

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

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Abstrak

Penelitian ini bertujuan untuk meningkatkan nilai membaca pada materi notice text melalui metode Project-Based Learning (PjBL). Data dari 39 murid di kelas VIII F Sekolah Menengah Pertama dikumpulkan melalui observasi dan tes ujian. Hasil dari ujian tes membaca menunjukkan bahwa nilai para murid mengalami pengingkatan. Nilai rata-rata pada siklus pertama adalah 77.82 dan nilai rata-rata pada siklus kedua adalah 80.64. Para murid menjadi lebih aktif berpartisipasi, menyenangkan, dan antusias dalam kegiatan mengajar dan belajar melalui metode Project-Based Learning (PjBL). Hasil dari penelitian ini menunjukkan ada kemajuan pencapaian nilai, ini bisa di simpulkan bahwa metode Project-Based Learning (PjBL) memberikan kontribusi dalam meningkatkan nilai membaca murid pada notice text.

Kata Kunci: *Pembelajaran Berbasis Proyek, Pemahaman Membaca, dan Peningkatan*

Abstract

This research aims to improve students' achievement in reading notice text through Project-Based Learning (PjBL) method. The data from 39 students at VIII F grade of Junior High School were collected through observations and tests. The result of reading test showed that the students score kept improving significantly. The mean score cycle I was 77.82 and the mean of cycle II was 80.64. The students became active participants, enjoyable, and enthusiastic in teaching and learning process through Project-Based Learning (PjBL) method. The result of the research showed the progress of achievement scores, it can be concluded that Project-Based Learning (PjBL) method gives contribution to improve students' achievement in reading notice text.

Keywords: *Project-Based Learning, Reading Comprehension and Improve*

INTRODUCTION

Reading is one of the basic skills of language learning. It cannot be separated from other language learning skills besides writing, speaking, and listening. Those skills must be learned all by English language learners. Reading skills can help improve other language skills. Generally, the skill of reading is developed in societies with literary taste because it can lead to comprehension and enrich vocabulary. According to Patel and Jain (2008), reading is an important activity in life with which one can update their knowledge. Reading skill is an important tool for academic success. Reading is an essential activity in any language class

Reading is a complex process. It involves higher mental functions like recalling, reasoning, evaluating, organizing, applying, and problem-solving. Reading is also an act of communication between an author and a reader. To achieve it, some models of reading have been used. By reading,

students will get more information and build the students' knowledge. Reading text always contains information, meaning, or messages the researcher intends to communicate to the reader.

In fact, there are some students' problems in learning reading in SMPN 43 Surabaya. As stated by the English teacher, 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 be 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 difficulties understanding the content of English text. The students just read the text without understanding the meaning of the context. It was caused by students' problems, especially in understanding vocabulary, finding main ideas, and finding detailed information. On the other hand, most students did not know the meaning of the vocabulary used in reading text. Therefore, it indicated many students still had difficulties 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. Therefore, the method used in teaching-learning processes that relate to the learners must be considered. The researcher noticed that the way the teacher taught reading was not encouraging students to be active. During the lesson, the teacher read the written text without knowing whether or not the students got the information. Besides that, the English teacher in SMPN 43 Surabaya never used various methods in teaching reading. The teacher used the traditional method, which put some students in passive conditions. It made the students extremely bored with the condition of the class. 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. Therefore, the teacher should seek 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 Istikori (2016), 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 Bayu Pratomo (2014), project-based learning could improve students' writing skills. Then, according to Yuliana (2018), project-based learning made the students more active and interested in reading activities in the classroom.

Based on the explanation above, it can be seen that Project-based learning can be used to improve students' learning. Therefore, the researcher emphasizes implementing the Project-Based Learning Method in this research. Therefore, the researcher decided to conduct research under the title "Improving Students' Reading Comprehension Using Project-Based Learning Method to VIII F Grade at SMPN 43 Surabaya". To describe whether the Project-based learning method can improve students' reading comprehension at VIII F grade of SMPN 43 Surabaya.

METHOD

Related to the title of the study, "Improving Students' Reading Comprehension Using Project-Based Learning at VIII F Grade of SMPN 43 Surabaya", the researcher applied this research by Classroom Action Research (CAR).

In this thesis, the researcher used Classroom Action Research (CAR). Burns (1994:293) says that action research is an application of fact-finding to practical problem-solving in a social situation to improve the quality of action within it and involves the collaboration and cooperation of researchers, practitioners, and laymen.

Some of those definitions suggest some common features which can be considered to characterize action research:

1. Action research is contextual, small-scale, and localized. It identifies and investigates problems within a specific situation.
2. It is evaluated and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaboration investigation by teams of colleagues, practitioners, and researchers.
4. Changes in practice are based on the collective of information or data which provides the impetus for change.

According to Kemmis and Mc Taggart in Arikunto (2006:93), the simple model of the action research process can be illustrated as follows;

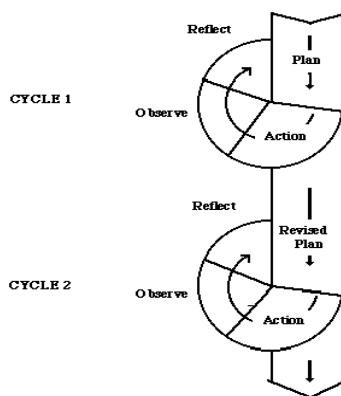


Figure 1.
Simple Model of Action Research Process

Action research has been employed for various purposes: for school-based curriculum, as a professional development strategy, in pre-service and graduated courses in education, and in systems planning and policy development. Besides, action research can be used as an evaluative tool, which can assist in the self-evaluation of whether the "self" is an individual or an institution. CAR will help the teacher discover what works best in his/her own classroom situation. It is a powerful integration of teaching and scholarship that provides a solid basis for instructional decisions. CAR's easily mastered technique provides teaching insight that results in continual improvement.

Kemmis' model follows the cycle of Planning, Action, Observation, and Reflection. "Planning" involves determining the question that needs answering and the strategy to answer it. During the "Action" stage, the practitioner tries out the strategy. The "Observation" stage includes recording data on the method's result and keeping a journal of the practitioner's thoughts and reactions to the entire experience. Finally, during the "Reflection" stage, the researcher makes conclusions so that a new cycle can begin (Kemmis, 1982:5).

RESULTS AND DISCUSSION

This chapter sets out to describe the stages of activities as part of the use of the project-based learning method the classroom action research. The objective is to answer the research questions stated in chapter I. The description of the finding is based on the data from the researcher's observation and the result of the tests.

The activities of the research were done in four meetings. The subjects were students of VIII F at SMPN 43 Surabaya. The evaluation was done on the test. It can prove that the project-based learning method helps students to improve their reading comprehension, especially in notice text.

Finding Pre-Cycle

The pre-research was conducted before the implementation of the study. The goal of pre-research is to identify the problems happening during the teaching and learning process in the classroom. The problems were identified through the interview with the English teacher. In this research, the researcher became a teacher who implemented the action in the teaching-learning process in the classroom from the beginning until the end of the research.

In the pre-research, the researcher made the observation in class VIII F Semester 2 for 2021/2022 academic year. In pre-observation, the researcher recorded a list of daily test scores for class VIII F students. The following are the scores of class VIII F students in 2021/2022 in the pre-cycle.

Table 1
The Scores of English learning in Class VIII F in Preliminary Test

The number of students	KKM	Score	Description	
			Reached	Not Reached
1	80	60	✓	
2	80	60	✓	
3	80	80	✓	
4	80	80	✓	
5	80	80	✓	
6	80	80	✓	
7	80	85	✓	
8	80	80	✓	
9	80	80	✓	
10	80	80	✓	
11	80	70		✓
12	80	80	✓	
13	80	70		✓
14	80	80	✓	
15	80	80	✓	
16	80	60		✓
17	80	80	✓	
18	80	70		✓
19	80	80	✓	
20	80	60		✓
21	80	80	✓	
22	80	80	✓	
23	80	60		✓
24	80	80	✓	
25	80	75		✓
26	80	80	✓	

27	80	80	✓
28	80	80	✓
29	80	80	✓
30	80	80	✓
31	80	60	✓
32	80	80	✓
33	80	80	✓
34	80	80	✓
35	80	80	✓
36	80	80	✓
37	80	80	✓
38	80	80	✓
39	80	60	✓
Totally	28	11	

Based on the table data above, the percentage of English learning outcomes for class VIII F students is as follows;

Table 2

Percentage of English learning score for class VIII F in the preliminary research

No	The score of the English Lesson pre-cycle	Amount	Percentage
1	It can reach the minimum completeness criteria (KKM)	28	70.00%
2	It can't reach the minimum completeness criteria (KKM)	11	30.00%
3	Mean of score	75.64	

Based on the data from this observation, the student's learning outcomes on the test scores. Around 70.00% of the students can reach the KKM, and 30.00% cannot reach the KKM. The mean score in the preliminary test is 75.64. It means the mean score in students' reading under KKM is ≥ 80 .

The result of the scores is taken by students' scores in the first semester. It means that more students do not understand the lesson well. Based on the results of interviews and observations, the learning process is not optimal because many students are still noisy and bored. While the main cause is that many students do not reach the KKM because the English learning process is less attractive to the students, they feel bored because the teacher does not use a variety of learning methods and students also tend to be passive.

This study was conducted in two cycles. Each cycle consists of four steps: planning, acting, observing, and reflecting. The implementation of each cycle was as follows:

First Cycle

The first cycle consists of four stages of activities, such as Planning, Acting, Observing, and Reflecting:

1. Planning

First Meeting

Planning should be conducted by preparing for things that are needed in carrying out of learning reading comprehension of notice text, namely:

- Composing the RPP. RPP was used as a reference in the delivery of learning that will be implemented.
- Preparing learning media that are used in research.
- Preparing the tools and material that are used in research.

- d. Organize and prepare the learning tools to improve reading comprehension through the project-based learning method of notice text.
- e. Preparing observation sheets in each meeting so that the researcher knows the result of the learning process of reading comprehension of notice text through a project-based learning method.
- f. Composing and preparing observation sheets and test sheets.

Second Meeting

In the second meeting, the researcher continued to do some revision planning in order to improve the result in cycle one. Unlike the first meeting, in the second meeting, the teacher will continue explaining project-based learning in more detail. The students will make an example of notice text using cardboard with their team in the classroom, then present it in front of the class.

The researcher would give more time than the researcher gave in the first cycle to help the students express their ideas and create their notice text very well. So, the students have a lot of time to learn to notice text independently. The researcher also gives the students time to comment on other group works before the students submit their product/worksheet to the researcher.

After the students finished their project and presented it in front of the class, the researcher gave the students a second test to know the students' improvement after applying the Project-Based Learning method in teaching reading. First, the researcher reviewed the students about notice text. Then, the researcher informed the rules of the test, and the researcher distributed the assignment, and the last the researcher monitored the students in doing the assignment.

2. Action

a. First Meeting

Cycle 1 in the first meeting was done on Monday, May 16th ,2022, at 08.30 am.

b. Pre-Activities

The first meeting was on Monday, May 16th, 2022. The time started at 08.30 am and finished at 09.30 am. In the opening activity, the researcher, as the teacher, greeted all students and asked about their conditions. Then, the researcher checked the students' attendance. The researcher called them one by one. There were 39 students in the VIII F class, consisting of 19 girls and 20 boys. In this phase, the researcher also conveyed to the students the goal of English learning on that day and what the material would be given to them.

Before going to the main activity, the researcher gave a quote of motivation to encourage their spirit in learning. Then, the researcher asked the students questions dealing with the material about notice text. Some students answered, and some of them were silent.

c. Main Activities

In the main activity, the researcher asked the students to answer some of the questions related to the picture. Some of the students answered it, but the other students were just silent. Then the student named Dilan raised his hand and tried to read the definition of the notice text. Then the researcher explained the notice text. The researcher started the explanation from the purpose of notice text. All of the students paid attention and listened seriously. Then, the researcher explained the kinds of notice text, including notice, caution, and prohibition. Lastly, the researcher explained the language features of notice text.

The researcher gave some exercises about the notice text in the slide. The researcher asked students to answer some of the slides' questions related to the material. The researcher asked them to mention the difficult words related to the text. Sometimes the students are still confused about the difficult word in the text. The researcher asked the students to work in a

group to discuss the exercise of Notice Text from the slide. The researcher asked the students to comprehend the text, write the difficult word or sentence, and then discuss it. The researcher gave 10 minutes to the discussion. Ten minutes left, the researcher asked the students as a volunteer to answer the exercise, but all of the students were just silent. Some students raised their hand and tried to answer the exercise a few minutes after that.

The researcher planned to do a project by making Notice Text with the students. The researcher wanted this project to be worked on by several groups. The researcher planned the schedule to do this project in the next meeting because this activity needed a long time. So, the researcher asked the students to prepare some items or materials that will be used in the next meeting.

d. Post Activities

Before the time was up, the researcher asked the students about the difficulties they faced in Notice Text. Some students said they were sometimes still confused about the purpose of the text. Some others said they had difficulties with vocabulary. Then, the researcher motivated the students to be more active in the class and not be afraid to show their tasks in front of the class. The researcher also reminded them to bring a dictionary to every English lesson. Finally, the researcher closed the class by greeting all the students when the bell rang.

e. Second Meeting

The second meeting in cycle one was done on Monday, May 23th, 2022.

f. Pre-Activities

The researcher came to the class, and after that, the researcher greeted by saying Assalamu'alaikum. Then, the researcher checked the students' attendance. Then, the researcher reviewed the material about the Notice Text. After that, some students asked questions about my condition, and so did I.

g. Main Activities

In this meeting, the researcher explained Project-based learning. The students listened seriously to my explanation because they had never heard about Project-based learning before and this method was very easy to understand. The students like this method because the students don't work individually, but they work in a group.

The researcher told the students to use the Project-based learning method to make it easier to learn the lesson. In addition, the researcher told them that the Project-based learning method is one of the techniques that can explore the learners' ideas and creativity.

The students were divided into groups to do project assignments. The researcher asked the students to sit down based on their group. The students have prepared the items that will be used in the project. The researcher gave directions and the rules about the task or project that will be worked on by the students and their groups. The students prepared some items and materials that will be used. The researcher asked them to make notice text using cardboard that could be pasted around the school. The students can look, for example, from the book or internet. They have to discuss with their team what appropriate sentences to be taken in the Notice Text. This activity can make the students more active because they can learn from any source and increase their comprehension and vocabulary about Notice Text.

The researcher asked them to finish their work on the same day. The students worked with their team to make notice text by using cardboard. This activity is too funny because they can collaborate with each other, and it can explore their creativity in making Notice Text. The researcher checked the students' work and helped them if they found the problem. After the

students finish their project, they will present in front of the class, and the researcher will check the students' work.

h. Post Activities

After explaining and applying the method, the researcher gave space for students to ask questions. In this activity, the researcher concluded that the students began actively joining classroom activities, although some still make noise. Furthermore, the classroom situation changed when the researcher explained the material. First, the researcher asked them to do the project. Then the researcher asked them to conclude the material with their words.

At the end of the phase, the researcher conducted a post-test to know the implementation's effectiveness. Therefore, the second meeting was conducted on Monday, May 23th, 2022. In this meeting, the researcher gave a post-test to the students to know the students' achievement in reading comprehension after being given treatment. During the post-test, the students did it by themselves.

3. Observation

While the Project-based learning method in teaching reading was implemented, the researcher observed the whole activity helped by an English teacher (collaborator) and then wrote it in the field notes. The observations were done simultaneously when the teaching-learning process happened. A detailed explanation of the result of the observation can be seen in the field note written by the observer. The result of the observation was explained as follows:

a. First Meeting

In the first meeting, the students looked very enthusiastic about joining the lesson because they were curious about the researcher as a new teacher that would teach them. In addition, the researcher explained the new method to convey teaching learning. Although when the researcher asked questions, the students were silent. After a few minutes, there was someone who tried to answer and explain his thoughts. When the researcher did work in a group, some of the students felt disappointed because the researcher determined the members of their group. On the other hand, the researcher announced that there was group work to do the project so that the students could work together.

In the main activity phase, the researcher explained the definition of notice text, the purpose of the text, the kinds of notice text, and so on. Then, the researcher ordered the students to do the task. They looked serious in doing the task. The class was noisy because each member discussed their team. After discussing, the researcher asked them to answer the questions from the task. Some students seemed confused. They cannot answer the question correctly because they lack vocabulary and cannot comprehend the text.

The researcher explained the project-based learning and asked them to make a project of notice text that could be pasted around the school. The researcher planned the schedule and divided the students into some groups. Some students felt disappointed because the researcher determined the group's membership. At the end of the phase, some students expressed their feelings about the material. Some students were happy when they got a group member with their closest friend while some felt disappointed they had not got the group with their closest friend. Because of the limited time, the researcher concluded what the material was explained that day and will continue it in the next meeting.

b. Second Meeting

In the second meeting, the researcher reviewed some materials about the text given in the past meeting. Then, the researcher asked the students to sit with their groups. After the

researcher reviewed some materials, she asked the students to prepare the items and materials to make a project of notice text that was explained in the previous meeting. The students have to make a notice text using cardboard. When the students finished doing the project, the researcher asked some students to come forward and read their project.

Meanwhile, the other students had their chances to give some comments on the project. Then, while implementing the method, the students did what they had to do. Meanwhile, the researcher walked around to check that the students had done their project.

At the end of this session, the researcher just reviewed the previous study before giving the post-test. First, the students asked the researcher why they always did the test, and then the researcher said that the test was given to measure the students' understanding of the material.

CONCLUSIONS

In line with the problem found in pre-research, the researcher conducted classroom action research by implementing a Project-based learning method to improve students' reading comprehension, especially in notice text. Based on the research and discussion in the previous chapter, the researcher concludes that Project-based learning is the method that has been implemented well in the teaching and learning process, especially 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' scores 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 PJBL as a method in teaching reading Notice text. The researcher always examines the progress of students' reading, and he also asks about the student's difficulties and helps them when they get difficulties.

It was found that by applying the Project-based learning method in reading comprehension notice text, the students' score improved significantly. 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 from the first post-test until the second post-test. The observation result showed that the students gave their attitudes and responses in teaching and learning by applying the project-based learning method. Therefore, the project-based learning method helped them in reading notice text. It can be concluded that the application of the Project-based learning method improved the students' achievement in reading notice text significantly and helped the students become active and creative in learning.

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