

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING
MODEL TO IMPROVE STUDENTS' READING
COMPREHENSION AT JUNIOR HIGH SCHOOL**

THESIS

By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**

2026

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**

2026

APPROVAL SHEET

APPROVAL SHEET

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LEGITIMATION SHEET

LEGITIMATION SHEET

THE IMPLEMENTATION OF PROJECT-BASED LEARNING MODEL TO IMPROVE STUDENTS' READING COMPREHENSION AT JUNIOR HIGH SCHOOL

THESIS

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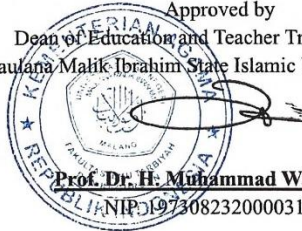
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In
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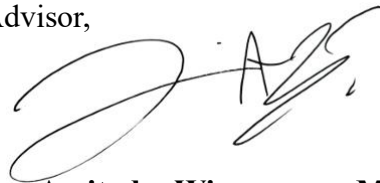
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DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Malang, 04 March 2026
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MOTTO

“Knowledges come from many places, so we should not be afraid to face the challenges and risks that appear along the way.”

DEDICATION

The researcher dedicates this thesis with heartfelt gratitude to the beloved family, father, mother and dear siblings my sister and brothers, whose prayers, sacrifices, unwavering attention, and endless support have been a constant source of strenght. This thesis is also dedicated to Mr. Dian Arsitades Wiranegara, M.Pd., which have played a vital role in the completion of this thesis. His wisdom and encouragement have not only influenced the outcome of this academic work but also profoundly shaped the researcher's personal growth. Furthermore, this work is dedicated to the researcher's friends, whose presence, laughter, and kindness have made the academic journey vibrant and meaningful. Lastly, the researcher offers this dedication to herself as a form of gratitude for the resilience shown during challenging times, for the preseverance when giving up seemed easier, and for the courage to turn aspiration into achievements, one step at a time.

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This thesis, entitled “The Implentation of Junior High School Students’ English Reading Comprehension Through Project-Based Learning” would not have been possible without support and encouragement of many individuals. Author was deeply grateful to:

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11. To individuals whose names I cannot mention one by one who always help, support, accompany, and the prayers you have given are very meaningful for the researcher study journey.

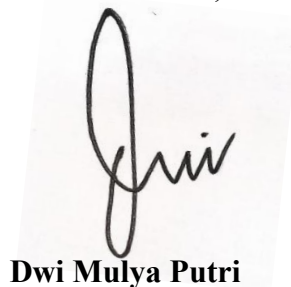
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The researcher is fully aware that this thesis is far from perfect. Therefore, the researcher truly welcomes any suggestions and constructive feedback. Hopefully, this work can bring benefit and insight to the readers, and serve as a valuable learning experience for the researcher.

Malang, 04 March 2026

The Researcher,

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Dwi Mulya Putri

LATIN ARABIC AND TRANSLATION GUIDE

Based on the joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
<u>ه</u>	ط = th	و = w
خ = kh	ظ = zj	ه = h
د = d	ع = ‘	ء = ‘
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a)

Long Vocal (i)

Long Vocal (u)

C. Diphthong Vocal

أو = aw

اي = ay

أو = u

إي = i

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ABSTRACT

Putri, Dwi Mulya. 2026. The Implementation of Project-Based Learning in Reading Comprehension at Junior High School. Thesis. English Education Department. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor: Dian Arsitades Wiranegara, M.Pd

Key word: Project-Based Learning, English Reading Comprehension, Narrative Text

Reading comprehension is a fundamental skill in English learning in junior high schools, but many students still struggle due to the passive nature of conventional methods. Project-Based Learning (PjBL) presents itself as an alternative approach that offers authentic and collaborative learning experiences, but empirical studies on its implementation in reading comprehension learning at the junior high school level are still limited. This study aims to describe the implementation of PjBL in English reading comprehension learning and identify the challenges faced by teachers and students. Using a descriptive qualitative approach with a case study design at MTs Bahrul Ulum Tambakberas Jombang, this study involved one teacher and 17 ninth-grade students through observation, questionnaires, interviews, and documentation. The results showed that the implementation of PjBL took place through four stages: introduction to the material and project, project design, product creation (mind map), and presentation of results. PjBL has been proven to create a collaborative learning environment, increase student motivation, and help them identify main ideas and important information in the text more meaningfully. However, the implementation of PjBL faces challenges such as time constraints (80 minutes), students' vocabulary inference skills that still need to be improved, nervousness during presentations experienced by more than half of the students, uneven group participation, and confusion among some students in understanding project instructions. This study concludes that PjBL can be implemented effectively with careful planning and the teacher's role as an optimal facilitator, but its success depends on the teacher's ability to manage time, provide explicit instructions, and guide students to develop independent learning. Further research is recommended to expand the scope of participants and explore the application of PjBL to other English language skills.

ABSTRAK

Putri, Dwi Mulya. 2026. Pengimplementasian *Project-Based Learning* di Pemahaman Membaca pada Siswa Menengah Pertama. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Maulana Malik Ibrahim Malang.

Key Word: Project-Based Learning, Reading Comprehension, Narrative Text

Pemahaman bacaan (*reading comprehension*) merupakan keterampilan mendasar dalam pembelajaran bahasa Inggris di sekolah menengah pertama, namun banyak siswa masih kesulitan karena sifat pasif dari metode konvensional. Pembelajaran Berbasis Proyek (PjBL) hadir sebagai pendekatan alternatif yang menawarkan pengalaman belajar yang autentik dan kolaboratif, namun studi empiris tentang implementasinya dalam pembelajaran pemahaman bacaan di tingkat sekolah menengah pertama masih terbatas. Studi ini bertujuan untuk mendeskripsikan implementasi PjBL dalam pembelajaran pemahaman bacaan bahasa Inggris dan mengidentifikasi tantangan yang dihadapi oleh guru dan siswa. Dengan menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus di MTs Bahrul Ulum Tambakberas Jombang, studi ini melibatkan satu guru dan 17 siswa kelas sembilan melalui observasi, kuesioner, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa implementasi PjBL berlangsung melalui empat tahapan: pengenalan materi dan proyek, desain proyek, pembuatan produk (peta pikiran), dan presentasi hasil. PjBL telah terbukti menciptakan lingkungan belajar kolaboratif, meningkatkan motivasi siswa, dan membantu mereka mengidentifikasi ide utama dan informasi penting dalam teks secara lebih bermakna. Namun, implementasi PjBL menghadapi tantangan seperti keterbatasan waktu (80 menit), kemampuan inferensi kosakata siswa yang masih perlu ditingkatkan, rasa gugup selama presentasi yang dialami oleh lebih dari separuh siswa, partisipasi kelompok yang tidak merata, dan kebingungan di antara beberapa siswa dalam memahami instruksi proyek. Studi ini menyimpulkan bahwa PjBL dapat diimplementasikan secara efektif dengan perencanaan yang cermat dan peran guru sebagai fasilitator yang optimal, tetapi keberhasilannya bergantung pada kemampuan guru dalam mengelola waktu, memberikan instruksi yang jelas, dan membimbing siswa untuk mengembangkan pembelajaran mandiri. Penelitian lebih lanjut direkomendasikan untuk memperluas cakupan peserta dan mengeksplorasi penerapan PjBL pada keterampilan bahasa Inggris lainnya.

خلاصة

بوتري، دوي موليا. 2026. تنفيذ التعلم القائم على المشاريع في فهم القراءة في المدرسة الإعدادية. أطروحة. قسم تعليم اللغة الانجليزية. كلية التربية وتدريب المعلمين. جامعة الدولة الإسلامية في مولانا مالك إبراهيم مالانج

المستشار: ديان أرسيتاديس ويرانجارا

الكلمة المفتاحية: التعلم القائم على المشاريع، فهم القراءة باللغة الإنجليزية، النص السردي

يعد فهم القراءة مهارة أساسية في تعلم اللغة الإنجليزية في المدارس الإعدادية، لكن العديد من الطلاب ما زالوا نفسه كنهج بديل يقدم (PjBL) يعانون بسبب الطبيعة السلبية للطرق التقليدية. يقدم التعلم القائم على المشاريع تجارب تعليمية أصيلة وتعاونية، لكن الدراسات التجريبية حول تنفيذه في تعلم فهم القراءة على مستوى المدارس في تعلم فهم القراءة باللغة الإنجليزية PjBL الإعدادية لا تزال محدودة. تهدف هذه الدراسة إلى وصف تطبيق وتحديد التحديات التي يواجهها المعلمون والطلاب. باستخدام نهج وصفي نوعي مع تصميم دراسة حالة في مدرسة بحر العلوم تامباكبيراس جومبانج، شملت هذه الدراسة معلمًا واحدًا و17 طالبًا في الصف التاسع من خلال تم من خلال أربع مراحل: التعريف PjBL الملاحظة والاستبيانات والمقابلات والتوثيق. وأظهرت النتائج أن تنفيذ يخلق PjBL لقد ثبت أن. بالمادة والمشروع، تصميم المشروع، إنشاء المنتج (الخريطة الذهنية)، وعرض النتائج بيئة تعليمية تعاونية، ويزيد من تحفيز الطلاب، ويساعدهم على تحديد الأفكار الرئيسية والمعلومات المهمة في تحديات مثل ضيق الوقت (80 دقيقة)، ومهارات الطلاب PjBL النص بشكل أكثر فائدة. ومع ذلك، يواجه تنفيذ في استنتاج المفردات التي لا تزال بحاجة إلى تحسين، والعصبية أثناء العروض التقديمية التي يعاني منها أكثر من نصف الطلاب، والمشاركة الجماعية غير المتكافئة، والارتباك بين بعض الطلاب في فهم تعليمات المشروع. بفعالية من خلال التخطيط الدقيق ودور المعلم كميسر مثالي، لكن PjBL خلصت هذه الدراسة إلى أنه يمكن تنفيذ نجاحه يعتمد على قدرة المعلم على إدارة الوقت، وتقديم تعليمات واضحة، وتوجيه الطلاب لتطوير التعلم المستقل. على مهارات اللغة PjBL يوصى بإجراء المزيد من الأبحاث لتوسيع نطاق المشاركين واستكشاف تطبيق الإنجليزية الأخرى.

CHAPTER I

INTRODUCTION

This chapter presents Background of The Study, Research Questions, Research Objectives, Scope and Limitation, Significance of The Study, and Definition of Key Terms.

1.1 Background of The Study

Reading comprehension in English is a fundamental skill that underpins academic success and global communication, particularly for students at the junior high school level (Lestari et al, 2023.). As English continues to serve as a lingua franca in various domains, the ability to comprehend written texts is indispensable for students to access information, participate in knowledge exchange, and engage with diverse perspectives. However, despite the recognized importance of reading comprehension, many Indonesian junior high school students struggle to master this skill (Susana & Efendi, 2020). These difficulties often manifest in their inability to identify main ideas, interpret vocabulary in context, and critically analyze text content, which in turn hampers their overall language proficiency and academic performance.

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾

Meaning: “Read! In the name of your Lord/God who created. Created man from a clinging substance (blood clot).” [Q.S. Al-Alaq: 1-2)].

Surah Al-‘Alaq verses 1–2 above show the importance of reading as a gateway to knowledge and civilization. When applied to the present context, especially in the

field of reading comprehension in English, these verses remind us that reading is not merely a technical activity, but a cognitive process that involves understanding, analysis, and interpretation for self-development and preparedness to face global challenges. In the digital age, which is characterized by a rapid flow of information, the ability to understand English texts, whether in the form of scientific articles, academic books, international journals, or digital sources, is an essential skill that allows individuals to access the latest knowledge, broaden their cross-cultural perspectives, and improve their academic and professional competencies. Reading in this context is not only aimed at obtaining information, but also at training critical thinking, filtering relevant information, and applying the insights gained in real life. Thus, the command to read in the Qur'an can be understood as both a religious encouragement and an academic motivation to continue learning throughout life, including through mastery of English literacy as the language of world science that bridges humanity towards a more advanced civilization.

Some factors contribute to students' challenges in reading comprehension. Traditional teaching methods, which often emphasize rote memorization and isolated skill practice, may not sufficiently engage students or foster deep understanding (Jingga & Abdullah, 2024). Such approaches tend to focus on passive reception of information rather than active engagement with texts. Consequently, students may find it difficult to connect what they read to real-life situations or to apply their understanding in meaningful ways (Wang S., 2023). This disconnect can lead to a lack of motivation and reduced confidence in their reading abilities, further perpetuating their struggles.

In response to these challenges, educational practitioners and researchers have advocated for more innovative and student-centered approaches to teaching reading comprehension. Project-Based Learning (PjBL) has emerged as a promising method in this context (Fitriani et al. 2024.). PjBL situates learning within authentic, real-world projects that require students to collaborate, think critically, and apply their knowledge in practical contexts. By integrating reading tasks into project work, students are encouraged not only to comprehend texts but also to synthesize information, solve problems, and communicate their findings effectively (Kurnely V., 2018). This approach is believed to make learning more relevant and engaging, thereby supporting the development of higher-order thinking skills.

Despite the theoretical advantages of PjBL, empirical research on its observation in improving English reading comprehension among Indonesian junior high school students remains limited. Most existing studies have focused on general language skills or have been conducted in different educational contexts, such as primary schools or higher education institutions. There is a paucity of research that specifically examines how PjBL influences students' ability to identify main ideas, understand vocabulary, and critically analyze English texts at the junior high school level (Wang S., 2023). This gap highlights the need for targeted investigations that explore the impact of PjBL on reading comprehension within this particular context.

Several previous studies have demonstrated that Project-Based Learning (PjBL) can help students develop language abilities such as reading and writing. Susana & Efendi (2020) found that PjBL can improve reading and short story writing skills in

Indonesian language learning through a classroom action approach, while Yamin et al. (2023) highlighted the stages of PjBL implementation in Islamic-based schools to improve 21st-century skills in general. Furthermore, Ramlah (2023) study demonstrated the adoption of PjBL by English teachers, although it concentrated on the planning and implementation components rather than looking deeper into its impact on students' reading skills. However these three studies offer significant contributions, no research has particularly investigated the implementation of PjBL in the context of learning to read English texts at the junior high school level, as well as the empirical problems that exist in the field for both instructors and students. This gap must be investigated in order to fully understand how PjBL contributes to improved English reading comprehension and the challenges that may prevent its successful adoption in junior high school classroom settings. As a result, this study aims to solve this requirement using a qualitative method that focuses on the dynamics of implementation and barriers to the use of PjBL in the context of teaching reading at junior high school level.

Addressing this research gap is crucial for informing instructional practices and curriculum development in Indonesian schools. By systematically examining the implementation of PjBL in English reading comprehension classes, this study aims to describe teachers' and students' experiences in using PjBL for reading comprehension. Ultimately, such research can contribute to the enhancement of English language education, equipping students with the skills necessary to succeed in academic and global settings.

1.2 Research Question

Based on the background graphic above, the research questions in this study was developed as follows:

1. How is the application of Project-Based Learning (PjBL) model in learning reading comprehension of English in junior high school?
2. What are the challenges faced by students and teachers in implementing Project-Based Learning (PjBL) to improve English reading comprehension in junior high school?
3. What are the impacts by implementing Project-Based Learning to reading comprehension at junior high school?

1.3 Research Objective

From the identification of research question above, the objective of this researcher was as follow:

1. To identify the implementation of Project-Based Learning in English reading learning in junior high school.
2. To know the challenges in the implementation of the Project Based Learning in English reading skill in junior high school.
3. To know the impacts in the implementation of Project-Based Learning in reading comprehension at junior high school.

1.4 Scope and Limitations of Study

This study examines the use of Project-Based Learning (PjBL) to teach English reading to junior high school students as well as the hurdles or challenges encountered

during implementation. This study is limited to a group of junior high school students and teachers during the course of one semester. The study solely looks at PjBL-related teaching tactics, classroom activities, and student involvement in terms of reading comprehension, not other English skills like writing, speaking, or listening. Because the data gathered through observation, interviews, and recording are qualitative, the study's findings cannot be generalized due to changes in school features, resources, and students in various locations.

1.5 Significance of The Study

This study's significance extends both theoretically and practically. The explanation will be provided as follows.

Theoretically: this study can serve as an inspiration for future relevant research and contribute to a better understanding of ways for overcoming project-based learning problems in English reading.

Practically:

In practice, the following are some elements in which this study can be really helpful

1. Students, the study offers insights into more interesting and successful learning experiences that might help them improve their reading comprehension skills through project-based learning.
2. Teachers, It provides practical ideas and models that they may use in the classroom to boost student participation and learning results.
3. Future researchers can use the study's findings and methodology as a reference

or foundation for undertaking additional research in comparable or related areas.

1.6 Definition of Key Terms

The researcher has offered some important phrases to help readers understand the research findings. This research uses two essential terms:

1. Reading Comprehension

English reading is the process of comprehending, interpreting, and deriving meaning from written materials in the English language. It entails decoding words, understanding phrases and paragraphs, and working with a variety of texts, including stories, articles, and informational items. For junior high school students, English reading is more than just identifying words; it is also about developing the ability to analyze, infer, and critically respond to English-written text.

2. Project-Based Learning

Project-Based Learning (PjBL) is an instructional strategy in which students develop information and skills by working over time to research and respond to authentic, interesting, and difficult topics, issues, or challenges. In the context of English reading, PBL promotes students to collaborate, study, and create projects such as presentations, reports, or creative works that require them to apply their reading comprehension skills in meaningful, real-world situations. This strategy promotes students' greater comprehension, critical thinking, and motivation.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher reviewed several literature and discusses several theories related to the variable and topics of this research to avoid misinformation and also discusses previous study.

2.1 Definition of Reading Comprehension

Reading comprehension refers to a person's capacity to interpret written text, grasp its meaning, and apply that information to past knowledge. This ability focuses not just on word-for-word reading, but also on overall comprehension. Duke & Pearson (2004) said that good reading comprehension allows a person to learn new things, increase their perspectives, and improve critical thinking skills. Reading comprehension is a necessary basis for understanding many domains of knowledge in the educational setting. As a result, this talent is necessary for readers to absorb and apply knowledge from a variety of reading sources.

During the reading process, readers not only pronounce words but also attempt to comprehend the implied meaning of the text (Gilajakni & Sabouri, 2016). Readers must be able to identify the main concept, understand the relationships between textual elements, and identify the author's intended meaning. This procedure requires the ability to analyze, evaluate, and interpret the data gathered (Arifin, 2020). As a result, in order to have a thorough grasp of the text, the reader must actively participate in the

reading process. This is critical so that readers can acquire larger and deeper meanings as well as superficial understandings of the subject.

Reading comprehension requires a number of interrelated supporting skills. Some of these abilities include understanding word meaning, following the structure and flow of a book, making inferences, and identifying key topics within the text. Furthermore, readers must be able to tell the difference between primary and supporting information in a book. All of these abilities help readers gain a thorough knowledge of the text's topic. With these abilities, readers can analyze and integrate the information they learn from reading into their current knowledge.

Furthermore, reading comprehension is viewed as a dynamic and interactive process. Readers make conscious and purposeful attempts to understand the meaning of the text before, during, and after reading. This process includes not just remembering words, but also creating a mental model of what they read. Readers integrate the meanings of words and phrases to create a coherent and unified whole. Reading comprehension becomes an important skill in the learning process because it allows readers to think critically, creatively, and reflectively about the information they receive.

3.2 Narrative Text

Narrative text is a type of written or spoken discourse that tells a tale or recalls events in order to entertain, inform, or teach moral lessons to the audience (SALLABAŞ, 2013). It typically follows a structured sequence including orientation, complication, resolution, and sometimes a closing remark or moral. Narrative texts

play an important role in language learning by involving students in relevant situations where vocabulary, grammar, and understanding are organically reinforced (Khoir et al., 2024). According to recent research, narrative texts not only help students enhance their reading and writing skills, but they also promote creativity, critical thinking, and communicative competence.

In language learning, narrative texts play a crucial role by placing students in meaningful communication contexts. Narrative texts naturally integrate vocabulary, grammatical structures, and comprehension practice, making language use more purposeful and engaging. Beyond linguistic benefits, narrative texts stimulate creativity and critical thinking, as students imagine scenarios and analyze characters' motivations and events (Khoir et al., 2024). Explicitly teaching narrative text structure helps students identify key story elements, improving their reading comprehension and writing organization skills. The use of narrative texts in education also supports communicative competence, as students practice storytelling, a fundamental human activity, which increases their confidence and interaction skills in English.

2.3 Characteristics of Junior High School Learners

Ninth-grade junior high school children are in the early phases of teenage years, with physical, emotional, and cognitive growth influencing how they learn English. Their thinking ability shifts from concrete to abstract, allowing them to analyze, deduce, and connect new information to what they already know (Fitriani, Rofiqoh, Dewi, et al., 2024). At this point, teenagers are intensely curious and prefer learning materials that are relevant to their daily lives, such as texts about friendship, school, or

youth issues. These related subjects make reading more meaningful and interesting. They also prefer active learning methods like conversations, role-playing, and group projects over passive reading activities because they allow them to express their thoughts, exchange ideas, and interpret the text together.

Socially, ninth-grade students begin to develop stronger peer relationships and communication skills, helping with collaborative learning in English reading. Group activities enable participants to negotiate meaning, share understanding, and learn from one another's viewpoints (Gilajakni & Sabouri, 2016). However, students still require teacher assistance to acquire good reading methods such as anticipating, summarizing, and inferring meaning from context. Teachers and parents play crucial roles in providing guidance and inspiration. As a result, activity-based and socially engaged learning methods, such as Project-Based Learning or Cooperative Learning, are perfect for improving both cognitive growth and social engagement in English reading..

2.3 Project Based Learning (PjBL)

Project-Based Learning (PjBL) is a teaching technique that focuses on active student participation in solving real-world problems through meaningful projects. PjBL encourages students to actively participate in the learning process by working on projects that demand complicated problem-solving, rather than simply receiving knowledge (Shpeizer, 2019). These projects are intended to be relevant to students' daily lives, making education more contextual and meaningful. This strategy allows students to study in-depth and integrated ways rather than merely memorizing

information or theories. As a result, PjBL enables students to develop both critical and creative thinking skills.

Project-Based Learning (PjBL) teaches students about a topic through a process of inquiry and problem-solving over a certain length of time. Students are challenged to efficiently manage their time, collaborate with their peers, and create tangible things as a result of their study. This approach is student-centered, which means that students are at the center of the learning process, while the teacher serves as a facilitator (Aksela & Haatainen, 2019). Project-Based Learning (PjBL) teaches students to take responsibility for their own learning and develops self-management abilities. This enables kids to become self-directed and proactive learners.

PjBL is based on constructivism, a learning theory developed by Jean Piaget and Lev Vygotsky. Constructivism holds that knowledge is acquired via direct experience and social interactions with others. In the setting of PjBL, students build their own understanding by actively researching topics, discussing them, and working in groups. Vygotsky also emphasized the importance of the "zone of proximal development," which allows students to learn more efficiently with the assistance of more skilled individuals, such as teachers or peers. As a result, PjBL is quite similar to constructivist principles in that it encourages collaborative and contextual learning.

The primary ideas of PjBL include the use of driving questions that require students to think critically and extensively about a topic (Shpeizer, 2019). Furthermore, PjBL emphasizes the significance of understanding critical facts pertinent to the topic being worked on. The inquiry process is at the heart of learning; it involves students

actively seeking and processing information (Aldabbus, 2018). Collaboration among students is encouraged so that they can share ideas and accomplish tasks collaboratively. Project outcomes are typically given publicly at the end of the process, allowing students to develop confidence in communicating their ideas and findings. The instructor acts as a facilitator, guiding and supporting the learning process rather than just transmitting material.

2.4 Implementation of PjBL in English Language Teaching (ELT)

The use of Project-Based Learning (PjBL) in English instruction, particularly in reading, allows students to employ language in authentic and meaningful circumstances. Projects allow students to improve their English language skills, both spoken and written, in a more engaging and relevant approach to everyday life (Song et al., 2024). The learning process includes project preparation, implementation, analysis, and results presentation, all of which promote active student participation.

Project-Based Learning (PjBL) was implemented through four main stages that directed students from basic understanding to final presentation in order to promote their growth of reading comprehension; 1. Introduction of material and project, the teacher introduced the reading material to students and explained the learning objectives to be achieved (Fitriani et al., 2024). The teacher also introduces the concept of PjBL and explained the project the students worked on. 2. Project design, students began the project they created. The teacher divided students into groups and provided them with a reading text to understand. After read and discussed the text, each group design a mind map concept that used to present important information from the text. 3.

Product Creation (Mind Map), students began creating a product in the form of a mind map based on their understanding of the reading text. In this process, students identify the main ideas, important information, and relationships between concepts in the text (Riyanti, 2023). This activity helps students organize information and improve their reading comprehension. 4. Project Presentation, each group presented their mind maps to the class. Students explained the text's content based on the mind maps they have created. Through this presentation activity, students not only show their understanding of the text, but also practice their communication and collaboration skills in groups (Ariani, 2023).

In practice, teachers in Project-Based Learning (PjBL) act not merely as knowledge transmitters but as facilitators who guide students through the process of inquiry and problem-solving. Their role includes assisting learners in identifying real-world issues, designing and implementing projects, monitoring progress, and providing constructive feedback to ensure continuous improvement. This facilitative role aligns with constructivist learning theory, which emphasizes that knowledge is actively constructed by learners through meaningful experiences rather than passively received.

Moreover, PjBL nurtures essential 21st-century skills such as collaboration, critical thinking, creativity, and communication (Riyanti, 2023). When students engage in group projects, they are encouraged to share ideas, negotiate roles, and resolve conflicts, thereby fostering teamwork and interpersonal skills. At the same time, the demand for problem-solving and decision-making within projects stimulates critical

thinking, while the need to present findings in English enhances both oral and written communication competence. This holistic integration of skills makes PjBL an effective pedagogical approach, particularly in English language learning.

2.5 Correlation Between PjBL and Reading Comprehension

Project-Based Learning (PjBL) is strongly tied to helping students improve their reading comprehension skills. During the project-based learning process, students are exposed to numerous sorts of reading materials that they must comprehend and analyze in order to perform the assigned tasks. According to the project concept, these reading resources are generally complicated and contextual, rather than basic texts. As a result, in order to completely comprehend the reading material, the students must have advanced reading abilities. PjBL promotes students to actively apply reading strategies such as determining the primary concept, forming conclusions, and locating key material in the text.

Moreover, PjBL requires students to apply what they have learned from reading in real-world situations, such as solving difficulties or developing a final project product. This makes the reading process more meaningful because children are reading with a clear and relevant goal. Thus, reading skills expand beyond literal comprehension to critical and relevant understanding. This approach is consistent with Piaget and Vygotsky's constructivist learning theory, which holds that information is acquired via active experience and interaction with the environment. PjBL teaches students how to connect new material to their own experiences, which improves their reading comprehension and develops a more contextual perspective.

2. 6 Advantages and Disadvantages PjBL in Reading Classroom

Project-Based Learning (PjBL) offers several significant advantages in enhancing students' reading comprehension. First, it promotes active learning by engaging students in meaningful tasks that require them to interact directly with texts. Through collaboration and discussion, students are able to share ideas, clear the meaning, and deepen their understanding of reading materials (Aksela et al., 2019). Additionally, PjBL fosters the development of higher-order thinking skills, such as critical analysis, problem-solving, and synthesis of information (Mumtazah & Ifnaruddin, 2024). By working on projects, students are not only focused on understanding the text but also on applying their knowledge in a practical context, which increases motivation and makes the learning process more engaging and enjoyable.

However, despite its benefits, the implementation of PjBL also presents several challenges. One of the main disadvantages is the time-consuming nature of project-based activities, which may not always align with limited classroom time. Furthermore, differences in students' abilities can lead to unequal participation within groups, where some students may dominate while others remain passive (Jingga & Abdullah, 2024). Another challenge is that students may experience difficulties in understanding instructions or managing tasks independently, especially if they are not accustomed to student-centered learning approaches (Yamin et al., 2023). Therefore, effective teacher

guidance, clear instructions, and proper time management are essential to ensure the successful implementation of PjBL in improving reading comprehension.

2.7 Previous Research

The following section presents some previous research related to project-based learning in improving English reading skills. This summary of previous research can serve as a reference for researchers examining current research related to this topic and explains the differences between current and previous research.

First, the study conducted by Susana and Efendi (2020) focused on improving junior high school students' short story reading and writing skills through PjBL. This classroom action research-based study was conducted in two cycles involving 28 ninth-grade students at SMP Negeri 1 Ngluwar. The results showed a significant increase in student activity, cooperation, and confidence when involved in short story reading and writing projects. In the first cycle, learning completeness increased from 21.4% to 67.8%, and in the second cycle, it increased again to 96.4%. The process of reflection and improvement in each cycle proved to be effective in overcoming weaknesses, such as limited reading references and low participation among some students. These findings show that PjBL is capable of creating more meaningful and contextual learning, especially when the project is linked to the students' real experiences.

Second, Yamin et al. (2023) found that incorporating Project-Based Learning (PjBL) stages such as project planning, project implementation, and results presentation had a significant positive impact on students' critical thinking, teamwork,

and communication skills. During the planning process, students are encouraged to develop ideas and identify the actions required to finish the project, thereby honing analytical and critical thinking skills. During project execution, students collaborate, divide tasks, and help one another, which immediately improves their collaboration and interpersonal communication abilities. The results presentation step also teaches students how to communicate their ideas and conclusions clearly and persuasively, which improves their public speaking and argumentation skills.

Third, Research conducted by Ramlah (2023) analyzed the implementation of Project-Based Learning (PjBL) by English teachers at SMPN 2 Turatea, Jenepono Regency. The results showed that teachers used six stages of PjBL, starting with essential questions, project planning, scheduling, student monitoring, outcome assessment, and experience evaluation. Teachers also created control cards to monitor the progress of student projects so that they were more focused in completing their tasks. The implementation of PjBL was proven to help students develop confidence and increase active participation in learning. However, the challenge faced by teachers was the limited facilities and equipment to support student projects. These findings show that although PjBL is effective in increasing meaningful interaction, technical support factors remain an important obstacle in its implementation.

Based on previous researches, it can be concluded that Project-Based Learning (PjBL) is effective in improving students' language skills, both in terms of activity, collaboration, and literacy skills. This model has been proven to boost students' confidence, develop 21st-century skills, and improve reading and writing abilities

through active involvement in learning projects. However, several obstacles remain, such as limited facilities, time management, and uneven student participation. These findings show the great potential of PjBL in creating meaningful learning, but its implementation requires specific strategies to ensure optimal results. Based on this, this study focuses on observing the application of PjBL in English reading comprehension learning at the junior high school level and identifying the challenges that arise in the process, so as to provide a more comprehensive picture of the effectiveness of this model in the context of English reading learning.

CHAPTER III

RESEARCH METHODS

This chapter involves the process of acquiring, collecting, and organizing data. This research employs a systematic approach to multiple approaches, including research design, research subjects, research instruments, data collection, and data analysis.

3.1 Research Design

This study uses a descriptive qualitative method. This technique had been chosen since the study's goal is to illustrate in detail the process and impact of implementing Project-Based Learning (PjBL) to improve junior high school students' reading comprehension. Naturalistic qualitative research seeks to understand and evaluate social phenomena in their natural settings (Creswell, 2014). A case study had been chosen as the research methodology. Case studies enable researchers to thoroughly investigate the process of applying PjBL in English language acquisition, as well as its impact on students' reading comprehension in a genuine classroom setting and within a specific setting.

3.2 Research Subjects

This research carried out at MTs Bahrul Ulum Tambakberas in Jombang. The location was selected purposefully, as the school has taken an innovative and open approach to project-based learning practices. This study focus on two subjects: English teachers adopting the Project-Based Learning approach and 17 ninth-grade students

participating in it. Subjects had been chosen using a purposive sample strategy using the following criteria:

1. Students engaged in English learning using the Project-Based Learning (PjBL) approach,
2. Teachers accustomed to adopting the project-based method in teaching English.
3. Participants are willing and able to provide complete data through observation, interviews, and documentation.

3.3 Research Instruments

At this point, the researcher carefully considered data collection. To gather and analyze data, the researcher used several instruments. An instrument is a tool used for collecting data (Airasian & Gay, 2012). Therefore, data for this study gathered through observations, interviews, and documentation.

1. Observation

The researcher conducted classroom observations to examine the process of reading instruction implemented through the Project-Based Learning (PjBL) approach. This observation aimed to gain a deeper understanding of how PjBL was applied during the reading lessons, focusing on both teacher and student activities throughout the learning process. The researcher closely monitored how the instructor facilitated learning, guided the students during project tasks, and integrated reading materials into project-based activities. In addition, the observation captured how students engaged with the learning materials, collaborated with peers, and demonstrated comprehension through project outputs. This comprehensive observation process aligns with the view

of Salim & Haidir (2019), who emphasize that direct observation helps researchers obtain authentic data on classroom dynamics and pedagogical practices.

To collect accurate and systematic data, the researcher had been employed several observation instruments, including observation sheets, field notes, and an observation checklist. The observation checklist was specifically design to ensure that all key aspects of the PjBL implementation were systematically recorded, such as the stages of the project (planning, implementation, and presentation), the teacher's instructional strategies, and the students' responses during the activities. Field notes was also use to document contextual details, spontaneous classroom interactions, and other relevant occurrences that might not be captured in the checklist. Through these instruments, the researcher aim to obtain a comprehensive and valid picture of the reading learning process using PjBL in the classroom.

2. Questionnaire

The questionnaire was designed as a supporting instrument to collect students' perceptions after the implementation of reading comprehension lessons through Project-Based Learning (PjBL). It was administered after the completion of the classroom activities, allowing students to reflect on their experiences during the learning process. Although the research employed a qualitative approach, the questionnaire served as supplementary data to strengthen the findings from observations and interviews. It helped the researcher identify general patterns of students' responses regarding how they perceived the PjBL process in terms of engagement, comprehension, and classroom interaction.

The questionnaire consisted of close-ended statements categorized into three major aspects: implementation, impact, and challenges. Students were asked to respond to each item using a Likert-type scale ranging from *Strongly Agree* to *Strongly Disagree*. The implementation aspect focused on students' experiences and participation in the PjBL stages; the impact aspect explored how PjBL influenced their motivation, interest, and understanding of reading materials; while the challenges aspect examined the difficulties they faced during the project. The use of close-ended questions enabled the researcher to organize and interpret students' perceptions systematically, providing supporting evidence for the qualitative interpretation of PjBL's effectiveness in enhancing reading comprehension.

3. Interview

According to Creswell (2014), interviews provide a valuable means of collecting detailed and personal data, as they allow participants to express their thoughts and experiences that may not be observable in a classroom setting. In this study, the researcher conducted semi-structured interviews to explore the perceptions of both teachers and students regarding the implementation of Project-Based Learning (PjBL) in reading instruction. This method was chosen because it provides flexibility allowing the researcher to ask prepared questions while also probing for deeper insights when necessary. The interviews aimed to capture participants' reflections on how PjBL influenced the teaching and learning of reading, how students engaged with the project tasks, and how the teacher managed the learning process.

The interview participants were selected purposively based on the responses gathered from the questionnaire previously administered. One teacher and three students were chosen to represent different perspectives and experiences related to PjBL implementation and challenges. The interviews consisted of ten questions for the teacher and ten for the students, each designed around three key aspects: implementation, impact, and challenges. These aspects were selected to ensure a comprehensive understanding of how PjBL was applied, what difficulties were encountered, and how it affected students' reading comprehension and motivation. All interviews were audio-recorded with participants' consent and later transcribed for analysis to ensure accuracy and reliability in interpreting the data.

4. Documentation

Teaching materials, student project results, images of learning activities, and other documents related to the implementation of Project-Based Learning (PjBL) were systematically collected during the research process. The teaching materials included lesson plans, worksheets, and instructional resources used by the teacher to support the learning activities. Meanwhile, the student project results provided evidence of students' understanding, creativity, and collaboration throughout the project development process. Photographs of classroom activities were also documented to capture students' participation, interaction, and engagement during the implementation of PjBL.

These documents served as supporting data to strengthen the findings obtained from observations and interviews. Through the documentation, the researcher was able to gain additional insights into the learning process and verify the consistency of the data collected from different sources. Therefore, documentation played an important role in supporting data triangulation and increasing the credibility of the research findings regarding the implementation of PjBL in the classroom.

3.4 Data Collection Techniques

The data collecting aspect is the most common stage of research. In this study, the researcher used the best research procedures and comprehend data collection techniques. This had allow her to quickly investigate and evaluate data.

1. Observation

The first step of the research involved conducting participant observations during English reading comprehension lessons implemented through the Project-Based Learning (PjBL) approach. Through this stage, the researcher acted as a non-participant observer, carefully recording the classroom atmosphere, teacher strategies, and student behaviors throughout the learning process. The observation focused on how the teacher apply the PjBL technique in facilitating reading comprehension, including how learning objectives introduced, how group projects were organized, and how students were guided in analyzing and understanding reading materials. Additionally, the researcher observed the extent of student engagement, collaboration, and interaction during project activities, particularly in the stages of planning, executing, and

presenting their reading-based projects. Observation sheets and field notes were employed to systematically record relevant information, ensuring that both verbal and non-verbal classroom dynamics were captured in detail.

2. Questionnaire

After the learning activities were completed, a close-ended questionnaire was administered to students to further explore their perceptions of the PjBL-based reading comprehension lessons. The questionnaire aimed to gather supporting qualitative data about how students experienced and evaluated the learning process. It was designed to address three key aspects: implementation, impact, and challenges. The implementation aspect assessed students' perceptions of how PjBL was carried out in class; the impact aspect examined the influence of PjBL on their reading comprehension and motivation; and the challenges aspect identified any difficulties encountered during the project. Students responded using a Likert scale ranging from Strongly Agree to Strongly Disagree. Although the responses were quantitative in form, the interpretation of these responses was qualitative in nature, serving to support and triangulate findings from the observations and interviews.

3. Interview

Following the classroom observation and questionnaire distribution, the researcher conducted semi-structured interviews with one English teacher and three students who were purposively selected based on their active participation during the learning process. The semi-structured format allowed flexibility in asking follow-up questions while maintaining focus on the core research themes. The interviews aimed

to gain deeper insights into participants' experiences with PjBL, their views on how it supported reading comprehension, as well as the challenges they faced throughout the project stages. The interview guide consisted of ten open-ended questions for the teacher and ten for the students, all centered around three aspects: implementation, challenges, and impact. Each interview session was audio-recorded with the participants' consent and later transcribed verbatim to ensure the accuracy and richness of the qualitative data collected.

5. Triangulation

To ensure the credibility and validity of the research findings, triangulation would be applied by utilizing multiple sources of data and instruments. The researcher would combined information gather from observations, interviews, questionnaires, and documentation to provide a comprehensive understanding of the implementation of Project-Based Learning (PjBL) in reading comprehension classes. Triangulation is essential in this study to cross-check and confirm the consistency of data obtained from different perspectives teachers, students, and classroom situations. By comparing and analyzing data from various instruments, the researcher aimed to minimize potential bias and enhance the reliability of the interpretations. This method also ensured that the conclusions drawn were not based on a single source of evidence but supported by several interconnected data points.

Furthermore, various forms of documentation such as teaching materials, student project results, lesson plans (RPP), photographs of classroom activities, and video recordings were collected and analyzed alongside the other instruments. These

supporting materials provided visual and textual evidence that reinforced the data from observations and interviews. For example, student project outcomes illustrated how reading comprehension was applied in real tasks, while photos and videos captured authentic classroom interactions during PjBL implementation. The integration of these diverse data sources allowed the researcher to validate the findings more effectively, ensuring that the results accurately reflected the real classroom phenomena and provided a trustworthy depiction of how PjBL influenced students' reading comprehension learning process.

3.5 Data Analysis

The data would be analyzed using Miles and Huberman's (2014) interactive model, which consists of three major stages:

1. Data Reduction

Data reduction was the process of organizing, simplifying, and reducing raw field data into meaningful and relevant information for research purposes. In the context of this study, the researcher had reduced data by reading and reviewing all observations, interviews, and documentation, then categorizing the information into appropriate thematic categories, such as Project-Based Learning (PjBL) implementation techniques, student reading improvement, student active participation in projects, and teacher responses or comments on learning. This technique helped the researcher to eliminate unnecessary data, clarify the research focus, and create an initial data framework for further analytic stages.

2. Data Display

The aim of data presentation is to systematically organize and format data in order to facilitate understanding of the relationships between the components being researched. Data of this study was offered in a variety of media, including descriptive narratives, matrix tables, direct interview extracts, and visual documentation such as images and copies of student project results. The goal of presenting data in these numerous ways is to fully and thoroughly demonstrate the phenomenon's intricacy (Creswell, 2017). By presenting structured data, the researcher can detect specific trends, correlations across categories, and gain a more complete knowledge of the influence of PjBL adoption on students' reading comprehension.

3. Conclusion: Drawing and Verification

Drawing conclusions is the final step in data analysis, in which the researcher developed interpretations of the collected data to answer the research challenge. In this study, conclusions were reached gradually, beginning with data collection and progressing through contemplation and first interpretation of developing findings. This was an iterative process, which means that new results are regularly checked and verified by comparing them to the overall accessible data. As a result, the findings are credible, valid, and scientifically.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, researcher elaborate the findings and discussion related to the research. The findings contain result of data analysis collected through observation checklist, questionnaire, and interview about the implementation of project based-learning in reading comprehension at MTs Bahrul Ulum Jombang. While, the discussion explained the further explanation related to the finding of the research.

4.1 Research Findings

Researcher had carry out the data collection process through the following research instruments; observation checklist, questionnaire, and interview. By following these instruments, research had found result of data collection that was going to present in this section.

4.1.1 The Result of Observation Checklist

The implementation of Reading Comprehension using the Project-Based Learning (PjBL) model in grade IX MTs Bahrul Ulum took place in two meetings (meetings 3 and 4). In general, PjBL was implemented well, demonstrating teacher readiness and active student participation, although there were several aspects that still needed strengthening.

Table 1. Pre-Teaching Activities (Lesson Plan)

Intorduction	<ol style="list-style-type: none">a. The teacher opens the class by greeting and checking student attendance.b. During apperception, the teacher asks questions to stimulate prior knowledge about folklore.c. The teacher provides examples of folklore relevant to everyday life.d. The teacher explains the objectives and project of today's learning.	5 Minutes
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In the pre-teaching, the teacher started lesson very well. The teacher not only opened the lesson with greeting and attendance check but also the teacher successfully sparked students' curiosoty by asking driving questions that were not only relevant to the reading but also encourauge critical thingking. An introduction to the project and its connection to students' daily lives was also carried out. After that, teacher directly conveyed the learning objectives related to the reading somprhension.

Table 2. Main activities (Lesson Plan)

<p>Main Activities (3 & 4)</p>	<p>Stage 1: Introduction</p> <ol style="list-style-type: none"> a. The teacher explains the definition and purpose of narrative text. b. The teacher explains the generic structure, language features, and types of narrative text. c. Students identify the story structure of a legend (folktale) found in the workbook. d. Students are given questions related to the narrative text found in the workbook. <p>Stage 2: Project Design</p> <ol style="list-style-type: none"> e. Students are asked to find one example of a folktale. f. Students are divided into small groups. g. Each group chooses a regional legend (for example: Timun Mas, Malin Kundang, etc.). <p>Stage 3: Product Creation</p> <ol style="list-style-type: none"> h. Students write a group version of a narrative text based on the chosen folktale. i. Students create a mind map of the text, including the title, characters, generic structure, language features, and moral values. j. The teacher provides technical and language guidance. <p>Stage 4: Presentation</p> <ol style="list-style-type: none"> k. Each group presents their project results to the class. l. Other groups provide appreciation and feedback. m. The teacher and students discuss the difficulties, strategies, and new lessons learned from this project. 	<p>70 Minutes</p>
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In the main activities, the teacher demonstrated her role as a good facilitator. The teacher very clearly explained the narrative text material, starting from the

definition to its language features. After providing the material and examples of narrative text, students continued the learning activity by answering questions in the student worksheet. The teacher also effectively divided students into small group. However, from the students' perspective, the discussion process to determine each member's role and plan the work steps appeared to be incomplete or only partially successful. This indicates tha students are still adapting to the learning by the PjBL model.

In the project planning and reading comprehension phase, instruction and expected project outputs (poster/mindmap and presentation) were clearly communicated. Key aspects of reading comprehension, such as collaboartive reading, identifying main ideas, and finding detailed information, were well observed. Students actively discussed in groups to understand the meaning of the text and relate it to their project assignments. However, the indicator infering the meaning of difficult words from context showed suboptimal progress, with students likely still inclined to ask the teacher or member group rather than trying to guess from the context of the sentence.

The project completion and presentation stage required the most attention. Although the resulting project content demosntrated a fairly good understanding of the reading text, and student were able to present and explain the relationship between the text and their project, two indicators were not found. First, not all group successfully completed their project on time. Second, the post-presentation question and answer

session between group also failed, no students provided question or feedback to the group presenter. This could be due lack of time management.

Table 3. Closing Activity (Lesson Plan)

Closing	<ul style="list-style-type: none"> a. The teacher and students discuss the difficulties, strategies, and new lessons learned from this project. b. The teacher and students present conclusions from the narrative text material. c. The teacher and students close the lesson with a prayer together. 	5 minutes
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Finally, in the post teaching activity, the teacher again demonstrated her facilitative role effectively. She guide students to reflect on their learning process, provide constructive feedback on their reading comprehension, and conclude the lesson with a clear conclusion. Students' reflections on their learning from the project well received, although not all students had the opportunity to speak. The last, teacher and students close the lesson with praying together.

4.1.2 The Result of Questionnaire

The researcher create paper-based questionnaire to collect data that is in accordance with the implementation of project-based learning in English reading comprehension. The questionnaire which contains 15 multiple-choice question and students had to choose one of the answer options. The answer options consisted of SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), and SD (Strongly Disagree).

The questions in the questionnaire were created based on indicators of pedagogical implementation and learning impact.

Table 4. The Blue Print of Questionnaire

No.	Indicators of Pedagogical Implementation and Learning Impact	Number of the Statements
1.	Implementation of PjBL in English Reading Comprehension	1-5
2.	Impact of PjBL in English Reading Comprehension	6-10
3.	Challenges of PjBL in English Reading Comprehension	11-15

Based on the result of distributed questionnaire, the researcher gained 17 respondents, consisting of ninth grade students of MTs Bahrul Ulum Jombang, yang belajar English reading through project based learning. The questioannaire was use to identify the indicators of English pedagogical implementaion and learning impact they gained from English reading through PjBL.

1. Implementation

The first indicator is the implementation. The required data would be presented in the form of tables and graphs. This shows results of questionnaire that has been filled out to determine how the implementation of project based learning in english reading class.

Table 5. Implementation Indicator Question I

Questionnaire	Option	Frequency	Percentage
The teacher clearly	Strongly Agree	12	70.59%
Explained the	Agree	5	29.41%
purpose of the	Neutral	-	0%
reading project in	Disagree	-	0%
class.	Storngly Disagree	-	0%
Total		17	100%

In the Implementation category, the teacher clearly explained the purpose of the reading project in class. This was evident from the questionnaire responses. According to the data, 79.59% of students strongly agreed, and 29.41% disagreed. This finding indicates that the teacher successfully conveyed the learning objectives explicitly, enabling students to understand the direction of the English reading project from the beginning. Clarity of objectives is a crucial aspect of PjBL because it can increase student readiness to learn and engagement in the learning process.

Table 6. Implementation Indicator Question II

Questionnaire	Option	Frequency	Percentage
	Strongly Agree	9	52.94%
I understand the step	Agree	6	35.29%

I need to take during	Neutral	2	11.76%
the reading project	Disagree	-	0%
	Storngly Disagree	-	0%
	Total	17	100%

The results in Table 4.3 show that 52.94% of students strongly agreed and 35.29% agreed that they understood the steps to be taken during the reading project. A total of 11.76% of students were in the neutral category, while no respondents gave a negative response. These data indicate that most students were able to follow the PjBL stages well, although a small number of students still needed further assistance in understanding the reading project procedures.

Table 7. Implementation Indicator Question III

Questionnaire	Option	Frequency	Percentage
	Strongly Agree	3	17.65%
The topic of the	Agree	10	58.82%
reading project	Neutral	3	17.65%
relates to my daily	Disagree	1	5.88%
life.	Storngly Disagree	-	0%
	Total	17	100%

Based on Table 4.4, 58.82% of students agreed and 17.65% strongly agreed that the reading project topic was related to their daily lives. 17.65% of students were neutral, and 5.88% disagreed. This finding indicates that the majority of students perceived the relevance of the material's context to their real-life experiences. Contextual relevance in PjBL is important because it can increase learning motivation and help students connect reading texts with real-life realities.

This is supported by the students' opinion taken from the interview about students motivation in English reading:

Rsearcher: *“from yesterday’s lesson, are you motivated to learn english reading?”*

Student 1 responded: *“Yes, because I get pretty good understanding of narrative text. From there, it just felt like it was fun. I want to strenghten my knowledge and learn English more.”*

This statement indicates that understanding the material (narrative text) using project that relevant to their lives not only creates an enjoyable learning experience but also encourage an inherent motivation to continue deepening knowledge and studying english further, especially in english reading. This confirms that contextual relevance in PjBL plays crucial role in building sustainable motivation in students.

Table 8. Implementation Indicator Question IV

Questionnaire	Option	Frequency	Percentage
	Strongly Agree	11	64.71%
I can easly	Agree	6	35.29%

collaborate with my	Neutral	-	0%
classmate on the	Disagree	-	0%
reading project.	Storngly Disagree	-	0%
Total		17	100%

The results of Table 4.5 show that 64.71% of students strongly agreed and 35.29% agreed that they could collaborate with their group mates in completing the reading project. No respondents gave a neutral or negative response. These data indicate that PjBL successfully created a collaborative learning environment, where students could interact, discuss, and help each other in understanding English reading texts.

This is also strengthened by students' interview regarding group collaboration;

Researcher: *"Beside working on that project, what did do with your group members yesterday?"*

Student 2 Responded: *"We exchange opinions and respect each other's opinions. We don't just think about our own."*

Addition from student 3

Student 3: *"Working together, like helping each other and sahring tasks."*

This statements indicate that PjBL not only facilitate interaction between students but also encorage essential collaborative skills, such as communication, respecting others' perspectives, and sharing responsibility in completing shared task. This confirms that

PjBL is successful in creating collaborative learning environment and supporting the development of students' social skills in English reading.

Table 9. Implementation Indicator Question V

Questionnaire	Option	Frequency	Percentage
	Strongly Agree	13	76.47%
The teacher helps and provides guidance while I work on the project.	Agree	4	23.53
	Neutral	-	0%
	Disagree	-	0%
	Strongly Disagree	-	0%
Total		17	100%

Based on Table 4.6, 76.57% of students strongly agreed, and 23.53% agreed, that the teacher provided assistance and guidance during the project. No students responded negatively. This indicates that the teacher optimally fulfills the role of facilitator, in accordance with the characteristics of PjBL, which emphasizes guidance, monitoring, and feedback throughout the learning process.

2. Impact

The second indicator is impact. The required data would be presented in the form of tables and graphs. This shows results of questionnaire that has been filled out to determine the impact of project based learning in english reading class.

Table 10. Impact Indicator Question VI

Questionnaire	Option	Frequency	Percentage
	Strongly Agree	13	76.47%
Reading project help	Agree	3	17.65%
me better understand	Neutral	1	5.88%
the text I read	Disagree	-	0%
	Storngly Disagree	-	0%
	Total	17	100%

Based on 4.7, 76.47% of students strongly agreed and 17.65% agreed that the reading project helped them understand the text better. 5.88% of students were neutral and there were no negative responses. These findings indicate that PjBL significantly contributes to improving students' reading comprehension. Project activities allow students to actively interact with the text, discuss the content of the reading, and construct meaning collaboratively, thus deepening their understanding.

This is strenghtened by students' interview about impact in English reading comprehension:

Researcher: *“Did yesterday’s projrct learning help you improve your English reading.”*

Student 1: “Yes it was very helpful. For example, we looked up the vocabulary first so we could understand the moral value.”

Student 2: “It was very helpful. We actually prefer variety over just looking at text, rather than having it explained over and over again. It’s more effective when we use project.”

These statements indicate that project activities facilitate students’ active interaction with the text, such as through independent vocabulary exploration, which in turn helps them understand the deeper meaning of the reading. Furthermore, the variety of activities in PjBL provides more meaningful learning experience than conventional methods, which tend to be monotonous. This confirms that PjBL contributes significantly to improving students’ reading comprehension through an interactive and contextual approach.

Table 11. Impact Indicator Question VII

Questionnaire	Option	Frequency	Percentage
I find it easier to find the main ideas and important information in the text.	Strongly Agree	10	58.82%
	Agree	5	29.41%
	Neutral	2	11.76%
	Disagree	-	0%
	Strongly Disagree	-	0%
Total		17	100%

The results in Table 4.8 show that 58.82% of students strongly agreed and 29.41% agreed that it was easier for them to find main ideas and important information in texts through project-based learning. A total of 11.76% of students were in the neutral category, and there were no negative responses. These data indicate that Project-Based Learning (PjBL) helps students develop critical reading skills, particularly in identifying key information and important details in reading texts.

This is supported by the students' opinion taken from the interview:

Researcher: *“Do you think PjBL makes you think more critically about the text? Can you give an example?”*

Student 3: *“Yes. When we determine the generic structure and look for the moral value. So, we can distinguish between generic structure and language feature.”*

This statement indicates that project activities that require students to analyze text elements, such as identifying structures and moral values, directly train their ability to find main ideas and important information more systematically. The ability to determine various aspects of a text indicates that PjBL not only facilitates surface understanding but also encourages deeper analytical thinking. This confirms that PjBL is successful in developing students' critical reading skills, particularly identifying key information and analyzing text components in a more structured manner.

Table 12. Impact Indicator Question VIII

Questionnaire	Option	Frequency	Percentage
	Strongly Agree	9	52.94%
I'm more	Agree	6	35.29%
enthusiastic about	Neutral	2	11.76%
learning to read in	Disagree	-	0%
English.	Storngly Disagree	-	0%
Total		17	100%

Based on Table 4.9, 52.94% of students strongly agreed and 35.29% agreed that they became more enthusiastic in learning to read English after participating in project-based learning. A total of 11.76% of students gave a neutral response and there were no negative responses. These findings indicate that PjBL can increase students' intrinsic motivation in learning to read because learning activities become more meaningful, contextual, and involve active student participation.

Table 13. Impact Indicator Question IX

Questionnaire	Option	Frequency	Percentage
I'm more confident	Strongly Agree	6	35.29%
explaining the	Agree	5	29.41%
content of the	Neutral	5	29.41%
reading to friends or	Disagree	1	5.88%

teacher.	Storngly Disagree	-	0%
Total		17	100%

The results of table 4.10 show that 35.29% of students stated that they strongly agreed and 29.41% of students stated that they were more confident in explaining the content of the reading to their friends and teachers. A total of 29.41% of students were neutral and 5.88 students stated that they disagreed. Although the majority of students gave a positive response, there was still a small number of students who showed hesitation in expressing their understanding orally. This indicates the need to strengthen presentation strategies and scaffold academic communication in the implementation of PjBL.

Table 14. Impact Indicator Question X

Questionnaire	Option	Frequency	Percentage
	Strongly Agree	13	76.47%
Learning to read	Agree	3	17.65%
through project	Neutral	1	5.88%
makes learning more	Disagree	-	0%
enjoyable.	Storngly Disagree	-	0%
Total		17	100%

Based on Table 4.11, 76.47% of students strongly agreed, and 17.65% agreed, that learning to read through projects makes learning more enjoyable. 5.88% of students

were neutral, and there were no negative responses. These findings indicate that Project-Based Learning (PjBL) can create a positive and enjoyable learning environment, potentially increasing student engagement and sustaining motivation in English reading.

3. Challenge

The third indicator is impact. The required data would be presented in the form of tables and graphs. This shows results of questionnaire that has been filled out to determine the impact of project based learning in english reading class.

Table 15. Challenge Indicator Question XI

Questionnaire	Option	Frequency	Percentage
	Strongly Agree	2	11.76%
I sometimes have	Agree	9	52.94%
trouble managing my	Neutral	4	23.53%
time to complete	Disagree	2	11.76%
project	Storngly Disagree	-	0%
Total		17	100%

Based on table 4.12, 11.76% of students stated that they strongly agree and 52.94% of students agree that they sometimes experience difficulties in managing time to complete projects. 23.53% of students were neutral, while 11.76% of students disagreed and there were no strongly disagree responses. These findings indicate that the majority of students face challenges in time management during project

implementation, which indicates the need for strengthened schedule planning, more structured task distribution, and regular progress monitoring by teachers.

This is supported by the students’ opinion taken from the interview:

Researcher: *“Do you think the time given for completing the projects is sufficient? Why or why not?”*

Student 3: *“The time should be enough. But because we talk so much, and we have to be serious about the project, there’s no enough time.”*

This statement indicates that challenges in time management are not only caused by limited time, but are also influenced by non-technical factors such as students’ ability to maintain focus and set during the project process. This finding highlights the need more structured strategy not only in terms of schedule planning but also in terms of teacher guidance and support to help students stay focused on project objectives. This confirms that the effectiveness of PjBL requires a balance between enough time allocation and strengthening students’ self management skills, as well as an active role for teacher in periodically monitoring project progress.

Table 16. Challenge Indicator Question XII

Questionnaire	Option	Frequency	Percentage
	Strongly Agree	1	5.88%
Some group members	Agree	6	35.29
aren’t very active in	Neutral	-	0%
completing project	Disagree	8	47.06%

assignments.	Storngly Disagree	2	11.76%
Total		17	100%

Table 4.13 shows that 5.88% of students stated that they strongly agree and 35.29% agree that some group members are less active in completing project assignments. Conversely, 47.06% of students disagree and 11.76% of students stated that they strongly disagree. These findings indicate that although some students still face group participation issues, the majority of students believe that group collaboration is going quite well. However, these results still indicate the need for strategies to strengthen individual accountability in group work so that student contributions are more evenly distributed.

Table 17. Challenge Indicator Question XIII

Questionnaire	Option	Frequency	Percentage
	Strongly Agree	1	5.88%
Sometimes I don't	Agree	5	29.41%
fully understand the	Neutral	4	23.53%
instruction or project	Disagree	4	23.53%
assignments.	Storngly Disagree	3	17.65%
Total		17	100%

Based on Table 4.14, 5.88% of students strongly agreed and 29.41% agreed that they sometimes did not fully understand project instructions or assignments. 23.53%

of students were neutral, while 23.53% of students disagreed and 17.65% of students strongly disagreed. These data indicate that although some students experienced confusion in understanding project instructions, the majority did not consider this a major obstacle. These findings indicate the importance of providing more explicit instructions, concrete examples, and ongoing clarification throughout the project process.

Table 18. Challenge Indicator Question XIV

Questionnaire	Option	Frequency	Percentage
	Strongly Agree	3	17.65%
I feel nervous when I	Agree	7	41.18%
have to present my	Neutral	5	29.41%
project result in class.	Disagree	-	0%
	Strongly Disagree	2	11.76%
	Total	17	100%

The results of Table 4.15 show that 17.65% of students stated that they strongly agreed and 41.18% of students stated that they felt nervous when they had to present their project results in class. As many as 29.41% of students were neutral, while 11.76% of students stated that they strongly disagreed. There were no disagree responses. These findings indicate that more than half of students still experience anxiety in public speaking, so it is necessary to strengthen presentation skills, practice gradually, and create a supportive classroom atmosphere to increase student confidence.

Table 19. Challenge Indicator Question XV

Questionnaire	Option	Frequency	Percentage
Sometimes project activity can take quite a long time.	Strongly Agree	3	17.65%
	Agree	8	47.06%
	Neutral	4	23.53%
	Disagree	2	11.76%
	Strongly Disagree	-	0%
Total		17	

Based on Table 4.16, 17.65% of students strongly agreed and 47.06% agreed that project activities sometimes take a long time. 23.53% of students were neutral, and 11.76% disagreed. There were no strongly disagree responses. These findings indicate that the majority of students feel that PjBL requires more time than conventional learning. This indicates the need for more effective learning time management, breaking projects down into smaller stages, and adjusting time allocations to ensure project activities continue to run optimally without compromising the achievement of learning objectives.

4.1.3 The Result of Teacher Interviewee

In this section. The researcher provide transcriptions of the interview data. The researcher conducted interviews as the last research instrument, the researcher has

determined teacher who teaches english reading using project-based learning. The researcher also employed the following question.

1. The Implementation

Q1: *“What steps do you usually take in applying PjBL in your reading comprehension class?”*

T: *“The steps I usually take in implementing PjBL are usually I start the lesson by asking questions related to the children's daily lives. For example, in this narrative text material, I mean I ask them what stories they have heard. I take Malin Kundang as an example. With this, the children can directly describe the orientation, complication, and resolution in the story of Malin Kundang and at the same time, the children can indirectly determine the moral values or values that can be taken from the story of Malin Kundang. Next, I give the children examples of other narrative texts and analyze or examine the text in groups, ultimately answering questions according to the text that has been read.”*

Project-Based Learning (PjBL) is implemented in an organized reading comprehension class. Using specific examples such as Malin Kundang, the instructor begins by asking questions about students' everyday experiences with folktales. This exercise facilitates students' recognition of moral principles and textual patterns. Students then evaluate various narrative texts in groups and answer questions based on the readings, allowing comprehension to gradually progress from direct knowledge to a more in-depth examination of the text.

Q2: *“How do you plan the implementation of Project-Based Learning in teaching reading comprehension?”*

T: *“I designed this PjBL based on the readers' core competencies and learning objectives. Then, I chose simple texts appropriate for the students' level. I also outlined the project stages sequentially, including assessments, project timelines, and the expected outcome, whether it was the project or the children's output.”*

PjBL planning is carried out with reference to core competencies and learning objectives. The teacher selects a simple text that is appropriate to the students' abilities and then arranges the project stages sequentially. Planning includes determining the implementation schedule, assessment instruments, and specifications of the expected end results from students, demonstrating the teacher's readiness to implement Project-Based Learning (PjBL) in a structured manner.

Q3: *“How do you position yourself as facilitator during PjBL activities?”*

T: *“In implementing this PjBL approach, I position myself as a mentor. I provide questions and feedback, guiding questions, and feedback throughout the process. I also help students discover the meaning of the text independently through discussion or group work.”*

Throughout the learning process, the teacher acts as a mentor, guiding students through guiding questions and continuous feedback. The teacher does not provide direct answers, but rather helps students independently discover their understanding of

the text through group discussions. This role reflects a shift from being a source of information to being a mentor who empowers students.

Q4: *“To what extent do students actively participate in the learning process through PjBL?”*

T: *“Typically, when students are given projects like this, most of them will demonstrate active involvement and greater enthusiasm, whether in reading the text, discussing or completing the project, or presenting the results, compared to traditional teaching.”*

The implementation of Project-Based Learning (PjBL) encourages increased active student participation compared to traditional methods. Students demonstrate high enthusiasm and engagement at every stage, from reading the text, through discussions, working on projects, and presenting results. This indicates that Project-Based Learning (PjBL) creates a more interactive learning environment and motivates students to engage optimally.

2. The Impact

Q5: In your opinion, how does PjBL influence students' ability to identify the main idea or important details from the text?

T: *“In my opinion, PjBL can help students identify main ideas more easily. This is because they read texts with a clear purpose, namely to complete projects, engage in discussion, and collaborate. It also encourages students to revise their understanding.”*

Project-Based Learning (PjBL) positively impacts students' ability to identify main ideas and important details because they read with a clear goal, namely completing the project. Group discussions and collaboration encourage students to mutually revise their understanding of the text. Thus, Project-Based Learning (PjBL) creates deeper and more meaningful reading comprehension through social interaction in learning.

Q6: *“Does PjBL encourage students to think more critically about the text they read? Please explain!”*

T: *“Yes, I think PjBL can encourage students to think more critically because they will not only understand the text literally but also analyze, compare and understand the content of the reading in a real context.”*

PjBL has been proven to encourage students to think more critically about the texts they read. Students not only understand the text literally, but are also able to analyze, compare, and comprehend the content of the reading in a real-life context. This learning process, which demands in-depth understanding, naturally trains students' higher-order thinking skills through project activities.

Q7: *“How does students' motivation and participation change when you use PjBL in reading comprehension?”*

T: *“When I implemented PjBL, I noticed that the students' motivation increased. Students became more enthusiastic and engaged because the learning was contextual*

and group-based, and the results were tangible. They weren't just reading but also producing meaningful work.”

The implementation of Project-Based Learning (PjBL) brings positive changes to student motivation and participation. Students become more enthusiastic and actively engaged because the learning is contextual, group-based, and produces tangible products. They don't simply read texts but also produce meaningful work, making the learning experience more valuable and motivating.

3. The Challenges

Q8: *“What are the main challenges you face in implementing PjBL in reading comprehension?”*

T: *“The most obvious challenge in implementing PCBL is this, time constraints because in 2 lesson hours, which is around 80 minutes, the children sometimes have less time to complete this project because they work in groups.”*

The most significant challenge in implementing Project-Based Learning (PjBL) is time constraints. With two lesson hours (approximately 80 minutes), students often struggle to complete projects on time, especially since the work is done in groups. This time constraint is a major obstacle that needs to be addressed in planning.

Q9: *“How do you deal with limited facilities or learning resources when applying PjBL?”*

T: *“To address the lack of time, I usually prepare this project before the previous meeting. I’ll have the children bring their necessary materials, such as crayons, glue, scissors, colored pencils, erasers, and so on. I’ll also prepare the printed text so the children can simply cut, paste, and decorate.”*

To address limited time and facilities, teachers implement anticipatory strategies by preparing projects before each meeting. Students are asked to bring supplies such as crayons, glue, scissors, and other supporting tools. Teachers also prepare printed texts so students can simply cut, paste, and decorate, saving time in class.

Q10: *“How do you handle the differences in students’ reading abilities during Project-Based activities?”*

T: *“Because in understanding reading, the abilities of children in one group vary or differ in finding meaning, so I group students randomly or heterogeneously so that they can later provide input to each other or in other words, those who cannot will be helped by students who can.”*

The diversity of student reading ability is addressed by forming heterogeneous or random groups. This strategy allows for peer tutoring, where more capable students can help their peers who are having difficulty comprehending the reading. This collaborative approach creates a mutually supportive learning environment and empowers all students.

4. 2 Research Discussion

The discussion of this research is divided into two parts. The first part was about implementing Project Based Learning (PjBL) for reading comprehension. The second discussed the difficulties faced by teacher and students using the Project Based Learning model.

1. Implementation of PjBL in Reading Comprehension Learning

Research findings indicate that the implementation of Project-Based Learning (PjBL) in reading comprehension learning has been implemented in structured and contextual manner. The learning process begins with introductory activities that connect narrative text material students' daily experiences, thus helping to build initial engagement in reading. The teacher acts as a facilitator, not only delivering the material but also providing prompting questions and guidance that encourage students to understand the text independently through group discussion.

The PjBL stages are implemented through material interaction, project design, product creation, and presentation of the result (Azizah et al., 2025). In this process, students not only read the text but also analyze the story's structure, discover moral values, and connect them to real life situations. Project activities such as mind mapping and presentations encourage students to actively interact with the text, making the reading process more meaningful.

Furthermore, PjBL has been proven to create a collaborative learning environment. Students work in diverse groups, exchange ideas, and share responsibilities in completing assignments. This not only improves text comprehension but also assists social skills such as communication and cooperation (Fitriani, Rofiqoh, Dewi Anjar Kusuma, et al., 2024). With a clear goal in reading, namely completing a project, students become more focused on finding main ideas and important information in text. Overall, the implementation of PjBL in reading comprehension can increase learning motivation, student engagement, and critical thinking skills in understanding texts. Learning is no longer teacher-centered, but shifts to an active exploration process carried out by students through projects (Saputra et al., 2025).

2. Challenges in Implementing PjBL in Reading Comprehension Classroom

Despite its numerous benefits, the implementation of PjBL also faces several difficulties in practice. One significant obstacle is time management. Limited learning time prevents some groups from completing projects optimally. Intense discussion activities and the need to produce project products often require more time than conventional learning.

Furthermore, not all students are immediately able to adapt to a learning model that demands independence and responsibility. Some students still have difficulty understanding project instructions and tend to rely on the teacher or group members to interpret difficult vocabulary, rather than trying to understand its meaning.

through context. This indicates that advanced reading skills still need to be strengthened.

Another challenge that arises is student confidence, especially when presenting project results. Some students still feel nervous when having to explain their understanding in front of the class. Furthermore, even if group work goes well, there is still the possibility of uneven participation among group members. These findings indicate that the success of PjBL implementation depends not only on the learning design, but also on teacher support in managing time, providing clear instructions, and guiding students in developing independent learning and academic communication skills (Ariani, 2023).

3. Impacts in Implementing PjBL in Reading Comprehension Classroom

The implementation of Project-Based Learning (PjBL) in reading comprehension has had a significant positive impact on student learning processes and outcomes. Research findings show that PjBL creates a more active, collaborative, and meaningful learning environment. Students not only passively read texts but also engage in project activities such as mind mapping and presentations, which require them to deeply understand the reading content. Through this process, students demonstrate improvements in their ability to identify main ideas, locate important information, and understand the context of the text more comprehensively. Furthermore, project involvement also boosts learning motivation, as students perceive the learning to be more relevant and engaging than conventional methods.

However, the implementation of PjBL also presents several impacts that require attention in learning practices. Time constraints are a major obstacle affecting the effectiveness of project implementation in the classroom. Furthermore, some students still experience difficulties with vocabulary inference, lack confidence during presentations, and have uneven participation in group work. This situation indicates that while PjBL has significant potential for improving reading comprehension, its success depends heavily on the teacher's role in classroom management, providing clear instructions, and optimally guiding students. Thus, PjBL not only has an impact on improving academic abilities, but also demands adaptive pedagogical strategies so that the learning process can run effectively and inclusively.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research findings on the implementation of Project-Based Learning (PjBL) in reading comprehension at MTs Bahrul Ulum Tambakberas Jombang, the following conclusions can be drawn. The implementation of Project-Based Learning in reading comprehension was implemented in a structured and contextual manner. The learning process began with introductory activities that connected narrative text material to students' daily experiences, thus helping to build initial engagement in reading. The teacher acted as a facilitator, not only delivering the material but also providing prompting questions and guidance that encouraged students to understand the text independently through group discussions.

In conclusion, the implementation of Project-Based Learning (PjBL) in reading comprehension at the junior high school level has demonstrated significant benefits for both teachers and students. For teachers, PjBL shifts their role from information provider to facilitator, guiding students through a more active, collaborative, and meaningful learning process. The success of this approach depends heavily on the teacher's ability to manage learning time effectively, provide clear and structured instructions, and ensure equitable student participation in group activities. Furthermore, teachers need to provide appropriate scaffolding, particularly to support

students' vocabulary development and comprehension strategies, to optimally achieve learning objectives.

For students, the implementation of PjBL provides a more engaging and contextual learning experience, improving their ability to comprehend English texts. Through project activities such as mind mapping and presentations, students not only read but also identify main ideas, understand important information, and develop critical thinking and collaboration skills. This approach has also been shown to increase student motivation because they are actively involved in the learning process. However, students still face several challenges, such as limited vocabulary mastery, lack of confidence during presentations, and difficulty understanding project instructions. Therefore, students are expected to be able to develop learning independence, improve communication skills, and participate actively in group work in order to maximize the benefits of project-based learning.

The implementation of Project-Based Learning (PjBL) in teaching reading comprehension has been proven effective in increasing student activity, collaboration, and in-depth understanding compared to conventional methods. While it has a positive impact on academic ability and motivation, its success depends heavily on adaptive classroom management to address time constraints, vocabulary limitations, and unequal student participation within groups.

5.2 Suggestion

Based on the findings and conclusions above, the researcher would like to offers several suggestions addressed to teachers, students, and future researcher in order to enhance the teaching and learning reading comprehension using Project Based Learning.

1. For Teachers, teacher are advised to design more realistic time allocations by breaking projects into smaller, more manageable stages. Instructions need to be more explicit, accompanied by concrete examples and ongoing clarification throughout the project process. To address gaps in group participation, teachers can implement strategies that strengthen individual accountability, such as clear role assignments and regular progress monitoring. Furthermore, teachers need to provide dedicated guidance in vocabulary mastery through contextual strategies and gradually practice presentation skills to build student confidence.
2. For Students, students are expected to be more active in developing independence in learning, especially in understanding new vocabulary through the context of reading material before asking questions to the teacher or peers. Better time management needs to be implemented by utilizing discussion time productively and remaining focused on project objectives. During group work, students should participate actively and take responsibility for their respective assignments. Students also need to develop the courage to ask questions when

they are confused and build confidence in presenting their work through consistent practice.

3. For Future Researchers, further researchers are advised to conduct research with a broader scope, both in terms of the number of participants and the duration of the study, so that the results can be more comprehensively generalized. Further research could also explore the effectiveness of PjBL on other English language skills such as writing, speaking, or listening. Furthermore, research using a quantitative or mixed-methods approach could be conducted to more objectively measure the extent to which PjBL contributes to improving students' reading comprehension. Strategies for overcoming challenges in PjBL implementation, such as developing an effective time management model or techniques for increasing student participation in groups, are also interesting to explore in more depth.

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APPENDICES

Appendix I. Survey Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 4352/Un.03.1/TL.00.1/11/2025 18 November 2025
Sifat : Penting
Lampiran : -
Hal : **Izin Survey**

Kepada

Yth. Kepala MTs Bahrul Ulum Tambakberas
di
Jombang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Dwi Mulya Putri
NIM : 220107110078
Tahun Akademik : Ganjil - 2025/2026
Judul Proposal : **The Implementation Of Project-Based Learning In Reading Comprehension at Junior High School**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dekan,
Prof. Dr. Muhammad Walid, MA
NIP. 19730823/200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix II. Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin_malang.ac.id

Nomor : 5148/Un.03.1/TL.00.1/12/2025 5 Desember 2025
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada

Yth. Kepala MTs Bahrul Ulum Tambak Beras Jombang
di
Jombang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Dwi Mulya Putri
NIM : 220107110078
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Ganjil - 2025/2026
Judul Skripsi : **The Implementation Of Project-Based Learning In Reading Comprehension at Junior High School**
Lama Penelitian : **Januari 2026** sampai dengan **Maret 2026**
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dr. Muhammad Walid, MA
0730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi
2. Arsip

Appendix III. Validation Sheet

Validations Sheet

Instrument Validation Sheet of Questionnaire, Semi-Structured Interview, and Observation Checklist

"The Implementation Of Project-Based Learning In Reading Comprehension At Junior High School"

Validator : Nur Fitria Anggrisia, M.Pd
 NIP : 198909012023212042
 Expertise : English Language Teaching Development
 Instance : Maulana Malik Ibrahim State Islamic University of Malang
 Validation Date : 22 Desember 2025

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns bellow:

1: Very poor
 2: Poor
 3: Average
 4: Good
 5: Excellent

2. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score					Comments
		1	2	3	4	5	
1.	Relevance to research objectives				✓		
2.	Coverage of content				✓		
3.	Suitability for respondents				✓		
4.	Consistency of question format				✓		
5.	Avoidance of ambiguity				✓		
6.	Use of appropriate language				✓		

7.	Sensitivity to cultural/contextual factors				✓	
8.	Logical sequencing of questions				✓	
9.	Length and respondent burden				✓	
10.	Relevance to research objectives				✓	

D. Suggestion

Make follow up question for two interview

.....

.....

.....

.....

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- b. The instrument can be used with alight revision.
- c. The instrument can be used with many revisions.
- d. The instrument can be used.

Malang, 21 Desember 2025

Validator,



Nur Fitria Anggrisia, M.Pd

198909012023212042

Appendix IV. Observation Checklist

OBSERVATION CHECKLIST

Implementation of Project-Based Learning in Reading Comprehension

School : MTs Bahrul Ulum Tambak Beras Jombang

Class/Grade : IX

Date : 10/01/2026 - /01/2026

Observer :

Meeting : 3 & 4

Observation Scale

✓ = Observed ✗ = Not Observed Δ = Partially Observed

A. Pre-Teaching Activities (Opening Phase)

No	Indicators	✓ Δ ✗	Notes
1	Teacher greets students and checks attendance	O	
2	Teacher explains learning objectives related to reading comprehension	O	
3	Teacher introduces the project to be completed	O	
4	Teacher explains the relevance of the project to students' daily life	O	
5	Teacher activates students' prior knowledge related to the reading topic	O	

B. Introducing the Driving Question / Problem

No	Indicators	✓ Δ ✗	Notes
6	Teacher presents a driving question related to the reading text	O	
7	The question encourages critical thinking and comprehension	O	
8	Students show curiosity toward the given problem	O	

C. Project Planning Stage

No	Indicators	✓ Δ X	Notes
9	Teacher divides students into groups	O	
10	Teacher explains project instructions clearly	O	
11	Teacher explains expected project outcomes (e.g. poster, report, presentation)	O	
12	Students discuss roles and responsibilities in groups	O	
13	Students plan steps to complete the project	O	

D. Reading Comprehension Activities During Project Work

No	Indicators	✓ Δ X	Notes
14	Students read the given text collaboratively	o	
15	Students identify main ideas from the text	O	
16	Students find specific information (details) from the text	O	
17	Students infer meaning of unfamiliar words from context	O	
18	Students discuss text meaning within their group	O	
19	Students relate the text content to the project task	O	

E. Teacher's Role During Project Implementation

No	Indicators	✓ Δ X	Notes
20	Teacher acts as facilitator rather than main source of information	O	

No	Indicators	✓ Δ X	Notes
21	Teacher monitors group work actively	O	
22	Teacher provides guidance when students face difficulties	O	
23	Teacher encourages students' participation and collaboration	O	

F. Student Collaboration and Engagement

No	Indicators	✓ Δ X	Notes
24	Students work cooperatively in groups	O	
25	Students actively share ideas	O	
26	Students show responsibility toward their assigned tasks	O	
27	Students use English during discussion (partially/fully)	O	

G. Project Completion and Presentation

No	Indicators	✓ Δ X	Notes
28	Students complete the project on time	O	
29	Project content reflects understanding of the reading text	O	
30	Students present their project results	O	
31	Students explain the relation between the text and the project	O	
32	Other students give feedback or questions	O	

H. Post-Teaching Activities (Reflection)

No	Indicators	✓ Δ X Notes
33	Teacher guides students to reflect on learning process	O
34	Students express what they learned from the project	O
35	Teacher gives feedback on students' reading comprehension	O
36	Teacher concludes the lesson	O

Appendix V. Blue Print Interview (Teacher and Students)

SEMI-STRUCTURED INTERVIEW GUIDELINE

Interview the implementation and challenges of the reading comprehension learning process through project-based learning

Teacher:

No.	Aspect	Indicator	Questions
1.	Implementation of PjBL in Reading Comprehension	Planning, steps of implementation, teacher's role, student involvement	<p>1. <i>What steps do you usually take in applying PjBL in your reading comprehension class?</i></p> <p>2. <i>How do you plan the implementation of Project-Based Learning (PjBL) in teaching reading comprehension?</i></p> <p>3. <i>How do you position yourself as a facilitator during PjBL activities?</i></p> <p>4. <i>To what extent do students actively participate in the learning process through PjBL?</i></p>
2.	Impact of PjBL on Reading Comprehension	Main idea identification, critical thinking, students' motivation	<p>5. <i>In your opinion, how does PjBL influence students' ability to identify the main idea or important details from the text?</i></p> <p>6. <i>Does PjBL encourage students to think more critically about the texts they read? Please explain!</i></p> <p>7. <i>How does students' motivation and participation change when you use PjBL compared to traditional methods?</i></p>

3.	Challenges in PjBL Implementation	Time management, facilities, students' ability differences, classroom management	<p>8. <i>What are the main challenges you face in implementing PjBL in reading comprehension?</i></p> <p>9. <i>How do you deal with limited facilities or learning resources when applying PjBL?</i></p> <p>10. <i>How do you handle the differences in students' reading abilities during project-based activities</i></p>
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Students:

No.	Aspect	Indicator	Question
1.	Experience in Learning with PjBL	Engagement, group activities, learning experiences	<p>1. <i>What activities do you usually do with your group in reading projects?</i></p> <p>2. <i>How is your experience in learning reading comprehension through Project-Based Learning?</i></p> <p>3. <i>Which part of project-based learning do you find most interesting?</i></p>
2.	Impact of PjBL on Reading Comprehension	Finding main ideas, understanding vocabulary, critical thinking	<p>4. <i>Does learning with projects help you identify the main idea in reading texts more easily?</i></p> <p>5. <i>Does this method help you understand new vocabulary better?</i></p> <p>6. <i>Do you think PjBL makes you think more critically about the text? Can you give an example?</i></p>

3.	Challenges Faced by Students	Reading difficulties, group work, time management, motivation	<p><i>7. What difficulties do you face when learning reading comprehension through projects?</i></p> <p><i>8. Do you think the time given for completing the projects is sufficient? Why or why not?</i></p> <p><i>9. How is your experience working together with your group members?</i></p> <p><i>10. How do you feel about your motivation to learn reading through PjBL compared to traditional methods?</i></p>
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Appendix VI. Questionnaire for Students

STS : Sangat Tidak Setuju

TS : Tidak Setuju

BS : Biasa Saja

S : Setuju

SS : Sangat Setuju

A. Implementation (Pelaksanaan)

No.	Pertanyaan	STS	TS	BS	S	SS
1.	Guru menjelaskan dengan jelas tujuan dari proyek membaca di kelas.				5	12
2.	Saya mengerti langkah-langkah yang harus saya lakukan selama proyek membaca.			2	6	9
3.	Topik proyek membaca berhubungan dengan kehidupan sehari-hari saya.		1	3	10	3
4.	Saya mudah/bisa bekerja sama dengan teman-teman dalam proyek membaca.				6	11
5.	Guru membantu dan memberi arahan selama saya mengerjakan tugas proyek.				4	13

B. Impact (Dampak)

No.	Pertanyaan	STS	TS	BS	S	SS
1.	Proyek membaca membantu saya lebih paham isi teks yang saya baca.			1	3	13
2.	Saya jadi lebih mudah menemukan ide utama dan informasi penting dalam teks.			2	5	10
3.	Saya jadi lebih semangat belajar membaca bahasa Inggris.			2	6	9
4.	Saya lebih percaya diri untuk menjelaskan isi bacaan kepada teman atau guru.		1	5	5	6
5.	Belajar membaca lewat proyek membuat pelajaran jadi lebih menyenangkan.			1	3	13

C. Challenges (Tantangan)

No.	Pertanyaan	STS	TS	BS	S	SS
-----	------------	-----	----	----	---	----

1.	Saya kadang kesulitan mengatur waktu untuk menyelesaikan proyek.		2	4	9	2
2.	Ada teman kelompok yang kurang aktif mengerjakan tugas proyek.	2	8		6	1
3.	Saya kadang tidak begitu paham instruksi atau tugas proyeknya.	3	4	4	5	1
4.	Saya merasa gugup saat harus mempresentasikan hasil proyek di depan kelas.	2		5	7	3
5.	Kegiatan proyek kadang memakan waktu yang cukup lama.		2	4	8	3

Appendix VII. Documentations





Appendix VIII. Interview Transkrip

Teacher

Questions	Result Interview
Implementation	
Langkah-langkah apa saja yang biasanya Anda ambil dalam menerapkan PjBL di kelas pemahaman bacaan Anda?	Langkah yang biasa saya ambil dalam penerapan PjBL biasanya saya memulai pelajaran itu dengan menanya pertanyaan yang berhubungan dengan kehidupan sehari-hari anak-anak. Semisal ini saya di materi naratif teks berarti saya menanyanya itu cerita apa yang pernah didengar. Saya mengambil contoh misal malin kundang. Dengan itu anak-anak dapat secara langsung menceritakan orientasi komplikasi dan resolusi dalam cerita malin kundang dan sekaligus anak-anak secara tidak langsung sudah bisa menentukan moral value atau nilai yang bisa diambil dalam cerita malin kundang tersebut. Selanjutnya nanti anak-anak saya beri contoh teks naratif lainnya dan menganalisis atau menelaah teks itu secara berkelompok dan yang pada akhirnya itu menjawab pertanyaan sesuai dengan teks yang telah dibaca.
Bagaimana Anda merencanakan penerapan Pembelajaran Berbasis Proyek (PjBL) dalam pengajaran pemahaman bacaan?	Saya merancang PjBL ini dengan mengaju pada kompetensi dasar dan tujuan pembelajaran pembaca. Kemudian saya memilih teks yang sederhana, sesuai dengan tingkatan anak-anak. Dan tahapan-tahapan proyek itu saya buat secara runtut melalui tahapan proyek, sekaligus suruh penilaian, jadwal proyeknya kapan, serta bentuk nanti yang saya harapkan, atau bentuk dari proyek atau hasil dari anak-anak.
Bagaimana Anda memposisikan diri sebagai fasilitator selama kegiatan PjBL?	Dalam menerapkan pendekatan PjBL ini, saya memposisikan diri sebagai mentor. Saya memberikan pertanyaan dan umpan balik, pertanyaan panduan, dan umpan balik sepanjang proses. Saya juga membantu siswa menemukan makna teks secara mandiri melalui diskusi atau kerja kelompok.

Sejauh mana siswa berpartisipasi aktif dalam proses pembelajaran melalui PjBL?	Biasanya kalau SISWA diberitugas proyek seperti ini itu sebagian besar, SISWA akan menunjukkan keterlibatan secara aktif dan lebih semangat. Baik dalam membaca teks, berdiskusi, atau menyunyikan proyek, maupun mempresentasikan hasilnya dibandingkan dengan memperajaran yang biasa.
Impact	
Menurut Anda, bagaimana PjBL memengaruhi kemampuan siswa untuk mengidentifikasi gagasan utama atau detail penting dari teks?	Menurut pendapat saya, PjBL itu dapat membantu siswa lebih mudah mengidentifikasi gagasan utama. Karena mereka membaca teks dengan tujuan yang jelas. Yaitu untuk menyelesaikan proyek, diskusi dan kolaborasi, juga mendorong siswa untuk mengoreksi pemahaman.
Apakah PjBL mendorong siswa untuk berpikir lebih kritis tentang teks yang mereka baca? Mohon jelaskan.	Ya, PJBL saya kira mampu mendorong siswa berpikir lebih kritis karena mereka tidak hanya akan memahami teks secara literasi tapi juga menganalisis, membandingkan dan mengertikan isi bacaan dengan konteks nyata.
Bagaimana motivasi dan partisipasi siswa berubah ketika Anda menggunakan PjBL dibandingkan dengan metode tradisional?	Kalau saya lihat ketika saya menerapkan PGPL ini motivasi motivasi anak-anak itu meningkat. Siswa menjadi lebih antusias dan aktif karena pembelajaran bersifat kontekstual dan berkelompok dan hasil produk itu nyata. Mereka tidak hanya membaca tetapi juga untuk menghasilkan karya yang bermakna.
Challenge	
Apa saja tantangan utama yang Anda hadapi dalam menerapkan PjBL dalam pemahaman bacaan?	Tantangan yang paling nampak dalam penerapan PCBL ini adalah ini, keterbatasan waktu karena dalam 2 jam pelajaran yaitu sekitar 80 menit ini anak-anak karena kerja kelompok jadinya kadang-kadang kurang dalam menyelesaikan proyek ini.
Bagaimana Anda mengatasi keterbatasan fasilitas atau sumber belajar saat menerapkan PjBL?	Untuk mengatasi kurangnya waktu biasanya saya ini mempersiapkan proyek ini sebelum pertemuan sebelumnya. Anak-anak sudah saya siapkan untuk membawa misal peralatannya misalnya crayon, lem, gunting, pensil warna, penghapus dan lain-lain. Sedang saya akan mempersiapkan teks yang sudah tercetak jadi anak-anak nanti tinggal menggunting menempel dan memberi makna dan menghias.

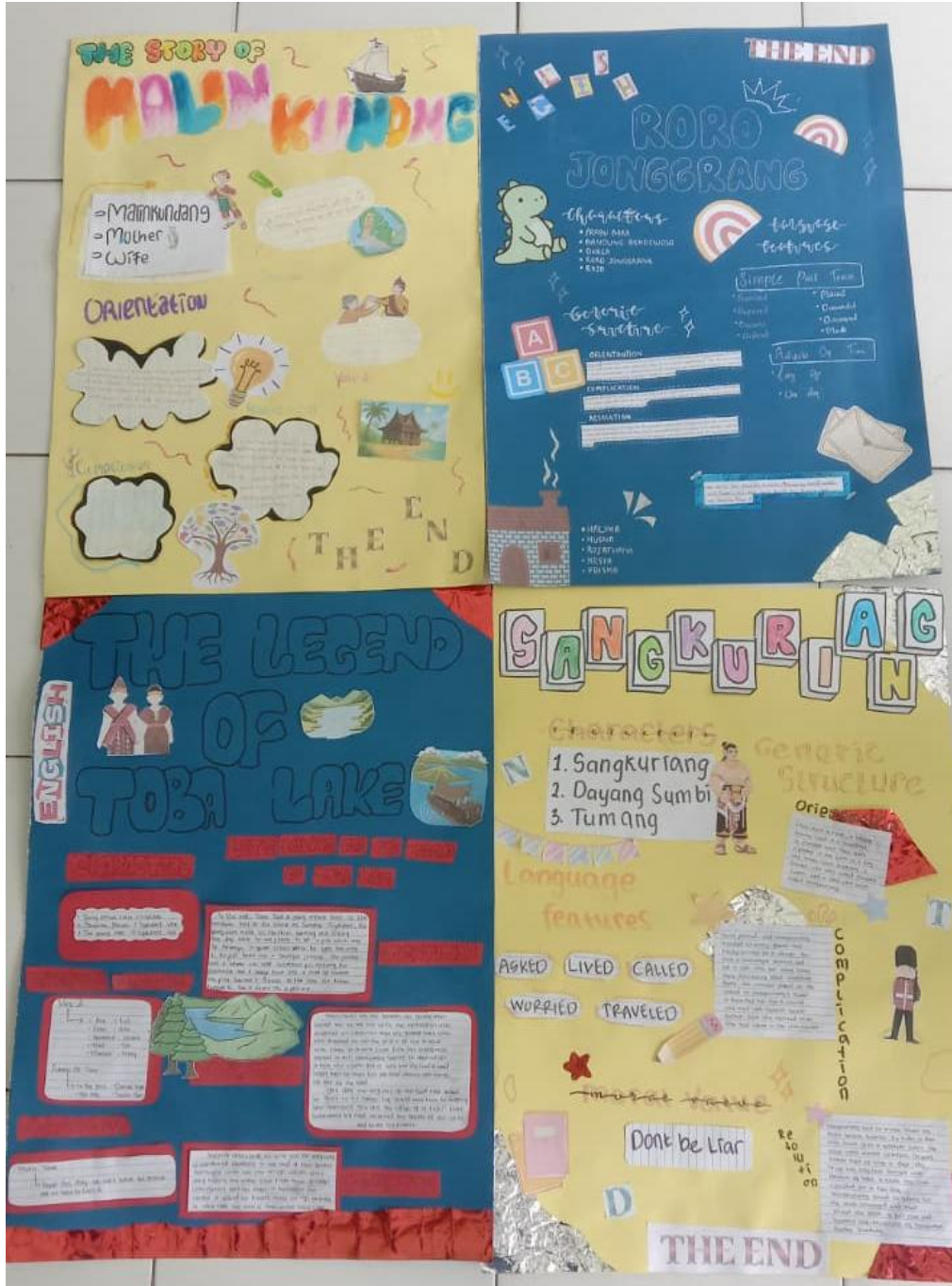
Bagaimana Anda menangani perbedaan kemampuan membaca siswa selama kegiatan berbasis proyek?	Karena dalam memahami bacaan, kemampuan anak-anak dalam satu kelompok bervariasi atau berbeda dalam menemukan makna, maka saya mengelompokkan siswa secara acak atau heterogen sehingga mereka nantinya dapat saling memberikan masukan atau dengan kata lain, mereka yang tidak mampu akan dibantu oleh siswa yang mampu.
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Students

Questions	Result Interview
Implementation	
Biasanya kamu ngapain aja bareng kelompok pas ngerjain proyek baca?	<ul style="list-style-type: none"> - Terus akhirnya disitu gimana caranya biar coba, biar akrab dulu. Terus yaudah disitu kita bagi tugasnya, ada yang ngebuat, ada yang mikir temanya. Terus abis itu ada yang ngerangkum kata-katanya - Itu seru banget. Karena waktu itu kita tidak pernah ada proyek untuk pelajaran. Itu bukan pertama kali, cuma sudah lama tidak pernah ada proyek-proyek.
Gimana pengalaman kamu belajar baca pakai cara proyek (Project-Based Learning)?	<ul style="list-style-type: none"> - Ya senang soalnya kan biasanya kalau guru-guru itu cuma ngejelasin, abis itu disuruh nyata ngerjain proyek - Kita saling memahami sih. Tukar pendapat dan kita menghargai pendapat sesama. Tidak memikirkan pendapat kita sendiri. Jadi kita benar-benar tahu. Bukan tentang kita sendiri, bahkan semuanya.
Bagian mana dari belajar proyek yang paling kamu suka?	- Bagian paling aku suka itu bagian nyusun-nyusun strukturnya
Impact	
Apakah belajar pakai proyek bikin kamu lebih gampang nemuin ide utama di teks?	- Iya sangat membantu. Kita mencari kosa katanya dulu jadi paham kalau mau cari moral value-nya. Iya kan disitu juga disuruh nyari verb duanya. Nah kita jadi tau mana verb satu, mana verb dua.
Apakah cara ini bantu kamu ngerti kata-kata baru lebih gampang?	<ul style="list-style-type: none"> - Iya membantu - Sangat membantu banget. Sebenarnya kita lebih suka yang bervariasi daripada yang hanya memadamang

	tulisan saja. Daripada dijelaskan terus-terus. Itu lebih berpengaruh kalau kita menggunakan proyek.
Menurut kamu, apakah belajar pakai proyek bikin kamu lebih mikir kritis tentang teks? Bisa kasih contoh?	- Karena belum akrab sama temen-temennya. Jadi ngiranya itu bakal susah berkomunikasi, bakal susah ngerjain itu semua. Tapi ternyata kalau dicoba pelan-pelan itu semua itu hilang.
Challenge	
Apa sih yang paling susah waktu belajar baca lewat proyek?	- Nah bukan karena waktunya sedikit ya. Mungkin karena emang gimana ya. Kan di situ juga dari kelompok aku itu yang kerja itu harus disuruh dulu.
apakah waktu buat ngerjain proyek cukup? Kenapa?)	- Ya jelas kalau hal yang seru pasti ada. Terus juga kita nambah kerjasama, dan kita jadinya kita sadar kalau semua itu dilakuin bareng-bareng itu kita have fun jadinya.
Gimana rasanya kerja bareng teman-teman satu kelompok?	- Ya karena di situ saya kan jadi lumayan paham gimana naratif text. Terus dari situ kayak ngerasa seru aja. Terus pengen nambah wawasan lagi, nambah belajaran lagi tentang bahasa Inggris.
Kamu lebih semangat belajar baca pakai proyek atau cara biasa? Kenapa?	- Iya, memotivasi banget. Terutama di bagian bacaannya. Membacanya. Pas baca teksnya itu.

Appendix IX. Students' Project



Appendix X. Letter of Completion Research



**YAYASAN PONDOK PESANTREN BAHRUL 'ULUM
MADRASAH TSANAWIYAH BAHRUL 'ULUM**

STATUS TERAKREDITASI B NSM : 121235170042 NPSN : 20582342
TAMBAKBERAS JOMBANG JATIM
Jl. KH. Abd. Wahab Hasbullah 194 Telp. (0321) 865256

Nomor : MTs.15.12.042/PP.005/012/2026
Hal : Surat Keterangan Selesai Penelitian

SURAT KETERANGAN SELESAI PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Musyafa', S.Pd
Jabatan : Kepala Madrasah
Alamat : Jl. KH. Abd. Wahab Chasbulloh No. 194 Tambakrejo Jombang

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : Dwi Mulya Putri
NIM : 220107110078
Program Studi : Tadris Bahasa Inggris
Judul : THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN
READING COMPREHENSION T JUNIOR HIGH SCHOOL
Universitas : UNIVERSITAS MAULANA MALIK IBRAHIM MALANG

Telah selesai melakukan penelitian di MTs. Bahrul Ulum Tambakberas Jombang pada tanggal 22 Januari 2026 untuk menyelesaikan tugas akhir mahasiswa.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Jombang, 25 Januari 2026



appendix XI. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan: MTs bahrul Ulum Tambakberas Jombang

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: IX / Genap

Materi Pokok: Narrative Text (Legend)

Alokasi Waktu: 2 x 40 menit (2 pertemuan)

Model Pembelajaran: Project-Based Learning (PjBL)

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, dan percaya diri dalam berinteraksi secara efektif.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural tentang bahasa Inggris.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrak terkait penggunaan bahasa Inggris dalam kehidupan sehari-hari.

B. Kompetensi Dasar (KD)

KD Deskripsi

- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari **narrative text** (cerita rakyat) sesuai konteks penggunaannya.

- Menyusun teks **narrative (cerita rakyat)** lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.7

C. Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi fungsi sosial, struktur, dan ciri kebahasaan dari narrative text.

2. Menganalisis unsur cerita (orientation, complication, resolution) dari cerita rakyat.
3. Membuat Mind Map terkait isi – isi yang penting dari cerita rakyat (*Narrative Text*)
4. Menyajikan hasil proyek dalam bentuk **Presentasi Mind Map** dengan percaya diri.
- 5.

D. Materi Pembelajaran

1. Pengertian Narrative Text

- Teks yang menceritakan suatu peristiwa atau kisah nyata maupun imajinatif yang bertujuan menghibur pendengar atau pembaca.

2. Generic Structure: Orientation → Complication → Resolution → (Coda)

3. Language Features:

- Past tense
- Action verbs (e.g., went, fought, saved)
- Time connectors (once upon a time, then, suddenly, finally)

4. Contoh Legenda: *The Legend of Toba Lake, Malin Kundang, Sangkuriang*

E. Metode Pembelajaran

Project-Based Learning

F. Langkah-Langkah Pembelajaran

Tahapan pembelajaran	Kegiatan guru/peserta didik	Waktu
Intorduction	<ul style="list-style-type: none"> ○ Guru membukan kelas dengan salam dan mengecek kehadiran siswa ○ Apersepsi, gruru memberikan pertanyaan pemantik dalam pengetahuan awal tentang cerita rakyat. 	5 Minutes

	<ul style="list-style-type: none"> ○ Guru memberikan contoh cerita rakyat yang relevan dengan kehidupan sehari-hari ○ Guru menjelaskan tujuan dan proyek pembelajaran hari ini. 	
Kegiatan Inti (3 & 4)	<p>Tahap 1: Pengenalan Materi</p> <ul style="list-style-type: none"> ○ Guru menjelaskan definisi dan tujuan narrative text. ○ Guru Menjelaskan <i>generic structure</i>, <i>language features</i>, dan jenis-jenis narrative text. ○ Siswa mengidentifikasi struktur cerita dari cerita legenda (cerita rakyat) yang ada di buku lks. ○ Siswa diberikan soal terkait narrative text yang ada di buku lks siswa. <p>Tahap 2: Perancangan Proyek</p> <ul style="list-style-type: none"> ○ Siswa diminta untuk mencari 1 contoh cerita rakyat. ○ Siswa dibagi menjadi kelompok kecil. ○ Setiap kelompok memilih satu legenda daerah (misalnya: Timun Mas, Malin Kundang, dll). <p>Tahap 3: Pembuatan Produk</p> <ul style="list-style-type: none"> ○ Siswa menulis teks naratif versi kelompok berdasarkan cerita rakyat yang dipilih. ○ Siswa membuat <i>mind map</i> dari teks tersebut yang terdiri dari (<i>tittle, characters, generic structure, language features, and moral value</i>) ○ Guru memberikan bimbingan teknis dan bahasa. <p>Tahap 4: Presentasi</p> <ul style="list-style-type: none"> ○ Setiap kelompok menampilkan hasil proyek di depan kelas. ○ Kelompok lain memberikan apresiasi dan umpan balik. ○ Guru dan siswa berdiskusi tentang kesulitan, strategi, dan hal baru yang dipelajari dari proyek ini. 	70 Minutes

Penutup	<ul style="list-style-type: none"> ○ Guru dan siswa berdiskusi tentang kesulitan, strategi, dan hal baru yang dipelajari dari proyek ini. ○ Guru dan siswa menyampaikan kesimpulan dari materi narrative text. ○ Guru dan siswa menutup pembelajaran dengan berdoa bersama. 	5 minutes
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G. Penilaian

1. Penilaian Sikap

- Observasi terhadap kerja sama, keaktifan, dan tanggung jawab selama proyek.

2. Penilaian Pengetahuan

- Tes lisan/tulisan: mengidentifikasi struktur teks, unsur kebahasaan, dan makna teks naratif.

3. Penilaian Keterampilan (Proyek)

Aspek	Indikator	Skor
Kreativitas	Desain dan ide proyek digital menarik dan orisinal	1–4
Bahasa	Struktur teks dan grammar sesuai	1–4
Penggunaan Teknologi	Pemanfaatan media digital efektif dan interaktif	1–4
Presentasi	Kelancaran, kepercayaan diri, dan kerja sama	1–4

Keterangan:

- **Sangat Baik (4)** : Peserta didik telah memenuhi semua kriteria penilaian yang ditentukan.
- **Baik (3)**: Peserta didik telah memenuhi beberapa kriteria penilaian yang ditentukan.
- **Cukup (2)**: Peserta didik masih kurang memenuhi kriteria penilaian yang ditentukan.
- **Kurang (1)**: Peserta didik belum memenuhi semua kriteria penilaian yang ditentukan.

H. Sumber Belajar

- Buku paket Bahasa Inggris kelas IX (Kemendikbud)
- Lembar Kerja Siswa

I. Produk Akhir

Students Project akan membuat mind map dari narrative text (cerita rakyat) yang sudah dipilih oleh masing – masing kelompok dan akan dipresentasikan di akhir.

Isi mind map

- Title
- Characters
- Setting
- Generic Structure (Orientation, Complication, Resolution)
- Language Features
- Moral Value

appendix XII. Curriculum Vitae

CURRICULUM VITAE

Name : Dwi Mulya Putri
Student ID : 220107110078
Place, date of birth : Pinrang, 21 September 2004
Gender : Female
Religion : Islam
College : Universitas Islam Negeri Maulana Malik Ibrahim Malang
Fakulty : Faculty of Education and Teacher Training
Program Study : Tadris Bahasa Inggris (English Education)
Address :
Phone Number : 082194793950
E – mail Address : dwimulyaaa12@gmail.com



Education Background : TK DDI Pasangkayu

SD Negeri 1 Pasangkayu

IMMIM Islamic Boarding School

MA Negeri 3 Kota Makassar

UIN Maulana Malik Ibrahim Malang