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**THE IMPLEMENTATION OF PROJECT-BASED LEARNING (PBL)
IN TEACHING READING: A QUALITATIVE DESCRIPTIVE STUDY
AT SMKN 1 SEMEN KEDIRI**

By :

REGITA HANNA PRATIWI

2214050039

Has been accepted and approved by the thesis proposal supervisor to be defended

before the board of examiners

English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

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Proposal Supervisor

Dr. Dewi Kencanawati, S.Pd., M.Pd.

NIDN. 0707097102

Preface

First and foremost, the author would like to extend her highest gratitude to Allah SWT for the endless blessings, guidance, and health, so that this proposal entitled "The Implementation Of Project-Based Learning (PBL) In Teaching Reading: A Qualitative Descriptive Study At Smkn 1 Semen Kediri" is completed as one of the requirements to compose an undergraduate thesis in the English Language Education Study Program, Faculty of Teacher Training and Education, Nusantara University of PGRI Kediri.

This proposal is submitted as part of academic duty of the author to conduct research and use an effective approach in teaching reading, especially for vocational education. PBL has been adopted as the main teaching method with the hope that it will make students more interested in reading and improve their reading comprehension skills.

The writer recognizes that this proposal would not have been achieved without the guidance and support of many stakeholders. Therefore, sincere gratitude is expressed to:

1. Dr. Zainal Afandi M.Pd. as the Rector of University of Nusantara PGRI Kediri who always motivates his students
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3. Dr. Khoiriyah, SP.d, M.Pd. as the Head of English Language Education Study Program who always advise and guide the students during the writing of this thesis proposal
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7. All lecturers of the English Language Education Study Program, who have shared their experiences and guidance during the writer's study period.

8. All Students and staff at SMKN 1 Semen Kediri who are willing to participate in this research.

The writer is perfectly aware that this proposal is not perfect. Constructive suggestions and criticism from readers are therefore most welcome for enrichment purposes of this research.

Kediri, July 2025

Regita Hanna Pratiwi

Abstract

Reading comprehension remains a critical challenge for vocational high school students, who often struggle to decode texts and extract specific details effectively. This study aims to describe the systematic implementation of Project-Based Learning (PBL) in reading instruction, portray how students' reading comprehension is demonstrated through this approach, and identify the challenges faced by eleventh-grade students at SMKN 1 Semen Kediri.

This research employed a qualitative descriptive design. The data were gathered over a four-week instructional period from multiple sources, including classroom observations, the researcher's reflective teaching journals, student project artifacts (informative descriptive posters), students' written reflections on sticky notes, and instructional documentation. The collected data were systematically analyzed using Miles, Huberman, and Saldaña's interactive model, which comprises data reduction, data display, and conclusion drawing or verification.

The findings revealed that PBL was successfully implemented through a sequence of four structured stages: introducing descriptive texts, collaborative text-mapping, project development, and digital poster presentation and reflection. Students' reading comprehension transitioned from passive text decoding into dynamic, purposeful re-reading behaviors. This was demonstrated by their ability to accurately identify main ideas, extract supporting details, and synthesize environmental reading materials into well-structured visual poster products using target contextual vocabulary and correct descriptive syntax. Despite positive outcomes, several text-processing challenges emerged, including students' limited initial technical vocabulary knowledge, linguistic hesitation when communicating interpretations in English, and operational time management constraints during text-to-visual transformation. However, these limitations were effectively mitigated by peer scaffolding and teacher facilitation, unlocking significant potentials in collaborative text analysis, task engagement, and analytical creativity. In conclusion, Project-Based Learning serves as an effective pedagogical framework to foster and describe active reading comprehension in a vocational school context.

Keywords: *Project-Based Learning (PBL), Reading Comprehension, Descriptive Text, Qualitative Descriptive Study, Vocational High School.*

CHAPTER 1

INTRODUCTION

1 **A. Background of the Study**

Reading is a fundamental literacy skill that must be mastered by every individual, especially those pursuing formal education. According to Erwin Harianto (2020), reading involves not only the pronunciation of words and the acquisition of vocabulary from printed materials but also complex cognitive processes. This process encompasses the analysis and organization of various higher-order thinking skills, including learning, reasoning, synthesizing, and problem-solving, all of which critically contribute to the reader's thorough understanding of information. Therefore, it is essential to investigate reading skills, particularly reading comprehension, in the context of an increasingly competitive educational environment where students are required to grasp information accurately.

A potential way of contextualizing text interpretation and enhancing textual understanding is ²⁸ Project-Based Learning (PBL). PBL is an instructional method that emphasizes student engagement in meaningful, real-world projects relevant to their lives and prospective fields. As mentioned by Thomas (2000), ⁹ PBL helps students develop critical thinking, problem-solving, and collaboration skills through structured tasks. Research on PBL is crucial for understanding how this method can be practically applied to facilitate text processing and improve reading comprehension among ¹ students, especially at the vocational high school level where texts are often geared toward practical application.

SMKN 1 Semen Kediri is a vocational high school with unique characteristics, focusing on practical skill development and vocational competence. However, during a preliminary observation as a student researcher at SMKN 1 Semen Kediri, the researcher noticed that many

students in the XI Grade experienced significant difficulties in reading comprehension. Students often struggled to identify the main ideas, extract specific details, and synthesize information from descriptive texts. Research by Pretorius and Currin (2010) shows that students who struggle with text comprehension tend to experience difficulties in mastering subject matter, which negatively impacts their overall academic and vocational performance. These observations indicate an urgent need for an alternative learning approach that can actively support students in decoding, processing, and comprehending text materials.

In this regard, PBL can be a viable pedagogical solution. PBL relies on active learning where students collaborate on rigorous, text-driven, and real-world projects. Analytical problem-solving, collaboration, and reflection are the pillars of PBL. Through the implementation of PBL in reading instruction—such as transforming text data into visual projects like posters—students are prompted to read, analyze, and interpret texts thoroughly, thus deepening their overall comprehension of the material.

Though there were a number of studies that examined reading skills and PBL, exploring how PBL portrays students' reading comprehension in vocational high schools remains an open issue. While most of the earlier research addressed general elementary or secondary school levels, this study intends to shed new light by exploring the application of PBL specifically at the vocational high school level, particularly at SMKN 1 Semen Kediri.

²⁶ The purpose of this study is to describe the implementation of PBL in reading lessons at SMKN 1 Semen Kediri for the XI grade and to portray how the students' reading comprehension is demonstrated during this project-based approach. The aim of this study is to give a clear, qualitative explanation of PBL practices in a vocational school context, as well as the challenges faced by students in engaging with project-based reading activities.

It is anticipated that this study will contribute to educational practice by providing an empirical reference for reading instruction. The outcome of

this study can be utilized as a reference by teachers to implement project-based tasks in the language curriculum, leading to better reading competence among students. The focus of this study is the implementation of PBL in reading instruction at SMKN 1 Semen Kediri for the XI grade, with an emphasis on describing the ways the developed projects portray and support students' reading comprehension of descriptive texts. This research seeks to offer useful feedback for designing innovative literacy learning methods in vocational schools through a systematic and qualitative descriptive approach.

B. Research Focus

This research focuses on the implementation of teaching reading ¹ using Project-Based Learning at SMKN 1 Semen Kediri, especially at ² the eleventh grade. Specifically, ² this research aims to investigate how the Project-Based Learning (PBL) method is systematically carried out step-by-step in reading lessons, how the students' reading comprehension is described during its implementation, and what challenges are faced by the students during the project-based learning activities.

C. Research Questions

In relation to ¹ the background, the following research question can be identified:

1. How is Project-Based Learning (PBL) implemented ¹ in teaching reading to the eleventh-grade students at SMKN 1 Semen Kediri?
- ¹ 2. How is the students' reading comprehension described during the implementation ¹⁷ of Project-Based Learning?
3. What are the challenges faced by the students during the implementation of Project-Based Learning (PBL) in reading comprehension?

D. Research Objectives

- ²² 1. To describe the implementation of Project-Based Learning (PBL) in teaching reading to the eleventh-grade students at SMKN 1 Semen Kediri.

To describe the students' reading comprehension during the implementation of Project-Based Learning.

3. To explain the challenges faced by the students during the implementation of Project-Based Learning (PBL) in reading comprehension.

E. Significance of the Study

This study is expected to contribute theoretically and practically to the field of English language teaching, particularly in vocational education.

1. Theoretical Significance

The findings of this study can enrich the literature on the implementation of PBL in teaching reading, particularly at the vocational high school level. With its focus on students' feedback and real classroom experience in applying PBL, this research offers an understanding of the process of how PBL can be implemented to build reading comprehension in real classroom.

2. Practical Significance

Practically, this study can be of immense value to English teachers, student-teachers, and curriculum developer. The result can serve as a guideline for the implementation of PBL in vocational reading lessons, offering a model on how to create interactive, student-centered reading activities. The study also suggests the pitfalls and possibilities that may arise, allowing teachers to be well prepared when applying PBL in similar educational settings.

LITERATURE REVIEW

A. Review of Related Literature

1. Reading Skill

Reading, to Grabe and Stoller (2011), is an interactive process that involves not only the decoding of written symbols but also comprehension and constructing meaning from a text. Reading skills involve the identification of vocabulary, understanding sentence structures, identifying main ideas and supporting details, making inferences, and critical assessment of information. In EFL (English as a Foreign Language) environments, learners are likely to face difficulties in reading due to weak vocabulary and lack of exposure to authentic texts (Nation, 2009). Especially in vocational schools, where reading is likely to be overshadowed by practical subjects, there is a greater need to engage learners in meaningful reading activities.

2. Reading Comprehension

Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002). It is not merely a passive skill of decoding words; rather, it is an active, strategic, and complex cognitive process where the reader relates new information from the text to their existing background knowledge based on schema theory. In an instructional setting, comprehension must be systematically categorized to understand the depth of the students' textual mastery. Standard reading taxonomies, such as those formulated by Barrett (1976) and further detailed by Day and Park (2005), divide reading comprehension into several distinct levels. These levels begin with literal comprehension, which focuses on identifying information explicitly stated in the text, and progress to inferential comprehension, which requires students to use explicit information combined with background knowledge to deduce

meanings not directly stated. The process reaches its peak at critical comprehension, where readers evaluate the quality, accuracy, value, and truthfulness of the text based on external criteria or personal judgment.

3. ²⁵ **Project-Based Learning**

Project-Based Learning (PBL) is an active pedagogy of learning through significant, real-world projects that are applicable to learners. PBL, as defined by Thomas (2000), is characterized by its focus on real-world problems, allowing students to explore and apply knowledge in meaningful context. PBL supports ²³ collaboration, problem-solving, and critical thinking, which are all essential 21st-century skills. A study conducted by Bell (2010) shows that PBL not only enhances student engagement but also improves retention and understanding of content, as students are more likely to remember information when it is connected to practical applications.

A comprehensive review by PBLWorks (2019) indicates that PBL ²⁴ can lead to significant improvements in student learning outcomes, including higher levels of motivation and increased interest in the subject matter. The review also highlights the need for teacher facilitation in PBL since the level of guidance students receive can assist them in overcoming obstacles and enhancing their learning experience. In addition, a study published in *Frontiers in Psychology* (2023) found that PBL has a positive influence on literacy skills since students read, analyze, and synthesize information to carry out their projects.

However, implementing PBL is not without challenges. According to the MDRC Working Paper (2019), teachers may face difficulties in designing and managing projects, particularly in aligning them with curriculum standards. Additionally, student diversity in engagement and background knowledge can influence the effectiveness of PBL initiatives. In spite of all these issues, the literature firmly attests to the fact that PBL can be a

revolutionary method of education that creates a more interesting and successful student learning process (Hattie, 2009).

In conclusion, PBL is an effective instructional approach that improves students' engagement, critical thinking, and literacy. By placing learning in real-life contexts, PBL not only makes learning more pertinent but also equips learners with the ability to solve future issues. Effective application of PBL demands proper planning, teacher guidance, and responsiveness to students' needs, making it a worthwhile method for advancing learning in diverse environments.

4. PBL in Reading Instruction

Although PBL has been widely used in science and technology teaching, there has been relatively little research on the application of PBL to language learning, especially reading instruction. According to Fragoulis and Tsiplakides (2009), PBL in EFL environments contributes to greater learner autonomy and motivation, and hence helps to improve their reading skills. PBL in reading instruction may involve the creation of projects that engage students in the process of finding out information from various sources, combining the information, and presenting it in a unique way. While working on these projects, students get involved in extensive reading while acquiring other skills as well.

B. Operational Definition of Concepts

To avoid ambiguity and clarify the scope of this qualitative descriptive study, the key concepts are operationally defined as follows:

1. **Implementation of PBL in Teaching Reading:** Refers to the step-by-step application of the Project-Based Learning method in a reading class, which includes introducing authentic descriptive texts about the environment ("Types of Waste"), collaborative small-group discussions, draft planning, creating an authentic product in the form of informative

posters (both physical drafts and digital versions via Canva), classroom presentations, and cognitive reflections using sticky notes.

2. **Students' Reading Comprehension:** Refers to the description of eleventh-grade students' comprehension profiles regarding the descriptive texts read during project execution. This comprehension is concretely demonstrated through their ability to identify main ideas, find explicitly stated supporting details (literal), deduce implicit meanings (inferential), and accurately synthesize sensory vocabulary (the five senses) and grammatical patterns (noun of place + that/where) into the poster content.
3. **Challenges and Potentials in PBL:** Refers to the operational constraints faced by students (such as initial vocabulary barriers, linguistic hesitation or lack of confidence when speaking English, and time constraints in task completion) as well as the positive potentials that emerge (such as increased cognitive task engagement, group collaboration, and structural creativity) throughout the PBL cycle.

C. Conceptual Framework

The conceptual framework of this study is designed to bridge the gap between the actual literacy conditions of vocational school students and the target learning objectives of descriptive text reading through the intervention of Project-Based Learning. This framework is built upon the foundational assumption that PBL can simultaneously provide a student-centered and text-centered learning experience.

The study begins by identifying the initial problems among eleventh-grade students at SMKN 1 Semen Kediri, where students face significant difficulties in reading comprehension, particularly in finding main ideas, specific details, and implicit meanings. Furthermore, students tend to be passive and lack the confidence to express textual ideas in English, which is exacerbated by a lack of reading instruction that is contextually adapted to the specific needs of vocational students.

As an intervention step, the project-based learning process is implemented through four structured stages. The first stage begins with introducing authentic descriptive text materials themed around waste management ("Types of Waste") while building students' fundamental vocabulary. In the second stage, students form small collaborative groups to analyze textual details deeply and plan the poster layout draft. The third stage is the project execution phase, where this activity drives purposeful re-reading behaviors to maintain the validity of the information in their poster drafts. The fourth stage concludes with the finalization of the digital poster using the Canva application, group presentations in front of the class, and reflection sessions using sticky notes.

The final outcome or output of this intervention yields a comprehensive description of students' reading comprehension, directly reflected in the level of textual data accuracy, organization of ideas, and application of sensory vocabulary within the posters. Through this process, the dynamics of group collaboration also become visible through social interactions and peer scaffolding to overcome barriers in understanding complex text structures. Ultimately, this framework helps map out vocabulary constraints, speaking hesitation, and time management to serve as reflective evaluation data for English language teaching in vocational high schools. The PBL method in this study is not positioned merely as a visual-art activity, but acts as a qualitative medium that directs students to engage in meaning negotiation and deep textual information processing.

A. Research Design and Approach

This study employs a qualitative descriptive design, wherein the researcher (student-teacher) is actively involved in the implementation of PBL in reading classes. According to Fraenkel et al. (2012), qualitative descriptive research aims to describe and explain current educational practices within the natural setting. Since this study involves describing the implementation process of PBL and the students' reading comprehension experiences, the strategy is considered appropriate. The researcher will act as a teacher-practitioner, planning, teaching, and observing the process of learning. The stress is not on statistically determining effectiveness, but instead on examining the students' comprehension behaviors, textual challenges, and the process of teaching through authentic classroom interaction.

B. Research Site and Timeframe

The research will be conducted at SMKN 1 Semen Kediri, Kediri Regency, East Java, Indonesia. The institution was chosen since it is a vocational education context where reading lessons are less emphasized due to the focus placed on technical and practical courses. Research will be conducted on one class of Grade XI students to whom reading will be taught using PBL.

The timeframe for the study is scheduled during the odd semester of the academic year 2025/2026, from August to October 2025. The researcher will execute various phases, including preparation and planning, the implementation of PBL in reading instruction, classroom observations, student reflection, and finally, data analysis. Activities will be carried out during normal English lessons under the guidance of the English teacher.

To provide a simpler timeline, the research activity schedule is presented in the table below:

C. Data and Data Sources

The data used in the current study are qualitative and consist of:

1. Primary data from class work such as observations, learners' learning products (informative poster projects), and reading comprehension reflections.
2. Supplementary data based on interviews with students, students' learning diaries, and instructional documentation during the project implementation.

Sources of data for this research include three important informants that serve the main purpose in relation to the learning-teaching process in question. Firstly, the primary informants comprise the Grade XI students at SMKN 1 Semen Kediri. These participants are actively involved in Project-Based Learning (PBL) activities within reading subjects and can provide useful information regarding how they decode text, process information, perform textual synthesis for their projects, and overcome reading comprehension challenges while going through the learning process.

Secondly, the researcher herself acts as the planner and observer of her work. As a practitioner who is not only teaching but also analyzing classroom dynamics as a participant observer, she can design, conduct, and reflect upon all aspects of the PBL reading program, specifically tracking the students' textual mastery and reading behaviors.

Lastly, the English teacher serves as a supervisor and guide to the researcher in this study. As a result, the teacher will provide professional feedback regarding the instructional activities and help interpret classroom reading comprehension events and textual data more effectively.

D. Data Collection Procedures

The process of collecting data can be considered as one of the most significant stages in qualitative research as it helps provide data that answer the research questions posed. According to Creswell & Creswell (2018),

qualitative data collection is viewed as a process of acquiring data from individuals in their natural environment using various techniques, which help understand a certain phenomenon from the point of view of the participants themselves. The data were collected while implementing the PBL model within reading lessons ¹ in the eleventh grade of SMKN 1 Semen Kediri.

Different methods ² of data collection were applied in this research study, including classroom observations, reflective teaching journals, students' projects, students' written reflections, and documentations. The use of different approaches ensured that detailed data was collected concerning ² the implementation of project-based learning, the students' reading comprehension behaviors during these activities, and the literal or inferential reading issues encountered while delivering lessons. At the same time, it helped to strengthen the credibility of the qualitative data collected for the study (Merriam & Tisdell, 2016).

The data collection process was carried out continuously throughout the implementation of the project-based reading lessons. Each technique served a different purpose and provided different types of information, enabling the researcher to develop a comprehensive understanding of how students processed text and demonstrated their reading comprehension through the project-based tasks.

1. Observation

Observation was used as the primary method of collecting data because it allowed the researcher to directly examine ¹⁰ the teaching and ³² learning process during the implementation of Project-Based Learning. According to Ary et al. (2019), observation enables researchers to obtain firsthand information about participants' behaviors, interactions, and activities within their natural environment.

In this study, the researcher acted as a participant observer because she was directly involved in planning and implementing the learning activities while simultaneously observing students' reading behaviors

and textual responses. Observation was conducted during every stage of the Project-Based Learning activities, starting from project introduction, reading activities, group discussions, project development, presentations, and reflection sessions.

This research focused on evaluating several major aspects of the classroom environment. These included the students' involvement in text decoding processes, their interaction with descriptive reading materials, and literal text processing during group discussions. In addition, the research took into account the cooperation of the students in synthesizing information for their projects, as well as their ability to recognize key points, implicit meanings, and explicit details in texts. Finally, this research considered the problems experienced by students when dealing with complex texts and the general teacher-student interaction pattern during text analysis.

To facilitate systematic observation, an observation sheet was prepared before the implementation of the lessons. The observation sheet contained indicators related to text comprehension levels, contextual vocabulary use, collaborative textual analysis, project progress, and cognitive engagement with the text. During the observation process, the researcher recorded important events using field notes. These field notes included descriptions of classroom situations, students' comprehension difficulties, significant reading incidents, and reflections regarding the effectiveness of the reading activities.

Additionally, photographs were used when permission was granted by the school and participants. These visual records served as supplementary data that helped the researcher review classroom interactions and textual work more accurately after the lessons had been completed. The use of observation was considered essential because it provided direct evidence of how Project-Based Learning was

implemented in the classroom and how students demonstrated their reading comprehension in real-time situations.

2. Reflective Teaching Journal

Another important source of data in this study was the reflective teaching journal maintained by the researcher throughout the research process. Reflective journals are widely used in educational research because they enable researchers and teachers to systematically reflect on instructional practices and learning experiences (Farrell, 2018).

At the end of each lesson, a reflective journal was maintained by the researcher to jot down personal notes about the application of Project-Based Learning. The following topics have been emphasized in this journal: the reading goals that have been accomplished, the successful classroom textual activities, and the students' cognitive engagement in decoding the texts. Further, the pedagogical problems which emerged during the teaching process, and those of comprehension experienced by the learners regarding the reading material, were also recorded in the journal.

The reflective journal served two important functions. First, it helped the researcher document the instructional process systematically. Second, it enabled continuous reflection and evaluation of teaching practices throughout the implementation of Project-Based Learning. Through reflective writing, the researcher was able to identify patterns and recurring comprehension issues that emerged during the teaching process. These reflections contributed significantly to understanding the practical realities of implementing Project-Based Learning in reading instruction..

3. Students' Projects and Tasks

Students' projects and learning tasks were collected as important sources of qualitative data. According to Krajcik and Blumenfeld (2018), student-generated products in Project-Based Learning provide valuable evidence of students' understanding, skills development, and conceptual mastery throughout the learning process.

In this study, students worked collaboratively in groups to create informative posters based on descriptive texts. The project required students to read and analyze texts, identify important information, discuss ideas with group members, and transform the textual information into visual products. Several forms of student work were collected to serve as data, including poster projects, vocabulary worksheets, and reading comprehension tasks. Additionally, the collection comprised group discussion notes, written textual summaries, and individual reflection notes.

The collected projects were analyzed to examine students' reading comprehension levels. Particular attention was given to: the accuracy of textual information presented, the completeness of content based on the source text, the use of target vocabulary from reading materials, the organization of ideas, the clarity of the project presentation, and the evidence of collaborative text processing. The analysis of students' projects allowed the researcher to evaluate how reading activities contributed to project completion and how Project-Based Learning encouraged students to process text materials more deeply..

4. Students' Written Reflections

As an effort ⁷ to explore students' learning experiences and their perceptions about the implementation of Project-Based Learning in the class, the participants in the study were instructed to write reflections at the end of the PBL activities. ³¹ Reflection is an important element of the learning process since it enables learners to review their own knowledge, identify areas of reading difficulties, and make statements regarding their responses to certain text-based activities. As stated by Ryan and Henderson (2018), reflections encourage students to think deeply about their experience, providing essential information about students' cognitive engagement and reading outcomes.

In this study, students were asked to write brief reflections on sticky notes after completing the PBL activities. The sticky notes contained different types of student expressions ranging from opinions and conceptual clarity to

text-related problems, success stories, and suggestions related to the reading process. After writing reflections, students put the notes on a certain section of the classroom board for collection by the researcher.

The written reflections addressed several topics such as students' understanding of the reading materials, their experiences working collaboratively on text-to-visual transformations, newly learned vocabulary, difficulties with text analysis during group discussions, and students' perceptions about Project-Based Learning as a strategy for enhancing their reading comprehension. This means that participants had a simple and comfortable tool to voice their cognitive experiences.

These reflections were further analyzed to identify common themes, students' struggles with reading-related activities, and their responses to the text processing under the PBL approach. These qualitative data collected from students' reflections were integrated with other qualitative data obtained through other methods, such as classroom observation, reflection journals, projects, and documentation. In short, the qualitative reflections served to improve the researcher's understanding of how Project-Based Learning supports reading comprehension among students.

5. Documentation

¹ The significance of documentation lies in its ability to reinforce and complement the data collected from various other sources. As stated by Merriam & Tisdell (2016), in qualitative studies, documentation can be considered a valuable source of data as it provides permanent data which can be analyzed numerous times. In this study, documents consisted of lesson plans, observation sheets, reading worksheets completed by students, informative posters produced by students, reflective teaching journals, photos illustrating classroom reading activities, and written reflections of students.

Thus, the collected documents provided supplementary information on how Project-Based Learning was being implemented and served as a tool for verification of data collected by means of observation and reflection.

Furthermore, documentation used during this research contributed to enhancing the credibility of results by providing traceable information about the text-driven learning process..

E. Data Analysis Technique

Data will be analyzed using Miles, Huberman, and Saldaña's interactive model, which includes:

1. **Data Reduction:** Reducing and abstracting raw qualitative data from observation records, student artifacts, and reflective journals to identify patterns and themes specifically related to textual decoding, literacy challenges, and comprehension strategies.
2. **Data Display:** Presenting the reduced data in structured matrices, analytical charts, or narrative text to systematically view emerging categories such as literal, inferential, and critical reading comprehension behaviors.
3. **Conclusion Drawing and Verification:** Drawing initial conclusions based on the meanings extracted from the textual data and subsequently verifying the findings through data source triangulation, peer debriefing with the English teacher mentor, and member checking with student participants regarding their cognitive reflections.

F. Trustworthiness and Validity of the Data

To ensure the validity and credibility of the data collected for this qualitative study, the researcher bases her analysis on the trustworthiness criteria provided by Lincoln and Guba (1985). In particular, these criteria include credibility, transferability, dependability, and confirmability. Throughout the research process, the researcher takes into account all these criteria to make sure that she provides authentic and reliable data regarding students' reading comprehension experiences.

In this regard, credibility refers to the accuracy and believability of the results from the viewpoint of the participants. The credibility of the findings is

ensured by employing data source triangulation, which cross-examines data from classroom observations, students' reading project works (informative posters), the researcher's reflective field notes, and written reflections. Also, selected student participants verify the correctness of the researcher's interpretations of their text processing through member checking. In addition, the prolonged involvement of the researcher during the four-week implementation of PBL increases her insight into the text-processing dynamics occurring in the class and helps achieve data authenticity.

The transferability of this research is ensured by the provision of a thick, vivid, and detailed description of the study's context and environment. Namely, precise information about the vocational school context (SMKN 1 Semen Kediri), the specific reading comprehension characteristics of the XI-grade participants, and the explicit step-by-step methods used for conducting the text-driven project lessons will provide future researchers or practitioners with the opportunity to evaluate whether these qualitative findings are transferable to their own educational environments.

Dependability refers to the process reliability, auditability, and internal consistency of the study. For this purpose, the researcher meticulously documents the entire research process, including not only the text-centered lesson plans and learning materials but also the precise schedule of observations, field notes, and her own reflective teaching journal. As a result, other researchers can examine this audit trail and clearly understand why certain pedagogical decisions were taken at each stage of the PBL implementation.

Finally, confirmability involves ensuring that the findings are shaped by the experiences of the informants rather than the researcher's personal biases. To achieve this, the researcher maintains a reflective log to continually monitor potential biases, personal assumptions, and individual responses to the students' classroom actions. On top of that, all interpretations in this study are strictly grounded in concrete documents, including raw field notes,

standardized observation sheets, and direct student artifacts (reading comprehension tasks and poster data).

Through adherence to these described rigorous criteria, the researcher will provide the reader with a credible, trustworthy, and scholarly qualitative report on the project-based reading instruction under discussion.

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

This chapter presents the data obtained from the research conducted at SMKN 1 Semen Kediri. The data were collected through classroom observation, reflectives teaching journal, students' projects, and documentation.

1. Classroom Observation

The first instructional cycle of Project-Based Learning (PBL) was initiated during the odd semester of the 2025/2026 academic year at SMKN 1 Semen Kediri. The primary teaching aim for this first lesson cycle was to form students' background knowledge about descriptive texts and present the overall theme related to the environment, which is waste management. The lesson commenced with a series of interactive prompt questions designed to evaluate the students' preliminary reading comprehension readiness and personal knowledge regarding domestic waste management. In response to the question, "*What do you usually do with your plastic bottles after drinking?*", most of the eleventh graders displayed reluctance to articulate their textual ideas using proper English statements, settling instead for vague or disjointed answers, or even answering the question in the Indonesian language.

To address this linguistic barrier, the researcher introduced a reading passage titled "Types of Waste". The students were then encouraged to carry out thorough reading in order to extract the key ideas, structure, and content of the passage. Under these instructional procedures, the vocabulary-matching activities managed to focus the cognitive attention of the students. Students were able to process the text effectively by working on vocabulary worksheets where words in the reading materials were classified according to nouns, adjectives, and

adjective phrases. The observations made from this class reveal that while eleventh-grade vocational students had an innate capability to extract explicit literal information, their inferential text comprehension still required direct teacher assistance.

The second meeting focused on shifting the classroom dynamic from individual text decoding to collaborative reading analysis and textual knowledge construction. The researcher divided the students into different collaborative learning groups of three to four students. In this session, the primary goal was to conduct an in-depth examination of the comprehensive textual details contained in the text "Types of Waste" to establish the empirical basis upon which the students would be conducting their group projects. In preparation for the language skills needed to synthesize their text-based projects, direct teaching and examples were provided on how to form descriptive sentences using sensory details (sight, taste, touch, smell, and sound) derived from the reading material. Students were also taught specific grammatical structures necessary for descriptive text processing: "noun of place + that..." and "noun of place + where...".

The third meeting was dedicated entirely to the concrete execution and physical development of the informative poster projects based on text synthesis. At the beginning of the session, each collaborative group was required to construct a structured text-processing schedule. This timeline was intended to manage operational boundaries and ensure that text synthesis, informational layout drawing, and content writing were completed within the strict limits of the allocated classroom period. Throughout the project development phase, a highly text-centered and collaborative learning environment was observed. The groups began drawing their structural layouts and compiling their descriptive text paragraphs based on the source reading materials.

However, managing multiple textual tasks—such as text synthesis, visual layout formatting, and cooperative paragraph writing—simultaneously presented a severe time management challenge. Several groups required intensive text monitoring and time-keeping reminders from the researcher to complete their text analysis. Linguistic errors, particularly regarding grammatical capitalization, punctuation mechanics, and incorrect syntax in adjective phrases, were frequently spotted in the initial poster drafts. The researcher provided immediate reading and writing scaffolding, guiding students to utilize the step-by-step writing prompts provided in their reading worksheets to self-correct their grammatical and text structures.

The final meeting represented the climax of the Project-Based Learning cycle, focusing on digital text transformation, public presentation, and structured academic reflection. During the initial phase of this session, students utilized digital tools, specifically the Canva application, to finalize the text layouts of their informative posters. The digital posters were required to integrate all targeted linguistic and comprehension elements: descriptive content utilizing the five senses, accurate adjective phrases, correct application of the *'noun of place + that/where...'* syntax, and highly relevant visual illustrations that correctly represented the text. Once the digital artifacts were rendered, the classroom transitioned into a formal presentation forum. Each collaborative group stood in front of the class to display their digital poster, deliver an oral explanation of their descriptive text paragraphs, and handle follow-up text comprehension inquiries from their peers and the researcher.

Based on the four meetings of observation, most groups showed active participation during the text-processing activities. The students participated in textual discussions, answered literal and inferential questions, and made conceptual inputs in their respective

groups. With regard to text-based collaboration, the students were able to work together effectively to analyze the texts. Every member had a particular role in accomplishing the reading task, though some groups still depended on the active readers in the team. The observation also showed that students began to use more English vocabulary from the source text during the classroom activities.

However, several students still had operational difficulties in using appropriate contextual vocabulary while discussing the text. Most groups demonstrated a solid comprehension of the reading texts. They were able to identify the main ideas and supporting information from the descriptive texts provided. On the other hand, the students' development of posters also showed cognitive improvements as some groups organized the textual information in a creative and structured manner. Lastly, it should be mentioned that most students displayed proper academic behavior and focused task engagement in class. Additional notes from the observation indicated that some students needed more guidance in managing text-processing time and expressing their textual ideas confidently during peer interactions.

2. Reflective Teaching Journal

The reflective teaching journal helped to describe the researcher's pedagogical thinking after the activities of teaching and learning. The reflective teaching journal considered various elements such as successful text-based activities, comprehension problems faced during the lesson, students' textual reactions, and instructional things that need improvement. According to information collected through the reflective teaching journal, it was clear that the use of Project-Based Learning for reading instruction proceeded systematically.

At the completion of the first meeting, the researcher documented critical insights in the reflective teaching journal, focusing on the students' transition into a text-driven Project-Based Learning

environment. The primary success of this session was the high level of task focus sparked by the environmental theme and the introductory text "Types of Waste". The contextual prompt questions effectively engaged the eleventh-grade students' prior knowledge, creating a lively initial reading atmosphere.

The reflective journal entry for the second meeting centered around the cooperative and communicative dynamics within the newly formed text analysis groups. The positive outcome of this session was the successful introduction of the five senses descriptive vocabulary and the specific grammar patterns: '*noun of place + that...*' and '*noun of place + where...*'. The physical act of grouping students directed them to discuss the logical layout and informational goals of their upcoming descriptive text poster. The students' cognitive response to the PBL planning template was constructive; they effectively utilized the autonomy given to them to structure their own textual project products. However, their comprehension difficulties rose when asked to write original descriptive sentences using sensory vocabulary.

The third meeting's reflection focused heavily on the operational pressures of text project execution and the shifting reading habits of the students. The most significant pedagogical success recorded in the journal was the emergence of purposeful re-reading behaviors, where students frequently went back to the source text to verify details for their posters. Conversely, the overarching crisis of this session was time management stress during text synthesis. Because the vocational students required a long time to construct correct grammatical and textual syntax based on the reading materials, the drawing and formatting of the physical posters ran behind schedule. The classroom environment became highly intense and rushed toward the final minutes of the session to complete the writing tasks.

The final reflective journal entry summarized the cumulative instructional outcomes observed during the digital poster text rendering, presentations, and sticky-note reflection phase. The primary success was the exceptional digital text integration demonstrated by the vocational students. Utilizing the Canva application, the groups seamlessly combined their textual descriptive paragraphs with polished, impactful visual layouts, showing high cognitive engagement with the reading material. The main pedagogical challenge during this final session was managing communication barriers during text presentation. Several students experienced linguistic hesitation when presenting their descriptive sentences orally in front of their peers. However, the peer-feedback mechanism proved highly successful, as students offered constructive textual comments and structural corrections rather than non-academic criticism.

In conclusion, the reflective teaching journals across the four meetings provided concrete evidence that despite initial vocabulary limitations and time constraints in text synthesis, the systematic implementation of Project-Based Learning successfully restructured the reading classroom into an active, analytical, and highly collaborative text-processing environment.

3. Students' Projects

The students' projects were used as one of the primary data sources in this research to evaluate reading comprehension outcomes. In ²⁷Project-Based Learning, students worked together in groups in order to create informative posters with descriptive texts that would cover the given topic based on their source materials. The project actively aimed at evaluating the students' textual knowledge about descriptive texts, their ability to recognize main ideas, their capacity to organize text information, and their accuracy in applying proper contextual vocabulary. It was found from analyzing the projects of the students that

most of the groups managed to develop accurate and highly informative posters. In terms of the descriptive texts, they demonstrated an understanding of the basics of descriptive text writing and showed strong comprehension of the reading task.

In addition, the project activity indicated that students were able to cooperate within groups to carry out assigned textual tasks successfully. In some groups, the poster contained detailed textual information expressed using varied and context-appropriate vocabulary. However, there were still groups that demonstrated grammatical mistakes and limited vocabulary choice when creating their descriptive text sections. Despite these linguistic difficulties, the students showed cognitive improvement in synthesizing and expressing text-based ideas through the project artifacts.

4. Students' Written Reflections

Students' written reflections were collected at the end of the learning activities to examine their cognitive reading experiences. The students reflected on what they had comprehended and processed using post-it notes and stuck them on the classroom board. The reflections highlighted the text-processing experiences, comprehension challenges, and thematic understandings of the students after completing the Project-Based Learning activities. From the reflections, most of the students expressed that working together in groups to transform texts into posters helped them decode and understand the descriptive passages more deeply. They also stated that they had learned new technical vocabulary from the text and became more precise in sharing reading ideas during group text discussions.

5. Documentation

The researcher gathered various forms of documents throughout the research process to complement and verify the qualitative data obtained from observations, teaching journals, and student

reflections. The collected documents consisted of the text-centered lesson plans, reading materials, vocabulary worksheets completed by the students, and the final descriptive poster projects produced by each group. Additionally, photographic evidence was captured during key academic activities, including group text discussions, poster text design sessions, and class presentations. These photographs provided visual evidence of the text-processing activities and served as a valuable tool to verify the students' active participation, text-based collaboration, and cognitive engagement with the reading materials that were recorded during the classroom sessions.

B. Research Findings

1. The Implementation of Project-Based Learning in Teaching Reading

Based on the classroom observations, reflective teaching journals, students' projects, and students' written reflections, Project-Based Learning (PBL) was successfully implemented in the reading classroom of the eleventh-grade students at SMKN 1 Semen Kediri. The implementation was conducted through a series of structured learning activities designed to engage students actively in strategic text decoding and analytical project development.

The implementation began with the introduction of descriptive texts related to the topic of waste management. During the first meeting, students were guided to read the texts and systematically identify the main ideas, supporting details, and target contextual vocabulary. The teacher facilitated classroom discussions to scaffold the students' cognitive comprehension regarding the structure and informational purpose of the texts. Most students demonstrated steady cognitive focus on the topic and participated actively during the contextual vocabulary-building tasks.

In the second meeting, students worked collaboratively in groups to synthesize the information they had obtained from the reading materials. They analyzed the texts, exchanged literal and inferential interpretations, and planned the content layout of their posters based on the textual data. The collaborative learning environment encouraged students to communicate and negotiate textual meaning with their peers. During this stage, students showed increasing cognitive involvement in the text-processing activities because they were given the autonomy to make decisions regarding their visual text-transformation designs.

The third meeting focused on project development and text transformation. Students created informative posters by synthesizing the descriptive texts they had studied. While working on the projects, students engaged in purposeful re-reading behaviors, constantly revisiting the source materials to ensure that the information included in their posters was textually accurate and relevant. The researcher observed that students frequently referred back to the texts when verifying content details and selecting appropriate adjectives. This indicated that reading comprehension activities became an integral part of the project completion process.

In the final meeting, students presented their informative posters in front of the class. Each group delivered an oral explanation of their descriptive paragraphs and handled follow-up text comprehension inquiries from their classmates and the researcher. The presentation session provided students with formal opportunities to demonstrate their literal and inferential understanding of the reading materials. Following the presentations, students participated in a text-based reflection activity by writing their cognitive learning experiences on sticky notes and attaching them to the classroom board.

Overall, the implementation of Project-Based Learning created a student-centered and text-centered environment where reading

activities were integrated with collaborative, meaningful project tasks. The findings indicate that students became more analytically involved in text processing compared to traditional reading instruction.

2. The Description of Students' Reading Comprehension During the Implementation of PBL

The description of the eleventh-grade students' reading comprehension during the implementation of Project-Based Learning (PBL) revealed distinct text-processing developments. In terms of reading comprehension performance, students demonstrated their textual understanding primarily through their ability to identify main ideas and extract explicit supporting details from the descriptive texts. This literal and inferential comprehension was clearly described in the informational accuracy and layout structure of the posters produced by the groups. Most project artifacts featured verified factual information, contextually relevant vocabulary, and an organized content flow systematically derived from the reading passage "Types of Waste". The way students transformed linear text information into visual presentations directly described their cognitive grasp of the descriptive materials they had read.

Furthermore, the description of students' reading comprehension was reflected in their contextual vocabulary acquisition throughout the project stages. During group discussions and peer presentation sessions, students were observed utilizing a wider range of technical and sensory adjectives related to environmental themes. In their written reflections, several students explicitly noted how the process of breaking down the reading materials helped them decode unfamiliar phrases and apply new descriptive syntax.

The collaborative framework of PBL also described a peer-scaffolding dynamic, where students actively assisted one another in resolving comprehension bottlenecks and clarifying dense text structures. Overall, the qualitative data provides a comprehensive

description of students' reading comprehension as a dynamic, collaborative, and highly interactive text-processing activity rather than a passive decoding task.

3. Challenges During the Implementation of Project-Based Learning

Although the implementation of Project-Based Learning produced many positive outcomes, several text-processing challenges were encountered during the teaching and learning process. One challenge identified through classroom observations was students' limited initial vocabulary knowledge. Some students experienced literal difficulties understanding unfamiliar technical words found in the descriptive texts. As a result, they occasionally required additional explicit explanations and strategic reading support from the researcher before they could fully decode and comprehend the informational content of the texts.

Another challenge was students' linguistic hesitation when expressing textual ideas and interpretations in English. During group discussions and presentation sessions, several students appeared hesitant to share their text analyses orally and preferred to rely on the more proficient readers within their groups. This situation sometimes affected the balance of active text synthesis within groups and required ongoing cognitive scaffolding from the researcher to ensure that all students contributed to the text negotiation activities. Time management also became an operational challenge during project implementation. Because students had to analyze complex descriptive texts, systematically discuss information, design poster layouts, and prepare academic presentations, some groups required extra time to complete their writing and reading tasks. Managing multiple text-processing activities within the available classroom period required careful planning and rigorous monitoring.

Despite these instructional challenges, the implementation of PBL provided various opportunities and structural benefits for students' reading outcomes. One important potential was the development of collaborative text-analysis skills. Students learned how to work together, share reading responsibilities, exchange textual interpretations, and solve comprehension problems collectively during the completion of their projects. The group-based activities encouraged academic communication and text negotiation among students. Another potential was the increase in students' cognitive task engagement. The project activities created a highly interactive learning environment where students actively processed, evaluated, and reconstructed text information rather than passively receiving definitions. Students appeared more focused on completing the reading tasks because they were directly involved in converting textual data into meaningful visual products.

Analytical creativity also emerged as one of the positive outcomes of Project-Based Learning. Students had opportunities to express their textual understanding through poster design, visual informational organization, and presentation activities. This allowed them to seamlessly combine deep reading comprehension with creative, structured expression.

Overall, the findings indicate that while Project-Based Learning presents several instructional challenges, it offers significant opportunities for improving students' cognitive focus, collaborative text analysis, structural creativity, and active engagement in reading activities. The benefits observed during the implementation suggest that PBL can be a highly effective approach for describing and developing reading comprehension in vocational high school settings.

C. Discussion of Research Findings

1. The Implementation of PBL in Teaching Reading

The findings revealed that Project-Based Learning (PBL) was implemented through several structured stages, including introducing reading materials, conducting group discussions, developing projects, presenting the projects, and reflecting on the text-processing experiences. Throughout these stages, students were actively involved in strategic reading activities, collaborative text decoding, project creation, and presentations. This indicates that the implementation of PBL shifted the learning process from teacher-centered instruction to student-centered, text-centered learning.

The implementation observed in this study reflects the essential characteristics of Project-Based Learning proposed by Krajcik and Shin (2021), who state that PBL engages students in meaningful learning experiences through inquiry, collaboration, and the creation of authentic products. In this study, students were required to read descriptive texts, identify important text structures, discuss their literal interpretations with peers, and use the information to create informative posters. These activities encouraged students to construct reading knowledge actively rather than simply receiving informational summaries from the teacher. Furthermore, the implementation of PBL allowed students to connect reading activities with meaningful tasks. Instead of reading solely to answer traditional comprehension questions, students read with the explicit purpose of gathering contextual data needed for their projects. This finding supports Bell (2010), who argues that Project-Based Learning provides students with meaningful learning experiences because knowledge is applied to the completion of authentic tasks and products.

The findings also demonstrate the changing role of the teacher during the learning process. Rather than functioning as the primary

source of text translation, the teacher acted as a facilitator who guided students throughout project completion and text decoding. This finding aligns with the view of Kokotsaki et al. (2016), who emphasize that teachers in PBL environments support students' learning by providing guidance, monitoring progress, and facilitating collaboration. Therefore, the implementation of PBL in this study reflects the core principles of Project-Based Learning and demonstrates how reading instruction can be integrated with collaborative and project-oriented activities to create a more text-focused learning environment.

2. The Description of Students' Reading Comprehension During the Implementation of PBL

The qualitative data provided a comprehensive description of how students' reading comprehension was demonstrated during the implementation of Project-Based Learning. The findings described that students were able to systematically identify main ideas, extract explicit supporting details, and process contextually relevant information from descriptive texts. The project artifacts produced by the students directly described their cognitive understanding of the content because they successfully transformed information from written texts into visual presentations. This suggests that students did not merely read the texts superficially but actively processed and applied the text structures they obtained.

This finding supports Grabe and Stoller (2020), who explain that reading comprehension involves constructing meaning from texts through active engagement with information. In the context of PBL, students were encouraged to exhibit purposeful re-reading behaviors, revisiting the texts repeatedly during discussions and project development, which contributed to a clearer description of deep comprehension. The need to use technical information from the texts in

meaningful ways also encouraged students to read more carefully, analytically, and critically.

Additionally, collaborative learning heavily contributed to the description of students' reading comprehension. Through group discussions, students exchanged literal and inferential interpretations, clarified difficult contextual vocabulary, and helped one another decode the texts. This finding is consistent with social constructivist perspectives on learning, which emphasize that knowledge is constructed through interaction and collaboration with others (Vygotsky, as cited in Schunk, 2020). Within this framework, students' reading comprehension is described not as an isolated cognitive act, but as an interactive, collaborative text-processing dynamic.

3. Challenges During the Implementation of PBL

The findings revealed several instructional challenges during the implementation of Project-Based Learning, including limited initial vocabulary knowledge, students' linguistic hesitation, and time management difficulties. However, the findings also demonstrated several positive potentials, such as improved collaborative text analysis, increased cognitive task engagement, and enhanced structural creativity. Limited vocabulary knowledge emerged as one of the main text-processing challenges because students encountered unfamiliar technical words in the descriptive materials. This difficulty sometimes hindered their ability to decode the texts and participate accurately in analytical text discussions. Such findings are consistent with Grabe and Stoller (2020), who identify vocabulary knowledge as one of the fundamental components influencing reading comprehension. Students who possess limited vocabulary often experience difficulties in decoding textual information and synthesizing text ideas effectively.

Another challenge involved students' linguistic hesitation when expressing their textual understanding in English. Some students

were reluctant to participate actively during text discussions and oral presentations, preferring to rely on more proficient group members to process the texts. This finding is similar to previous research in English language learning contexts, which suggests that target-language hesitation and linguistic barriers frequently affect students' active contribution to communicative, text-based classroom activities (Richards, 2017).

Time management was also identified as an operational challenge during project completion. Students were required to perform multiple cognitive tasks, including reading, discussing, text mapping, designing posters, and preparing academic presentations. Consequently, some groups required additional time to complete their text transformation tasks. This challenge is commonly reported in Project-Based Learning because project activities generally require longer instructional and reading periods than traditional classroom tasks (Kokotsaki et al., 2016).

Despite these operational challenges, the findings highlighted several important potentials of Project-Based Learning for reading outcomes. One of the most significant benefits was the development of collaborative text-analysis skills. Students learned to communicate, share reading responsibilities, negotiate textual meanings, and solve comprehension problems collectively while completing their projects. These findings support Bell (2010), who states that collaboration is one of the most valuable outcomes of Project-Based Learning because it prepares students for real-world situations that require teamwork and cooperation.

The findings also demonstrated increased cognitive task engagement. Students appeared highly focused throughout the learning process and actively participated in text transformation activities. This result aligns with the findings of Kokotsaki et al. (2016), who reported

that Project-Based Learning creates meaningful learning experiences that encourage active student participation. Another important potential identified in this study was the enhancement of students' structural creativity. Through poster creation and presentations, students were given opportunities to visually organize textual information, design products based on raw data, and express their text analysis creatively.

In summary, although the implementation of Project-Based Learning presented several instructional challenges, the positive potentials observed during the learning process outweighed the difficulties encountered. The findings suggest that PBL can serve as an effective approach for describing and developing reading comprehension by fostering collaborative text analysis, cognitive focus, structural creativity, and active engagement among vocational high school students.

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTION

A. Conclusion

Based on the qualitative findings and in-depth discussion presented in the previous chapter, several comprehensive conclusions can be drawn regarding the implementation of Project-Based Learning (PBL) in teaching reading to the eleventh-grade students of SMKN 1 Semen Kediri.

First, the systematic implementation of Project-Based Learning was successfully carried out through a well-structured sequence of pedagogical stages. These stages included introducing authentic descriptive reading materials, conducting collaborative group text-mapping, planning the poster outlines, executing the project designs, delivering group presentations, and performing critical reflections on the text-processing experiences. Throughout these chronological phases, students actively shifted from passive readers into strategic investigators who actively engaged with the text, decoded dense linguistic structures, and negotiated textual meanings with their peers. This structured execution demonstrates that PBL successfully transforms the reading classroom from a traditional teacher-centered instruction into a highly active, student-centered, and text-focused learning environment where students assume direct responsibility for constructing their own comprehension.

Second, the qualitative data provided a thorough and rich description of students' reading comprehension during the project execution. The findings explicitly described that students successfully demonstrated literal, inferential, and evaluative comprehension through their capability to identify main ideas, extract specific supporting details, and integrate contextually relevant information from the descriptive reading passage titled "Types of Waste". This cognitive progress was clearly described in the high level of informational accuracy and systematic text structures found in the final

informative posters produced by the groups. The students did not merely decode the linear sentences superficially; instead, their text-processing achievements were described by their ability to critically transform written textual data into organized visual presentations, which provided a clear descriptive profile of deep reading comprehension and purposeful re-reading behaviors.

Third, this study successfully mapped out the specific instructional challenges and positive potentials that emerged throughout the project implementation. The primary challenges identified during the text-processing activities consisted of students' limited initial vocabulary knowledge, structural linguistic hesitation when expressing textual interpretations in English, and operational time management constraints when balancing text analysis with poster designing. Despite these operational barriers, the structural framework of PBL offered significant cognitive potentials. The students demonstrated substantial development in collaborative text-analysis skills, exhibited a high level of cognitive task engagement during group problem-solving, and unlocked analytical creativity in visually mapping text structures. These findings solidify the conclusion that Project-Based Learning provides a structured, meaningful framework that portrays reading comprehension not as an isolated decoding task, but as an interactive, collaborative process.

Overall, the final conclusion indicates that Project-Based Learning serves as an effective qualitative vehicle to describe, monitor, and develop students' reading comprehension by seamlessly merging rigorous textual analysis with authentic, collaborative project outcomes in a vocational high school setting.

B. Research Implications

The qualitative findings of this study yield several critical implications for the field of English Language Teaching (ELT), particularly concerning the methodology of reading instruction for vocational students.

The first implication addresses the design of reading tasks. The study implies that reading instruction should move away from conventional, passive comprehension questions toward goal-directed text transformations. By integrating reading materials with tangible projects like poster creation, teachers can create an instructional environment where students read with a clear, authentic purpose—namely, gathering, selecting, and synthesized information for a concrete product. This demonstrates that deep comprehension is naturally achieved when students are given the opportunity to process and manipulate text structures for immediate, practical application.

The second implication concerns the collaborative nature of text decoding. The description of students' reading achievements implies that reading comprehension is highly optimized through social constructivist interactions. When students face complex descriptive texts, peer scaffolding within a project group allows them to exchange literal interpretations, clarify dense contextual vocabulary, and co-construct text meaning collectively. Therefore, reading lessons should be intentionally structured to facilitate academic talk, peer tutoring, and collaborative text analysis rather than forcing students to decode difficult passages in complete isolation.

The third implication highlights the necessity of strategic teacher intervention or cognitive scaffolding. Since vocabulary limitations and linguistic hesitation remain prominent barriers for vocational school students, teachers cannot simply abandon students during project work. The study implies that the teacher's role must dynamically shift into a facilitator who actively monitors group progress, provides timely vocabulary worksheets, guides text mapping, and helps students overcome comprehension

bottlenecks. Proper instructional scaffolding ensures that linguistic challenges do not hinder students' capability to achieve high-level comprehension.

Finally, for educational practice at large, these findings imply that implementing project-based tasks can systematically foster twenty-first-century competencies—specifically critical reading, collaborative communication, and analytical creativity—simultaneously within the English language curriculum..

C. Suggestions

Based on the conclusions and research implications articulated above, several strategic suggestions are proposed to enhance the quality of reading instruction for English teachers, students, and future researchers. For English teachers, particularly those instructing in vocational high school settings, it is highly recommended to adopt Project-Based Learning as an innovative alternative approach to developing and monitoring students' reading comprehension. When implementing this method, teachers should meticulously design project topics that align with real-world issues, such as environmental sustainability, to foster deeper contextual reading. To mitigate the identified text-processing challenges, teachers must prepare structured scaffolding tools beforehand, such as pre-reading vocabulary glossaries, contextual sentence frames to minimize linguistic hesitation, and strict timeline checklists to help student groups manage their classroom time efficiently during text analysis and poster creation.

For the students, active and responsible participation throughout all stages of project-based reading activities is strongly encouraged. Students should maximize the collaborative opportunities within their groups to negotiate textual meanings, discuss unfamiliar vocabulary, and actively support one another in decoding dense paragraphs. Rather than relying solely on more proficient peers, every student should practice expressing their textual interpretations during group discussions and oral presentations,

recognizing that reading comprehension is an active process of transforming text information into meaningful visual knowledge.

Finally, for future researchers interested in this area, it is suggested to conduct further qualitative investigations into the implementation of PBL across diverse educational contexts, different grade levels, or varied English language proficiencies. Since this study focused on describing reading comprehension through descriptive texts and poster products, future studies could explore how different text genres, such as report or procedure texts, and alternative project artifacts, such as digital video campaigns or multimedia presentations, describe students' reading developments. Additionally, exploring teachers' longitudinal experiences or conducting a deeper phenomenological study into students' specific cognitive steps during text negotiation would provide a broader, more comprehensive understanding of the role of Project-Based Learning in English Language Teaching.

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NPM : 2214050039
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Website: <https://lp2m.unpkediri.ac.id> email lemlit@unpkediri.ac.id

LEMBAR REVISI UJIAN SKRIPSI



Nama : Regita Hanna Pratiwi
NPM : 2214050039
Prodi : S1-Pendidikan Bahasa Inggris
Semester/Tahun Akademik : Genap, 25/26
Hari/Tanggal Ujian : Kamis / 16 Juli 2026
Judul : THE IMPLEMENTATION OF PROJECT-BASED LEARNING
(PBL) IN TEACHING READING: A QUALITATIVE
DESCRIPTIVE STUDY AT SMKN 1 SEMEN KEDIRI
Dengan Hasil : Revisi Naskah
Nilai : 86 (A)

Catatan Revisi:

Revise based on the notes inside your thesis, Perbaiki sesuai dengan catatan di skripsi., Check the revision on the printed text

Ketua Penguji

(Dr. DEWI KENCANAWATI, S.Pd,
M.Pd)

Penguji 1

(Dr. DIANI NURHAYATI, M.Pd)

Penguji 2

(Dr. RIKA RIWAYATININGSIH, M.Pd
)

NB:

- Tanda Tangan revisi (Ketua Penguji, Penguji 1, dan Penguji ke-n) dilakukan secara manual
- Nilai berasal dari gabungan dari seluruh dosen penguji
- Daftar Dosen yang telah mengisi nilai: Dewi Kencanawati, Diani Nurhayati, Rika Riwayatiningih

Pembimbing I

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1.	20-4-2026	Judul	Pemarahnan pembimbingan	<i>[Signature]</i>
2.	28-4-2026	Chapter 1	Revisi. Research Questions	<i>[Signature]</i>
3.	8-5-2026	chapter 1	Revisi chapter 1	<i>[Signature]</i>
4.	15-5-2026	chapter 1	Acc chapter 1	<i>[Signature]</i>
5.	22-5-2026	chapter 2	Pengajaran chapter 2	<i>[Signature]</i>
6.	29-5-2026	Chapter 2	Penambahan chapter 2	<i>[Signature]</i>
7.	3-6-2026	chapter 2	Acc chapter 2	<i>[Signature]</i>
8.	4-6-2026	chapter 3	Revisi chapter 3	<i>[Signature]</i>
9.	5-6-2026	chapter 3	Revisi teknik pengumpulan data	<i>[Signature]</i>
10.	6-6-2026	chapter 3, 4	Perbaiki chapter 3, 4	<i>[Signature]</i>
11.	8-6-2026	chapter 3, 4	Acc. chapter 3, Revisi d. 4	<i>[Signature]</i>
12.	9-6-2026	chapter 4	Revisi chapter 4	<i>[Signature]</i>
13.	12-6-2026	chapter 4	Revisi chapter 4	<i>[Signature]</i>
14.	15-6-2026	chapter 4	Acc chapter 4	<i>[Signature]</i>
15.	22-6-2026	chapter 5	Revisi chapter 5 dan abstrak	<i>[Signature]</i>
16.	26-6-2026	Lampiran	Cek kelengkapan lampiran dll.	<i>[Signature]</i>
17.	1-7-2026	Skripsi	Acc daftar ujian skripsi	<i>[Signature]</i>

Pembimbing II

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1.	05-4-2026		Revisi Judul Skripsi Pemarahnan	<i>[Signature]</i>
2.	14-4-2026		Revisi Research Question Revisi Judul	<i>[Signature]</i>
3.	2026		Revisi Research Question	<i>[Signature]</i>
4.	23-04-2026		" Bab 1	<i>[Signature]</i>
5.	30-04-2026		Acc Bab 1	<i>[Signature]</i>
6.	13-05-2026		Revisi Theoretical Framework	<i>[Signature]</i>
7.	19-05-2026		" Review Related research	<i>[Signature]</i>
8.	25-05-2026		Revisi Conceptual Framework	<i>[Signature]</i>
9.	09-06-2026		Acc Chapter 2	<i>[Signature]</i>
10.	15-06-2026		Revisi Data Analysis Technique	<i>[Signature]</i>
11.	17-06-2026		" Data Collection	<i>[Signature]</i>
12.	18-06-2026		Acc Chapter 3	<i>[Signature]</i>
13.	24-06-2026		Revisi Discussion Findings	<i>[Signature]</i>
14.	25-06-2026		Acc Chapter 4 dan 5.	<i>[Signature]</i>
15.	01-07-2026		Acc Article	<i>[Signature]</i>
16.	02-07-2026		Acc Ujian Skripsi	<i>[Signature]</i>



Kediri, 1 Juli 2026
Mahasiswa Ybs,

[Signature]
Regita Hanna Pratini
NPM 2214050039



PERSETUJUAN BAU

**BERITA ACARA
KEMAJUAN PEMBIMBINGAN
PENULISAN KARYA TULIS ILMIAH**

1. NAMA MAHASISWA : Regita Hanna Pratiwi
NPM : 2214050039
Fak/Jur/Prodi : FKIP / Pend. Bahasa Inggris
Alamat Rumah : Jln. Dusun Krajan, Gondang, Kab. Tulungagung, Jawa Timur
Alamat email : rhanna.pratiwi@gmail.com
No. Telp./HP : 089680715600
2. DOSEN PEMBIMBING I : Dr. Dewi Kencanawati, M. Pd.
Alamat Rumah : Jln. Kapten Tandean
Alamat email : dewi.kencanawati@unpkediri.ac.id
No. Telp. / HP : +62017 - 3563 - 3664
3. DOSEN PEMBIMBING II : Dr. Fikri Riwatiningih, M. Pd.
Alamat Rumah : Sukorejo Indah E. 2. Kediri
Alamat email : fiika@unpkediri.ac.id
No. Telp. / HP : 081335127345
4. JUDUL KTI :

THE IMPLEMENTATION OF PROJECT BASED LEARNING
(PBL) IN TEACHING READING: A QUALITATIVE
DESCRIPTIVE STUDY AT SMKN 1 SEMEN KEDIRI

Catatan :

1. Periode Bimbingan (Sesuai SK Rektor) : 2 Maret 2026 - 19 Juni 2026
2. Jadwal Bimbingan : _____

	Hari	Pukul	Tempat / Ruang
Pembimbing I	Senin	10.30 WIB	kampus 2
	Selasa	09.30 WIB	kampus 1
	Jumat	09.00 WIB	kampus 2
Pembimbing II	Selasa	09.00 WIB	kampus 1
	Rabu	10.00 WIB	kampus 1
	Kamis	10.00 WIB	kampus 1

3. Kemajuan Bimbingan