THE EFFECT OF PROBLEM BASED LEARNING (PBL) MODEL ASSISTED BY CANVA ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT GRADE XI OF SMA NEGERI 2 TANJUNGBALAI IN 2025/2026 ACADEMIC YEAR

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ABSTRACT

This research aims to determine the significant effect of the Problem-Based Learning (PBL) model assisted by Canva on students' reading comprehension of narrative text at Grade XI of SMA Negeri 2 Tanjungbalai in the 2025/2026 Academic Year. This research applied a quantitative method with a quasi-experimental design. The population of this research was all eleventh-grade students of SMA Negeri 2 Tanjungbalai. The sample of this research consisted of two classes selected through purposive sampling technique, namely class XI-7 as the experimental class and class XI-8 as the control class. The experimental class was taught by using the Problem-Based Learning (PBL) model assisted by Canva media, while the control class was taught using a conventional learning method. The instrument used in this research was a multiple-choice reading comprehension test consisting of 20 items. The data were collected through pre-test and post-test. The data were analyzed by using the t-test formula to determine the effect of the treatment. The findings of this research show that students taught through the Problem-Based Learning model assisted by Canva achieve better reading comprehension scores compared to students taught by using conventional methods. Therefore, the Problem-Based Learning model assisted by Canva can be considered as an effective strategy in teaching reading comprehension of narrative text.

Keywords: *Problem-Based Learning, Canva, Reading Comprehension, Narrative Text*.

INTRODUCTION

English is one of the most important international languages used in communication, education, technology, and global interaction. Crystal (2012) states that English has become a global language because of its role in international communication and education. In Indonesia, English is taught as a compulsory subject because it is considered important for improving students' competencies. English learning involves four language skills, namely listening, speaking, reading, and writing. Among these skills, reading plays an important role in helping students understand written information and improve academic achievement.

Reading comprehension is the ability to understand and interpret written texts. According to Anderson in Nunan (2003), reading comprehension is the process of constructing meaning through interaction with the text. Through reading, students can gain information, enrich vocabulary, and improve critical thinking skills. However, many students still face difficulties in understanding English texts, especially narrative texts. Brown (2004) states that students' difficulties in reading comprehension are often caused by limited vocabulary, lack of background knowledge, and ineffective reading strategies.

Narrative text is one of the important text types taught at senior high school level. Narrative text aims to entertain readers by presenting a sequence of events with structures such as orientation, complication, and resolution (Knapp & Watkins, 2005). However, many students still experience problems in identifying the main idea, understanding vocabulary, finding detailed information, and interpreting moral messages in narrative texts.

Based on preliminary observation at SMA Negeri 2 Tanjungbalai, many students showed low interest in reading English texts. Students tended to be passive during classroom activities because the learning process was still teacher-centered. As a result, students had difficulty understanding narrative texts and achieving satisfactory scores in reading comprehension. To solve these problems, an innovative learning model is needed. One learning model that can improve students' engagement and critical thinking is the Problem-Based Learning (PBL) model. Savery (2006) states that Problem-Based Learning is a student-centered learning model that uses real-life problems as the basis for learning activities. Through PBL, students actively collaborate, discuss problems, and develop solutions.

The implementation of PBL can be supported by digital learning media such as Canva. Canva is a digital design platform that provides visual templates and interactive features that can help teachers create attractive learning materials. By combining PBL and Canva, students are expected to become more motivated and actively involved in reading comprehension activities.

Therefore, this research is conducted under the title "The Effect of Problem-Based Learning (PBL) Model Assisted by Canva on Students' Reading Comprehension of Narrative Text at Grade XI of SMA Negeri 2 Tanjungbalai in 2025/2026 Academic Year."

METHOD

This research used a quantitative method with a quasi-experimental design. The research involved two groups, namely the experimental class and the control class. The experimental class was taught using the Problem-Based Learning (PBL) model assisted by Canva media, while the control class was taught using a conventional learning method. The population of this research was all eleventh-grade students of SMA Negeri 2 Tanjungbalai in the 2025/2026 Academic Year. The sample of this research was selected by using purposive sampling technique. The experimental class was class XI-7, while the control class was class XI-8.

The instrument used in this research was a reading comprehension test in the form of multiple-choice questions consisting of 20 items. The data were collected through pre-test and post-test. The pre-test was administered before the treatment to measure students' initial reading comprehension ability. After that, the experimental class was taught using the Problem-Based Learning model assisted by Canva, while the control class was taught using conventional learning methods. In the experimental class, students worked collaboratively in groups to analyze narrative texts, discuss problems related to the stories, and present their ideas using Canva media. Students used Canva to design storyboards, visual summaries, and presentations related to narrative texts. Meanwhile, students in the control class learned through teacher explanation and textbook exercises. The post-test was administered after the treatment to determine students' improvement in reading comprehension achievement. The data obtained from the tests were analyzed by using the t-test formula to determine whether there was a significant effect of the Problem-Based Learning model assisted by Canva on students' reading comprehension of narrative text.

RESULT AND DISCUSSION

The data of this research were obtained from pre-test and post-test scores in both the experimental class and the control class. The pre-test was conducted before the treatment, while the post-test was conducted after the treatment. The results showed that students in the experimental class achieved better improvement in reading comprehension compared to students in the control class. Students taught using the Problem-Based Learning model assisted by Canva became more active during learning activities. They were able to identify the main idea, understand vocabulary, and analyze narrative text structures more effectively. The

implementation of Canva media also increased students' motivation and participation because students were interested in creating visual presentations and storyboards. Learning activities became more interactive and collaborative. Based on the statistical analysis using the t-test formula, the result showed that the t-obtained value was higher than the t-table value at the significance level of 0.05. Therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that the Problem-Based Learning model assisted by Canva significantly affected students' reading comprehension of narrative text.

Table 1. The score of Pre-Test and Post-Test in Experimental class

No.	Students' Initial	Score Of Pre-Test	Score Of Post-Test
1	AK	75	85
2	AH	50	70
3	AA	40	65
4	AD	50	70
5	BMP	55	75
6	CM	60	85
7	DSZ	60	85
8	DAK	55	80
9	DM	80	90
10	DP	70	90
11	FM	50	80
12	GKR	65	85
13	IDS	80	90
14	JOS	75	95
15	IM	80	90
16	JTS	85	100
17	KR	55	80
18	LAS	45	60
19	MR	50	85
20	MHA	40	65
21	MR	65	85
22	NAM	60	80
23	NN	70	90
24	NM	60	80
25	PS	65	85
26	PABA	50	70
27	QOSS	60	85
28	RKP	55	75
29	SR	50	75
30	SHS	55	75
31	SA	55	80
32	TRDR	60	85
33	WN	60	80
34	WAT	75	85
Total		**2070**	**2750**

Table 2. Descriptive Statistics Score in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-test Experimental	34	40	85	60.59	2.011	11.727
Post-test Experimental	34	60	100	81.03	1.519	8.857
Valid N (listwise)	34					

Based on Table 1 and Table 2 above, the number of respondents (N) in the experimental class is 34 students. From these 34 respondents, after the research data were calculated, the post-test score of the experimental class was higher than the pre-test score. It can be seen that the smallest (minimum) value in the pre-test was 40, while the minimum score in the post-test was 60. The largest (maximum) value in the pre-test was 85, while in the post-test it was 100. The mean score of students in the pre-test was 60.59, while the mean score in the post-test was 81.03. The post-test scores were higher than the pre-test scores, indicating that the treatment given in the experimental class had a significant effect on students' achievement. This means that the teaching method applied in the experimental class improved students' understanding and learning outcomes.

Table 3. The score of Pre-Test and Post-Test in Control class

No	Students' Initial	Score of Pre-Test	Score of Post-Test
1	AF	60	70
2	AS	55	70
3	AKN	50	65
4	AR	65	70
5	BSN	50	60
6	DG	50	65
7	DA	55	60
8	ER	60	70
9	FTN	80	85
10	IS	35	45
11	ISS	55	65
12	JS	75	75
13	LS	75	80
14	LHL	55	60
15	MAR	70	75
16	MAH	70	80
17	MRSR	50	65
18	MS	45	55
19	MAN	45	55
20	MA	60	70
21	NHYA	80	90
22	PI	35	45
23	RLS	60	75
24	RNM	65	70
25	RP	75	80
26	RF	70	75
27	SHL	50	65
28	SM	65	70

29	SHS	65	75
30	SS	50	60
31	TR	60	65
32	YAPR	50	60
33	ZNT	55	60
34	ZS	55	70
Total		**1995**	**2320**

Table 4. Descriptive Statistics Score in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std.Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-test Control	34	35	80	58.68	1.973	11.502
Post-test Control	34	45	90	67.65	1.718	10.018
Valid N (listwise)	34					

Based on Table 3 and Table 4 above, it can be seen that the number of respondents (N) in the control class is 34 students. The smallest (minimum) value for the control class pre-test was 35, while the minimum score in the post-test was 45. The largest (maximum) score in the pre-test was 80, while in the post-test it was 90. The mean score of 34 respondents in the pre-test was 58.68, while the mean score in the post-test was 67.65. This shows that students' scores increased between the pre-test and post-test; however, the improvement was not as significant as in the experimental class.

Meanwhile, many students in the control class still obtained scores below the KKM (Kriteria Ketuntasan Minimal) score of 75. Therefore, it can be concluded that the Problem-Based Learning Model assisted by Canva media gave a more significant effect on students' understanding of reading narrative text compared to the conventional teaching method used in the control class.

Table 5. Independent Samples t-Test Results

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
Post-Test Score	Equal variances assumed	.387	.536	5.835	66	.000	13.382	2.293	8.804	17.961
	Equal variances not assumed			5.835	65.024	.000	13.382	2.293	8.802	17.962

Discussion

The result of the t-test calculation showed that the t-score was 5.835, while the t-table at the significance level of 0.05 with degree of freedom (df) 66 was 1.668. Since the t-score was higher than the t-table (5.835 > 1.668), the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that the Problem-Based Learning Model Assisted by Canva significantly affected students' reading comprehension of Narrative Text.

The findings of this research are in line with Savery (2006), who states that Problem-Based Learning encourages students to think critically and solve problems collaboratively. During the learning process, students actively discussed the narrative texts, analyzed story conflicts, and shared ideas with their group members. This collaborative process helped students better understand the content of the texts. In addition, the use of Canva media created a more attractive and enjoyable learning atmosphere. Students became more enthusiastic because Canva provided visual and interactive features that supported their creativity.

CONCLUSION

Based on the research findings in the previous chapter, it can be concluded that the implementation of the Problem-Based Learning (PBL) model assisted by Canva had a significant effect on students' reading comprehension of narrative text at Grade XI of SMA Negeri 2 Tanjungbalai in the 2025/2026 Academic Year. Students taught using the Problem-Based Learning model assisted by Canva showed better improvement in reading comprehension achievement compared to students taught using conventional methods.

Through collaborative discussion and visual learning activities using Canva, students became more active, motivated, and engaged in understanding narrative texts. Therefore, the Problem-Based Learning model assisted by Canva can be considered an effective and innovative teaching strategy in improving students' reading comprehension of narrative text.

Suggestion

Based on the conclusion above, the researcher would like to provide several suggestions related to the implementation of the Problem-Based Learning (PBL) model assisted by Canva media in teaching reading comprehension.

1. For English Teachers
   English teachers are suggested to apply the Problem-Based Learning (PBL) model assisted by Canva media in the teaching and learning process, especially in teaching reading comprehension of narrative texts. This learning model can help students become more active, creative, and interested in learning activities. In addition, Canva media can make the learning process more interactive and enjoyable for students.
2. For Students
   Students are expected to be more active and motivated in learning English, especially in reading comprehension activities. By using the PBL model and Canva media, students can improve their critical thinking skills, collaboration, and understanding of narrative texts more effectively.
3. For Schools
   Schools are expected to support teachers in implementing innovative learning models and digital media in the classroom. Providing adequate facilities and technological support can help create a more effective and engaging learning environment.
4. For Future Researchers
   Future researchers are suggested to conduct further research related to the use of the Problem-Based Learning (PBL) model assisted by Canva media in different language skills such as writing, speaking, or listening. In addition, future studies may involve larger samples or different educational levels to obtain broader research findings.

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