IMPROVING STUDENTS' READING COMPREHENSION USING *PROJECT-BASED LEARNING*

CELINE LUMANAUW, NIHTA LIANDO, FIVY ANDRIES

English Education Department, Faculty of Language and Arts

Universitas Negeri Manado

Tondano, Indonesia

Correspondence author: nihtaliando@unima.ac.id

Abstract : The aim of this research was to find out whether the use of Project-Based Learning is effective in improving the eighth grade students' ability in reading comprehension or not. The research was conducted at SMP Berea Tondano. The class consists of twenty students as the subject of the study. This research is quantitative research with one group pre-test and post-test design. Pre-test was given before the treatment. After giving the treatment, the writer collected the data for post-test. The test that used in this test was multiple choice. In this research, the maximum score of the students is 9 and minimum score is 3. The result of this research showed that the mean score of pre-test is 5.00 and post-test is 7.25. This means that the result of post-test is higher than pre-test. This result may lead to conclusion that using Project-Based Learning was considered effective to improve students' ability in reading comprehension.

INTRODUCTION

Language plays an important role in human existence (Hampp et al, 2021). Language is an unpredictable arrangement of audio images that allows all individuals in a particular culture to communicate or talk. This

means that language is useful for social motivation and association. For example, education and learning, interaction, knowing, etc. Abidin (2014) states that the logical methodology of learning is to show learning in the light of the logical methodology. Those that can develop the ability of Understudy to handle problems by using adjusted requirements exercises that require decisive and imaginative reasoning to build Understudy arrangements. (Anderson, 1999), subject over-reading advantages can help ESL / EFL students improve their English and advance in other substance-based classes where English is expected to be understood. It states that it has sex. Reading through is widely believed to be one of the key skills for ESL / EFL students to acquire, as it is their expertise in gaining insight into language, society and the world. Similarly, students can get more of the data they need by looking at various sources such as magazines, newspapers, books, books, and diaries. Overall, students can get information and data on printed pages.

However, many recent EFL studies have struggled to get English words (Lengkoan and Hampp, 2022). You are still not good at reading English texts. Perusal is a simple move that all English understudy can easily perform. In any case, reading is far from an easy skill to master, given that perception expects the meaning of the text to be captured and unleashed. Mikulecky and Jeffries (2007) point out that perceptual reading involves finding what the reader has read and associating the thoughts of the text with what they know for sure. Richard and Willy (2002) said: As Singer (1985) states, reading through appreciation is the most common way to understand composition, understand meaning, digest the thoughts brought about by composition, and unravel and discuss images.

Perusing is a functioning, familiar interaction which includes the peruser and the perusing material in building meaning. Duffy (2009) essentially characterizes perusing cognizance as the quintessence of

perusing since, in such a case that we don't comprehend the message, we are not perusing. Importance doesn't live on the printed page. Collaboration happens in perusing, which joins the words on the printed page with the peruser's experience information and encounters. Long and Richards (1987) recognize broad perusing as "happening when understudies read a lot of exorbitant interest material, normally out of class, focusing on signifying, "perusing for significance" and avoiding obscure words. Yurika (2008) express that broad perusing is alluding to a lot of perusing with an emphasis on the importance of the text.

Subsequently, perusing without understanding is futile. In the event that the perusers can peruse the words however fail to see what they have perused, they are not actually perusing. Hence, the extraordinary objective in perusing is to understand the substance of what they read. It tends to be reasoned that perception is the most common way of inferring importance to acquire understanding.

As indicated by Lattimer and Riordan (2011) project-bassed learning (PBL) is ordinarily viewed as a way to deal with educating in which understudies answer genuine inquiries or difficulties through a drawn out request process. As per Biggs (2000), project-bassed learning puts a propelling and significant certifiable errand in the focal point of the understudy's consideration.

As indicated through Bedard (2012), PBL frequently assume understudies to take an hobby eagerly withinside the enormous gaining knowledge of sports proposed, for the maximum component collaboration. In PBL conditions, understudies boost essentially through constructing records and making significance via iterative cycles of addressing, dynamic selecting up, sharing, and reflection.

Perusing is a functioning, acquainted interplay which incorporates the peruser and the perusing cloth in constructing meaning. Duffy (2009)

basically characterizes perusing attention because the quintessence of perusing since, in this type of case that we don`t recognise the message, we aren't perusing. Importance would not stay at the revealed web page.

Collaboration takes place in perusing, which joins the phrases at the revealed web page with the peruser's revel in records and encounters. Long and Richards (1987) understand wide perusing as "taking place whilst understudies examine a whole lot of exorbitant hobby cloth, usually out of class, that specialize in signifying, "perusing for significance" and averting difficult to understand phrases. Yurika (2008) explicit that wide perusing is alluding to a whole lot of perusing with an emphasis at the significance of the text.

Subsequently, perusing with out information is futile. In the occasion that the perusers can peruse the phrases but overlook what they have got perused, they're now no longer genuinely perusing. Hence, the outstanding goal in perusing is to recognize the substance of what they examine. It has a tendency to be reasoned that notion is the maximum not unusualplace manner of inferring significance to accumulate information.

As indicated through Lattimer and Riordan (2011) project-bassed gaining knowledge of (PBL) is frequently regarded as a manner to address teaching wherein understudies solution authentic inquiries or problems via a drawn out request process. As consistent with Biggs (2000), project-bassed gaining knowledge of places a propelling and enormous certifiable errand withinside the focal factor of the understudy's consideration.

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RESEARCH METHOD

Research Design

This examination is quantitative exploration by utilizing the test instrument through pre-exploratory plan with one gathering pre-test and post-test. Pre-test was given before treatment while post-test after the treatment. The test is to quantify the understudies' perusing understanding involving Project-Bassed Learning in class.

Data Collection

1) Giving pre-test (Multiple choice and matching) in order to know the students' reading comprehension before applying the treatment
2) Applying Project-Bassed Learning in the treatment
3) Giving post-test (Multiple choice and matching) in order to find the students' achievement after the treatment

Data Analysis

In analyzing data, the writer used mean score formula:

$$\overline{X} = \frac{\sum X}{N}$$

(Sukardi, 2003)

Where: $\bar{x}$ = mean score

$\sum x$ = total score

N = number of students

The data were presentd in frequency distribution table computation of mean score ($\bar{x}$).

FINDINGS AND DISCUSSION

Findings

Subsequent to completing the course of pre-test, treatment, and post-test, the essayist determined the distinctions between mean score of pre-test and post-test. The example of this exploration comprises of 20 understudies at eighth grade understudies of SMP Berea Tondano. In doing this review, the essayist utilized a few stages and it very well may be viewed as follows.

In showing utilizing Project-Bassed Learning, First the educator begin to investigate the data in view of understudy's connection about the learning results. Then, at that point, educator as the teacher in guiding understudies momentarily to gain from the directed homeroom. From that point forward, understudies ready to do the mechanical or working things before the venture started, in view of the objective of the undertaking. Then, at that point, the progression of planning the central matter of the venture, understudies talking about their own task in group or gatherings. From that point forward, understudies make their own undertaking recommendation that directed by the educator. On this progression, commonsense action on handling the task, understudies work in group to do their venture and take care of the issues assuming it happens. Instructor become the guide to administered the understudies' work. At last, Students introducing their work as the aftereffect of their undertaking. Introductions comprise of introducing meeting and examining meeting, educator as the mediator.

Prior to doing pre-test, the author had done perception and observed that the understudies of SMP Berea Tondano, particularly the eighth grade understudies were challenging to learn English. The author involved Project Bassed Learning to take care of the understudies' concern

in fathoming texts and zeroed in on understudies' understanding appreciation.

In the primary gathering, the essayist gave pre-test to the understudies. The pre-test comprised of 10 inquiries as different decision, coordinating and consummation. The reason for giving the pre-test was to figure out the understudies' capacity in perusing appreciation before the scientist do the treatment. In the wake of giving pre-test, the author observed the mean score was 5.00.

After giving the pre-test, the writer conducted the treatment. In the treatment, the students were studied by using Project Bassed Learning and the writer led the students in the process. The writer took four meetings in doing the treatment.

In the end of the meeting, the writer had done post-test. The post-test was consisted 10 questions joined by 20 students. After giving the post-test, the writer analyzed the data. She found that the mean score of the post-test was 7.25. After finding the data of pre-test and post-test, the writer calculated the data and compared it. The calculation of the pre-test and post-test can be seen as follows.

Table 1. Students' Scores in T1 (Pre-test) and T2 (Post-test)

NUMBER OF STUDENTS	PRE-TEST	POST-TEST
1	5	8
2	6	9
3	6	8
4	6	7
5	5	8
6	5	7
7	6	8
8	3	5
9	5	6
10	4	8
11	5	7
12	3	6
13	4	7
14	5	7
15	5	6
16	4	7
17	6	8
18	4	6
19	6	8
20	7	9
Total	**100**	**145**
Mean	**5.00**	**7.25**

The information presentd on table 1, showed that T1(Pre-test) one (1) understudy got most elevated score of seven (7) and two (2) understudies got least score of three (3). Then again, in the T2 (Post-test), two (2) understudies got the most elevated score of nine (9) and one (1)

understudy got the least score of five (5). The aftereffect of score post-test was higher that pre-test where the mean in pre-test was 5.00 and in post-test was 7.25. It implies there was improvement that increment understudies' perusing appreciation by utilizing Project Bassed Learning.

Table 2. Frequency Distribution Matrix of T1 (Pre-test)

Scores	Tally	Freq	Freq-%
7	I	1	5
6	IIII I	6	30
5	IIII II	7	35
4	IIII	4	20
3	II	2	10

The data presented in the table above showed that 20 students took the T1 (Pre-test). The most raised score was seven (7) achieved by one (1) student (or 5.0%), six (6) students got six (6) (or 30%), seven (7) students got five (5) (or 35%), four (4) students got four (4) (or 20%), and two (2) students got three (3) (or 10%). The repeat apportionment of scores T1 (Pre-test) presented in figure 1.
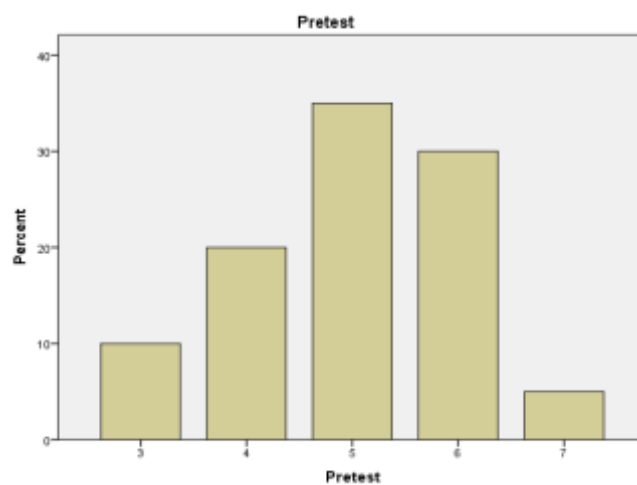

Figure 1. Chart Bar of T1 (Pre-test)

After calculating the score of pre-test, the writer continued, the writer continued to calculated the score of T2 (Post-test) that presentd in table 3.

Table 3. Frequency Distribution Matrix of T2 (Post-test)

Scores	Tally	Freq	Freq-%
9	II	2	10
8	HHI II	7	35
7	HHI I	6	30
6	IIII	4	20
5	I	1	5

The eventual outcome of T2 (Post-test) presented in table 3, showed that 20 students ventured through the test. The most raised score was nine (9) achieved by two (2) students (or 10%), seven (7) students got eight (8) (or 35%), six (6) students got seven (7) (or 30%), four (4) students got six (6) (or 20%), and one (1) student got five (5) (or 5%). The repeat spread of T2 scores (Post-test) presented in figure 2.
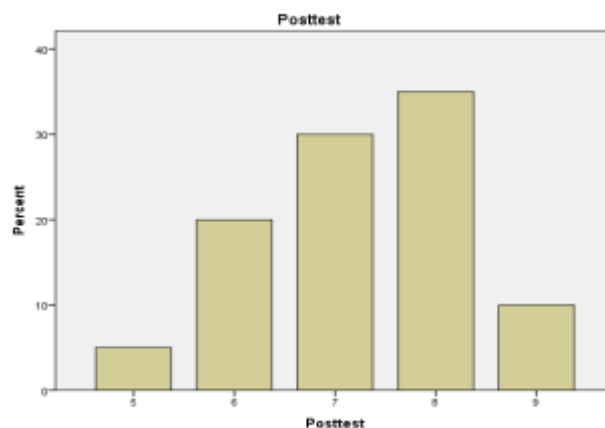

Figure 2. Chart Bar of T2 (Pre-test) and T2 (Post-test)

Bassed on the information over, the author summed up the consequence of the pre-test and post-test to obviously look at the aftereffect of this examination. The information presentd in table 4.

Table Recapitulation of T1 (Pre-test) and T2 (Post-test)

SCORE OF	PRE-TEST	POST-TEST
Mean	5.00	7.25
Mode	5	8
Minimum	3	5
Maximum	7	9
Sum	100	145

Considering the table above, it showed that in T1 (pre-test) the mean score is 5.00 with the most score that gotten by seven (7) students was five (5). The base score was three (3) achieved by two (2) students, and the best score was eight (8) achieved by one (1) student. Meanwhile, in T2 (post-test) the mean score was 7.25. The most score was eight (8) achieved by seven (7) students, least score was five (5) achieved by one (1) student, and most noteworthy score was nine (9) achieved by two (2) students. As the result, the mean score of post-test (7.25) was higher than the mean score of pre-test (5.00).

Discussion

Directly following executing the use of Project Bassed Learning in growing students' comprehension appreciation, the creator got the data from the pre-test and post-test. The result showed that the score of pre-test was cut down that post-test. With everything taken into account, Project Bassed Learning was fruitful in growing eighth grade students' getting insight.

The aftereffect of the pre-test that gotten by the essayist showed the mean score was 5.00. The score showed that generally understudies got five (5) or 35%. While dissecting the pre-test score, the essayist observed the understudies got issue in learning. In view of the information,

a large portion of the understudies got score lower than six (6). That is to say, the understudies were absence of understanding cognizance. As (Snow, 2002) characterizes perusing cognizance is the course of all the while removing and building significance through collaboration and association with composed language, it implies that perusing appreciation's what is significant in realizing English that assisted the understudies with fostering their own insight about perusing so it can make the understudies simpler to learn and partake in the English illustration through the connection and the inclusion of composed language in learning. Project Bassed Learning is one sort of instructing strategy that can be utilized in educating English. The eventual outcome of the post-test showed that the mean score was 7.25. In the post-test, most of the students got eight (8) or 35%. The mean score between pre-test and post-test was extraordinary, there was improvement in the post-test. Thusly, Project Bassed Learning could extend students' getting insight. Considering the data, the writer saw that Project Bassed Learning would help students that were inconvenient in learning English.

Moreover, the mean score of post-test subsequent to applying the Project Bassed Learning, it was observed that there were improvement from the pre-test, the mean score was 7.25. In the interim, the level of the understudies who got score over 6 were 75%. It truly intends that, Project Bassed Learning was achievement further developed the understudies' perusing cognizance at eighth grade understudies of SMP Berea Tondano.

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