

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

SKRIPSI

Submitted as a Requirement for the Bachelor's Degree in Education (S.Pd.)

in the English Language Education Study Program

Faculty of Teacher Training and Education

Nusantara University of PGRI Kediri



By:

Regita Hanna Pratiwi

NPM: 2214050039

**FACULTY OF TEACHER TRAINING AND EDUCATION (FKIP)
NUSANTARA UNIVERSITY OF PGRI KEDIRI**

2026

APPROVAL PAGE

Skripsi by:

REGITA HANNA PRATIWI

NPM: 2214050039

Entitled:

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

Approved and accepted by the advisor to be proposed to the Examination
Committee of English Language Education Department
Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri

Date: July 16th, 2026

Advisor I


Dr. Dewi Kencanawati, M.Pd.
NIDN. 0707097102

Advisor II


Dr. Rika Riwayatiningih, M. Pd.
NIDN. 0721107201

APPROVAL SHEET

Skripsi by:

REGITA HANNA PRATIWI

NPM: 2214050039

Entitled:

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

Approved and accepted by all its qualifications by the Examination Committee of
University of Nusantara PGRI Kediri

Date: July 16th, 2026

And Declared to Have Fulfilled the Requirement

Committee examiner:

Chairman : Dr. Dewi Kencanawati, M.Pd.

First Examiner : Dr. Diani Nurhajati, M.Pd.

Second Examiner : Dr. Rika Riwayatiningih, M.Pd.



The Dean of Faculty of Teacher
Training and Education, UN PGRI Kediri



Dr. Agus Widodo, M.Pd.

NIDN. 0024086901

MOTTO PAGE

“Connected, discovering each other, and growing together to create a new meaning.”

EN–

STATEMENT OF ORIGINALITY

The undersigned below,

Name : Regita Hanna Pratiwi

Gender : Female

Place/Date of Birth : Ternate, 07 April 2005

NPM : 2214050039

Fac/Dept : FKIP/ English Language Education Department

Declare truthfully, that in this skripsi there is no work that has ever been submitted to obtain a graduate degree at university, and to the best of my knowledge there are no papers or opinion that has ever been published by anyone else, except those that are intentionally referred to this text and mentioned in the bibliography.

Kediri, 2 July 2026

Signed by,



Regita Hanna Pratiwi
NPM: 2214050039

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 thesis 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 thesis 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 thesis 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
2. Dr. Agus Widodo, M.Pd. as the Dean of the Faculty of Teacher Training and Education who always encourage his students to learn hard
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.
4. Dr. Dewi Kencanawati, S.Pd, M.Pd., as the first supervisor, for her patience, support, and useful recommendations throughout the writing process.
5. Dr. Rika Riwayatiningsih, M.Pd., as the second supervisor who has provided valuable suggestions, support, and guidance throughout the completion of this thesis.
6. Isrofatul H., M.Pd., as the supervising teacher at SMKN 1 Semen Kediri who has provided support and guidance throughout the research preparation
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 thesis is not perfect. Constructive suggestions and criticism from readers are therefore most welcome for enrichment purposes of this research.

Kediri, 2 July 2026

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.*

Table of Contents

Approval Page	ii
Approval Sheet	iii
MOTTO PAGE	iv
STATEMENT OF ORIGINALITY	v
PREFACE.....	vi
ABSTRACT	viii
Table of Contents.....	ix
List of Tables	xi
List of Appendices	xii
CHAPTER 1.....	1
INTRODUCTION	1
A. Background of the Study	1
B. Research Focus	3
C. Research Questions	3
D. Research Objectives	3
E. Significance of the Study.....	4
CHAPTER II	5
LITERATURE REVIEW	5
A. Review of Related Literature	5
1. Reading Skill.....	5
2. Reading Comprehension.....	5
3. Project-Based Learning	6
4. PBL in Reading Instruction.....	7
B. Operational Definition of Concepts	7
C. Conceptual Framework	8
CHAPTER III.....	10
RESEARCH METHODOLOGY	10
A. Research Design and Approach	10
B. Research Site and Timeframe	10

C. Data and Data Sources.....	12
D. Data Collection Procedures	13
E. Data Analysis Technique	19
F. Trustworthiness and Validity of the Data	20
CHAPTER IV.....	22
RESEARCH FINDINGS AND DISCUSSION.....	22
A. Data Description.....	22
B. Research Findings	23
C. Discussion of Research Findings	28
1. The Implementation of PBL in Teaching Reading	28
3. Challenges During the Implementation of PBL.....	30
CHAPTER V	33
CONCLUSION, IMPLICATIONS, AND SUGGESTION.....	33
A. Conclusion	33
B. Research Implications	35
C. Suggestions	36
REFERENCES	38
APPENDICES	40

List of Tables

Table 1 Research Timeframe	11
----------------------------------	----

List of Appendices

Appendix 1: Lesson Plan	40
Appendix 2: Observation Sheet	55
Appendix 3: Reflective Journal (Researcher)	57
Appendix 4: Samples of Students' Written Reflections (<i>Sticky Notes</i>).....	59
Appendix 5: Samples of Students' Final Projects	61
Appendix 6: Research Documentations	62

CHAPTER 1

INTRODUCTION

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 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), 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 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.

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 using Project-Based Learning at SMKN 1 Semen Kediri, especially at the eleventh grade. Specifically, 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 the background, the following research question can be identified:

1. How is Project-Based Learning (PBL) implemented in teaching reading to the eleventh-grade students at SMKN 1 Semen Kediri?
2. How is the students' reading comprehension described during the implementation 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

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

2. 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.

REFERENCES

- Ary, D. J. (2019). *Introduction to research in education* (10th ed.). Cengage Learning.
- Bell, S. (2010). *Project-based Learning for the 21st century: Skills for the future. The Clearing House: A Journal of Educational Strategies, Issues and Ideas.*
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners.* Routledge.
- Creswell, J. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.).* Pearson Education.
- Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2012). *How to Design and Evaluate Research in Education.* McGraw-Hill.
- Fragoulis, I. &. (2009). Project-based Learning in the Teaching of English as a Foreign Language in Greek Primary Schools: From Theory to Practice. *English Language Teaching.*
- Grabe, W., & Stoller, F.L. (2011). *Teaching and Researching Reading.* Routledge.
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analysis Relating to Achievement.* Routledge.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic Inquiry.* Sage Publications.
- Miles, M.B., Huberman, A.M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook (3rd ed.).* Sage Publications.
- Nation, I. (2009). *Teaching ESL/EFL Reading and Writing.* Routledge.

PBLWorks. (2019). *Why Project-based Learning (PBL)?* Diambil kembali dari Buck

Institute for Education: <https://www.pblworks.org/what-is-pbl>

Pretorius, E.J. & Currin, S. (2010). Do the Rich Get Richer and the Poor Poorer? The

Effects of an Intervention Programme on Reading in the Early Grades in a

High Poverty School. *Literacy*, 118-124.

Thomas, J. (2000). *A Review of Research on Project-based Learning*. Diambil

kembali dari The Autodesk Foundation:

<https://my.pblworks.org/resource/document/review-research-project-based-learning>