



The Effect of PJBL to Twelfth Grade Students' Reading Comprehension

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ABSTRACT

The project-based learning model is a student-centered learning method where students can develop their abilities so they can create learning projects. Reading is the process of obtaining information from written text, from writer to reader. The aim of this research is to find the results of reading comprehension scores before using the PjBL model and after using the PjBL model. In this research, a quantitative approach to experimental methods was used. The results of the student tests show that student scores have increased; this can be seen from the increase in student post-test scores. The results of this research show an increase in students' reading comprehension scores after implementing the PjBL model in learning. It can be concluded that the PjBL model has an effect on students' reading comprehension in application letter materials.

Keywords: effect, project based learning, reading comprehension

ABSTRAK

Model pembelajaran berbasis proyek merupakan metode pembelajaran yang berpusat pada siswa, dimana siswa dapat mengembangkan kemampuannya sehingga dapat membuat proyek pembelajaran. Membaca adalah proses memperoleh informasi dari teks tertulis, dari penulis ke pembaca. Tujuan penelitian ini adalah untuk mencari hasil nilai dari pemahaman membaca sebelum menggunakan model PjBL dan setelah menggunakan model PjBL. Dalam penelitian ini menggunakan metode eksperimen pendekatan kuantitatif. Hasil dari tes siswa menunjukkan bahwa nilai siswa mengalami peningkatan, hal ini dilihat dari meningkatnya hasil nilai post test siswa. Hasil penelitian ini menunjukkan adanya peningkatan pada nilai pemahaman bacaan siswa setelah dilakukannya model PjBL dalam pembelajaran, ini dapat disimpulkan bahwa model PjBL memberikan efek dalam pemahaman membaca siswa pada materi application letter.

Kata Kunci: efek, project based learning, pemahaman membaca



INTRODUCTION

Reading is an important activity for effective learning. Reading comprehension is very important for continuity in following the learning material in the classroom. Reading comprehension is one of the English language skills (Permana et al., 2019). 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 (Lalu Gd Sumaryani, 2016). 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 Saefuddin & Berdiati (2019), project-based learning is a learning method that involves contextual problems directly in training students to think critically and be able to increase creativity through product development. PjBL is able to help students improve reading comprehension, where students can develop their abilities so they can create learning projects. 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).

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. Project work can contain complex tasks based on problems in collecting and integrating new knowledge based on real-life activities.

This research has a problem formulation such as: How is students' reading comprehension before and after being taught using the project-based learning method? The aim of this research is to find out students' reading comprehension before and after being taught using the project-based learning method.

METHOD

This research uses a quantitative approach used is experimental methods. 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. 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.

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. The samples to be taken come from 3 departments consisting of 26 students, with experimental classes using pretest and posttest.

In this research, the tests used included two types of tests, namely the pretest and the posttest. Both have the same question characteristics. 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. 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 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.

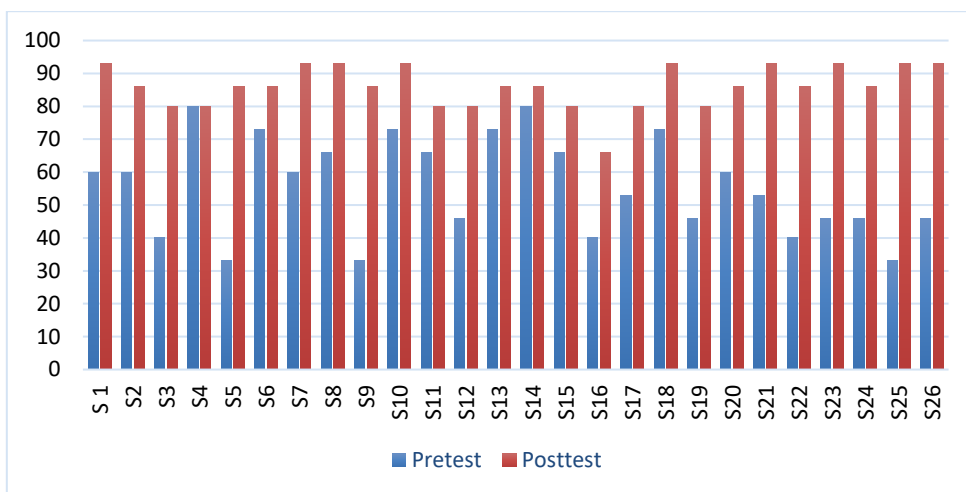
RESULT AND DISCUSSION

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.

Below are the results of this research. There is a significant influence on the use of PjBL. This is demonstrated by using the paired T-test from SPSS 20. In this test, the pre-test results are lower than the post-test. The highest pre-test score was 80. Meanwhile, the highest post-test score was 93. Apart from that, this study had different means between the pre-test and post-test. The pre-test average was 55.58, from that, this study had different means between the pre-test and post-test. and the post-test average was 86.04. 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, H_a 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.

Table 1. Paired Sampe Test

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Paired 1	Pretest - Posttest	-30.462	15.451	3.030	-36.702	-24.221	-10.053	25	<,001	<,001



Graphic 1. The Different of Pre-Test and Post-Test

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 (Shiraz & Larsari, 2014), The effectiveness of project-based learning in the teaching of reading comprehension (Hambali et al., 2019), and Improving Students' Reading Comprehension Using Project-Based Learning at VIII F Grade Of SMPN 43 (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 (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.

CONCLUSION AND SUGGESTIONS

Researchers drew several conclusions from this research. First, 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. 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. 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. The based-learning project model has an effect on students' reading comprehension, such as being able to master vocabulary, main ideas, WH questions, detailed information, and make inferences.

There are several aspects that could be used as good suggestions for teachers and students. 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. Students can grow their motivation to learn English because having motivation to learn can help 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, students are expected to be more active in teaching and learning activities because it allows them to be active and creative. 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 issue. It is hoped that future researchers can add to the strengths and weaknesses so that this research can be even better.



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