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THE EFFECT OF PjBL TO THE TWELFTH STUDENTS' READING COMPREHENSION IN SMK PGRI 3 KEDIRI IN THE ACADEMIC YEAR 2023/2024

SKRIPSI

Presented as Partial Fulfillment of the Requirement of Obtain the Sarjana Degree (S. Pd) of English Education Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri

By**:**

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the problem, identification of the problem, limitations of the problem, formulation of the problem, and the significance of the research.

A. Background

Reading is a very important activity; it can broaden insight, increase knowledge, increase vocabulary, and increase students' enthusiasm for learning, especially in English subjects. Learning English has been taught since elementary school; however, there are several factors experienced by students in the form of obstacles to reading comprehension. There are two factors that become obstacles, namely factors from outside the student and from the student himself. Factors originating from outside the student can be related to teaching techniques and the media used, while factors originating from within the student are related to interests, vocabulary, and reading strategies. These factors can become obstacles to reading comprehension. The limitations of students' vocabulary, interest in learning, and the media used will be the main problems in students' reading comprehension. Reading is an important activity for effective learning.Reading comprehension is very important for continuity in following the learning material in the classroom. The purpose of reading involves many processes of execution and integration in identifying the meaning or message of the text. The PASS theory of intelligence (Planning,

Attention, Simultaneous, and Successive Processing) connects cognitive processes that are based on and supported by reading comprehension. (Kendeou, 2015). According to Burn and Kidd (2010), when children are able to interpret written words in the context of an intellectual conversation with the text's content, they are demonstrating reading comprehension. To understand this passage, readers must be able to use identification skills, expand their vocabulary, and utilize their comprehension skills.

Reading is the process by which a writer transmits information from a written work to a reader. Understanding the message that is written down is the aim of all reading. According to Dean, G. (2013), reading involves more than merely looking at words, accurately pronouncing words that are printed, and understanding the meaning of single words.Reading comprehension is one of the English language skills (Sumaryani, 2015; Permana et al., 2019). Being able to read and understand English material well is the main goal of learning English (Muhtasim, 2020; Kamarudin, 2016 & 2020). Reading comprehension is a skill that must be mastered because, in reading, it is sometimes difficult to understand what is conveyed by the conceptualized author. With reading comprehension, you can understand a text little by little. Reading comprehension can help in understanding, responding to, and analyzing a reading text; it can improve writing skills; and it can increase reading focus in the long term. Reading is the key to all abilities; if you have good reading skills, then students can excel. However, what is happening now is that many students don't like reading for various reasons. This is what makes student learning

outcomes not optimal. One factor is a lack of motivation to read, one of which is reading comprehension. From this, it can be seen that it is very important to find solutions so that students have the ability and interest to read by using the project-based learning (PjBL) method.

Based on the description given above, the reading teaching strategy is a method used to transfer knowledge in order to attain effective text comprehension and reading comprehension in order to meet the learning process's objectives. Reading comprehension can be done using a project-based learning model so that students can be active and creative in class. The goal of project-based learning is to acquire knowledge, skills, attitudes, and competencies through projects or activities. Apart from students being able to understand something, in this learning, they can also obtain useful product results (Fathurrohman, 2016: 119). The project-based learning model can foster students' creativity and activeness, build an attitude of responsibility towards the projects that will be worked on by students, and This learning model involves the roles of teachers, parents, and peers. The steps taken in learning with project-based learning are basic questions, designing a product plan, preparing a production schedule, monitoring project activities and progress, testing results, and evaluating the learning experience. Working on a project can involve challenging assignments that are based on real-world activities that involve gathering and integrating fresh information. Written or oral reports can be the final product of the project. According to Saefudin (2014: 58), In order

to teach students to think critically and develop their creativity through product development, project-based learning uses real-world situations.

The project-based learning model is a student-centred learning method, where students can develop their abilities so they can create learning projects. This is the awakening of students who are able to think critically and creatively (Mayuni, et al. 2019). According to Sunita et al., (2019) project-based learning has advantages, namely: 1) students are involved in real-world activities to learn to collect information and apply knowledge in solving problems, 2) provide learning opportunities for students to develop according to real world conditions, and 3) Create a pleasant atmosphere. There are also weaknesses in the project-based learning model, namely: 1) It is difficult to involve all students working in groups, 2) Requires teachers who are skilled and willing to learn, and 3) Requires a lot of facilities, adequate equipment. , and materials. From the description above, reading comprehension using the PJBL method is [1] expected to be able to improve students' abilities in problem solving, be able to acquire skills and knowledge through reading comprehension and be able to increase collaboration between students.

B. Identification of the Problem

The problem that occurs in the classroom when teaching reading is that many students still have difficulty understanding the meaning of words, phrases, and other texts. The challenges that are often faced when students are asked to read are that many of them do not want to read because of the difficulty of their reading in English, their lack of vocabulary, and their lack of interest

in reading. The achievement that students must be able to achieve in the curriculum in this material is that they are able to process the data or information collected. The way to get this information is by understanding reading.

The period faced by vocational school children is that children are bored with learning because teachers do not use media that is interesting to students. Teachers play an important role in the implementation of the learning process. Teacher-centred learning often results in students participating less in learning activities. This lack of participation makes learning activities monotonous, so students' learning motivation decreases. Learning activities are monotonous due to the teacher's lack of skills in carrying out the learning process, guidance, and suboptimal use of media. Fun learning is learning that can attract students' attention.

When reading, students must be able to recognize words, be able to identify reading material, and be able to understand the words or ideas in the text. However, when learning in class, everything did not go perfectly. This factor occurs because students have low reading ability and have problems understanding the text because of low vocabulary mastery, main ideas, WH. Questions, detailed information, and making question, the teaching technique used by the teacher cannot facilitate students in achieving successful understanding, and teachers tend to implement more teacher-centered activities in the classroom. Teachers do not use interesting learning methods; teachers often use methods that are too monotonous. Therefore, in this lesson, the PjBL

method is used so that it is not monotonous and helps students think more critically.

C. Limitation of the problem

In this research, the writer discusses the limitations of the problem in students' reading comprehension. In reading comprehension, there are several aspects that students need to master, including vocabulary, main ideas, WH questions, detailed information, and making inferences by changing teaching techniques in class. The material used in research is application letters, where students must be able to understand reading by mastering vocabulary and words and identifying reading text.

In a learning model, the author will apply PjBL with 7 steps to improve students' reading comprehension, which will be applied in class 12 with research subjects of 26 students, 2 male students, and 24 female students. The material used is an application letter. Students must be able to understand reading by mastering vocabulary and being able to identify reading texts. Project-based learning is a learning method that uses problems as the first step in collecting and integrating new knowledge based on experience in real-life activities.

D. Problem Formulation

Based on the limitations of the problem above, the formulation of the problem is:

1. How is students' reading comprehension before being taught using the project-based learning method?

2. How is students' reading comprehension after being taught using the project-based learning method?

E. Purpose of the Research

Based on the formulation of the problem above, it can be seen that the research objectives are:

1. To find out students' reading comprehension before being taught using the project-based learning method.

2. To find out students' reading comprehension after being taught using the project-based learning method.

F. Significance of the Research

Based on the formulation and objectives above, the significance of the research is described as follows:

1. Significant for English teachers, this research should be one of the techniques that can be applied in the classroom to improve student's reading comprehension.

2. For students, learning using the project-based learning method is a useful method for improving reading comprehension and is expected to improve their strategies in the process of learning to read so that they can be more motivated to develop reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

This literature review or literature review contains the conceptual framework as well as the theoretical basis on which to base the research. This literature review will later be used as a tool for analyzing findings from research in the field.

A. Literature Review

1. Reading Comprehension

a. Definition of Reading Comprehension

The process of reading a written text is to take in information from the writer. The goal of all reading is to comprehend the meaning that is communicated in written language. According to Dean (2013), Reading is more than just looking at words and knowing how to pronounce them correctly in texts. It also involves comprehending the meaning of individual words. Thinking and feeling are necessary during reading. Reading involves more than just looking at and speaking the words in a text; it also involves understanding the entire material. Reading is one of the four language skills (listening, speaking, reading, and writing). Nuriati, et al (2015: 1), states that "Reading is one way to communicate in written form, reading is not only to get information but needs understanding and understanding to get some points from the text". One of the most important factors in the success of language learning is reading. Students should read to be able to expand their knowledge.

Comprehension is understanding and interpreting something we read so that we can understand written material accurately. Children who are proficient in reading comprehension may create connections between what they read and their prior knowledge, solve puzzles out of text, and reflect critically on what they have. Duke (2003: 230) Explains that the process of creating meaning from a text involves the reader interacting with it and using information from the text, their own opinions about the text, and their past knowledge and experiences. This is known as comprehension. Active and purposeful, proficient readers are able to take in, evaluate, comprehend, and personalize what they read. Blair, et al (2005: 247), stated that "Because comprehension is the end product of the reading process, you would expect to find students engaged in reading comprehension instruction during most of the reading time in class". Rupley (2005: 241) identifies the components of understanding:

1)   Recalling the meaning of words (vocabulary knowledge).

Activities provide an opportunity for each student to express all the things that are experienced, learned, thought, felt, and understood from the learning process. Take turns, guided by the teacher, all children in one class/group retell their experiences by remembering vocabulary knowledge.

2)   Following the structure of a part

Following the structure of a section can be taken from what material will be used in class, each material has a different structure. Therefore, in concluding the content of the reading used the structure of a section with proper grammar.

3) Recognize the author's purpose, attitude, tone and mood.

The author will usually express a personal opinion or attitude regarding a topic or problem discussed in the text, therefore as a reader to be able to understand the contents of the text, he must be able to recognize the author's purpose, attitude, tone, and mood. By being able to recognize the purpose, attitude, tone, and mood of the writer, the reader can summarize the content according to the structure.

4) Find answers to question that re answered explicitly or paraphrased.

After reading, the reader has questions such as the WH Question and detailed information, the reader can find answers to questions by paraphrasing.

Students create mental models, or representations, of the meaning of text ideas as they read in order to comprehend the material they are reading. Reading comprehension is an activity of understanding the essence of an article read in English. The core in question is the idea or ideas contained in the text. Heilman, et al (2005: 242), states that "Reading comprehension is the process of understanding written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process that is influenced by several thinking and language skills. According to Susanti and Amir (2014), there are still many students who don't know much about what they read. Some teachers also still ask their students to read and answer questions. This is what you need to understand the context and the text. This is very important for teachers to implement appropriate strategies for students.

b. **The Importance of Reading**

Reading is an important skill in many different settings especially in educational settings. The students must have good reading skills to find the contents of the text. Grabe (2009: 5) contends that because all knowledge is now found in written form, kids nowadays must meet high expectations for their reading activities. By reading, we can explore things we don't know, get new knowledge through books, and our minds can be open to various kinds of ideas. In learning English, reading is very important because it can expand vocabulary. By reading can master a lot of vocabulary. Harrison (2004: 3) suggests that the value of reading is connected to both human thankfulness and the advancement of science. The development of emotional, moral, and verbal intelligence will start with this skill. Furthermore, one's personality was shaped by this evolution. In summary, reading helps students build their knowledge base and cognitive styles that are relevant to the growth of their linguistic, emotional, and moral intelligence.

c. **Techniques in Reading**

According to Rustan (2010), three techniques in reading are just known, including skimming, scanning, and mapping or semantic grouping.

1) Skimming

Skimming is reading the gist, and tracing the text to understand the main idea. Skimming consists of quickly looking through a text, whether it be an essay, article, or chapter. The reader benefits from being able to anticipate the primary topic or message section's goal as well as a few

supporting concepts by understanding the gist.

2) Scanning

Scanning the text or conducting a brief search for information. Students can be asked to scan for definitions of important terms, seek up names or dates, or compile a list of supporting data. Without reading the complete text, the goal of scanning is to retrieve particular specific information. Academic English proficiency necessitates scanning. Throughout the scanning process, irrelevant information from the text must be rejected or ignored in order to find specific pieces of information.

3) Semantic Mapping or Grouping

Semantic clustering is the process of grouping search queries that are similar at the semantic level into groups based on meaning. Creating such semantic maps can be done individually, but they make productive group work techniques as students collectively induce order and hierarchies for sections.

d. **Models of Reading Process**

Abbas Pourhosein Gilakjani (2016 : 231) identifies there are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

1) The Buttom- Up Model

This model builds meaning from the smallest to the greatest linguistic units by first decoding the smallest units, specifically phonemes, graphemes, and words.

2) The Top-down Model

To understand a text, use it and make connections between it and newly discovered knowledge. Readers concentrate on identifying the text's words rather than reading the entire text word by word.

3) The Interactive Model

As they read, readers should assist one another by using their prior knowledge to help them understand any confusing passages. Top-down model dependent readers employ textual cues to deduce meaning, but they need to compensate for things like poor word recognition and ineffective bottom-up processing. The best text processing is achieved with this model.

2. Teaching Reading

a. The Definition of Teaching

Teaching includes several activities such as demonstrating or assisting someone in learning a task, providing guidance, imparting knowledge, and leading someone to know or comprehend. Teaching reading is a way of transferring knowledge from teacher to student by using certain technical strategies and certain materials to master reading itself (Olson and Land, 2007). To ensure that students get the information, teachers who teach reading must keep a watch on the actions in the classroom. The while-reading stage's goal is to help students become more adept at handling material by expanding their language and background knowledge. Post-reading includes activities that enhance learning comprehension.

b. Components in Teaching Reading

      In the process of teaching and learning, one method to help students comprehend and develop the meaning of a text is to educate them to read. The component of teaching reading is the most crucial factor to take into account when doing so. There are several components of teaching reading, as follows:

1) Learning Objectives

      There are two goals that can be achieved by students, namely long-term goals and short-term goals. Long-term goals can include mastering the English language, passing exams, and getting a better job. On the other hand, a short-term goal might be learning a small amount of a new language, writing a successful essay, being able to participate in a discussion, or passing a progress test at the end of the week. For successful long-term objectives, teachers should promote their students' enthusiasm in studying English and their participation in reading sessions. The teacher can also employ short-term goals by awarding students with points and prizes to encourage them to learn English.

2) Teacher

      When discussing teachers, a number of factors need to be taken into account. An effective language instructor should possess a number of qualities. Teachers must first love and comprehend all aspects of English, including speaking, writing, listening, and reading. Secondly, they are proficient in a range of methods. In addition, they utilize appropriate classroom management techniques, provide students the best feedback

possible, creatively modify textbooks and other audio resources, love interacting with others, and exhibit passion.

3) Students

Students can learn a language well, get good grades, and pass exams if they study hard and have motivation. External and internal factors greatly influence the development of students in learning.

3. Project Based Learning (PjBL)

a. Definition of Project-Based Learning (PjBL)

According to Pirker et al. (2016), an educational approach that is suitable for encouraging creative learning is project-based learning because it allows students to work collaboratively on projects and share knowledge. Project-based learning is student-centered and provides opportunities for students to carry out in-depth investigations of topics. Project-based learning is an instructional strategy in which teachers assist students and carry out or direct the learning process. Using a project-based approach, this form of instruction teaches curriculum ideas. Using this PjBL model can help students become more engaged and imaginative. Through the utilization of issues, project-based learning gathers and integrates new knowledge based on experience in real-world activities.

Project-based learning is a learning tool to achieve skills, knowledge, and attitude competencies using projects or activities (Faturrohman, 2016). This learning is an activity that replaces learning that is still teacher-centered. This teaching approach places a strong emphasis on student participation,

which can ultimately result in outcomes that are valuable and meaningful. There are various advantages to project-based learning that might enhance language proficiency. Students can use language in relatively natural circumstances and participate in meaningful activities that call for authentic language when they engage in meaningful communication to complete authentic activities. This model also aims to guide students in a collaborative project, giving students an opportunity to explore the material.

b. **The Seven Steps of PjBL Model Implementation of the PjBL Model**

The seven-step PjBL model was designed and developed by John Larmer and John Mergendoller of the Buck Institute for Education (BIE), 2015.

1) The Formulation of expected learning outcomes

At this stage, through interaction between teachers and students, they can provide information and exploration about learning outcomes through learning materials that are being studied in relation to the real world. The teacher prepares and conveys the topics that will be discussed and used as project material. The material discussed is the application letter. In this activity, the teacher invites students to discuss looking for solutions, and students can ask basic questions about the topic in order to be able to solve a problem.

2) Understanding the concept of teaching materials

Explain the material in front of the class using a power point, which contains the meaning, purpose, function, and structure of the application letter. The teacher instructs and guides students in discussing the material

being studied. Here, students also learn to analyze examples of application letters by reading through a projector. With students actively involved, they can stimulate cognitive activity and encourage higher knowledge.

3) Skills training

    After explaining the material, students are asked to analyze an example of an application letter. In this case, students are able to differentiate the structure of an application letter, which consists of a heading, opening, introduction paragraph, highlighting paragraph, conclusion, and closing. The teaching technique using the PJBL method in reading comprehension is intended so that students master vocabulary, main ideas, WH questions, detailed information, and make conclusions from the subjects being taught, as well as provide practical skills before they carry out project assignments.

4) Design a project theme

    At this stage, students are asked to look for job vacancy on social media with a free theme or title. Students are allowed to search for the same job vacancy as other students. The contents of the application letter must not be the same as those of other students. Making an application letter must comply with the structure as explained by the teacher.

5) Create a project proposal

    - Students prepare for job vacancy that are sought through social media.

    - Students are able to create an application letter according to the structure they have read.

- Students' ability to choose easy vocabulary and communicative language.

6) Carry out project tasks

At this stage, students are able to create projects and ensure their implementation is according to schedule. The teacher monitors student participation and observes the progress of the designed project.

7) Presentation of project report

Student presentations after creating a project, which will later become a discussion between the teacher and students, Students present the work process and results of project assignments in front of the class. This will later allow us to see how well students understand the text they have read. Teachers carry out evaluations and provide input or follow-up directions regarding projects carried out by participants.

c. **Advantages of Using Project-Based Leaning**

Project-based learning involves students acquiring skills and knowledge through a structured inquiry process around authentic and complex questions and designed products and tasks. By presenting students with challenging issues, project-based learning enhances learning and promotes high levels of cognitive development. Student motivation is increased via project-based learning. Instructors frequently observe improved participation in class, higher attendance, and a greater readiness to do homework.

A crucial aspect in helping learners develop their target language for practical use is project-based learning. It frequently results in the development

of learners' autonomy, self-confidence, and self-esteem in addition to enhancing their language proficiency, comprehension of the material, and cognitive capacities. It is most likely to inspire, empower, and challenge language learners. Developing motivation, self-confidence, and cognitive domains in learning a second or foreign language are some of the advantages of PjBL.

d. Teaching Reading Using PjBL

Learning to read is a skill that will empower everyone. In the end, they will be able to add to and profit from the body of information found in printed texts. Students can learn to read and read to learn when they are taught well. claimed that teaching reading comprehension techniques is like teaching conscious plans sets of actions that proficient readers use to interpret material. Students who get instruction in comprehension techniques grow into deliberate, involved readers who manage their own reading comprehension. The seven suggestions provided by Adler C.R. seem to have a solid scientific foundation for enhancing text comprehension. They are keeping focus on their understanding, using graphic and semantic organizers, metacognition, answering and posing questions, identifying story structure, and summarizing. An educator may employ a variety of tactics when instructing students in reading. Any teacher who wishes to employ a particular educational style effectively must be aware of the underlying assumptions and concepts that underpin it.

It is crucial to keep in mind that numerous content standards will be covered while you are creating the project and the key question that will initiate the activities. Create a strategy that will incorporate the greatest number of themes within the project while keeping these principles in mind. Here are steps for implementing PjBL, which are detailed below:

- Start with the Essential Question

- Design a Plan for the Project

- Create a Schedule

- Monitor the Students and the Progress of the Project

- Assess the Outcome

- Evaluate the Experience

B. **Review of Previous Researches**

The Effect of Project–Based Learning on Undergraduate EFL Students' Reading Comprehension Ability (Aziza Kavlu, 2015). From the results of this study, students' reading comprehension decreased, as seen from the results of the paired T-test samples, which revealed that initially the reading comprehension of the control group and the experimental group's pre-test scores were close to each other (Table 3). While the mean of the control group's post-test was 69.7 (Table 4), which showed a decrease, as the pre-test of the control group's average was 77.9. The reason for this downward trend is the lack of motivation (without PBL students are quite bored with reading).

Improve Reading Comprehension Ability Kebomas State High School 1 Students Through Extensive Reading (Lilik Sri Wahyuningsih, 2021). From

the results of this study, students' reading comprehension was still lacking, some weaknesses were found, and the teacher did not explain the steps in applying the extensive reading model. Teachers dominate the learning process more, while students tend to be passive. The teacher does not explain what students should do in the extensive reading-learning process. The teacher does not motivate students to use reading materials for extensive reading.

The effectiveness of project-based learning in the teaching of reading comprehension (Uyunnasirah Hambali, 2019). From the results of this study, the researchers concluded that the use of project-based learning in teaching reading improves students' reading comprehension in the second year at SMK Muhammadiyah 4 Tallo Makassar. It was proven by the higher average student post-test score (83.22) for the experimental group than the average student post-test score (77.83) for the control group. It is asymptotically significant less than 0.05 or 0.000 < .05. This means that there is a significant difference in results between using and not using project-based learning methods and students reading comprehension.

Students in Early Childhood Teacher Education and Their First Experience With Problem-Based Learning: A Comparative Study From the Perspective of Students in Kyrgyzstan and Norway (Grete Skjeggestad Meyer, Ingunn Reigstad, Leila Serikova, 2023). The results of the journal have not been explained in detail in the excerpt provided. However, this journal is a comparative study that examines how students from Early Childhood Teacher Education Programs in Kyrgyzstan and Norway value their first experiences

with Problem-Based Learning (PjBL). This study was carried out in collaboration between ECTE in Kyrgyzstan and Norway and focuses on active learning by students. This research data consists of written and anonymous questionnaires filled out by students and is analyzed using qualitative content analysis. This research found evidence that students value collaboration, and this report describes their experiences with PjBL methods and provides several implications for the quality of learning. This research also discusses and compares the similarities and differences in student experiences in different cultural contexts.

Dynamic assessment in English classrooms: Fostering learners' reading comprehension and motivation (Kazemi, A., Bagheri, M. S., & Rassaei, E. 2020). This quantitative study was conducted by implementing a dynamic evaluation intervention approach using an iterative pretest-teach-retest process. Two intact classes consisting of 35 students were each assigned as a control group and an experimental group. Descriptive and inferential analysis of data collected over four months showed that the experimental group was significantly superior in reading comprehension compared to the control group, indicating that the use of dynamic evaluation provided support and assistance to students in understanding the texts they read. Changes were also observed in the level of reading motivation in the experimental group. Overall, dynamic evaluation creates a fun learning environment and provides instructional and psychological benefits for learners. In this research, it was found that dynamic evaluation had a significant positive effect on students' reading comprehension

and reading motivation. These findings suggest that dynamic evaluation can be an effective tool for improving learning and motivation in English language learning contexts.

C. **Rationale**

In this research, it cannot be denied that teaching reading, especially in vocational high schools, requires more effort to make students understanding the text. Reading comprehension, which is impacted by one's capacity for information processing, is the capacity of an individual to process text, comprehend its meaning, and integrate it with knowledge. Students' difficulty in understanding texts is due to low vocabulary, main ideas, WH. Questions, detailed information, and making questions.

Project-based learning can improve English students' reading comprehension. One of the steps in PjBL is understanding the concept of teaching materials, in this teaching material the focus is on the meaning, purpose, function and structure of the application letter. So by knowing this you will better understand reading comprehension. In the skills training steps, students are expected to be able to master vocabulary, main ideas, WH questions, detailed information, and making inferences, one of which is vocabulary because if you know a lot of vocabulary you will be able to easily understand the content of the text. In the steps to create a project proposal, students are also required to be able to create an application letter by looking for job vacancies. In this case, students will be trained to understand reading and be able to master vocabulary. Then the final step is presentation of project

report, in presenting the results of their work you can see the extent to which students understand the reading. Readers must set reading goals, use topic-related knowledge, vocabulary, and text structure, apply reading strategies, build arguments, and make predictions.

PjBL method can help students understand a text. This can be mastered by implementing the seven steps of project-based learning. Of the seven steps, there is one stage that can help students understand reading. In steps, skills training helps students master vocabulary, main ideas, WH. Questions, detailed information, and information creation.

D. Hypothesis

A hypothesis is a presumption that must be verified using data or facts obtained through research. To find answers to these problems, researchers must direct the null hypothesis (Ho) and the alternative hypothesis (Ha) as follows:

Ho: there is no effect of using the PjBL method on students' reading comprehension.

Ha: there is an effect of using the PjBL method on students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the variables, technique and approach, place and time of the research, population and sample, research instrument and data collection technique, technique of data analysis.

A. Variable of the Research

According to Silaen (2018: 69) reveals that research variables are concepts that have various values or have varying values, namely a trait, characteristic or phenomenon that can show something to be observed or measured whose values vary or vary. This study has 2 variables, namely: the independent variable and the dependent variable.

The independent variable is PjBL (X), in PjBL there are 7 steps carried out in class 12 using application letter material. The 7 steps are the formulation of expected learning outcomes, understanding the concept of teaching materials, skills training, design a project theme, create a project proposal, carry out project tasks and presentation of project report.

The dependent variable is reading comprehension (Y), in reading comprehension there are several things that students must master in class 12 application letter material including vocabulary, main ideas, WH questions, detailed information, and making inferences.

B. Technique and Approach of the Research

1. Technique of the Research

To obtain research results, researchers need techniques. The type of research technique used is experimentation. Researchers used this technique because this research was aimed at finding out the effect of project-based learning on the reading comprehension of grade 12 students.

Creswell (2012) states that experimental research methods are used when researchers want to know the causal influence between independent and dependent variables. The design form that the author took in the experimental method was a pretest-posttest design to determine the effect of the PjBL method on students' reading comprehension, especially in teaching reading.

2. Approach of the Research

Several methods are used in research guides to help researchers collect and analyze data. Therefore, this research uses a quantitative approach. With quantitative methods, the significance of group differences or the significance of the relationship between the variables studied will be obtained. In general, quantitative research is research with large samples (Azwar, 2007). In this research, it is necessary to find results by calculating data. This exploration information was determined using SPSS.

Experimental research is research that aims to determine the consequences of a treatment that is given intentionally. Therefore, quantitative experimental research is used because it suits the research objectives. Which illustrates the effect of using the project-based learning method on the reading

comprehension of class 12 students at SMK PGRI 3 Kediri in the 2023-2024 academic year.

C. Place and Time of the Research

1. Place

To obtain research data, of course, it is necessary to determine where the research will be conducted or held. The aim is to make research easy to carry out and not require a lot of time and costs in collecting data. Choosing a place and time for research is a very important step in carrying out research by obtaining data using quantitative research methods.

The place where this research was conducted was at SMK PGRI 3 Kediri, which is located at Jl. Ahmad Dahlan Jl. Mojoroto Gang 1 No. 6, Mojoroto, Kec. Mojoroto, Kediri City, East Java 64112. Researchers chose this subject because this activity is still a problem often faced by students.

2. Time

The time used by researchers for this research was carried out from the date the research permit was issued over a period of approximately one month, starting from October 9 to November 16, 2023.

Table 3.1 Time Schedule of the Research

No	Activities	Month 1				Month 2				Month 3				Month 4				Month 5				Month 6			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Preparation	■	■	■																					
2	Pre-test				■																				
3	The use of PjBL					■	■	■																	
4	Post-test								■																
5	Analyzing the data									■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

D. Population and Sample

1. Population

The population, which can include individuals from a group, an event, or anything else to be examined, is the entirety of all the elements to be studied that share the same characteristics. According to Kindy et al (2016), population is the total number of individual units, organizations, events, objects, or products from samples taken for assessment. The population of this research is class XII students at SMK PGRI 3 Kediri for the 2023/2024 academic year, consisting of 5 classes. The total population is 41 students.

2. Sample

A sample is a portion of the number and characteristics possessed by a population or a small portion of the population taken according to a certain procedure so that it can represent the population. Creswell (2012) said that

samples were taken from the number of research participants from the population. The samples to be taken come from 3 departments consisting of 26 students, with experimental classes using pretest and posttest.

E. Research Instrument and Data Collecting Technique

1. Research Instrument

The research instrument is a fact-finding strategy. Research instruments are tools that aim to collect, measure, and analyze research data. The determiner of the research instrument is the researcher and is associated with research methodology (Columbia, 2023). Exams were employed in this study as a tool for evaluating students' reading comprehension skills. Two different test kinds were used in this study: the pretest and the posttest. The question properties are the same for both. The timing of the tests is the only distinction: the pretest is administered at the start of treatment, before to the start of treatment, and the posttest is administered following the conclusion of treatment. The purpose of the research tool is to assess students' reading comprehension both before and after PjBL teaching.

2. Data Collecting Techinique

To find out the effect of the project based learning method on students' reading comprehension, students are given a test. Researchers went through several steps of data collection which included pre-test and post-test. The pre-test is given before being taught using the project-based learning method and the post test is given after being taught using the project-based learning method. To collect the required data, researchers use the following procedures:

a. Pretest

   The pretest is used at the first meeting to measure students' abilities before being given treatment. To find out the results of the class 12 pretest, questions are provided with application letter material with a total of 15 multiple-choice questions. This test was conducted to determine students' reading comprehension prior to implementing the project-based learning method.

b. Treatment

   The treatment carried out is that the author will teach reading comprehension on the topic of application letters using PjBL. In reading comprehension, students are required to master vocabulary, main ideas, WH questions, detailed information, and making inferences. The meeting was held four times in class 12. At the first meeting, the students did the pretest. After doing the pretest, the writer began to explain the application letter material, starting with the meaning, purpose, function, and structure. At the second meeting, the material explained was an example of an application letter. Students can master it by reading the application examples that the teacher has presented. After that, students are asked to look for job openings, which will later be used to create an application letter. At this third meeting, students began to create an application letter according to the structure explained at the beginning of the meeting, after students had finished presenting their work. This is done to measure how much they

understand how to create applications after reading the text. At the last meeting, students who had not presented were asked to present the results of their work. After completing the presentation, the author evaluated the results of the students' work and carried out a post-test. This activity can be carried out in a structured manner with seven steps using the PjBL method for teaching students reading comprehension.

c. Post-test

The post-test was used after the treatment to measure students' improvement and reading comprehension. To find out the results of the class 12 post-test, 15 multiple-choice questions are provided with application letter material. The posttest was conducted to determine the effect of using the PjBL method on students' reading comprehension.

F. Technique of Data Analysis

From the data results, the researcher used IBM SPSS Statistics Version 20 software to carry out data analysis. After obtaining data through the pretest and posttest, data analysis was then carried out to test the hypothesis. To analyze the data, researchers used the t test to determine the influence of two variables. By using the t test, researchers can determine the effect of using project-based learning methods on students' reading comprehension after obtaining it from the pretest and posttest. The pretest is used at the first meeting to measure students' abilities before being given treatment. Post-tests are used after treatment to measure student improvement and reading comprehension.

In calculating the results, the author used SPSS to get the results of the effects before and after the PjBL model was applied to reading comprehension.

1. Enter the results of the pretest and posttest scores into SPSS.

2. The results from SPSS come out in the form of paired sample statistics and paired sample tests.

3. Paired samples consist of the means of the pretest and posttest.

4. The T-test consists of a paired sample test.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher to discuss the result of the research. There are three main chapters on research finding and discussion, those are Description of Variable Data, The Data Analysis, Hypothesis Testing, dan Discussion.

A. Description of Variable Data

This subchapter discusses the description of variable data. The variables in this research are independent and dependent variables.

1. Independent Variable

Independent variables are variables that influence or cause changes or the emergence of the dependent variable. The independent variable (X) in this research is project-based learning (PjBL). PjBL is an effective method for involving all students in the reading comprehension process. Project-based learning focuses on questions or problems that lead students to find a solution with appropriate subject principles and concepts. This can help students understand reading texts and increase their motivation for learning. Researchers introduce PjBL, with seven steps that can help students solve reading comprehension problems in application letter subjects.

2. Dependent Variable

Apart from the independent variable, this research has other variables, namely the dependent variable. Dependent variable is a variable that is influenced by or is a result of the existence of an independent variable. The dependent variable (Y) in this study is reading comprehension. Reading

comprehension is the process of reading to improve understanding. In this case, you must be able to master several indicators of reading comprehension, including vocabulary, main ideas, WH questions, detailed information, and making inferences. The subject used is application letter.

a. Description of students' reading comprehension before being taught using the project-based learning method.

The condition of the English language learning process at SMK PGRI 3 Kediri, especially in terms of reading, is still monotonous. Students only read the text and answer questions based on the text without understanding the text. This makes students think reading is very difficult to do, which makes their learning motivation low.

Before the researcher conducted the research, she gave a multiple-choice question or pretest. The test was given on Thursday, October 19, 2023. The purpose of this test is to measure the extent of students' reading comprehension. The subjects of this research were grade 12 students. The total number of students was 42, but the researchers only took 26 students, with 24 female students and 2 male students, to carry out the test. This test consists of 15 multiple-choice questions with application letter material that presents text in the questions. Students are asked to take the test within 45 minutes. Then the researcher checked and calculated the students' pretest results to obtain data; the data is in the attachment.

Apart from that, for more detail, researchers also analyzed the frequency of student scores to make it easier for readers to understand the results. The following will be presented:

Graphic 4.1. Graphic of Pre-test
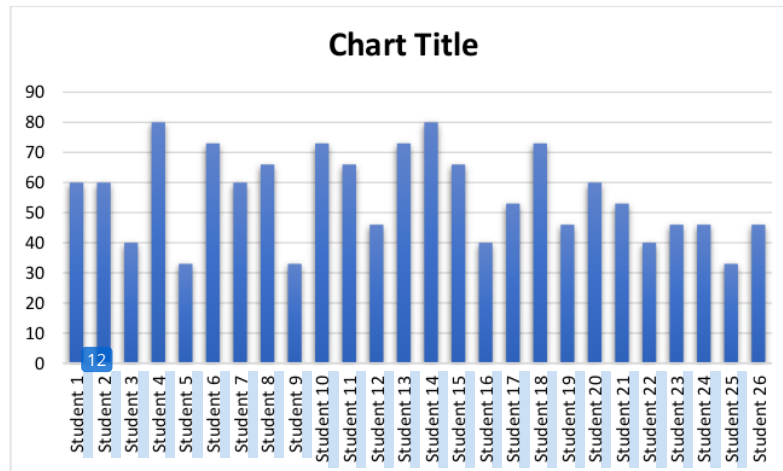
2 students got a score of 80, 4 students got a score of 73, 3 students got a score of 73, 4 students got a score of 60, 2 students got a score of 53, 5 students got a score of 46, 3 students got a score of 40, and 3 students got a score of 33. From the results, there are still many students who get low scores. The low score here is less than the minimum score for the twelfth-grade English subject at SMK PGRI 3 Kediri, namely 85.

b. Teaching Reading Comprehension Using PjBL

After giving the pre-test, the researcher carried out the treatment three times. The first treatment will be carried out on October 26, 2023, and the third treatment will be on November 9, 2023. The following are the steps for teaching reading comprehension using the 7 steps of the PjBL model:

1. The formulation of expected learning outcomes

   In this stage, with the interaction of teachers and students, they are able to provide information and exploration about learning outcomes through learning materials studied in relation to the real world. Researchers prepare and present topics that will be discussed and used as project material. The material discussed is the application letter. In this activity, the researcher invites students to discuss the material that will be discussed. Students can ask basic questions about the topic, such as What is an application letter? and how do I make an application letter. This is done at an early stage, before the material is presented, so that students are able to solve a problem.

2. Understanding the concept of teaching materials

   The researcher explains the material in front of the class using a power point. The contents of the power point contain the meaning, purpose, function, and structure of the application letter. In this case, students listen to what the researcher explains in front of the class. After students observed the PowerPoint, the researcher asked the students about the PowerPoint shown by the researcher. The researcher gave students the opportunity to ask questions related to PowerPoint, but no students wanted to ask. Therefore, at this stage, students are very passive in the teaching and learning process.

3. Skills training

After explaining the material, students are asked to analyze a sample application letter. In this case, students are able to differentiate the structure of a cover letter, which consists of a title, opening paragraph, introductory paragraph, highlight paragraph, conclusion, and closing. This activity trains students in reading comprehension to practice vocabulary, main ideas, WH. Questions, detailed information, and making questions. At this stage, students are able to analyze parts of the application letter, although there are still some students who ask questions.

4. Design a project theme.

At this stage, after students have explained the application letter material and are able to analyze it, the author will direct students to create an application. Before the application letter material is taught, students have learned about job vacancy material. Here, students are asked to look for job openings, which will later be used to create an application letter. The application letter must be written according to the structure described by the author.

5. Create a project proposal.

Students will look for job openings on social media and the internet, such as Google, Instagram, TikTok, and others. Students must be able to create an application letter according to the structure explained by the author.

6. Carry out project tasks.

This stage is carried out on the second day of treatment, where students start to create a project in the form of an application letter. Almost all students are able to write application letters well. This shows that they understand what the researchers explained on the first day of treatment.

7. Presentation of the project report

Students present the work process and results of project assignments in front of the class. Students read the results of their work along with the structure of the application letter. Researchers carry out evaluations and provide input or follow-up directions regarding projects carried out by students. To conclude the activity, the researcher also provided reflections on the learning process and provided motivation to students.

c. Description of students' reading comprehension after being taught using the project-based learning method.

After being given treatment using PjBL, students find it easier to understand the text and are able to identify vocabulary, main ideas, WH questions, detailed information, and make inferences. This gives students high motivation to learn. Apart from that, they are more active in participating in teaching and learning activities. This makes the atmosphere of the teaching and learning process enjoyable. To measure how well students did in reading comprehension after implementing the PjBL method, researchers conducted a post-test. The post-test is given on Thursday, November 16, 2023. The post-

test consists of 15 multiple-choice questions with the same material as the pretest but with different reading text content and questions. Using the application letter material is done in 45 minutes.

Apart from that, for more detail, researchers also analyzed the frequency of student scores to make it easier for readers to understand the results. The following will be presented:

Graphic 4.2. Graphic of Post-test
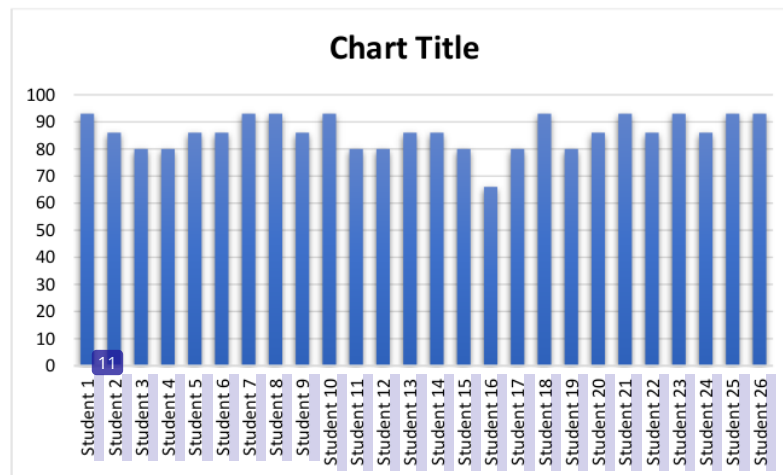
From the post-test frequency diagram above, it can be seen that there was an increase in student scores after being taught using PjBL. There were 9 students who got a score of 93, 9 students got a score of 85, 7 students got an 80, and 1 student got a 66. The minimum score in English learning is 85. From the results of the student scores, there were 18 students whose scores were above the minimum completeness criteria (KKM), and 8 students did not meet the minimum completeness criteria (KKM).

B. The Data Analysis

At this stage, the researcher will explain the data analysis procedures and obtain pretest and posttest results.

1. Data analysis procedures

This section is intended to answer these research questions. The data were analyzed using total sampling. The purpose of the T-test is to determine whether the PjBL method has an effect on students' reading comprehension or not. To answer this research question, the researcher first corrected the results of the students' pretest and posttest. After that, the researcher calculated the average pretest and posttest scores. Then the researcher entered and calculated the scores obtained by students when carrying out the pretest and posttest using IBM SPSS Statistics Version 20.

2. Data Results

In this section, the researcher shows the difference in students' pre-test
and post-test scores.

Graphic 4.3. The Different of Pre-Test and Post-Test
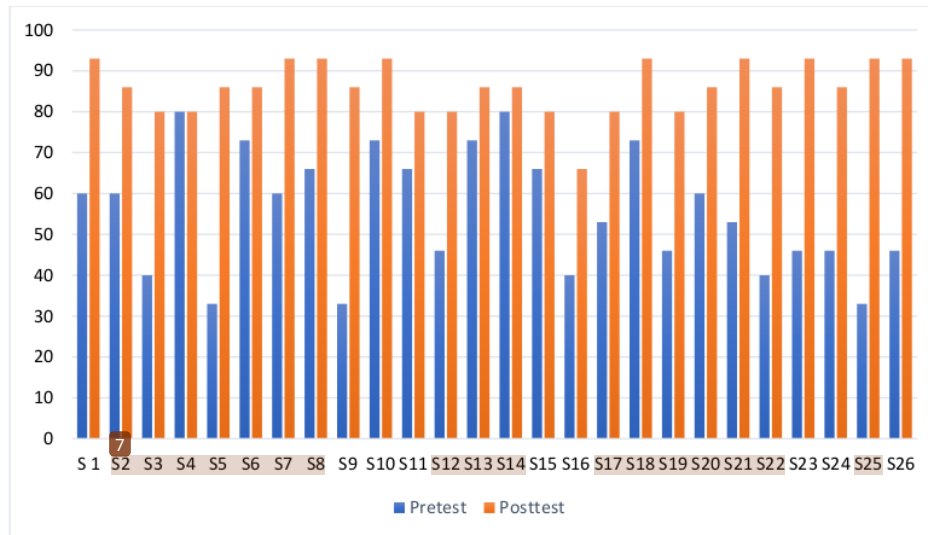
In this section, the researcher shows the results of the scores that have
been entered and calculated using SPSS. Quantitative data results are pretest
and post-test data. Following are the results of the SPSS analysis, the following
data output is obtained: Paired sample statistics, and paired sample test.

a. Mean of Pre-test and Post test

Table 4.1. Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	55.58	26	14.887	2.920
	Posttest	86.04	26	6.612	1.297

From the table above, it can be seen that the pretest score is 55.58 with Std. Deviation is 4.887, and the posttest value is 86.04 with Std. Deviation 6.612 for each test carried out by 26 students. It can be concluded that there is a very large difference between the pre-test and post-test averages. The post-test average score is better than the pre-test average score.

b. T-Test

Table 4.2. Paired Sample Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
			Std. Deviatio n	Std. Error Mea n					One- Side d p	Two- Side d p
		Mean			Lower	Upper	t	df		
Pai r 1	Pretest - Posttes t	-30.46 2	15.451	3.03 0	-36.70 2	-24.22 1	-10.05 3	2 5	<,00 1	<,00 1

Based on the table above, the T-test results show a sig value of 0.001, which means 0.001<0.05 (0.000 is smaller than 0.05). Thus, Ha is accepted. It can be concluded that the application of the PjBL method has a significant effect on increasing the reading comprehension of grade 12 students at SMK PGRI Kediri.

C. Hypothesis testing

Table 4.3. T-soce and t-table

Df	t-score	t-table		Ha	Ho
		1%	5%		
25	10.053	2,059	2,787	Accepted	Rejected

Based on the table above, the research results show that the t-count is 10,053 at 25 degrees of freedom and the t-table is 2,787 at a significance level of 5%. This means that t-score (10.053) > t table at the 5% significance level (2.787). The data shows that the t-score is higher than the t-table at 5% significance. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It can be concluded that the PjBL method has a significant effect on the reading comprehension of twelfth grade students at SMK PGRI 3 Kediri in the 2023/2024 academic year.

D. Discussion

Based on the findings above, it can be said that there was an improvement after the PjBL method was applied to the material. Using the PjBL method can improve students' reading comprehension. There is an effect of using PjBL on reading comprehension in vocabulary, main ideas, WH. Questions, detailed information, and making questions.

From the results of previous researchers, there were several whose research was inline and contra. The Effect of Project-Based Activities on Intermediate EFL

Students' Reading Comprehension Ability (Mona Poorverdi Shiraz and Ebrahim Ezati Larsari, 2014), The effectiveness of project-based learning in the teaching of reading comprehension (Uyunnasirah Hambali, 2019), and Improving Students' Reading Comprehension Using Project-Based Learning at VIII F Grade Of SMPN 43 (Sajad Wiratmo, 2022), including successful research, because using PjBL has a positive impact on students' reading comprehension abilities and helps students become more active and creative in the learning process. However, in addition to the inline research, there is contra research. The research The Effect of Project-Based Learning on Undergraduate EFL Students' Reading Comprehension Ability (Aziza Kavlu, 2015) contradicts this research because, from the research, the researchers above obtained decreasing results due to a lack of student motivation in learning and teachers dominating the learning process.

The new thing that differentiates it from previous successful researchers is that this research focuses on the effects of using PjBL, while previous researchers focused on effectiveness, the role of project type, and increasing the use of PjBL. The subjects of this research were students in class XII of SMK PGRI 3 Kediri, whereas previous researchers used students in class This research uses application letter material that has never been used by previous researchers, using the PjbL method to improve students' reading comprehension. The problems used in reading comprehension are vocabulary, main ideas, WH. Questions, detailed information, and making questions that previous researchers did not use. The obstacles faced by researchers in carrying out treatment were students' lack of focus and students playing with cellphones during learning, causing a lack of concentration in

studying. However, researchers were able to overcome this by making an agreement at the start of the lesson to turn off the cell phone when the lesson started. If this doesn't work, direct students to read the material in Power Point, or students are required to write down what the researcher explains about the material discussed.

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the researcher discusses conclusions, implications, and research suggestions. For this purpose, the researcher presents conclusions about the research problem and suggestions to English teachers, students, and other researchers.

A. Conclusion

Researchers drew several conclusions from this research. Students' reading comprehension abilities are assessed before being taught using the project-based learning model. It was found that there were still many students who had difficulty answering questions related to vocabulary, main ideas, WH questions, detailed information, and making inferences. This is supported by an average pre-test score of 55.58. Meanwhile, the standard score for English subjects at SMK PGRI 3 Kediri is 85. Thus, students who get a score of less than 85 are considered to have failed. After being given treatment using the PjBL model, students understand the text more easily. Students can answer questions related to vocabulary, main ideas, WH questions, detailed information, and make inferences. However, there are still some students who experience difficulties related to WH questions and making inferences. The research method used is an experimental research method with a quantitative approach. To test reliability, the author used the SPSS 29 program. Data collection was carried out using pretests and posttests. This research uses a significance of 5%, so the minimum requirement for an instrument to be

considered valid is that if the significance level t-score > t table, then the research can be said to be reliable. Significance of 5%, the t-table value is 2,787. This means that there is an effect of the PjBL model on students' reading comprehension. The based-learning project model has an effect on students' reading comprehension.

B. Implication

Based on the results of this research, implications can be put forward. theoretically and practically, as follows:

1. Theoretical implications

The research conducted by this researcher has proven that the 7-step based-learning project model has a positive relationship with learning activities in terms of reading comprehension. Choosing appropriate learning techniques can influence students' reading comprehension goals. For English subjects, especially reading. Project-based learning has an effect on students' reading comprehension. For English lessons, there is a difference in English learning achievement before and after using the project-based learning method. Teachers are expected to be able to create a pleasant learning atmosphere for students by using project-based learning methods, because a monotonous learning atmosphere has quite an impact on students' reading comprehension.

2. Practical Implications

The results of this research are used as input for teachers and prospective teacher. Improving oneself regarding the teaching that has been

carried out and student learning achievements that have been achieved by paying attention to appropriate learning methods to improve students' English learning achievements. Especially in teaching students' reading comprehension, which has improved through project-based learning.

C. Suggestion

Based on the research results, there are several aspects that could be used as good suggestions for teachers and students. The suggestions that the author wants to convey are:

1. As input material for teachers to choose the right learning method in teaching English. One way is to apply the project-based learning method to English language learning, because with the project-based learning method, students' reading comprehension is better. However, to implement this method the teacher must prepare well because the PjBL method takes more time.

2. Students can foster enthusiasm for learning English, which helps students be more active in participating in the learning process and be creative in every teaching and learning activity so that the achievements achieved can be maximized. Through the PjBL method, it is hoped that students will be more active in teaching and learning activities because it allows them to be active and creative.

3. It is hoped that this research will be useful for other researchers and can be used as a reference for conducting other research on the same topic or problem. In addition, it is hoped that future researchers can further help

students develop reading comprehension skills by mastering vocabulary, main ideas, WH questions, detailed information, and making conclusions from the text. For future researchers, it is recommended to focus more on and maximize the PjBL method. It is hoped that future researchers can add to the advantages and disadvantages so that this research can be even better. Future researchers are advised to focus more and maximize implementation time using the PjBL method because it takes a lot of time.

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