



Improving Students' Reading Comprehension Using Project-Based Learning at VIII F Grade of SMPN 43 Surabaya

Sajad Wiratmo^{1*}, Beki Wirawati², Erna Sulistyawati³

¹ (English Education Department, Universitas Wijaya Kusuma Surabaya, Indonesia).

² (English Education Department, Universitas Wijaya Kusuma Surabaya, Indonesia).

² (English Teacher, SMPN 43 Surabaya, Indonesia).

* Corresponding Author. E-mail: ¹ sajadwiratmo@gmail.com

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Abstract

The objective of this study to describe whether the Project-based learning method can improve students' reading comprehension at VIII F grade of SMPN 43 Surabaya. The research design uses the Classroom Action Research (CAR) method. The time was arranged from May to September 2022. There were 39 students in the class. The class consisted 20 boys and 19 girls. The student's score indicated the result of implementation. The students' score increase. The Project-based learning method improved the students' achievement in reading notice text significantly and helped the students become active and creative in learning. The Planning, Acting, Observing, and Reflecting of teaching-learning use of Project-based learning were successfully conducted. It can be shown that researchers can make a lesson plan and apply PJBL as a method in teaching reading Notice text. The teacher can combine Project-based learning with another method if conditionally to make students don't bored while receiving the materials.

Keywords: *Students, Reading Comprehension, Project-Based Learning*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan apakah metode pembelajaran berbasis proyek dapat meningkatkan pemahaman membaca siswa kelas VIII F SMPN 43 Surabaya. Desain penelitian menggunakan metode Penelitian Tindakan Kelas (PTK). Waktunya diatur dari Mei hingga September 2022. Ada 39 siswa di kelas. Kelas tersebut terdiri dari 20 laki-laki dan 19 perempuan. Hasil implementasi ditunjukkan dengan nilai siswa. Nilai siswa meningkat. Metode pembelajaran berbasis proyek meningkatkan prestasi siswa dalam membaca teks pemberitahuan secara signifikan dan membantu siswa menjadi aktif dan kreatif dalam belajar. Perencanaan, Tindakan, Pengamatan, dan Refleksi pembelajaran menggunakan pembelajaran berbasis proyek berhasil dilakukan. Dapat ditunjukkan bahwa peneliti dapat membuat RPP dan menerapkan PJBL sebagai metode dalam pembelajaran membaca teks Notice. Guru dapat menggabungkan pembelajaran berbasis proyek dengan metode lain jika secara kondisional membuat siswa tidak bosan saat menerima materi.

Kata Kunci: *Siswa, Pemahaman Membaca, Project-Based Learning*

Introduction

Reading is a fundamental skill in language learning. Other than writing, speaking, and listening, it cannot be separated from other language learning skills. English language learners must learn all of these skills. Reading skills can aid in the development of other language skills. Reading is generally developed in societies with literary tastes because it can lead to comprehension and enrich vocabulary (Insani et al., 2018). According to (Erwinda et al., 2021), Reading is an important activity in life because it allows one to keep up with current events. Reading ability is an essential tool for academic success. Reading is necessary in any language class (Iskandar et al., 2021).

Reading is a difficult task. It necessitates higher mental functions such as recall, reasoning, evaluating, organizing, applying, and problem-solving. Reading is also an act of communication between an author and a reader (Krisnoviani & Sulistyani, 2022). To achieve it, some models of reading have been used. Students will gain more knowledge and gain more information by reading. Reading text always contains information, meaning, or messages the researcher intends to communicate to the reader (Kartika, 2020).

In fact, there are some students' problems in learning reading in SMPN 43 Surabaya. As stated by the English teacher that the eighth graders of SMPN 43 Surabaya who reached KKM reading were around 70% in the first-semester test. The minimum score of second-grade students of SMPN 43 Surabaya should have at least 80.0 for every skill. Based on the preliminary examination of the students in the VIII F class of SMPN 43 Surabaya, the mean score in reading is 75.64, and around 70% of the students reached KKM. Therefore, it indicated that the students have a problem, especially reading. As stated by the English teacher, they have difficulty comprehending the content of an English text. The students simply read the text without comprehending the context. It was caused by students' difficulties, particularly in understanding vocabulary, locating main ideas, and locating detailed information. On the other hand, the majority of students did not understand the meaning of the vocabulary used in the reading text. As a result, it indicated that many students still had difficulty reading text.

The students should have read comprehension to understand an English text better. Making the students pay more attention to teaching reading is a hard job for the teacher. As a result, the method used in teaching-

learning processes that are relevant to the learners must be taken into account. The researcher noticed that the teacher's method of teaching reading did not encourage students to be active. During the lesson, the teacher read the written text without knowing whether or not the students understood the information. Aside from that, the English teacher at SMPN 43 Surabaya never used a variety of methods to teach reading. The teacher employed the traditional method, which placed some students in a passive state. The students were extremely bored by the state of the classroom. The students listened to the teacher's explanations and did the exercise individually. The teacher didn't ask the students to discuss the material or the task in the exercise book. As a result, the teacher should look for appropriate ways to teach reading. Based on the explanation above, the researcher applied the Project-based learning method in teaching reading comprehension at VIII F grade in SMPN 43 Surabaya.

Project-Based Learning (PJBL) is an activity in the teaching and learning method to make students more active and creative. Because they had to make or develop a product at the end of the learning. According to (Lumanauw et al., 2022), Project-based learning positively changed English reading comprehension. In PJBL, the learning process is changed from teacher-centered to student-centered. So, the learning process will involve the student's active participation, especially in reading activities. According to (Ngadiso et al., 2021), project-based learning could improve students' writing skills. Then, according to (Rofieq et al., 2019), project-based learning made the students more active and interested in reading activities in the classroom.

According to the explanation above, project-based learning can be used to improve students' learning. As a result, the researcher emphasizes the use of the Project-Based Learning Method in this study. As a result, the researcher decides to carry out research under the title "Improving Students' Reading Comprehension Using Project-Based Learning Method to VIII F Grade at SMPN 43 Surabaya".

Method

The research design uses the Classroom Action Research (CAR) method. The simple model of the action research process can be illustrated as follows.

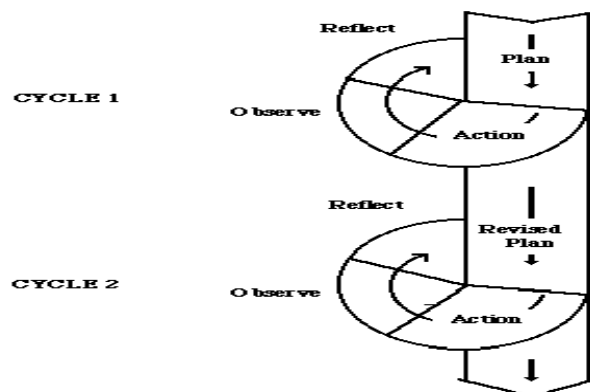


Figure 1 Simple Model of Action Research Process

The study was done in Junior High School 43 Surabaya, which is located at Jl. Raden Saleh No. 12 Bubutan, Surabaya. The time was arranged from May to September 2022. The study was carried out in accordance with the school calendar, taking into account the English teacher's schedule and the syllabus of English lessons taught in grade VIII F at SMPN 43 Surabaya. The researcher took VIII F as the subject of the research. There were 39 students in the class. The class consisted 20 boys and 19 girls.

Data Collecting Technique with Observation and the test. Using observation, the researcher can take note of the information, development, and activities directly. The test was used to get the data on the students' learning results. The test is about reading comprehension. Data Analysis Technique with observation checklist (the researcher analyzed the observation checklist in cycle one. If some indicators were given a signed check (\checkmark), the researcher applied the method correctly. Suppose there was a sign dash (-) in the indicator. In that case, it means that the indicators have not been applied correctly yet) and test (the researcher compared the data in the beginning (a real score which is obtained from the preliminary score) and after applying the teaching reading using the Project-based learning method (post-test)).

Results and Discussion

1. The result of the students Reading comprehension after the Implementation of Project-based Learning

The researcher would like to elaborate on the result of students reading after implementing Project-based learning, which could improve students reading notice text and also help the students understand and comprehend Notice Text. At the end of the cycle, the researcher gave a post-test and 20 questions of multiple choice. If the answer is right, it will get a score of 10, but if the answer is false, it will get the score of 0. The total score is 100.

The criterion of success is if the mean score of all students is ≥ 80 . It means that the students should get a minimum score of 80. The success KKM of this research should be $\geq 80\%$ of the number of students in class. The totally are 39 students. So, 80% of 39 students are 32 students. In other words, the success indicator is reached if 32 students score ≥ 80 on a reading test starting from the first to the second. If the students who get a score ≥ 80 less than 80%, the research would not succeed. So, the researcher must conduct the next meeting action to fix and reach the score. If they cannot reach the score, the next cycle is needed.

2. The result of students Reading in the First Cycle

In this part, the researcher would like to show the result of the students reading in the first cycle. Thirty-nine students joined the class and improved their reading comprehension using Project-based learning, increasing the

amount by 2.82 points from the mean score of 77.82 to 80.64. The score can be seen in this chart:

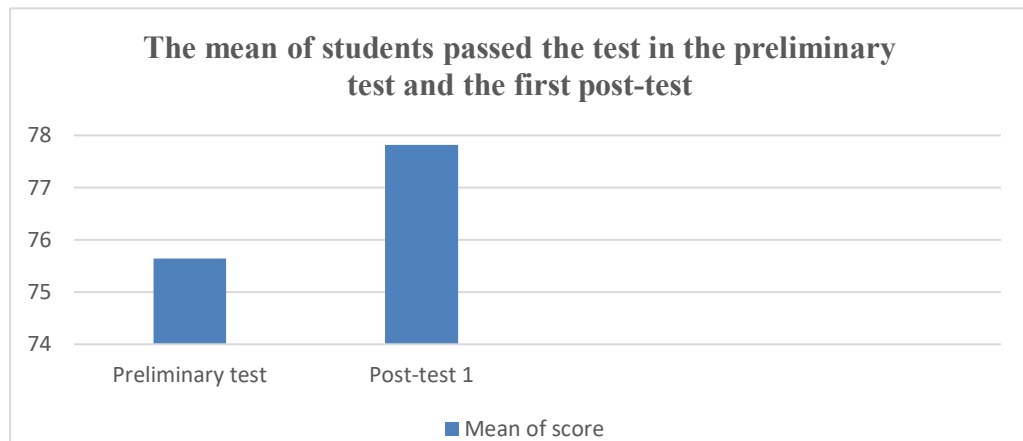


Fig. 2 The mean of students passed the test in the preliminary test and the first post-test

3. The result of students Reading in the second cycle

In this part, the researcher would like to show the result of the students reading in the second cycle. Thirty-nine students joined the

class. In the first cycle, the score achieved by students was only 77.82 and under of $KKM \leq 80$, and the researcher must do cycle two after cycle two is done and get the result the mean of cycle 2 is 80.64. The score can be seen in this chart:

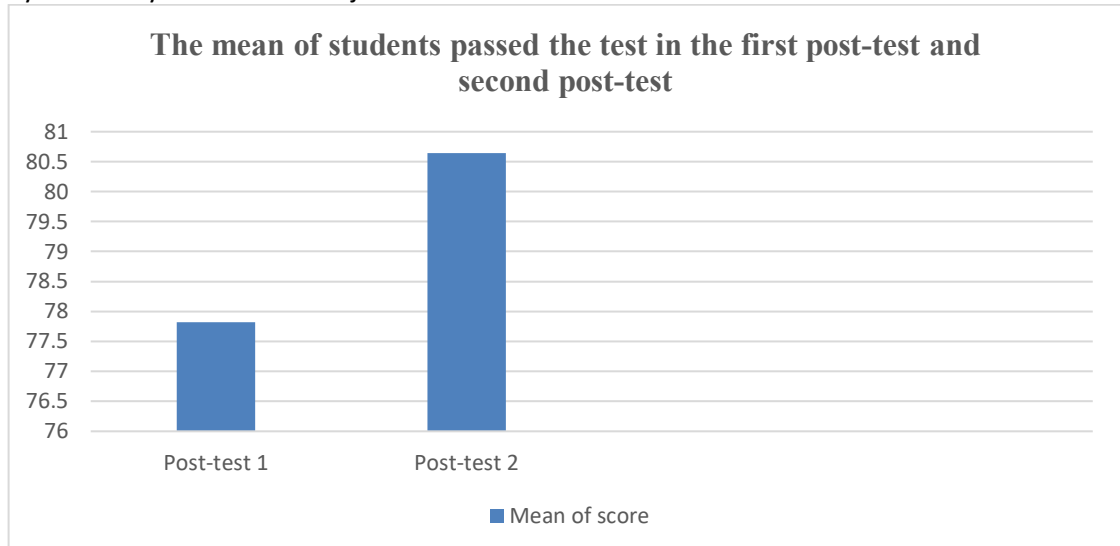


Figure 3 The mean of students passed the test in the first post-test and second post-test

4. The Diagram

The researcher shows the diagram to compare the preliminary score from the teacher, cycle one and last cycle two.

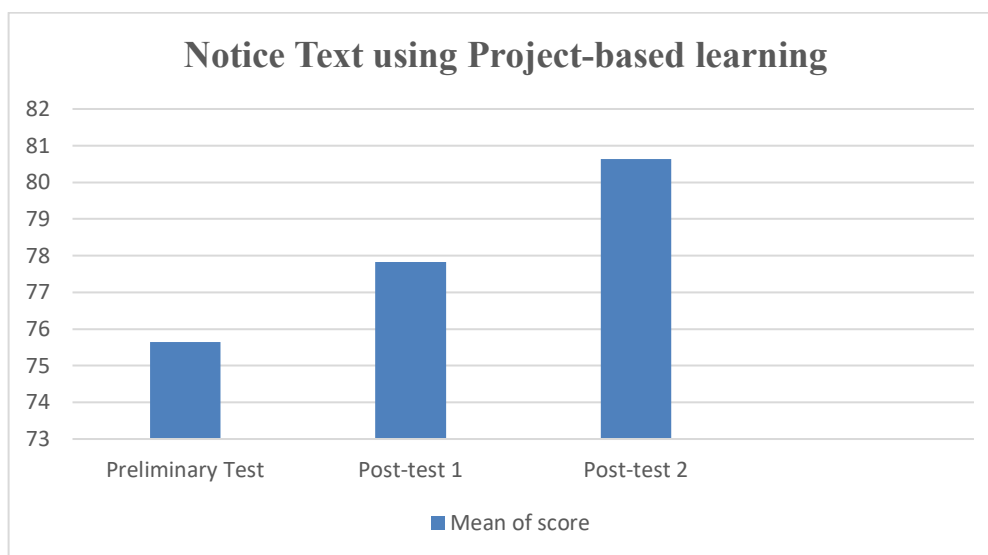


Figure 4 Notice Text using Project-based learning

The preliminary score :	75.64
Post-test 1 :	77.82
Post-test 2 :	80.64

According to the diagram above, the comparison score between the preliminary score and the final score is from the English teacher is the First score, cycle one as the second score and cycle two as the third score and after the researcher. The researcher got from the English teacher score of reading is 75.64. The research applied Project-based learning in reading comprehension, especially in Notice Text for cycle one is 77.82. The difference between the preliminary score and cycle one is 2.18. The researcher does the second cycle because the percentage score under $KKM \leq 80$ still applied Notice Text project-based learning to improve reading comprehension. The researcher gets a score upgrade to 80.64, and he successfully teaches reading comprehension. The difference between cycle two and cycle one is 2.82. Finally, the researcher stopped the research action

because the students' score is required with KKM.

Students face some difficulties when learning English. Based on the result of pre-observation, the problem is that students in SMPN 43 Surabaya had difficulties understanding the content of English text. Students are unable to locate the mind idea because they have simply read the text without understanding the context. Based on the explanations above, the teacher should employ the appropriate method to improve the student's reading comprehension ability. As a result, the researcher used a project-based learning method in the classroom action research.

Teaching reading comprehension produced a positive outcome. However, the researcher discovered some changes in the student's accomplishments. The table of the teaching and learning process improvement in reading shows the implementation of the Project-based learning method.

Table 1 The improvement of the Teaching and Learning Process

No.	Kinds of improvement	Before Action Research	After Action Research
1.	The students' score	The mean score for the preliminary test was 75.64, and 70.00% who reached KKM	The mean score in post-test one was 77.82, and post-test two was 80.64. The percentage of students who reached KKM in post-test one was 70.00%, and in post-test two, 85.00%. The result shows that the treatments during the research are effective.
2.	The student's understanding of Reading text	a. The students are still confused about finding the main ideas, comprehending the text, the purpose of the Notice Text, antonym or synonym. b. Students, reading comprehension was low.	a. The students could find the main idea, comprehend the text, and determine the notice text's purpose. Their vocabularies also improved b. Students' reading comprehension improved.
3.	The atmosphere in the class	a. The students didn't enjoy the teaching-learning process. b. The students are still indolent when doing their duty. c. The classroom condition was noisy, and less pay attention to the lesson	a. The students could enjoy the teaching-learning process. b. The students were more active when doing their duty. c. The students pay more attention to the teaching-learning process.

According to the table above, the researcher discovered that: project-based learning can improve student reading comprehension and the teaching-learning process. This study's reading comprehension improvement improved the student's ability to identify the main ideas, the text's purpose, synonyms, antonyms, and detailed information.

Project-based learning can improve the student's reading comprehension, but there were flaws discovered in cycle one. The majority of the students had a limited vocabulary. The students also had difficulty locating the main idea, synonyms and antonyms, the purpose of the text, and detailed information in the Notice Text. Additionally, students were less active

during the teaching and learning process. In cycle two, the students were more active than in cycle one. Despite the fact that some students in the back corner appeared to be noisy, most of the students looked active and enthusiastic.

In order to know the improvement of the student's reading comprehension, the researcher used the table to present the improvement from each cycle. In addition, the researcher also presented a diagram to show the improvement of students who reached the KKM after being taught the Project-based learning method.

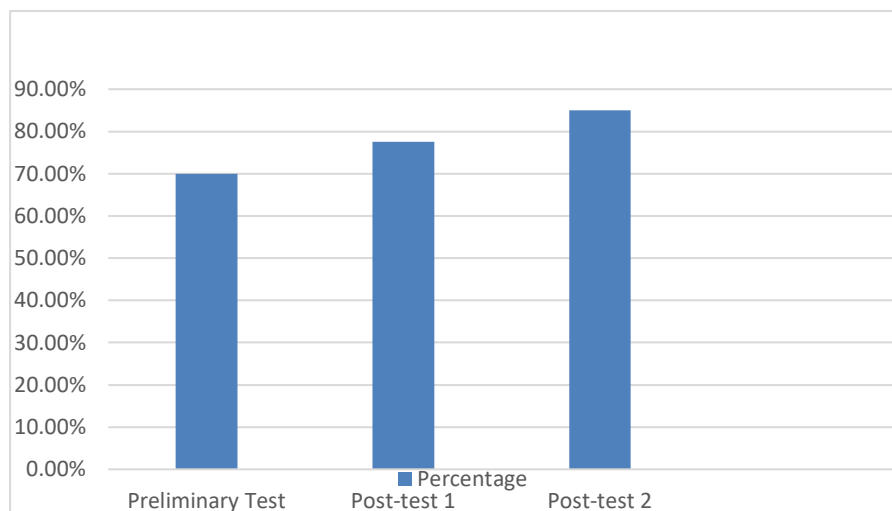


Figure 5 Diagram The Improvement of Student's Percentage who Reached KKM from each cycle

Based on the data above, using the project-based learning A method for improving students' reading comprehension was developed a success because the students could improve their scores in each cycle and more than 80% of 39 students achieved the KKM 80. Therefore, the researcher decided to stop the research because the success indicator had been achieved. Based on the improvement of students' scores in each post-test, it can be concluded that Project-based learning improves students' reading comprehension.

The researcher came to several conclusions addressing the problems stated in chapter 1 such as improving students' reading comprehension through Project-based learning, understanding of notice text, and scores. The researcher concludes that implementing Project-based learning can improve students' reading comprehension at SMPN 43 Surabaya's VIII F grade.

Teachers' Teachers' roles in project-based learning differ from those in traditional learning. The teaching and learning process in traditional learning is teacher-centered, with the teacher as the focal point of the teaching and learning activity, and students tend to be passive. Meanwhile, project-based learning necessitates active learning on the part of students. As a result, it focuses on the students rather than the teacher.

Project-based learning shifts the teacher's role from content provider to learning coordinator. The teacher serves as a facilitator and provides guidance to students. In the traditional method, the teacher directly transfers the material to the students. As a result, the teacher spends more time explaining things to students. On the other hand, the teacher spends less time explaining or lecturing the material in project-based learning. The teacher instead spends more time observing and coaching the students.

The students may encounter difficulties in completing the project, and it is the teacher's responsibility to model, guide, and support the students in completing their projects successfully. (Waluyo & Nuraini, 2021). The teacher should monitor the student's progress and provide feedback and suggestions for better ways to achieve the desired outcome (Syahfutra & Niah, 2019).

Students play an important role in project-based learning as well. As stated by (D. M. M. Sari & Prasetyo, 2021), students play three major roles in project-based learning. First and foremost, the student is a self-directed learner. It is because they must choose a topic that is relevant to their interests and experiences. Furthermore, they must assign tasks within groups, carry out projects, locate resources and information, and evaluate and revise projects.

According to some experts, project-based learning is a learning model that allows students to actively participate in the classroom in making a project within the group to improve English language skills.

As stated by (Sari et al., 2021), the study's goal was to improve students' writing skills through project-based learning. He conducted the study after discovering that the student's writing ability was far from satisfactory, particularly in writing descriptive text. His research subjects were junior high school students. According to the findings of the study, project-based learning can effectively improve students' writing skills.

Another study was conducted by (Rofieq et al., 2019). Her research aimed to improve students' speaking abilities through project-based learning (digital storytelling). Her study focused on first-grade students at a senior high school in Karanganyar. Her research discovered that students' speaking skills improved in some areas, including grammar, vocabulary, pronunciation, fluency, and confidence. Her study will look into whether project-based learning (digital storytelling) can help students improve their public speaking skills.

For some findings above, the researcher concludes that project-based learning is good to be implemented in teaching English reading skills. This makes him curious to implement project-based learning in teaching reading of Notice text at the eighth graders of SMPN 43 Surabaya. This method also gives new alternatives for teacher teaching reading comprehension because project-based learning method is not yet implemented in teaching reading of Notice text at SMPN 43 Surabaya.

Conclusion

The researcher concludes that Project-based learning is a well-implemented method in the teaching and learning process, particularly in teaching-reading in the notice text of SMPN 43 Surabaya in Surabaya. The result of implementation was indicated by the student's score. The students' score increase. The Planning, Acting, Observing, and Reflecting of teaching-learning use of Project-based learning were successfully conducted. It can be shown that researchers can make a lesson plan and

apply PJB as a method in teaching reading Notice text.

The proven data can be seen from the mean of students' scores, namely, the mean of the preliminary score (75.64) increased to the mean of cycle one (77.82) and the mean of cycle two (80.64). The score improved significantly between the first and second post-tests. By using the project-based learning method, the students demonstrated their attitudes and responses in teaching and learning. The project-based learning method significantly improved students' achievement in reading notice text and assisted students in becoming active and creative learners.

They are suggested to use the Project-based learning method as a suitable method for students to learn reading, to promote students' learning and academic achievement, to increase students' intention, to make teaching reading more creative, active, and enthusiastic, to increase students' satisfaction with their learning experience. The teacher can combine Project-based learning with another method if conditionally to make students don't bored while receiving the materials.

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Profil Penulis

¹Sajad Wiratmo is a students of English Education Department from Universitas Wijaya Kusuma Surabaya

²Bakti Wirawati is an author's advisor in Faculty of Teachers Training and Education of Universitas Wijaya Kusuma Surabaya

³Erna Sulistyawati is an English teacher or civil servant teacher at SMPN 43 Surabaya