

**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:

TITISSARI

NPM: 2014050018

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2024**

APPROVAL PAGE

APPROVAL PAGE

Skripsi by:

TITISSARI
NPM: 2014050018

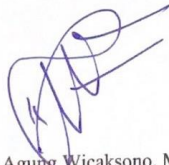
Entitled:

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

Approved by the Advisors to be Proposed to the English Education Department
Examination Committee of University of Nusantara PGRI Kediri

Date: July 15th, 2024

Advisor I



Agung Wicaksono, M.Pd.
NIDN. 0711076802

Advisor II



Mahendra Puji Permana A., M.Pd.
NIDN. 0710049002

APPROVAL SHEET

APPROVAL SHEET

Skripsi by:

TITISSARI

NPM: 2014050018

Entitled:

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

Approved and Accepted by all its qualification By the Examination Committee of
University of Nusantara PGRI Kediri

Date: July 15th, 2024

And Declared to Have Fulfilled the Requirement

Committee examiner:

Chairman : Agung Wicaksono, M.Pd.

First Examiner : Dr. Sulistyani, M.Pd.

Second Examiner : Mahendra Puji Permana A., M.Pd.



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

Dr. Agus Widodo, M.Pd.
NIP. 196908241994031001

THE STATEMENT OF WRITING ORIGINALY

THE STATEMENT OF WRITING ORIGINALY

The under signed bellow, I:

Name : Titissari
Gender : Female
Place/Date of born : Kebumen/ August 5th 2001
NPM : 2014050018
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 a university, and to the best of my knowledge there is no written work or opinion that has ever been published by another person, except those that are deliberately and written referred to in the text this and is mentioned in the bibliography.

Kediri, July 15th, 2024

Signed by



Titissari
NPM: 2014050018

MOTTO AND DEDICATION

"Sometimes there are many obstacles when you want to achieve your dreams, and sometimes these obstacles become a bridge to your dream."

(Korean Drama, Dream High)

Dedicated to:

1. My beloved parents (Mr. Maryadi and Mrs. Saryati), thank you for always gave me mental support.
2. My beloved brothers and sister (Faisal, Amri, Dayu and Ayu) who always given motivate and advice.
3. All my best friends, thank you for all help and support.
4. For myself who has successfully pursued this skripsi.

ABSTRACT

Titissari The Effect of PjBL to Twelfth Grade Students' Reading Comprehension in SMK PGRI 3 Kediri in The Academic Year 2023/2024, Skripsi, English Education Department, FKIP UN PGRI, 2024.

Key words: Effect, PjBL, and reading comprehension

Reading is the process by which a writer transmits information from a written work to a reader. To obtain information well, readers must be able to understand the message contained in the text. However, not all students are good readers. The problem found in schools, especially at SMK PGRI 3 Kediri, is that most students are too lazy to read, so they cannot understand the reading well. 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. This is due to the teacher's monotonous teaching methods. This, of course, affects the value. students due to a lack of reading comprehension. Therefore, teachers must improve teaching strategies, which can be achieved using the project-based learning method.

The aim of this research is to find out whether there are differences in student learning outcomes before and after treatment in a learning model using the project-based learning method in teaching reading comprehension, which is applied to class XII students at SMK PGRI 3 Kediri. The method used in this research is a quantitative experiment, which is used to determine the effects of using project-based learning in teaching advanced comprehension. The sample was XII SMK PGRI 3 Kediri, totaling 26 students. To find out the results of students' work, researchers conducted a pretest and posttest.

From the data results, the researcher used IBM SPSS Statistics Version 20 software to carry out data analysis. Data on student learning outcomes were obtained from the results of the pretest and posttest in the form of multiple choices. The results of this study show a difference in learning outcomes of 55.58 on the pretest and 86.04 on the posttest. This is proven by the t test results. From the calculation above, it is obtained that $t = 10.053$, while the t table at 5% significance = 2.787, H_a is accepted.

There was an increase in the learning outcomes of class XII students after implementing the project-based learning model. From the research results, it is recommended that learning using the project-based learning model be used as an alternative in English learning activities, especially to improve students' reading comprehension.

ACKNOWLEDGEMENT

ACKNOWLEDGEMENT

First and foremost, the writer would like to express her deepest gratitude to Almighty God, for marvelous and amazing grace, and for the countless blessings and love so the writer has finally completed this thesis.

The writer is also expressing her extremely grateful to:

1. Dr. Zainal Afandi, M.Pd. as Rector of University of Nusantara PGRI Kediri.
2. Dr. Agus Widodo M.Pd. as Dean of Faculty of Teacher Training and Education.
3. Dr. Khoiriah, M.Pd as Head of the English Language Education Department.
4. Agung Wicaksono, M. Pd as the first advisors who generously provided guidance and suggestions.
5. Mahendra Puji Permana Aji , M. Pd as the second advisors who also offered valuable guidance and suggestions.
6. Rr. Sri Widirini R, S.Pd, M.Pd as the headmaster of SMK PGRI 3 Kediri who given permission to conduct the research.
7. Nurul Kotimah, S.Pd as the supervisor teacher of SMK PGRI 3 Kediri who has given the opportunity and experience to teach in class.

The researcher realizes that this skripsi still has shortcomings, therefore criticism and suggestions will be very helpful.

Kediri, July 15th, 2024



Titissari
NPM: 2014050018

TABLE OF CONTENT

APPROVAL PAGE	ii
APPROVAL SHEET	iii
THE STATEMENT OF WRITING ORIGINALY	iv
MOTTO AND DEDICATION	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF TABLE	xi
LIST OF GRAPHIC.....	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Identification of the Problem.....	4
C. Limitation of the Problem	6
D. Problem Formulation.....	6
E. Purpose of the Research	7
F. Significance of the Research.....	7
CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS	8
A. Literature Review	8
1. Reading Comprehension	8
2. Teaching Reading.....	13
3. Project Based Learning (PjBL)	15
4. Teaching Reading Using PjBL.....	19
B. Review of Previous Researches.....	20

C.	Rationale.....	23
D.	Hypothesis	24
CHAPTER III RESEARCH METHODOLOGY		25
A.	Variable of the Research	25
B.	Technique and Approach of the Research.....	26
1.	Technique of the Research	26
2.	Approach of the Research	26
C.	Place and Time of the Research	27
1.	Place	27
2.	Time.....	27
D.	Population and Sample	28
1.	Population.....	28
2.	Sample	28
E.	Research Instrument and Data Collecting Technique.....	29
1.	Research Instrument	29
2.	Data Collecting Technique.....	29
F.	Technique of Data Analysis	31
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION		33
A.	Description of Variable Data.....	33
1.	Independent Variable	33
2.	Dependent Variable	33
B.	The Data Analysis	40
1.	Data analysis procedures	40
2.	Data Results.....	40
a.	Mean of Pre-test and Post test	41

b. T-Test	41
C. Hypothesis testing	42
D. Discussion	42
CHAPTER V CONCLUSSION AND SUGGESTION	45
A. Conclusion.....	45
B. Implication.....	46
C. Suggestion	47
BIBLIOGRAPHY	49
APPENDIX.....	53

LIST OF TABLE

Table 3. 1 Time Schedule of the Research.....	28
Table 4. 1 Paired Sample Statistic.....	41
Table 4. 2 Paired Sample Test.....	41
Table 4. 3 T-soce and t-table.....	42

LIST OF GRAPHIC

Graphic 4. 1 Graphic of Pre-test	35
Graphic 4. 2 Graphic of Post-test.....	39
Graphic 4. 3 The Different of Pre-Test and Post-Test	40

LIST OF APPENDICES

Appendix 1 Pre-Test	53
Appendix 2 The Result of Students' Pre-Test.....	58
Appendix 3 RENCANA PELAKSANAAN PEMBELAJARAN (RPP).....	68
Appendix 4 Post-Test.....	71
Appendix 5 The Result of Students' Post-Test	76
Appendix 6 Scoring	84
Appendix 7 The Result of Students' PjBL on Reading Comprehension	85
Appendix 8 Permission Letter From LPPM	87
Appendix 9 Permission Letter From School.....	88
Appendix 10 The Skripsi Guidance Card	89
Appendix 11 Documentation	91

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 et al., 2015). According to Kidd et al. (2011), 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 (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 (Lalu Gd Sumaryani, 2016). Being able to read and understand English material well is the main goal of learning English (Kamarudin & Sugianto, 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 (Fathurrahman et al., 2019). 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 Saefuddin & Berdiati (2019), 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 & Rana (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. In order to avoid this weakness from occurring, the author creates groups based on their own choice so that each student wants to work in their group, and the material used is an application letter. The author will give an example of writing an application letter along with its structure, which will help students understand the reading. From the description above, reading comprehension using the PJBL method is 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. Significance 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.

BIBLIOGRAPHY

- AlKindy, A. M., Shah, I. M., & Jusoh, A. (2016). The impact of transformational leadership behaviors on work performance of omani civil service agencies. *Asian Social Science*, 12(3), 152–164. <https://doi.org/10.5539/ass.v12n3p152>
- Blair, T. R., Rupley, W. H., & Nichols, W. D. (2007). The Effective Teacher of Reading: Considering the “What” and “How” of Instruction. *The Reading Teacher*, 60(5), 432–438. <https://doi.org/10.1598/RT.60.5.3>
- Creswell, J. W. (2012). *Research design: pendekatan kualitatif, kuantitatif, dan mixed*.
- Dean, G. (2013). *Teaching Reading in the Secondary Schools*. David Fulton Publishers. <https://doi.org/https://doi.org/10.4324/9780203065662>
- Duke, N. (2003). Comprehension instruction for informational text. *Presentation at the Annual Meeting of the Michigan Reading Association, Grand Rapids, MI, 2020–2021*.
- Fathurrahman, A., Sumardi, S., Yusuf, A. E., & Harijanto, S. (2019). Peningkatan efektivitas pembelajaran melalui peningkatan kompetensi pedagogik dan teamwork. *Jurnal Manajemen Pendidikan*, 7(2), 843–850. <https://doi.org/https://doi.org/10.33751/jmp.v7i2.1334>
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge university press.
- Hambali, U., Rahman, M. A., & Atmowardoyo, H. (2019). THE EFFECTIVENESS OF PROJECT BASED LEARNING TO THE TEACHING OF READING COMPREHENSION. *JOURNAL OF ADVANCED ENGLISH STUDIES*, 2(1), 47–56. <http://sastra.unifa.ac.id/journal/index.php/jes/index>
- Harrison, C. (2004). *Understanding Reading Development*. SAGE Publications Ltd. <https://doi.org/10.4135/9781446215401>
- Heilman, M. E., & Chen, J. J. (2005). Same behavior, different consequences: reactions to men’s and women’s altruistic citizenship behavior. *Journal of Applied Psychology*, 90(3), 431.
- Kamarudin, K., & Sugianto, N. (2020). A Readability Level of Reading Materials for Vocational High School Students in Lombok, NTB. *Jurnal Paedagogy*, 7(4), 265. <https://doi.org/10.33394/jp.v7i4.2852>
- Kavlu, A. (2015). The effect of project–based learning on undergraduate EFL students’ reading comprehension ability. *Journal of Education in Black Sea Region*, 1(1). <https://doi.org/https://doi.org/10.31578/jeps.v1i1.8>

- Kazemi, A., Bagheri, M. S., & Rassaei, E. (2020). Dynamic assessment in English classrooms: Fostering learners' reading comprehension and motivation. *Cogent Psychology*, 7(1), 1788912. <https://doi.org/https://doi.org/10.1080/23311908.2020.1788912>
- Kendeou, P., Papadopoulos, T. C., & Spanoudis, G. (2015). Reading comprehension and PASS theory. In *Cognition, intelligence, and achievement* (pp. 117–136). Elsevier. <https://doi.org/https://doi.org/10.1016/B978-0-12-410388-7.00007-5>
- Kidd, J. K., Burns, M. S., Nasser, I., Assaf, M., & Muccio, L. (2011). Developing Head Start teachers' intentional teaching practices. *Annual Meeting of the American Educational Research Association, New Orleans, LA*.
- Lalu Gd Sumaryani. (2016). Teaching Reading Strategies for Students at FPBS IKIP Mataram. *Jurnal Kependidikan : Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran, Dan Pembelajaran*, 1.
- Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for project based learning*. Ascd.
- Mayuni, K. R., Rati, N. W., & Mahadewi, L. P. P. (2019). PENGARUH MODEL PEMBELAJARAN PROJECT BASED LEARNING (PjBL) TERHADAP HASIL BELAJAR IPA. *Jurnal Ilmiah Pendidikan Profesi Guru*, 2(2). <https://doi.org/10.23887/jippg.v2i2.19186>
- Meyer, G. S., Reigstad, I., & Serikova, L. (2023). 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. *Journal of Problem Based Learning in Higher Education*, 11(3), 25–43. <https://doi.org/https://doi.org/10.54337/ojs.jpblhe.v11i3.7527>
- Nuriati, N. (2020). Peningkatan Keterampilan Menulis Anekdote Menggunakan Strategi Genius Learning Untuk Siswa Kelas XI IPS 2 Sma Negeri 1 Dusun Selatan Tahun 2015/2016. *Neraca: Jurnal Pendidikan Ekonomi*, 6(1), 37–43. <https://doi.org/10.33084/neraca.v6i1.1905>
- Olson, C. B., & Land, R. (2007). A cognitive strategies approach to reading and writing instruction for English language learners in secondary school. *Research in the Teaching of English*, 41(3), 269–303. <https://doi.org/https://doi.org/10.58680/rte20076014>
- Pirker, J., Economou, D., & Gütl, C. (2016). Interdisciplinary and international game projects for creative learning. *Proceedings of the 2016 ACM Conference on Innovation and Technology in Computer Science Education*, 29–34. <https://doi.org/https://doi.org/10.1145/2899415.2899448>

- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How can students improve their reading comprehension skill. *Journal of Studies in Education*, 6(2), 229. <https://doi.org/10.5296/jse.v6i2.9201>
- Saefuddin, H. A., & Berdiati, I. (2019). *Pembelajaran efektif*.
- Shiraz, M. P., & Larsari, E. E. (2014). The Effect of Project-Based Activities on Intermediate EFL Students' Reading Comprehension Ability. *Journal of Effective Teaching*, 14(3), 38–54. <http://www.uncw.edu/cte/et>
- Silaen, S. (2018). Metodologi penelitian sosial untuk penulisan skripsi dan tesis. *Bogor: In Media*, 23.
- Sunita, & Rana, V. (2019). Optimizing performance of user web browsing search. *Advanced Informatics for Computing Research: Second International Conference, ICAICR 2018, Shimla, India, July 14–15, 2018, Revised Selected Papers, Part II 2*, 230–239. https://doi.org/https://doi.org/10.1007/978-981-13-3143-5_20
- Susanti, T. D., & Amir, Z. (2014). DEVELOPING SENIOR HIGH SCHOOL STUDENT'S READING COMPREHENSION BY USING PROPOSITION SUPPORT OUTLINE. *Journal of English Language Teaching*, 3(1), 126–131. <https://doi.org/https://doi.org/10.24036/jelt.v3i1.4367>
- Tyagi, P., & Wilson, O. (2023). ANALYSIS OF PAST AND PRESENT STUDENT'S PERCEPTIONS WHO RECEIVED POSITIVE INTELLIGENCE TRAINING VIA MECH 500 RESEARCH METHOD AND TECHNICAL COMMUNICATION COURSE FROM 2018-2022 AT THE UNIVERSITY OF THE DISTRICT OF COLUMBIA. *EDULEARN23 Proceedings*, 59–64. <https://doi.org/https://doi.org/10.21125/edulearn.2023.0039>
- Utara, A. B. M. P. M. (n.d.). Azwar, Saifuddin. 2007. Metode Penelitian. Pustaka Pelajar: Yogyakarta. Badan Pusat Statistik Kota Jakarta Timur. 2019 Darmanto. 2013. Manusia & Lingkungan. Jurnal. Vol 20. No 2. Yogyakarta Depkes, RI. 1985. Farmakope Indonesia. Jakarta: Ditjen POM. Depkes, RI. 1993. Pengawasan Kualitas Air. Jakarta: Ditjen PPM PLP. *Immunity*, 62, 4153–4415. Retrieved July 4, 2024, from <http://repository.unj.ac.id/id/eprint/8634>
- Wahyuningsih, L. S. (2021). Meningkatkan Kemampuan Reading Comprehension Siswa SMA Negeri 1 Kebomas Melalui Extensive Reading. *Jurnal Paedagogy*, 8(1), 112–116. <https://doi.org/https://doi.org/10.33394/jp.v8i1.3325>
- Wasimin, W. (2022). PROJECT BASED LEARNING AS A MEDIA FOR ACCELERATING THE ACHIEVEMENT OF PROFIL PELAJAR PANCASILA IN THE PROGRAM SEKOLAH PENGGERAK. *International Journal of Social Science*, 1(6), 1001–1008. <https://doi.org/10.53625/ijss.v1i6.1924>

Wiratmo, S. (2022). Improving Students' Reading Comprehension Using Project-Based Learning At VIII F Grade Of SMPN 43. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 1368–1377.
<https://doi.org/https://doi.org/10.31004/jpdk.v4i5.6777>