills after the intervention. Based on the results of the inferential statistical analysis using the Independent Sample t-Test, the calculated t-value ($t_h$itung) was 4.657, with degrees of freedom (df) = 25, and a significance level of 5%. The critical t-value ($t_t$abel) was found to be 2.060. Since $t_h$itung > $t_t$abel, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates that the Problem Solving method had a statistically significant effect on improving the reading skills of Grade IX-3 students at MTsN Tanjung Pinang, specifically in the *fi'il* (verb) material in Arabic language learning. In conclusion, based on both descriptive and inferential data analysis, it can be affirmed that the use of the Problem Solving learning method is effective in enhancing the reading skills of students in Class IX-3 at MTsN Tanjung Pinang.

CONCLUSION

Based on the findings of the study, it can be concluded that students exhibited a highly favorable response toward the implementation of the Problem Solving method in improving their Arabic reading skills. This was evident through classroom observations, which highlighted the enthusiasm, collaboration, and active engagement of students during group discussions. Notably, students who initially had difficulty understanding the material reported that the peer-assisted learning environment—facilitated by the Problem Solving approach—helped clarify their understanding through the explanations provided by their peers. The study further confirms that the Problem Solving method is effective not only in fostering active learning but also in significantly enhancing students' reading proficiency. This is supported by the post-test results, which showed that no student scored below 70, indicating an overall improvement in reading performance. Statistical evidence from the hypothesis testing also validates this conclusion. The results of the independent sample t-test revealed that the calculated t-value (t = 4.657) was greater than the critical t-value (t-table = 2.060) at the 5% significance level. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, affirming that the use of the Problem Solving method had a significant and positive impact on the Arabic reading skills of Grade IX.3 students at MTsN Tanjung Pinang.

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