IMPLEMENTATION OF PROJECT BASED LEARNING (PBL) MODEL TO IMPROVE STUDENTS' READING SKILL

THESIS

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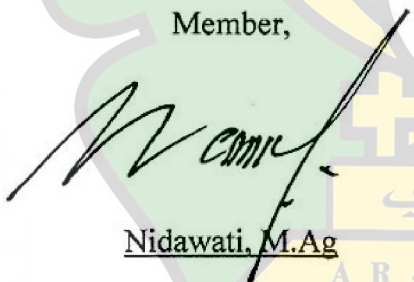Prof. Dr. Muhammad AR, M.Ed   Riza Zulyani, M.Pd

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SURAT PERNYATAAN KEASLIAAN

(Declaration of Originality)

Saya yang bertandatangan dibawah ini:

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul :

Implementation of Project Based Learning (PBL) Model To Improve Students' Reading Skill

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 26 juli 2022

Saya yang membuat surat pernyataan,

Suqya Rahmah

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All praise due to Allah, who has given me spirit, health and chance to finish this thesis. My greeting, prayer and love to our Prophet Muhammad SAW, who had struggled wholeheartedly to deliver the truth to human being and his ummah to the right path.

First, I would like to thank all of those who have given me help and guidance, so that this thesis can be finished on time. The researcher's sincere thanks to the main supervisor, Dr. Muhammad AR, M.Ed; the co-supervisor, Nidawati, M.Ag; and my academic supervisor, Dr. Nashriyah MA, who have given me direction as well as encouragement that are very useful and helpful for writing this thesis. Then, my thanks to all of the lecturers and all the staff of the English Department who helped and guided me during my studies in the English Education Department of UIN Ar-Raniry.

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Finally, the researcher admits that her writing is still far from being perfect. Therefore she hopes some suggestions and criticism from the reader for this paper. Hopefully this thesis will have some values for her and the reader.

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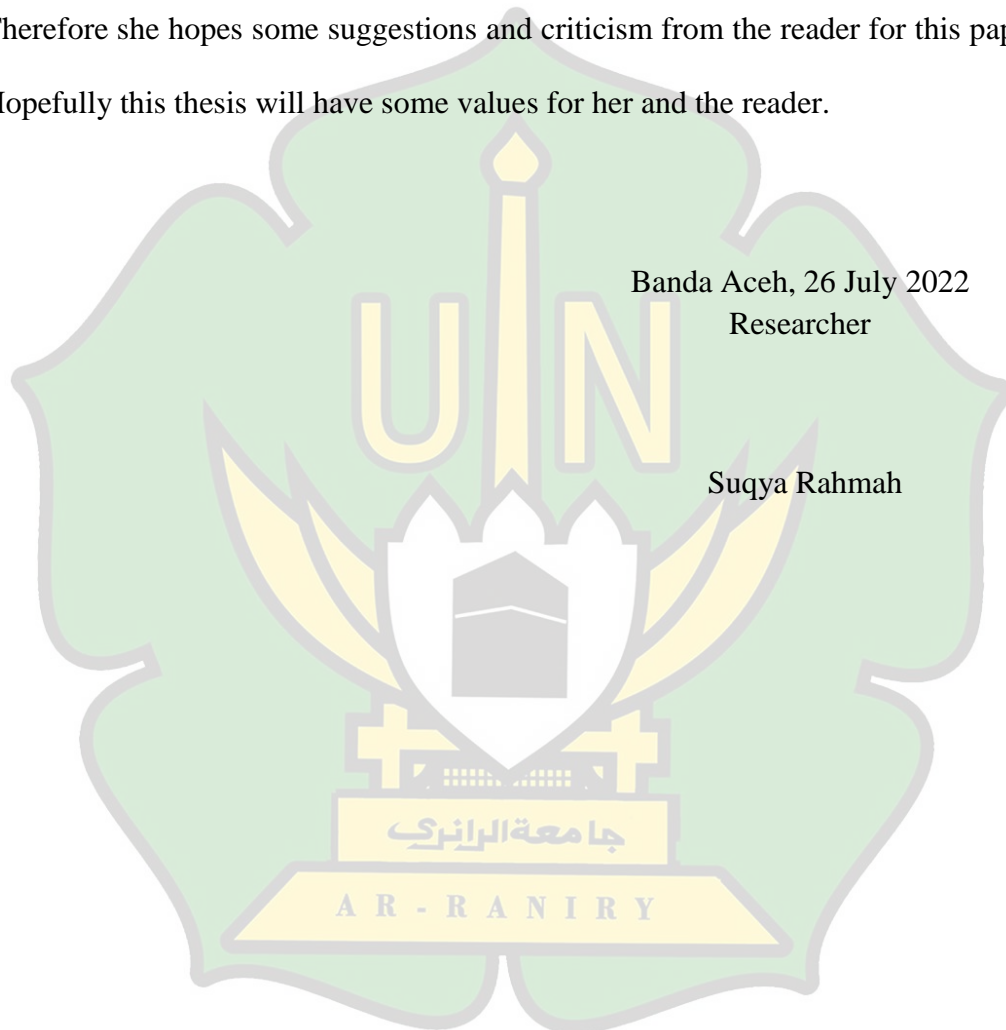
ABSTRACT

Name   : Suqya Rahmah

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Title   : Implementation of Project Based Learning (PBL) Models to Improve Students' Reading Skill

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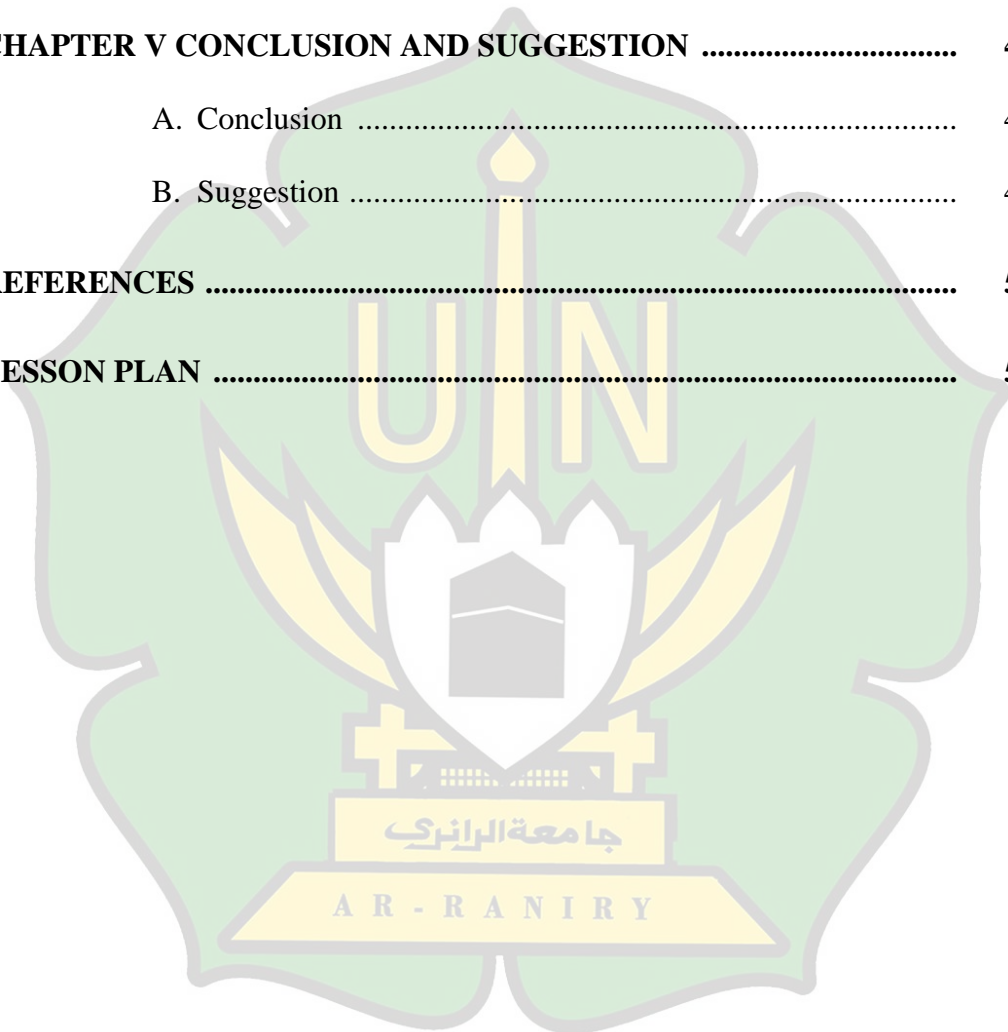Keyword   : Project Based Learning, Reading Comprehension.

This study's goal was to determine whether there were any appreciable differences in how the Project-Based Learning method was used to teach reading comprehension to students in grades 7 at the Al-Muhajirin Islamic Junior High School in Aceh Besar. The research questions in this study were addressed using quantitative methodologies. 42 students participated in the study, and they were split into an experimental and a control class. Pre-test, post-test, and questionnaires were used to collect the study's data. Independent t-test from SPSS 17.0 for Windows was used to evaluate the data from the pre-test and post-test. The study's findings, with a significance level of less than 0.05 (p=0.0000.05), show that the PBL method was successful in increasing students' reading comprehension. Additionally, according to an examination of the questionnaire, the majority of students responded favorably to the PBL method. They concurred that the PBL method made it easier for them to comprehend the lesson, encouraged them to participate more actively and creatively in class, and helped them learn more in project. They were made to find the lecture easier to understand, inspired to participate more actively and creatively in class, and learned more in groups project.

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CHAPTER I

INTRODUCTION

A. Background of Study

Education is one of the most important aspects of life. If a country's education is of high standard, it will be able to advance. It is important to have a plan relevant to the nation's educational objectives in order to receive advanced, high, and quality education. The aim of national education, according to Indonesia's National Education System Number 20 of 2003, is to build a generation of nations who believe in and fear God Almighty, have strong character, knowledge and skills, are intelligent, and innovative (Kholis, 2014). As a result, education plays a critical role in Indonesia's development and prosperity.

In achieving the goals of national education, it is necessary to have a set of curriculum that helps to be given to students at their respective levels. The curriculum as a bridge to the goals in each educational unit is described above several subjects in schools (Hamzah, 2014). Therefore, the government always tries to improve the quality of education, one of which is by improving the curriculum.

One of the subjects included in the education curriculum is English. English is a worldwide language, which is spoken by almost all people in the world. The Ministry of Education has decided that english would be taught in

Indonesiaschools as a foreign language (Alwasilah, 2013). It's from elementary schools to universities, people have been learning. It indicates that students in Junior High School cannot disregard English. Learners are expected to master the four language skills during the teaching and learning process. Make good use of English. English, as is well known, contains four main skills: Listening, speaking, reading, and writing are all important skills to have. The major purpose of teaching these abilities is for students to be able to communicate effectively with native and non-native English speakers in a variety of social and academic settings. In addition, reading comprehension is one of the skill.

One of the four key language skills that students should master is reading. Reading is a skill that students can use to excel in school and in life. Reading skills will help students get new things, appreciate the beauty of literature, and perform daily tasks, such as reading recipes, novels, newspapers, instruction manuals, and books.

Reading is a seemingly basic skill, but it is difficult to put into practice because it is influenced by personal preferences. Reading is very important for scientific progress because reading is the main means of knowledge transfer. Students will understand a reading book more quickly if they already have a reading culture. According to Huda Babu's research on An Analysis of Student's Dificulties in Reading Comprehension at Mts Darel Hikmah Pekanbaru. The data reveals that children's reading abilities remain low (Babu, 2020). Students have a low ability to comprehend reading.

Based on the researcher's experience when teaching at Al-Muhajirin Islamic Junior High School in Aceh Besar, it was found that students have certain comprehension problem that cause their low reading skill. The use of conventional methods in teaching reading is still used. The traditional methode to teaching beginning reading was to walk beside the student. But, in essence, the teacher was not on the side of the child, but ahead of them, dictating the pace and direction of the path to learning to read with little or no input from the student (Phajane, Traditional Method of Teaching Reading, 2014). This method of learning bores students and does not elicit enthusiasm in the classroom.

Other reasons why students' reading skills are still inadequate is that reading is still a teacher-centered procedure in the learning process. Teacher-centered learning does not promote student engagement, and students are less engaged in the learning process as a result. English teachers continue to use the lecture method and have not fully utilized engaging learning models. Teachers mistakenly believe that not using models or using models is the same. There are also some teachers who believe that using models is a waste of time and that the curriculum is not being met. The learning environment must shift from a teacher-centered to a student-centered environment.

One of the student-centered learning methods is project-based learning (PBL). Because the PBL Learning Model stresses student involvement in learning activities, it is an innovative learning model that is extremely appropriate for enhancing student competency. PBL learning is a learning

model that emphasizes projects and activities as the primary means of instruction. Students investigate, evaluate, analyze, synthesize, and synthesize information to achieve a variety of learning outcomes. Project-based learning (PBL) is an inquiry-based educational strategy that involves students in the building of knowledge by requiring them to complete meaningful projects and generate real-world outcomes (Guo, Saab, Post, & Admiraal, 2020). PBL learning is intended to be utilized in the investigation and understanding of difficult problems.

The following are some previous studies to further convince researchers to take this title. In 2018, Sri Wathani, an English education student, researched "The Effect of Project-Based Learning Implementation on Students' Participation and Achievement in an English Speaking Course," which focuses on students' speaking skills. Recently, there was also Widia Astuti, an English education student at Muhammadiyah Makassar University, who researched "The Use of Project Based Learning in Teaching English at Second Grade of SMP Negeri 1 Barru (Quasi-Experimental Research"), which only focuses on teaching English using this model. Then there is Khoiriyah, who conducted research on "Project-Based Learning Method Implemented in Teaching English Speaking Skills at the Eleventh Grade of SMA Negeri 3 Malang" in 2015. He was one of the students of English education at Muhammadiyah Malang University. In addition, there was also "The Effectiveness of Project-Based Learning to Improve the Speaking Skills of the Second Semester Students at Cokroaminoto Palopo University," which was

researched by Nur Afifah Rustan in 2015, who also focused on students' speaking skills. She is an English education student at the Islamic University of Alauddin Makassar. Vetty Kurnely, a language education student at Syarif Hidayatullah Islamic University, conducted research on "Project Based Learning in English Reading Classroom (A Qualitative Case Study of Two Junior High Schools in Bogor)" in 2018.So, These previous studies were quite helpful in assisting the researcher in completing the investigation. These studies are comparable to the current study, but there were differences and new issues posed by the researcher in order to develop original new work in terms of skill, teaching material, and learning activities.

Based on the background described and some of the previous studies above, the authors were motivated to conduct research with the title **"Implementation of Project Based Learning (PBL) Model to Improve Students' Reading Skill"**.

B. Research Questions

The problem in this study is formulated as follows, based on the context stated above are:

1. Does the implementation of project based learning (PBL) improve students' reading skill?

2. What is the students' perception about project based learning (PBL) to improve students' reading skill?

C. Research Aim

The following are the expected research objectives, as stated in the problem formulation is

1. To determine the implementation of project based learning (PBL) improve students' reading skill.

2. To Know What is the students' perception about project based learning (PBL) improve students' reading skill.

D. Research Benefit

As previously said, students' reading skills are critical in learning English, hence the findings of this study may provide the following advantages:

1. Teachers can provide alternatives in the form of a variety of learning approaches that can be used to improve students' reading skills when learning English.

2. It gives students a new impression, creates a cooperative spirit, and can help students improve their reading skills when learning English.

3. For researchers, effective learning in enhancing students' reading skills provides essential experience in building innovation in the realm of education.

E. Hypothesis

According to (Dayanand, 2018)A hypothesis is a statement of the researcher's anticipation or forecast regarding the relationship between the variables being studied. The null hypothesis, often known as H0, is a declaration that there is no difference between the parameters and statistics. Meanwhile, the alternative hypothesis, often known as H1 or Ha, says that there is a difference between parameters and statistics and is the polar opposite of the null hypothesis (Hidayat).

Ho : There is a significant difference in students' improvement in reading competence when using the project-based learning (PBL) model and when not using the PBL model.

Ha : There is no a significant difference in students' improvement in reading competence when using the project-based learning (PBL) model and when not using the PBL model.

F. Research Terminologies

The researchers should describe some of the phrases used in this study to help people comprehend the goal of the whole thing:

1. Reading Ability

The capacity to read and comprehend a text is known as reading ability (Brenda Vance Rollins, 2010). Reading is a language skill practice that takes a person further and deeper than any other. People

can explore and search for different types of knowledge and knowledge preserved in books and other written media via reading.

2. Project Based Learning (PBL) Learning Model

The PBL Model is a teaching and learning technique that involves students in a constructive project that addresses a community need. This model is instructional model that focuses the responsibility of learning on the learner (Warren, 2016). Students are taught to solve problems by first conducting an analysis of an issue, then conducting exploration, gathering information, interpreting it, and evaluating it while working on a project linked to the examined topic. This type of learning allows students to expand their creativity when planning and performing projects that can be used to solve a problem. Project-based learning is a type of student-centered learning that is based on constructivism. Teachers can "learn from students" and "learn with students" through Project Based Learning's learning process (Wahyunigtyas Sri, 2018). Project-based learning is learning that focuses on student activities in order for them to understand a concept by conducting in-depth investigations into a problem and developing answers through the creation of projects.

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading Comprehension

One of the most important skills in the teaching and learning process is reading. Reading is a technique for getting information out of written material and is one of the four language skills that everyone should learn and be proficient in (along with listening, speaking, reading, and writing). Reading isn't about how to pronounce or explain words; rather, it's about how student comprehend the text's meaning and what the author is saying. According to Khairil Razali and Irham Razali (2013) Reading comprehension is a two-way conversation between the reader and the author that takes place through the text (Razali & Razali, 2013).

Reading is an important skill which has an important contribution Reading is a crucial skill that plays a significant role in the effectiveness of language learning. Reading is a pleasurable activity that student can perform as part of their learning process, and it can help them find some of the information they need. The most important and practical skill is reading (Patel & Jain, 2008). Reading is necessary for student to enhance their information as well as their thinking skills in order to develop their moral, emotional, and verbal intelligence.

In conclusion, reading is essential for a student's development and learning. Reading can be seen of as a way to get information out of a text, with comprehension being the main objective.

For students to effectively comprehend written content, they must be able to make connections between what they read and what they already know as well as think critically about what they have read. Comprehension is the understanding and interpretation of what is read. Reading comprehension is a process in which a reader extracts and develops meaning from written language while interacting with it (Rosari & Mujiyanto, 2016). Reading is about comprehension; if readers can comprehend the words but don't understand or connect with what they're reading, they aren't reading at all.

Because the purpose of reading is to understand what has been read, reading and comprehension are closely related. According to (Celce-Murcia, 2002) Reading requires for the reader to extract information from a text and integrate it with information and expectations that the reader already knows. It utilizes general comprehension as an example. The ability to understand a written passage of information is referred to as reading comprehension. The level of comprehension of a text or communication is what is meant by this term. The capacity of readers to understand what they have read is referred to as reading comprehension. Readers frequently employ background knowledge,

vocabulary, grammatical comprehension, familiarity with a text, and other strategies to help them comprehend written texts.

Reading comprehension, according to the definitions above, is the capacity to locate the expressed or unspoken writer's idea in a text. Reading comprehension is defined as the ability to comprehend all of the information presented by the author. It also refers to the ability to link the words in a text, as well as the ability to comprehend the concepts and relationships within them.

2. The Difficulties in Reading

Bond Tikel and Wasson (1979) provide the following general classifications of the more prevalent reading difficulties:

1. Incorrect word recognition and identification
2. wrong-headed directional tendencies
3. deficiencies in the capacity for simple comprehension
4. limited capacity for special comprehension (such as inabilities to locate and retain specific facts)
5. Inadequate oral reading and low comprehension rates
6. Deficiencies in basic comprehension abilities

According to Nuttal (1982), In order to comprehend a text completely, students must master the following five components of reading comprehension: finding the main idea, learning specifics, drawing

conclusions, recognizing references, and comprehending the meaning of words (Babu, 2020).

3. **To Improve Reading**

According to (Sari, Pratiwi, & Thereana, 2019) reading strategy is one of the things that can assist students improving what they are reading. This is critical for teaching strategy by addressing strategy and how it should be utulizied, modeling through a thought process, group practice, partner practice, and individual strategy Implementation (Duke & Pearson, 2005). According to (Block & Israel, 2005) there are some effective ways for improving reading comprehension:

1. **Predicting**

The first method for improving reading comprehension is prediction since it enables the reader to set reading objectives.

2. **Visualizing**

By encouraging students to draw or write about the images that spring to mind after visualizing the text, teachers can assist students to envisage the settings, characters, and events in a story.

3. **Making connections**

Another strategy that can be employed in the reading process is to make connections. Making connections allows

learners to draw on prior knowledge and relate the text's ideas to their own experiences.

4. Summarizing

Even when they are reading lengthy chapters that are typically perceived as a threat to them, summarizing helps students organize their thoughts.

5. Questioning

In order to locate the answers to the teacher's questions before, during, and after the reading, students use this strategy to go back to the text as they read. Using this technique, students get practice telling the difference between queries that rely on the reader's prior knowledge and those that infer facts.

6. Inferring

Reading between the lines is referred to as inferring. Students can be thought how to form inferences using illustrations, graphs, photos, dates, related terminology, and titles from the book.

It can be concluded that some of the reading strategies above can improve students' reading skill.

4. Purpose of Reading

The aim of reading printed text is different. If readers read the information they require, they will knpw and be satisfied. When individuals read something, they do it for variety of reasons. When they read a newspaper, for example, their goal is to learn something new. The objective of reading a comic is for them to have fun.

Additionally, (Grabe & Stoller, 2011) also mentioned about the purpose of reading, those are:

1. Reading is a general cognitive process that examines text for particular information or words. It is used to search for basic information. For this, it's necessary to employ a number of techniques to anticipate where in the text relevant information can be found, as well as basic reading comprehension techniques to the content in order to develop a general understanding.

2. Reading a book to learn from it. When someone has to extract a lot of information from a text, it most typically happens in academic and professional environments.

3. Reading helps you process information. In order to choose which information needs to be integrated and how it should be integrated for the reader's aims, the reader must be able to critically analyze the material they are reading.

Reading for general comprehension. Fluent readers can do this very quickly and automatically in the processing of words, as well as effective coordination in numerous text processes.

Based on the numerous reading listed above, it can be stated that readers should have some goals in mind before reading anything. It will be easier for them to understand any specific piece they want to read if they have a goal in mind before they begin reading..

B. Project Based Learning (PBL)

1. Definition of Project Based Learning (PBL)

The term "project-based learning" can be defined in a variety of ways. Some researches have referred to project-based learning as a [8]"model," "method," "approach," or "technique". According to Odzemir (2006) A model is project-based learning. Project-based learning, according to Odzemir, is a great paradigm for raising academic achievement. Project-based learning (PBL) is an educational strategy that is based on the constructivist approach to learning, which involves the building of knowledge from many viewpoints within a social activity and promotes context-dependent self-awareness of learning and knowing (Tamim & Grant, 2013). According to (L.G & C., 2000) Project-based learning is a highly effective model that enables students to express their opinions on

subjects related to their areas of interest, to ask questions, make estimates, develop theories, use various tools, apply their newly learned skills in the context of a real and meaningful life, and to solve problems and respond to inquiries both inside and outside of the classroom. Real world project-based learning (PBL) is a kind of instruction that moves away from the traditional model of isolated, teacher-centered lessons in the classroom (Ding & Suining, 2006). Project-based learning, as deduced from those statements, is a model in which students learn through a project that they choose with the support of teachers, allowing them to be actively engaged in the learning process.

The researcher believes that Project-Based Learning (PBL) is an innovative and methodical teaching model that increases student participation through comprehensive studies of complicated problems, based on the aforementioned explanation. This is what it means to learn by doing. PBL emphasizes instilling specific knowledge and abilities while also encouraging students to ask questions, think critically, and make connections between their studies and real-life situations.

2. **Models of Project Based Learning**

(Morgan, 1983) for example, described three general models of project work for educational purpose :

1) Project exercise

The goal of this type of assignment is for students to apply what they've learned in class to a real-world problem in a subject they're already familiar with. This type of project-based learning is the most traditional.

2) Project component

In this kind of project work, the aims are broader and the scope is wider; the project is more interdisciplinary in nature and typically connected to challenges in the "real world"; the objectives include problem-solving skills and the capacity to work autonomously. Project courses are frequently taken in addition to courses that are traditionally taught.

3) Project orientation

This term describes the overarching curricular idea of a program; the projects that students complete serve as the basis for their university education, with instructional teaching acting only to meet the needs of the project topics. In stark contrast to the model, the requirements of the project topics define the subject matter examined.

We can conclude from the above discussion that there are three models of project-based learning for educational purposes. Because each model serves a purpose, each model of project-based learning should be appropriate for the learners' level.

3. Types of Project Based Learning Tasks

Willis in (Rizky, 2012) has listed some types of PBL tasks which can be implemented. They are:

1) Listing

The learner's prior knowledge of the topic is used in this activity. As a result, a list of notions could be created.

2) Ranking Items

Students rank their most significant work responsibilities that require the target language. The information recorded according to particular criteria may be the result of this action.

3) Comparing or Contrasting Items

Students can compare and contrast the many layers of the atmosphere. At a higher level, a group discussion activity might be done. This exercise could result in the discovery of similarities and differences.

4) Problem-Solving Activities

Students are instructed to identify frequent workplace issues and provide solutions. It improves the ability to solve problems.

5) Creative Task

Such activities are difficult because they necessitate thorough planning and skill integration. These difficult

undertakings necessitate a higher level of preparation and skill integration.

4. The Stages of Project Based Learning

According to (Essien, 2018) the states that there are three stages of project based learning, such as :

1) Planning

Students are separated into groups during the planning step, after which they choose subjects, conduct literature reviews, locate needed sources of information, and organize the materials.

2) Implementation

During the implementation stage, students create project ideas, gather data, divide up duties in groups, and complete projects.

3) Present

Students in groups share the findings of their project at this time, and the feedback received is used for individual reflection.

5. The Advantages of Project Based Learning

The Project Based Learning (PBL) paradigm can be used to teach reading, and it has a number of advantages, including the following (Fragoulis, 2009) :

1) Students can study in a context that is meaningful to them through project-based learning.

2) Project based learning can create optimal environment to practice reading.

3) Project-based learning can also encourage students to participate actively in project learning.

4) Students' attention, motivation, engagement, and enjoyment are all enhanced through project-based learning.

5) Project-based learning encourages social learning, which can help students improve their collaboration abilities.

6) For students to improve their language abilities, project-based learning may be the ideal option.

6. The Disadvantages of Project Based Learning

According to (Grant, 2002) said that the diadvantages of project based learning are as the following:

1) In project-based learning, solving complicated problems takes a lot of time.

2) The fact that the costs of implementing the new system have increased has angered many parents of students.

3) Project-based learning can be intimidating for some experienced teachers to employ in the classroom, and it will be even more so for newbies.

4) When each group is given a separate topic, it is feared that

students would not fully comprehend the subject.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses of quantitative methods. This study was carried out as part of an experiment. The researcher wanted to see if there were any notable differences before and after implementing the PBL model, thus he had to conduct an experiment to prove this technique. Students majoring in education are more likely to use this experimental method. Because teaching method are more suited to being naturally set and compared in unbiased circumstances, experimental research is acceptable to use in education (Ramadhana & Allo, 2021). In this case, a process was put to the test to see if it affected the findings. The procedure that would be employed to produce a varied experience has to be selected by the researcher initially. Following therapy, the researchers examined whether people who had undergone the operation fared better or worse on certain tests.

In the form of a pre-test and post-test group design, this experimental investigation was a legitimate experimental study. In this study, two classes were chosen, and both classes were given a pre-test at the start of the meeting and a post-test at the end. Furthermore, the experimental class received treatment using the PBL model, but the control class did not receive any treatment. This design has four steps:

first, the researcher administers a pre-test, then the treatment, a post-test and finally, the researcher asks the students to complete a questionnaire on the PBL model that was previously used.

B. Scope of the Study

Because there were so many things to observe using various approaches while reading, it was necessary to reduce the scope of this research. In order to ensure that the inquiry is efficient and the issue is not overly broad, the research's scope should be limited. The study's focus was kept narrow by just examining students' reading comprehension skills for the main idea. This study focused on teaching reading comprehension to second-grade junior high school students using the PBL model.

C. Population and Sample

According to (Casteel & Bridier, 2021), the individuals, groups, organizations, or other entities that one wants to understand and to whom the study's findings can be applied generally or transferred are the study's population of interest. This group of people or group of people constitutes the study's primary focus. Populations provide the reader with background and contextual information as well as the study's focus. In conducting research, the population plays a crucial role. All eighth grades with 67 students' at junior high school Al-Muhajirin Aceh Besar made up the study's population.

The researcher employed random sampling to select the sample. By using random sampling, the researcher can select a sample that is typical of the population. Due to the fact that not all study population members can be measured, samples are subgroups of study populations utilized in clinical research (Kazerooni & A., 2001). In this study, the researcher chose two classes; VIII A as the experimental class with 21 students and VIIIB 2 as the control class as the sample with 21 students.

D. Research Instrument

research instrument refers to any tool that is used by a scientist to obtain, measure, and analyze data (Collins & Jason, 2021). The reading comprehension exam through reading material was used to collect data in this study. The students were given the test to determine their results before and after treatment. The research instrument for this study would be a pre-test and a post-test. Students were given a pre-test to determine their prior knowledge before receiving treatment, and they were given a post-test after receiving treatment.

The questionnaire was also employed in this study to gather students' reactions to the model's assistance in developing reading comprehension using the model. It was also utilized to determine the student reactions to the model in order to help their comprehension of the material.

E. Technique of Data Collecting

The following were some of the data collection steps employed in this study:

1) Pre-Test

The researcher gave both classes a pre-test to measure their reading comprehension skills at the first meeting before starting the treatment. The students had to complete a pre-test consisting of ten questions as part of the testing process. The findings of this test are used to assess whether or not the PBL model should be used to teach reading comprehension in the classroom.

2) Post-Test

After the treatment, both the experimental and control groups were given a post-test. The post-test, like the pre-test, consists of ten questions. The researcher wanted to see if PBL might be used as a model for teaching reading comprehension based on the results of this test. In addition, the scoring result was compared to the results of the pre-test. In this example, the researcher was interested in the development of PBL as a model for instructing reading comprehension.

3) Questionnaire

Using the students' responses, additional questionnaire data was statistically evaluated. After the post-test, a questionnaire was issued to the experimental classes.A questionnaire is a research

tool that consists of a number of questions to be asked of respondents in order to collect their information (McLeod, Questionnaire: Definition, Examples, Design and Types, 2018). It signifies that a questionnaire is one of the methods for gathering information about anything by asking questions.

The supplementary data from questionnaire was statistically examined using the students' responses. There were 10 questions for students to answer about using the PBL paradigm in reading class. The type of inquiry was closed-ended, with 10 questions and four options for answers (strongly agree, agree, disagree, strongly disagree). The questionnaires close-ended question was chosen because it is easier to analyze.

F. Technique of Data Analysis

1) Test

The purpose of this test is to measure a student's progress in mastering a particular area. The researcher utilized the "Average" formula in Microsoft Excel to calculate the data's mean score. The mean was calculated by multiplying a set of numbers by the count of those numbers. The researcher utilized the SPSS program to calculate the data after measuring students' reading comprehension using the PBL model. The t test is usjed to compare the reading comprehension levels of students in the experimental and control

groups using the PBL model. The control and experimental groups do not differ significantly if sig 2-tailed is more than 5%.

However, if the sig 2-tailed value is less than 5%, it indicates that the control group and the group experiment have significant capacity differences.

2) Questionnaire

The percentage of students who answered yes to each question on the questionnaire was calculated to asses the data on student responses to the methods utilization. The formula to find percentage of the questionnaire results is as below:

P= F/N X 100%

Note :

P : Percentage

F : Frequency of Respondents

N : Number of Sample

100% : Constant Value

CHAPTER IV

FINDING AND DISCUSSION

A. Test Result

This research was conducted from January to February 2022 at the Islamic Junior High School in Aceh Besar. The research begans on January 6 and continues until February 6, 2022 including control class and experimental class. There are five meetings scheduled (including pre-test and post-test).

The researcher employed two reading comprehension tests to determine the answer to the study question in the preceding chapter. Before and after the treatments were given to the students, pre- and post-tests were performed to determine whether there had been a substantial change in the way that reading comprehension was being taught using the PBL model.

The researcher uses the SPSS tool to arrange and calculate the data in a methodical manner. In addition, the next part contains an explanation of the research findings.

1. The Result of Students' Pre-Test and Post-Test score in Control Class

A pre-test and a post-test were used to obtain the data. The pre-test, post-test, and mean score for the control class results are displayed below.

Control Class		
Respondent	Pre-Test	Post-Test
1	8	8
2	7	7
3	8	6
4	4	8
5	9	9
6	6	8
7	3	7
8	5	5
9	8	7
10	8	5
11	5	8
12	6	3
13	7	8
14	7	9
15	9	6
16	8	5
17	7	8
18	5	7
19	4	9
20	6	7
21	9	8
Mean Score	6.619047619	7.047619048

Table 4.1 The result of students' pre-test and post-test scores in control clas

The students' mean pre-test score, as shown in the table above, was 6.619, whereas their mean post-test score was 7.047. The students' mean pre-test and post-test scores therefore increased by 0.428. It signifies that in the control class,

there was small difference in score between the pre-test and post-test. The tests outcome is then displayed in the chart below.

Chart 4.1 The differences between pre-test and post-test in control class

2. The Result of Students' Pre-Test and Post-Test score in Experimental Class

Pre and post tests were used by the researcher to gather data in the experimental class. The pre-test, post-test, and mean score for the experimental class are listed here.

Eksperiment class		
Respondent	Pre-Test	Post-Test
1	8	9
2	4	8
3	3	9
4	4	10
5	6	10
6	7	8
7	9	8
8	9	8
9	8	7
10	6	9
11	9	8
12	6	7
13	5	8
14	6	8
15	8	10
16	8	8
17	4	8
18	7	9
19	5	9
20	8	8
21	6	8
Mean Score	6.476190476	8.42857143

Table 4.2 The result of students' pre-test and post-test scores in experimental class

According to the preceding finding, there was a significant difference between pre-test and post-test scores in the experimental class. It was evident from the mean score of both tests, which was 6.476 for the pre-te and 8.428 for the post-test. When the scores were compared, the

differences were 1.952 points. The tests outcome was then displayed in the chart below.

EXPERIMENTAL CLASS
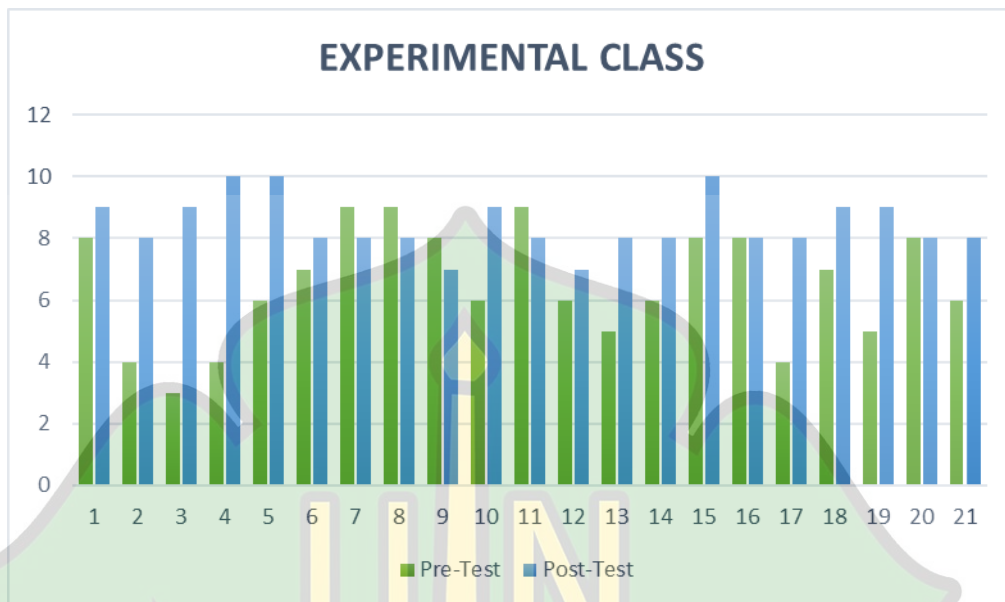
Chart 4. 2 The differences between pre-test and post-test in experimental class

The chart above depicts the difference in pre- and post-test results for the experimental class students. Many of the student performed better on the post-test. their post-test compared to their pre-test. The results of the students' pre-test and post-test may be seen in the chart above, where a sizable difference can be noted.

Note:

  N   : 21 students

 Pre-test   : Students' score of pre-test in experimental class

 Post-test   : Students' score of post-test in experimental class

3. The T-Test's Result of Pre-Test and Post-Test in Control and Experimental Class

The T-test in the SPSS program was employed by the researcher to ascertain whether there were any appreciable variations between the pre-test and post-test in the two courses. This is the result of the T-test using data from two classes' pre- and post-tests.

Table 4.3 T-test's result of pre-test in control and experimental classes
The following tables show how the researcher contrasted the result.

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	PreTest Eksperimen	.178	21	.081	.930	21	.136
	PreTest Kontrol	.163	21	.150	.935	21	.169

a. Lilliefors Significance Correction

Based on Table 4.3, the experimental pretest class received a significance value (sig (2-tailed) of 0.081, while the control pretest class received a significance value (sig(2-tailed) of 0.150. Both of these values are more than the 0.05 significance level (= 5%). This suggests that there was no significant difference in the results of students' reading comprehension in the control and experimental classrooms. To put it another way, both courses are held to the same standard.

Table 4.4 T-test's result of post-test in control and experimental classes

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	PostTest Eksperimen	.308	21	.000	.846	21	.004
	PostTest Kontrol	.205	21	.022	.896	21	.029

a. Lilliefors Significance Correction

The chart above displays the post-test outcomes for the two courses. It shows the value in the sig column. The post test control class had a value of 0.022, which is less than 0.05 (= 5 percent), while the post test

experimental class's value in the column sig. (2-tailed) was 0.000. In the control and experimental classrooms, the indicates that there is a significant difference in students' reading results comprehending. Students in PBL's classes demonstrated improved experimenting. As a result, the PBL technique aids students in their reading comprehension. This demonstrates that the PBL technique of treatment can be effective.

The results of both classes' pre-tests were then compared in the chart below.

No	Pre-test Control	Pre-test Exsperiment
1	8	8
2	7	4
3	8	3
4	4	4
5	9	6
6	6	7
7	3	9
8	5	9
9	8	8
10	8	6
11	5	9
12	6	6
13	7	5
14	7	6
15	9	8
16	8	8
17	7	4
18	5	7
19	4	5
20	6	8

Table 4.5 the pre-test comparison of control and experimental classes
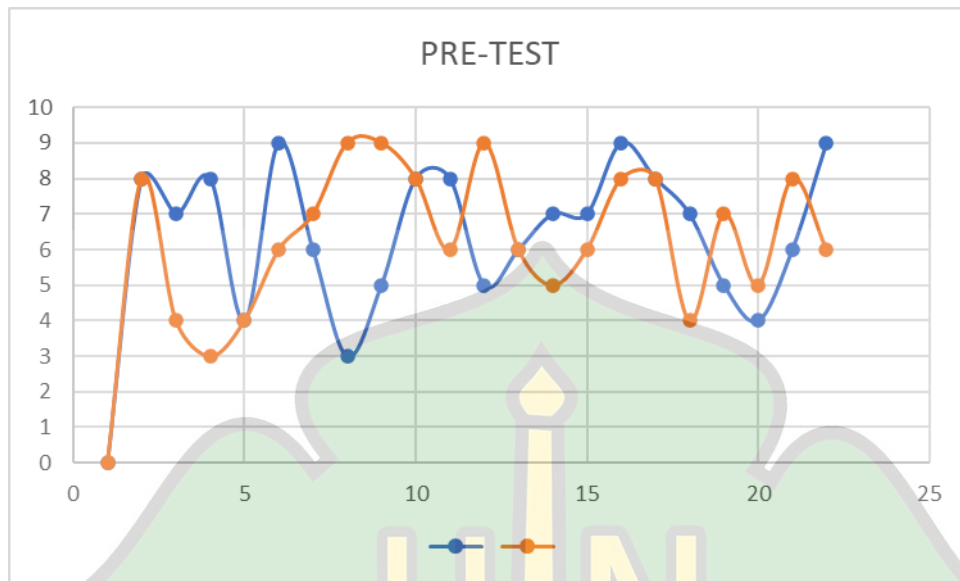
Chart 4.3 Pre-test comparison of control and experimental classes

The pre-test scores of students in the control class and those in the experimental class were different, as seen in the chart above. Despite the fact that the changes were not very significant, the students' pre-test results in the experimental class were higher.

Note:

N   : 21 students

-o-   : The comparison score of pre-test in control class

-o-   : The comparison score of pre-test in experimental class

In addition, the post-test results of both classes can be compared in the table and chart below to highlight the substantial disparities between them.

No	Post-test Control	Post-test Exsperiment
1	8	9
2	7	8
3	6	9
4	8	10
5	9	10
6	8	8
7	7	8
8	5	8
9	7	7
10	5	9
11	8	8
12	3	7
13	8	8
14	9	8
15	6	10
16	5	8
17	8	8
18	7	9
19	9	9
20	7	8
21	8	8

Table 4.6 Post-test comparison of control and experimental classes
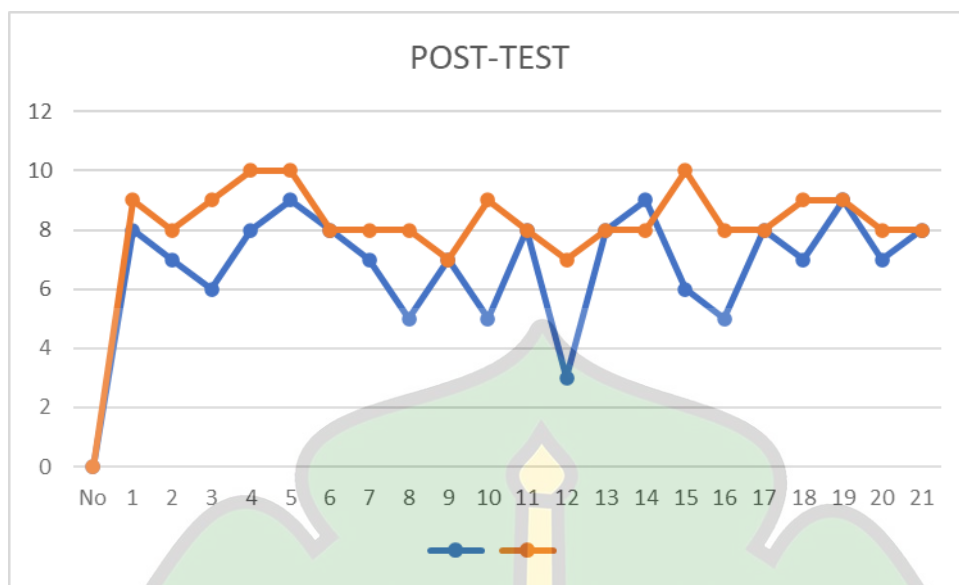
Chart 4.4 Post-test comparison of control and experimental classes

The chart above shows how the post-test scores of the students in the experimental class and the students in the control class differed from one another. Students in the post-test experimental class scored higher than those in the post-test control class, which was a statistically significant difference.

Note:

N   : 21 students

-o-   : The comparison score of post-test in control class

-o-   : The comparison score of post-test in experimental class

In analyzing the hypothesis, I used to state the alternative hypothesis (Ha) and null hypothesis (H0), that is :

1. Null hyphothesis (H0) : There is no a significant difference in students' improvement in reading competence when using the project-based learning (PBL) model and when not using the PBL model.

2. The alternative hypothesis (Ha) : There is a significant difference in students' improvement in reading competence when using the project-based learning (PBL) model and when not using the PBL model.

The analysis of the data reveals that the experimental post-test class's T-test value is sig. (2-tailed), while the control post-test class's value is 0.022, which is less than 0.05 (=5%). It denotes the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha).

B. Questionnaire Result

One of the data collection strategies used in this study was a questionnaire, which was intended to gather information about the students' reactions to the PBL models being implemented in the experimental class. A questionnaire containing 11 multiple-choice questions about the use of PBL models was presented to the students. The question guide used in the questionnaire is sourced from Ade Mestika's thesis, an English education student at UIN Ar Raniry Banda Aceh graduating 2019 with the thesis title "The Implementation of Teaching Reading Compresion through Small Group Discussion (SGD) Method to Tenth Grade Students at SMAN 3 Banda Aceh". The formula as presented in Chapter III was used to analyze the questionnaire's data. The formula was used to analyze the questionnaire's data:

$P = F/N \times 100 \%$

Note: P : Percentage

F : Frequency of respondents

N : Number of sample

100% : Constant value

In addition, the result of each question in the questionnaire were detailed in the table below:

Table 4.7 The importance of reading comprehension in learning English

No	Option	Frequency	%
1	1. Strongly Agree	12	57.1
	2. Agree	9	42.9
	3. Disagree	0	0
	4. Strongly Disagree	0	0
	Total	21	100%

Reading comprehension is critical in learning English, as seen in Table 4.5. 57.1 percent of students' chose strongly agree, 42.9 percent chose agree, and none chose disagree, which is shocking. More than 80% of students agree that when studying English, the reading comprehension part is critical.

Table 4.8 I like learning English using the Project Based Learning (PBL) method

No	Option	Frequency	%
2	1. Strongly Agree	8	38.1
	2. Agree	13	61.9
	3. Disagree	0	0
	4. Strongly Disagree	0	0
	Total	21	100%

There are no students' that choose strongly disagree and choose disagree in table 4.6. In contrast, 13 students (61.9 percent) chose agree, with 8 (38.1 percent) choosing definitely agree. That is to say, practically every student enjoys studying English with the PBL technique.

Table 4.9 Learning using the Project Based Learning (PBL) method active and fun

No	Option	Frequency	%
3	1. Strongly Agree	10	47.6
	2. Agree	11	52.4
	3. Disagree	0	0
	4. Strongly Disagree	0	0
	Total	21	100%

    10 students (47.6 percent) picked strongly agree, and 11 students (52,4 percent) selected agree that studying with the PBL model was enjoyable and made them more active.

Table 4.10 Learning using the Project Based Learning (PBL) method makes it easy for me to understand the lesson

No	Option	Frequency	%
4	1. Strongly Agree	6	28.6
	2. Agree	15	71.4
	3. Disagree	0	0
	4. Strongly Disagree	0	0
	Total	21	100%

    According to table 4.8, 28.6 percent of students opted highly agree, which means 15 of 21 students think that the PBL models makes learning easier for them. Surprisingly, none of them opted to disagree and strongly disagree, demonstrating that the PBL models makes the lesson

simple to comprehend. It may be argued that most students find the PBL to be a simple way to learn the material.

Table 4.11 With learning using the Project Based Learning (PBL) method, it makes me dare to express my opinion

No	Option	Frequency	%
5	1. Strongly Agree	5	23.8
	2. Agree	14	66.7
	3. Disagree	2	9.5
	4. Strongly Disagree	0	0
	Total	21	100%

Only 2 students (9.5 percent) selected disagree, as seen in the table above. On the other hand, 23.8 percent of them, or 5 students, chose highly agree, while 14 students (66.7 percent) selected agree. It may be inferred that 80 percent of students agree that learning through the PBL makes them more confident in their ability to express themselves.

Table 4.12 Project Based Learning (PBL) encourages me to be more creative

No	Option	Frequency	%
6	1. Strongly Agree	12	57.1
	2. Agree	8	38.1
	3. Disagree	1	4.8
	4. Strongly Disagree	0	0
	Total	21	100%

According to table 4.10, 57.1 percent of the selected students strongly agree, 38.1 percent choose to agree, and 1 students (4.8 percent) choose not to agree. However, none of them selected option (d), proving that self-study does not advance their development. Almost every student concurs that the PBL models inspire them to be more creative and active.

Table 4.13 I have many difficulties in learning by using the Project Based Learning (PBL) method

No	Option	Frequency	%
7	1. Strongly Agree	0	0
	2. Agree	3	14.3
	3. Disagree	13	61.9
	4. Strongly Disagree	5	23.8
	Total	21	100%

According to the table above, 14.3 percent of students chose option b, indicating that they had difficulty learning using the PBL models. On the other hand, 61.9 percent of students disagreed, and 23.8 percent strongly disagreed, that learning reading comprehension using the PBL models was challenging. The PBL models has the advantage of making learning easier for students because they can help each other in their groups in making a project.

Table 4.14 I prefer group study to self-study

No	Option	Frequency	%
8	1. Strongly Agree	12	57.2
	2. Agree	7	33.3
	3. Disagree	2	9.5
	4. Strongly Disagree	0	0
	Total	21	100%

Nearly all students, as shown in Table 4.12, believe that group learning is better to self-study. The precise results were that 7 students (33.3%) chose option b, which is agree, and 12 students (57.2%) chose highly agree. Meanwhile, two pupils (9.5%) indicated that they prefer independent study to group instruction. Since they may work together and support one another while finishing the activity, particularly while performing project activities, the researcher may come to the conclusion that students prefer studying in a group setting. This circumstance increases the students' interest, which enables them to enjoy the lesson.

Table 4.15 Learning using the Project Based Learning (PBL) method allows me to get a lot of information

No	Option	Frequency	%
9	1. Strongly Agree	9	42.8
	2. Agree	12	57.2
	3. Disagree	0	0
	4. Strongly Disagree	0	0
	Total	21	100%

According to the table above, all of the students agree that the PBL models made it easier for them to obtain additional knowledge. The fact that 9 students (42.8 percent) selected (a), which is extremely agree, and 57.2 selected agree, support it. None of the students disagreed, on the other hand, that using PBL models to teach them increased their learning.

Table 4.16 Learning using the Project Based Learning (PBL) method makes the class noisy

No	Option	Frequency	%
10	1. Strongly Agree	0	0
	2. Agree	4	19.1
	3. Disagree	9	42.8
	4. Strongly Disagree	8	38.1
	Total	21	100%

Table 4.14 show that 38.1 percent of selected students strongly disagree, and 42.8 percent disagree, that studying with the method makes the classroom atmosphere no more noisy. Furthermore, 19.1 percent of students think that learning using the PBL models makes the classroom atmosphere noisier. However, the majority of students agree that learning to use the project-based learning model does not make the classroom noisy while they are learning. The conditions that cause the classroom to become crowded are only temporary.

Table 4.17 I am happy that the teacher applies the Project Based Learning (PBL) method in teaching Reading Comprehension

No	Option	Frequency	%
11	1. Strongly Agree	9	42.8
	2. Agree	10	47.7
	3. Disagree	2	9.5
	4. Strongly Disagree	0	0
	Total	21	100%

Table 4.15 shows that more than half of the students chose highly agree, with the remaining 30,4 percent choosing agree, if the teacher uses the PBL models to teach reading comprehension. However 9.5 percent choose to disagre. The students liked this way of learning reading comprehension, according to the researcher.

C. Discussion

The research questions must be discussed in the first chapter of the study after the data has been analyzed. The research topic was, " Does the Implementation of project based learning (PBL) improve students' reading skill?" The results of the pre-test and post-test in the control and experimental classes, as well as the results of the questionnaire in the experimental class, were used to answer this question. The students in the experimental class were taught reading comprehension with reference to descriptive content using PBL models by the researcher. Students in the experimental class learned how to use PBL models to reading comprehension, whereas those in the control class did not. The study of the data revealed that students who were taught using PBL models had significantly higher test scores. The experimental group's score was

increased from the pre-test to the post-test, with a difference of 1.952 points. Because the difference is only 0.428, the score did not significantly improve in the control group, where students were instructed without using the PBL models.

Furthermore, this test result is confirmed by several research findings given by other researchers. According to the findings of a study conducted by Friska, she discovered that Project Based Learning (PBL) can help students enhance their reading comprehension of narrative texts, according to research conducted on second grade students at MTs Jamiyyah Islamiyyah Pondok Aren during the academic year 2015/2016 (Friska, 2018). The findings of exams, observations, and interviews reveal that students' reading comprehension has improved in numerous ways. Finally, adopting PBL to improve students' learning to read narrative texts yielded positive results in this study.

The researcher gave the experimental class a questionnaire to measure their opinions about whether or not the PBL models could assist them enhance their reading comprehension. The questionnaire consisted of 11 questions about the PBL models implementation. The students answered positively to almost all of the questions, with the exception of one or two questions where negative responses were less common than positive responses.

According to Sri Wathani Putri's (2018) research for her thesis, "The Effect of Project Based Learning Implementation on Students' Participation and Achievement in English Speaking Course," students responded well to the using of project-based learning as a teaching strategy. The results of the questionnaire show that students agree that using project-based learning to improve abilities and explore new ideas can be beneficial, though some students disagree.

The researcher discovered that the majority of students were interested in studying reading comprehension using the PBL models after

analyzing the questionnaire. According to the study, students also think that this strategy can help them improve their reading comprehension. Students responded positively to the use of project-based learning for student learning models, according to previous studies to recent research. Students respond positively to this project-based learning model, which is good for the learning process.

According to the data analysis, the researcher employed SPSS hypothesis testing based on the N. Sig. to find out the solution (number of significance). Before the researcher arrived at a conclusion, the following were the hypotheses based on SPSS calculations:

a. H0 can't be rejected if N. Sig > 0.05 (α = 5%)

b. Ha is accepted if N. Sig < 0.05 (α = 5%)

The post-test sig in the experimental class is 0.000, while it is 0.022 in the control class, which is less than 0.05, and thus the post-test sig in this study rejects the null hypothesis (5 percent). The null hypothesis is, as previously said, rejected if the significance is lower than 0.05. The results of the test for alternative hypotheses indicate that N. Sig 0.05, which suggests that H0 can be rejected and Ha can be accepted. Accordingly, a project-based learning paradigm can aid students in developing their reading comprehension skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter is based on the previous chapter's results and discussion. The researcher discovered that the PBL students' can improve students' reading comprehension after analyzing the data. It was shown by the fact that the experimental class's students' mean post-test score $(8.428 > 6.476)$ was higher than their pre-test score. The results of the T-test performed using the SPSS program show that there was a significant difference between the reading comprehension scores of the students in the two classes. In the experimental post-test class, the post-test sig. (2-tailed) value was 0.000, while it was 0.022 in the control post-test class. The pre-test sig value (2-tailed) for the experimental class is 0.081 and for the control class is 0.150, both of which are higher than the significance level of 0.05 (= 5%). This indicates that there is no significant difference between the reading comprehension scores of the experimental class and the control class. The alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected, which also means that there are notable differences between the results of students' reading comprehension improvement in learning through using a project-based learning model and without using a project-based learning model. It may be said that using the PBL models helped the experimental group perform better. Furthermore, the PBL models assisted students in improving their reading comprehension. It proved that PBL treatment models might be a useful tool for enhancing students' reading comprehension.

Additionally, a survey was presented to the students to gauge their reactions to the PBL models. The students responded positively to the PBL models, which showed how excited they were to learn how to use them.

B. Suggestion

Based on the findings, this study provided a strategy for determining the best way for teaching reading comprehension. This study provides English teachers with a scientific study on the effectiveness of Project Based Learning in improving students' reading comprehension, as well as providing students with an additional resource in their search for English teachers who can help them improve their reading comprehension. The researcher makes some suggestions in light of the findings of the aforementioned study.

1) Teachers

When using PBL, it is critical for the teacher to provide entertaining and appropriate exercises. PBL should be used more frequently because it is beneficial to both the teacher and the students. Even if there are numerous obstacles to implement PBL, if the instructor prepares adequately, teaching and learning will be enjoyable. It is mandatory for the teacher to attend a PBL workshop. Collaboration with other teachers and efforts to merge multiple subject topics into one project were essential aspects of their involvement in PBL. In addition, before implementing a method in the classroom, the teachers must examine numerous factors such as the size of the classroom, the students' skill level in the class, and so on.

2) Students

The students in the classroom, particularly in their groups, should be focused on the activities and project. Students should also pay attention when the other members of their group express their explanations. This study's findings can be utilized as a guide to help students improve their reading

comprehension through Project Based Learning. In the process of learning English, students might use Project Based Learning.

3) The future researchers

Future researchers should make more observations and gather more data regarding teaching and learning English, particularly in reading, if they are interested in tackling the same problem of incorporating project-based learning in an English reading classroom.

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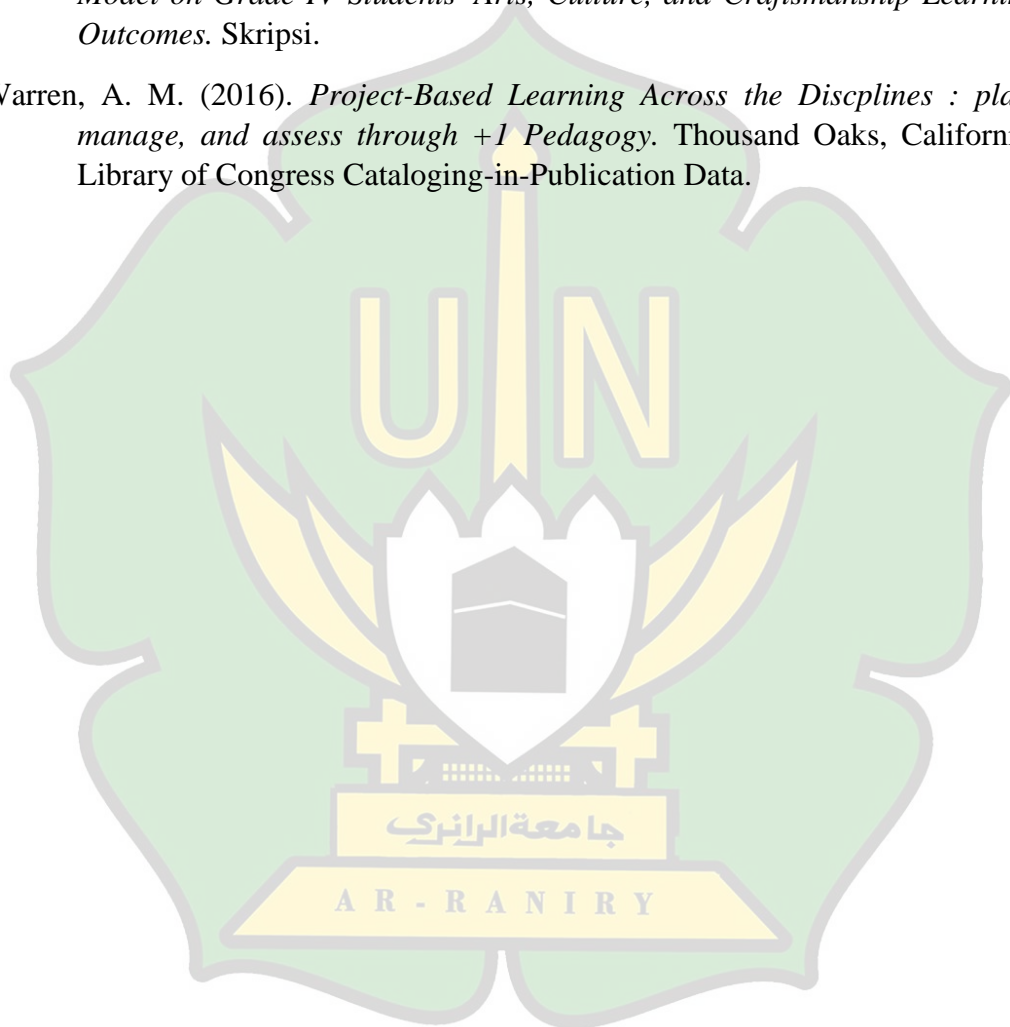
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-16635/UN.08/FTK/KP.07.6/11/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021

MEMUTUSKAN

Menetapkan :

PERTAMA   Menunjuk Saudara:
1. Dr. Muhammad AR, M. Ed   Sebagai Pembimbing Pertama
2. Nidawati, M. Ag   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Suqya Rahmah**
NIM   : **170203166**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Application of Project Based Learning (PjBL) Model to Improve Students' English Reading Skill**

KEDUA   : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
KETIGA   : Surat keputusan ini berlaku sampai akhir semester Gonap Tahun Akademik 2021/2022
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 09 November 2021
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);

Nomor : B-16858/Un.08/FTK.1/TL.00/11/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah SMP Islam Al - Muhajirin Aceh Besar

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SUQYA RAHMAH / 170203166**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Laks. Malahayati Gampoeng Baet, Kec. Baitussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Application of Project Based Learning (PjBL) Model to Improve Sturents'English Reading Skill*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 29 Desember 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 15 Januari 2021

Dr. M. Chalis, M.Ag.

LESSON PLAN

Sekolah	: SMP Islam Al-Muhajirin
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII / Genap
Materi Pokok	: Descriptive Text
Alokasi Waktu	**:** 4 x 40menit (4JP)

A. Kompetensi Inti

a. Menghargai dan menghayati ajaran agama yang dianutnya.

b. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

c. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadiantampak mata.

d. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	No.	Indikator
3.7	Membandingkan fungsisosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif	3.7.1	Mengidentifikasi fungsi sosial teks deskriptif terkait deskripsi orang.
		3.7.2	Mengidentifikasi struktur teks deskriptif terkait deskripsi orang.

		3.7.3	Menjelaskan unsur kebahasaan teks deskriptif terkait orang.
	lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.4	Membandingkan 2 teks deskriptif tulis terkait dengan deskripsi orang.
4.7	Teks deskriptif		
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaanteks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	4.7.1.1	Menentukan gambaran umum deskripsi terkait deskripsi orang.
		4.7.1.2	Menentukan ide pokok/pikiranutama paragraf dari teks deskriptif terkait deskripsi orang.
		4.7.1.3	Menentukan makna kata/frasa dan rujukan kata tertentu dalam teks deskriptif terkait deskripsi orang.
		4.7.1.4	Menemukan informasi rinci tersirat dari teks deskriptif terkait deskripsi orang.
4.7.2	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.2.1	Menyusun teks deskriptif tulis dengan menggunakan media *mini magazine* terkait deskripsi orang.

Tujuan Pembelajaran :

3.7.1   Diberikan sebuah teks deskriptif, siswa dapat mengidentifikasi fungsi sosial teks deskriptif terkait deskripsi orang dengan tepat.

3.7.2   Diberikan sebuah teks deskriptif, siswa dapat mengidentifikasi struktur
teks deskriptif terkait deskripsi orang dengan tepat.

3.7.3   Diberikan sebuah teks deskriptif, siswa dapat menjelaskan unsur kebahasaan teks deskriptif terkait orang dengan tepat.

3.7.4	Diberikan 2 teks deskriptif, siswa dapat membandingkan teks deskriptif tulis terkait dengan deskripsi orang dengan tepat.
4.7.1.1	Diberikan sebuah teks deskriptif, siswa dapat menentukan gambaran umum tentang deskripsi terkait orang dengan tepat.
4.7.1.2	Diberikan sebuah teks deskriptif, siswa dapat menentukan ide pokok pikiran utama yang terdapat pada teks deskriptif terkait orang dengan tepat.
4.7.1.3	Diberikan sebuah teks deskriptif, siswa dapat menentukan maknakata/frasa yang telah tercantum dalam teks deskriptif terkait orang dengan tepat.
4.7.1.4	Diberikan sebuah teks deskriptif, siswa dapat menemukan informasi rinci tersirat mengenai deskripsi seseorang dalam teks deskriptif dengan tepat.
4.7.2.1	Diberikan sebuah projek, siswa mampu menyusun teks deskriptif tulis dengan menggunakan media *mini magazine* terkait deskripsi orang

C. Materi Pembelajaran

Teks deskriptif orang beserta gambar

The Essential Questions

1. How to describe a person?
2. Do you know descriptive text?
3. Why do we need to study descriptive text?
4. Who is your favorite person?
5. How do she/he looks like?

1. Fungsi Sosial : Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik

2. Struktur Teks :

- Title
- Identifikasi (nama keseluruhan dan bagian), berisi tentang informasi umumorang dideskripsikan.

- Deskripsi, berisi tentang informasi khusus (warna, penampilan, ukuran, bentuk,dsb) mengenai orang yang dideskripsikan.
- Sifat yang menjadi pencirinya
- Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, yangdibicarakan.

3. **Unsur Kebahasaan** :

Kalimat deklaratif (positif dan negatif), dan interogatif (*Yes/No question; Wh-question*), dalam *simple present tense*.

Kosakata :

- Kata benda: *eyes, hair, actress, actor*
- Kata kerja: *have/has, look,*
- Kata sifat: *small, big, large, nice, beautiful, tall, short, black, light, etc*
- *Adverb of frequency: always, sometimes, etc*
- *Adverb of manner: beautifully, nicely, politely, etc*

Nomina *singular* dan *plural* dengan atau tanpa *a, the, this, those, my, their*, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

4. **Topik** :

Tokoh yang memberi inspirasi dan pengalaman hidupnya yang relevan dengan hidup siswa sebagai remaja dan pelajar, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.

D. **Strategi Pembelajaran**

Project Based Learning

E. Sumber Belajar

Pupin Buku Pengayaan Bahasa Inggris SMP.

F. Media Pembelajaran

Media : dialog berisi teks deskripsi, gambar, contoh mini magazine sebagai produk akhir.

Alat / bahan : Spidol, Pensil Warna

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan I :

Langkah Pembelajaran	Deskripsi	Alokasi Waktu (menit)
Pendahuluan	❖ Guru memberi salam (*greeting*); ❖ Guru mengajak siswa memulai kegiatan pembelajaran dengan berdoa bersama; ❖ Guru memeriksa kehadiran siswa; ❖ Guru memeriksa kesiapan siswa untuk mengikuti pembelajaran; ❖ Guru menyampaikan kompetensi yang akan dicapai;	10'

Kegiatan Inti	1. Start with essential question
	   ❖ Guru menanyakan beberapa pertanyaan terkait dengan materi yang akan dibahas
	   ❖ Peserta didik menjawab pertanyaan yang diberikan oleh guru
	   ❖ Guru menampilkan beberapa foto aktris dan actor
	   ❖ Peserta didik diminta memberikan pendapat mengenai gambar tersebut
	   ❖ Guru menyampaikan bahwa peserta didik akan membuat projek mini magazine untuk materi yang dibahas saat itu
	2. Designing a plan for project
	   ❖ Peserta didik diminta untuk membentuk
		60'

	kelompok yang beranggotakan 4 orang	
	❖ Peserta didik diberi penjelasan mengenahi projek yang akan dilakukan (tema, alur, dll)	
	❖ Peserta didik berdiskusi mengenai projek mereka (aktris/aktor yang akanmereka deskripsikan)	
	❖ Peserta didik diminta untuk aktif memberikan saran dan masukan terhadap apa yang akan dideskripsikandi kelompok masing-masing	
	3. Creating a schedule	
	❖ Peserta didik dan guru mendiskusikanbatas waktu pengerjaan proyek	
	❖ Peserta didik ditunjukkan contoh mini	
	❖ magazine yang telah dibuat oleh guru	
Penutup	❖ Guru memfasilitasi siswa untuk bertanya mengenai materi yang telah diberikan	
	❖ Guru memfasilitasi siswa membuat kesimpulan terkait materi yang telah dipelajari.	10'
	❖ Guru memberitahukan topik materi untuk pertemuan selanjutnya.	
	❖ Guru menutup kelas dengan salam penutup.	

Pertemuan II :

Langkah Pembelajaran	Deskripsi	Alokasi Waktu (menit)
Pendahuluan	1. Guru memberi salam (*greeting*); 2. Guru mengajak siswa memulai kegiatan pembelajaran dengan berdoa bersama; 3. Guru memeriksa kehadiran siswa; 4. Guru memeriksa kesiapan siswa untukmengikuti pembelajaran; 5. Guru menyampaikan kompetensi yang akan dicapai;	10'

Kegiatan Inti	1. Monitor the Students and the Progress of the Project	
	❖ Peserta didik diminta untuk mempresentasikan nama kelompok mereka dan siapa yang akan merekadeskripsikan	
	❖ Peserta didik diberikan materi pengantar mengenai deskriptif teks sertadiberikan teks dialog dan monolog tentang deskripsi orang	
	❖ Guru memberikan lembar soal terkaitdengan materi deskriptif teks	60'
	❖ Peserta didik diminta untuk membacadan mengidentifikasi struktur teks danfungsi dari teks tersebut dalam kelompok	
	❖ Peserta didik diminta untuk berdiskusi mengenai struktur kalimat, penggunaankata sifat, kata kerja, dan kata benda yang ada dalam teks tersebut	
	❖ Peserta didik diminta memberikan pendapat tentang hasil diskusi mereka	
Penutup	1. Guru memfasilitasi siswa untuk bertanya mengenai materi yang telah diberikan	
	2. Guru memfasilitasi siswa membuat kesimpulan terkait materi yang telah dipelajari.	10'
	3. Guru memberitahukan topik materi untuk pertemuan selanjutnya.	
	4. Guru menutup kelas dengan salam penutup.	

Pertemuan III :

Langkah Pembelajaran	Deskripsi	Alokasi Waktu (menit)
Pendahuluan	1. Guru memberi salam (*greeting*);	
	2. Guru mengajak siswa memulai kegiatan pembelajaran dengan berdoa bersama;	
	3. Guru memeriksa kehadiran siswa;	10'
	4. Guru memeriksa kesiapan siswa untuk mengikuti pembelajaran;	
	5. Guru menyampaikan kompetensi yang akan dicapai;	

Kegiatan Inti	1. Creating the Project	
	❖ Peserta didik diminta mempersiapkan alat dan bahan untuk membuat projek	
	❖ Peserta didik membuat projek mini magazine bersama dengan kelompok mereka	60'
	❖ Guru memonitor dan memberikan masukan kepada peserta didik selama pembuatan projek	
Penutup	1. Guru dan peserta didik melakukan evaluasi dan refleksi terhadap pembelajaran yang telah dilaksanakan	
	2. Guru dan peserta didik memberikan saran dan masukan terhadap pembelajaran	10'
	3. Guru menyampaikan kriteria terhadap projek yang telah mereka laksanakan	
	4. Guru menutup kelas dengan salam penutup.	

Pertemuan IV:

Langkah Pembelajaran	Deskripsi	Alokasi Waktu (menit)
Pendahuluan	1. Guru memberi salam (*greeting*);	
	2. Guru mengajak siswa memulai kegiatan pembelajaran dengan berdoa bersama;	
	3. Guru memeriksa kehadiran siswa;	10'
	4. Guru memeriksa kesiapan siswa untuk mengikuti pembelajaran;	
	5. Guru menyampaikan kompetensi yang akan dicapai;	
Kegiatan Inti	1. Assessment and Evaluation	
	❖ Peserta didik menunjukkan hasilkerjanya kepada teman sekelas	
	❖ Kelompok lain memberikan tanggapan dan masukan	60'
	❖ Guru memberikan tanggapan dan masukan terhadap hasil kerja peserta didik	
	❖ Peserta didik diminta untuk	

	mengumpulkan hasil kerjanya	
Penutup	1. Guru dan peserta didik melakukan evaluasi dan refleksi terhadap pembelajaran yang telah dilaksanakan 2. Guru dan peserta didik memberikan saran dan masukan terhadap pembelajaran 3. Guru menutup kelas dengan salam penutup	10'

Instrumen Penilaian Pengetahuan

1. **Read the texts bellow and answer the following questions based on the text that youhave read.**

Raffi Ahmad

His full name is Raffi Faridz Ahmad. People usually call him Raffi Ahmad or Raffi. He was born on 17 February 1987 in Bandung, West Java. He is a presenter and a famous actor in Indonesia. Raffi has 2 siblings. He is the first child of the family. His father's name is Munawar Ahmad and his mother is Amy Qanita.

Raffi is a handsome young boy. His heigh about 170 cm. He is loyal, optimistic, and humorous person. He is also hospitable and intelligent. Specifikly he has slim body, dark skin, pointed nose, almond eyes, short wify black hair and brown eye.

Raffi not only work as a presenter, but he also works as an actor. Some films he has ever played are Tunjuk Satu Bintang and Love is Cinta. Beside. Being a presenter and an actor, Raffi also works as a singer. He sings with his vocal group BBB.Raffi has many lifetime achievements during his career. Some of them are SCTV Award 2006 as the popular artist, Panasonic Gobel Award 2011 and 2012 as the best music presenter.

1. The best title for the text is...
   a. The famous singer.
   b. My English Teacher
   c. A good person.

d. The famous actress.

2. What is the purpose of the text?
    a. To tell someone experience.
    b. To entertain the reader with the story.
    c. To describe the characteristics of a person.
    d. To inform about Raffi Ahmad hobby

3. How does Raffi Ahmad look like?
    a. He is tall and fat
    b. He only has beard
    c. He is tall and thin
    d. He has long brown hair

4. What is the main idea of the second paragraph?
    a. The physical appearance of Raffi Ahmad
    b. Raffi ahmad's hobbies.
    c. Raffi ahmad's is a teacher.
    d. Raffi ahmad's achievements.

5. The text indicates that the writer is…
    a. Raffi ahmad's sister.
    b. Raffi ahmad's fan.
    c. Raffi ahmad's student.
    d. Raffi ahmad's best friend.

2. Read the text bellow and complete the statements based on the text

Text : Sule Prikitiw

His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese.

Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Van Java (OVJ). Awas Ada Sule, PAS Mantab, and Saung Sute. He also can sing very well. He has very famous song in titled Susis (Suami Sieun Istri).

Complete these statements based on the text above.

1. You like Sule because…
   - He is very funny
   - He ……
   - He ……
   - He ……

3. **PROJECT WORK**
   MY IDOL
   Tools and Materials:
   1. Pencils/pens/markers
   2. HVS paper (A4 size)
   3. Adhesive tools (Glue, double-sided tape, masking tape, etc.)
   4. Coloring tools
   5. Pictures / photos

   Working Instructions
   1. Form groups of 4 people
   2. Make an outline of the descriptive text to be written.
   3. After the outline is complete, arrange the descriptive text on the HVS paper
   4. Decorate it using pictures, coloring tools, etc., to make it more interesting
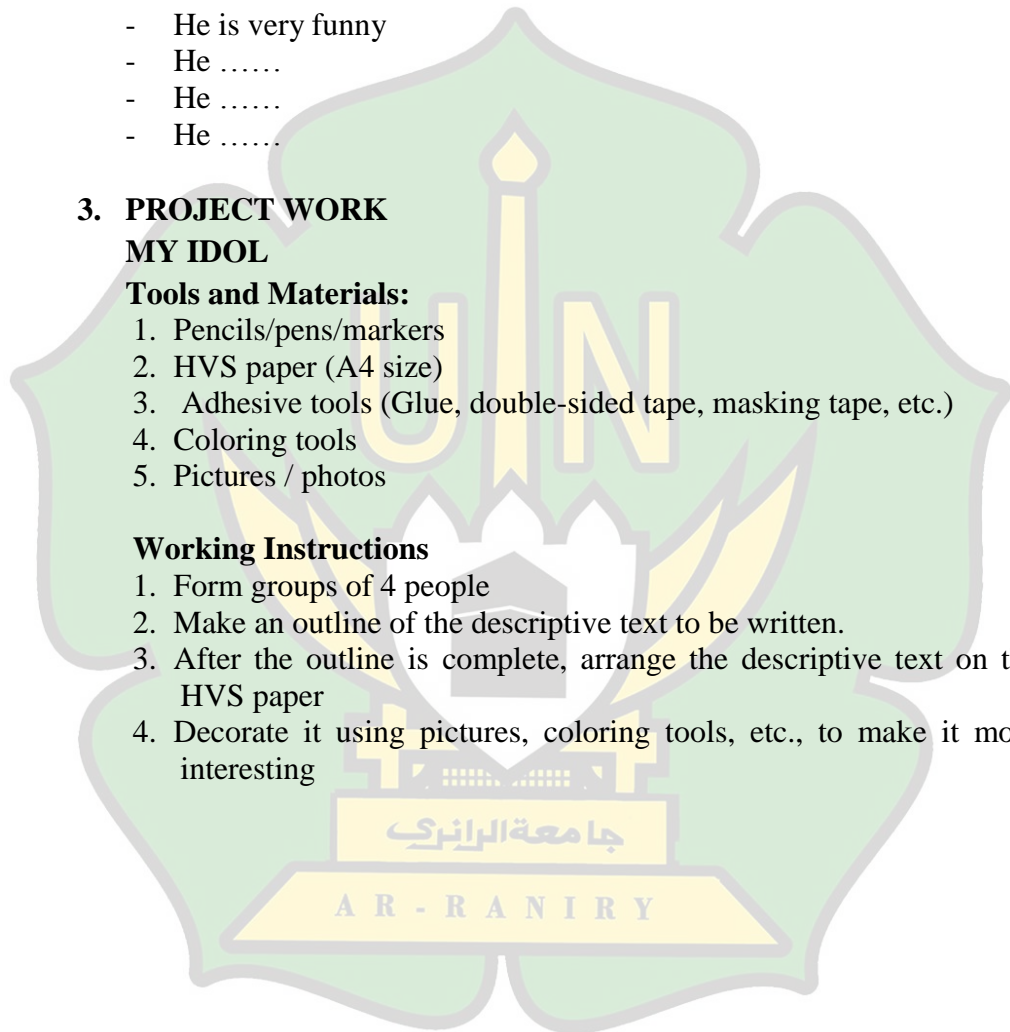
PRE-TEST

Name :

Class :

Date :

1. **Read text 1 and answer the questions.**

Justin Bieber

Justin Bieber is my favorite singer. His full name is Justin Drew Bieber. He was born in Canada on March 1st, 1990. He is 29years old now.

Justin Bieber has a brown eyes, brown hair, rosy cheeks, thin lip, thick eyebrows, pointed nose and oval face. He is about 70 kilograms and 175 centimeters. Justin is cute. I like the way he sings. He can play any kind of instruments such as guitar and piano. I like Justin Bieber because his songs are amazing.

    a. What is the text talk about?

    b. What is the content of the first paragraph?

    c. How is Justin Bieber lool like?

2. **Please read Text 2 and compare it with Text 1 by answering the following questions.**

Maudy Ayunda

Maudy Ayunda is a famous artist from Indonesia. Her full name is Ayunda Faza Maudya. She is 25 years old. She was born in Jakarta on December 19, 1994.

Maudy is a beautiful girl. She has thin lips, oval face, and long black hair. She has a very nice smile. She is a humble person.

Her hobbies are singing, swimming, writing, and playing musical instrument. She can play piano and guitar. She likes to create a song using guitar and piano.

Maudy's favorite singers are Tompi, Agnes Monica, Bruno Mars, and Taylor Swift. I like Maudy Ayunda because her song has a deepest meaning.

1. What are the similarities of Justin Bieber and Maudy Ayunda?

2. What are the differences between Justin Bieber and Maudy Ayunda?

3. Please mention the verbs, adjectives, and nouns on the texts
   a. Text 1 (Justin Bieber)
      Verb   :
      Adjective   :
      Noun   :

   b. Text 2 (Maudy Ayunda)
      Verb   :
      Adjective   :
      Noun   :
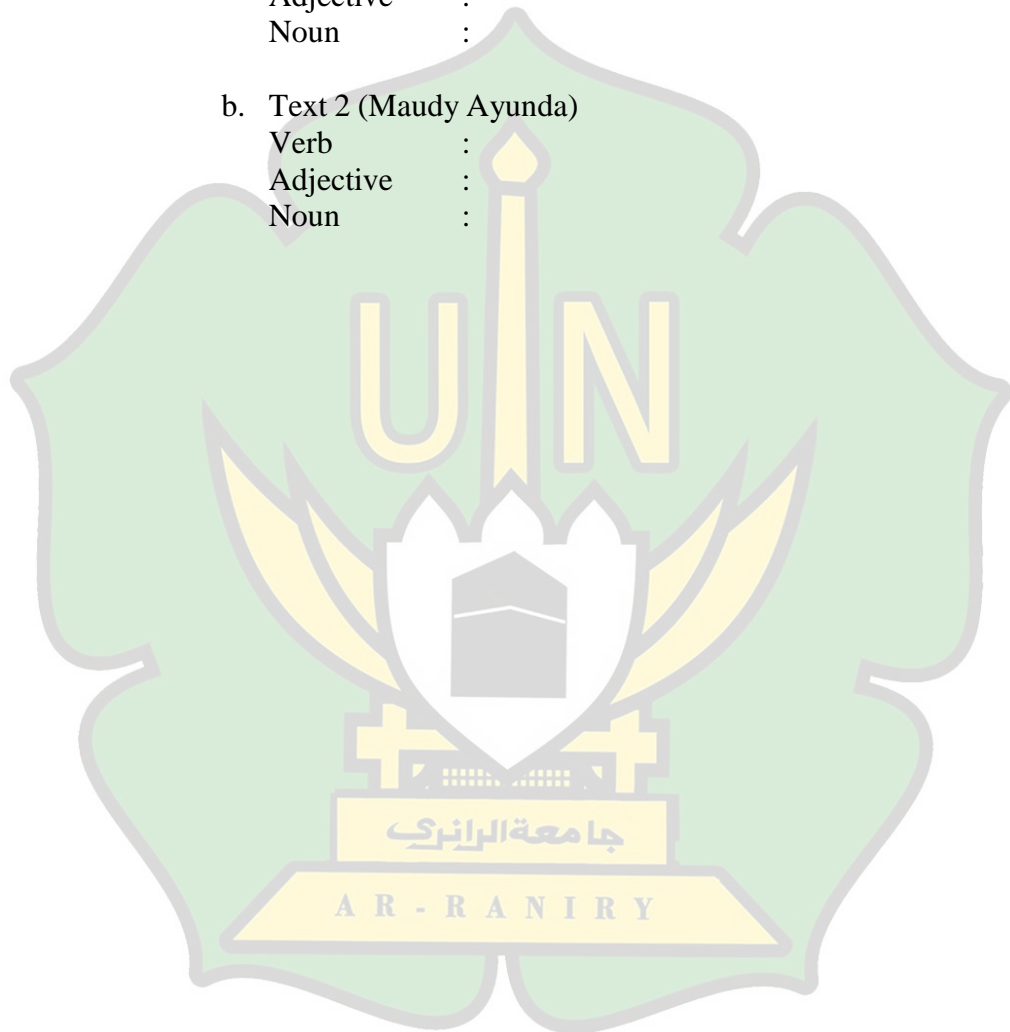
POST-TEST

Name :

Class :

Date :

1. **Read text 1 and answer the questions.**

Tiara Andini

Her fullname is Tiara Anugrah Eka Setyo Andini. You can call her Tiara Andini. She was born in Jember on September 23, 2001. She is the first child of three brothers.

Tiara has an Asian look. She has white skin and long black hair. Her body is average with 165 cm tall.

Tiara is a singer. Her career shines after being the runner up of Indonesia Idol 2019. After that, she released hit single "Maafkan Aku Terlanjur Mencinta"

1) What is the text talk about?

2) What is the content of the first paragraph?

3) How is Tiara Andini look like?

2. **Please read Text 2 and compare it with Text 1 by answering the following questions.**

Nikita Willy

Her full name is Nikita Purnama Willy. She was born on 29 june 1994 in Jakarta. She is Very talented actress in Indonesia. Nikita has one sister, her name is Winona.

Nikita willi has straight hair, pointed nose, brown eyes, and white skin. She is not tall enought, 162 cm only.

Nikita willy has acted in many electronic cinema e.g. Doa Membawa Berkah, Bidadari. She also plays in some movies e.g. MBA (Married By Accident), Bestfriend. There are many achivement that Nikita has got. One of them is Panasonic Globel Award.

1) What are the similarities of Tiara Andini and Nikita Willy?

2) What are the differences between Tiara Andini and Nikita Willy?

3) Please mention the verbs, adjectives, and nouns on the texts

    a. Text 1 (Tiara Andini)
       Verb   :
       Adjective   :
       Noun   :

    b. Text 2 (Nikita Willy)
       Verb   :
       Adjective   :
       Noun   :

PRE-TEST

Name : H. hasyria ziya

Class : VII B

Date :

A. Read text 1 and answer the questions.

Justin Bieber

Justin Bieber is my favorite singer. His full name is Justin Drew Bieber. He was born in Canada on March 1st, 1990. He is 29years old now.

Justin Bieber has a brown eyes, brown hair, rosy cheeks, thin lip, thick eyebrows, pointed nose and oval face. He is about 70 kilograms and 175 centimeters. Justin is cute. I like the way he sings. He can play any kind of instruments such as guitar and piano. I like Justin Bieber because his songs are amazing.

1. What is the text talking about?   Justin biebir

2. What is the content of the first paragraph?   Justin bieber is my favorite singer

3. How is Justin Bieber look like?   the way he sings

B. Please read Text 2 and compare it with Text 1 by answering the following questions.

Maudy Ayunda

Maudy Ayunda is a famous artist from Indonesia. Her fullname is Ayunda Faza Maudya. She is 25 years old. She was born in Jakarta on December 19, 1994.

Maudy is a beautiful girl. She has thin lips, oval face, and long black hair. She has a very nice smile. She is a humble person.

Her hobbies are singing, swimming, writing, and playing musical instrument. She can play piano and guitar. She likes to create a song using guitar and piano.

Maudy's favorite singers are Tompi, Agnes Monica, Bruno Mars, and Taylor Swift. I like Maudy Ayunda because her song has a deepest meaning.

1. What are the similarities of Justin Bieber and Maudy Ayunda?   theare the are singer

2. What are the differences between Justin Bieber and Maudy Ayunda?   hair , theyre old the life

3. Please mention the verbs, adjectives, and nouns on the texts
   - Text 1 (Justin Bieber)
     - Verb   : he can pay any kind of the instruments Such as guitar and piano
     - Adjective : Justing is cute
     - Noun   : guitar and piano 3

   - Text 2 (Maudy Ayunda)
     - Verb   : swimming
     - Adjective : beutful beautiful 3
     - Noun   : guitar 3

PRE-TEST

Name : Syifaul maghfirah

Class : VII⁹

Date : 23-1-2022

A. Read text 1 and answer the questions.

Justin Bieber

Justin Bieber is my favorite singer. His full name is Justin Drew Bieber. He was born in Canada on March 1st, 1990. He is 29years old now.

Justin Bieber has a brown eyes, brown hair, rosy cheeks, thin lip, thick eyebrows, pointed nose and oval face. He is about 70 kilograms and 175 centimeters. Justin is cute. I like the way he sings. He can play any kind of instruments such as guitar and piano. I like Justin Bieber because his songs are amazing.

1. What is the text talking about? *Justin Bieber is my favorite singer. His full name is Justin Drew Bieber. He was born in canda on march 1st1990.*

2. What is the content of the first paragraph? *Justin Bieber*

3. How is Justin Bieber look like? *Justin Bieber has a brown eyes, brown hair, rosy cheeks, thin lip, thick eyebrows, pointed nose and oval face*

B. Please read Text 2 and compare it with Text 1 by answering the following questions.

Maudy Ayunda

Maudy Ayunda is a famous artist from Indonesia. Her fullname is Ayunda Faza Maudya. She is 25 years old. She was born in Jakarta on December 19, 1994.

Maudy is a beautiful girl. She has thin lips, oval face, and long black hair. She has a very nice smile. She is a humble person.

Her hobbies are singing, swimming, writing, and playing musical instrument. She can play piano and guitar. She likes to create a song using guitar and piano.

Maudy's favorite singers are Tompi, Agnes Monica, Bruno Mars, and Taylor Swift. I like Maudy Ayunda because her song has a deepest meaning.

1. What are the similarities of Justin Bieber and Maudy Ayunda? *she can play piano and guitar.*

2. What are the differences between Justin Bieber and Maudy Ayunda? *Maudys favorite singers are Tompi, Agnes monica, Bruno mars, and Taylor swift.*

3. Please mention the verbs, adjectives, and nouns on the texts
   - Text 1 (Justin Bieber)
     - Verb : *such as guitar and piano*
     - Adjective : *cute.*
     - Noun : *piano guitar.*

   - Text 2 (Maudy Ayunda)
     - Verb : *singing, swimming, writing, and playing musical instrument*
     - Adjective : *beautiful.*
     - Noun : *piano and guitar*

POST-TEST

Name : Muhammad danish Ramadhan

Class : VII B

Date : 10 Januari 2022

A. Read text 1 and answer the questions.

Tiara Andini

Indenbification — Her fullname is Tiara Anugrah Eka Setyo Andini. You can call her Tiara Andini. She was born in Jember on September 23, 2001. She is the first child of three brothers.

Tiara has an Asian look. She has white skin and long black hair. Her body is average with 165 cm tall.

deskription — Tiara is a singer. Her career shines after being the runner up of Indonesia Idol 2019. After that, she released hit single "Maafkan Aku Terlanjur Mencinta"

1. What is the text talking about? Tiara andini ½

2. What is the content of the first paragraph? indenbification

3. How is Tiara Andini look like? she has white suin and long black Hair ✓

B. Please read Text 2 and compare it with Text 1 by answering the following questions.

Nikita Willy

indenbification — Her full name is Nikita Purnama Willy. She was born on 29 june 1994 in Jakarta. She is Very talented actress in Indonesia. Nikita has one sister, her name is Winona.

Nikita willi has straight hair, pointed nose, brown eyes, and white skin. She is not tall enought, 162 cm only.

desuription — Nikita willy has acted in many electronic cinema e.g. Doa Membawa Berkah, Bidadari. She also plays in some movies e.g. MBA (Married By Accident), Bestfriend. There are many achivement that Nikita has got. One of them is Panasonic Globel Award.

1. What are the similarities of Tiara Andini and Nikita Willy?
they have similarities:white skin

2. What are the differences between Tiara Andini and Nikita Willy?
they tall

3. Please mention the verbs, adjectives, and nouns on the texts
 - Text 1 (J Tiara Andini)
   - Verb : look
   - Adjective : Long
   - Noun : career

 - Text 2 (Nikita Willy)
   - Verb : Plays
   - Adjective : tall
   - Noun : globel

POST-TEST

Name : DARA TAQIA

Class : VII. A

Date : 30 Januari 2022

A. Read text 1 and answer the questions.

Tiara Andini

Her fullname is Tiara Anugrah Eka Setyo Andini. You can call her Tiara Andini. She was born in Jember on September 23, 2001. She is the first child of three brothers.

Tiara has an Asian look. She has white skin and long black hair. Her body is average with 165 cm tall.

Tiara is a singer. Her career shines after being the runner up of Indonesia Idol 2019. After that, she released hit single "Maafkan Aku Terlanjur Mencinta"

1. What is the text talking about? About Tiara Andini

2. What is the content of the first paragraph? About Tiara's Fullname, date born, Tiara's have three brothers

3. How is Tiara Andini look like? Tiara's has white skin and long black hair. Her body is average with 165 cm tall

B. Please read Text 2 and compare it with Text 1 by answering the following questions.

Nikita Willy

Her full name is Nikita Purnama Willy. She was born on 29 june 1994 in Jakarta. She is Very talented actress in Indonesia. Nikita has one sister, her name is Winona.

Nikita willi has straight hair, pointed nose, brown eyes, and white skin. She is not tall enought, 162 cm only.

Nikita willy has acted in many electronic cinema e.g. Doa Membawa Berkah, Bidadari. She also plays in some movies e.g. MBA (Married By Accident), Bestfriend. There are many achivement that Nikita has got. One of them is Panasonic Globel Award.

1. What are the similarities of Tiara Andini and Nikita Willy?
white skin

2. What are the differences between Tiara Andini and Nikita Willy?
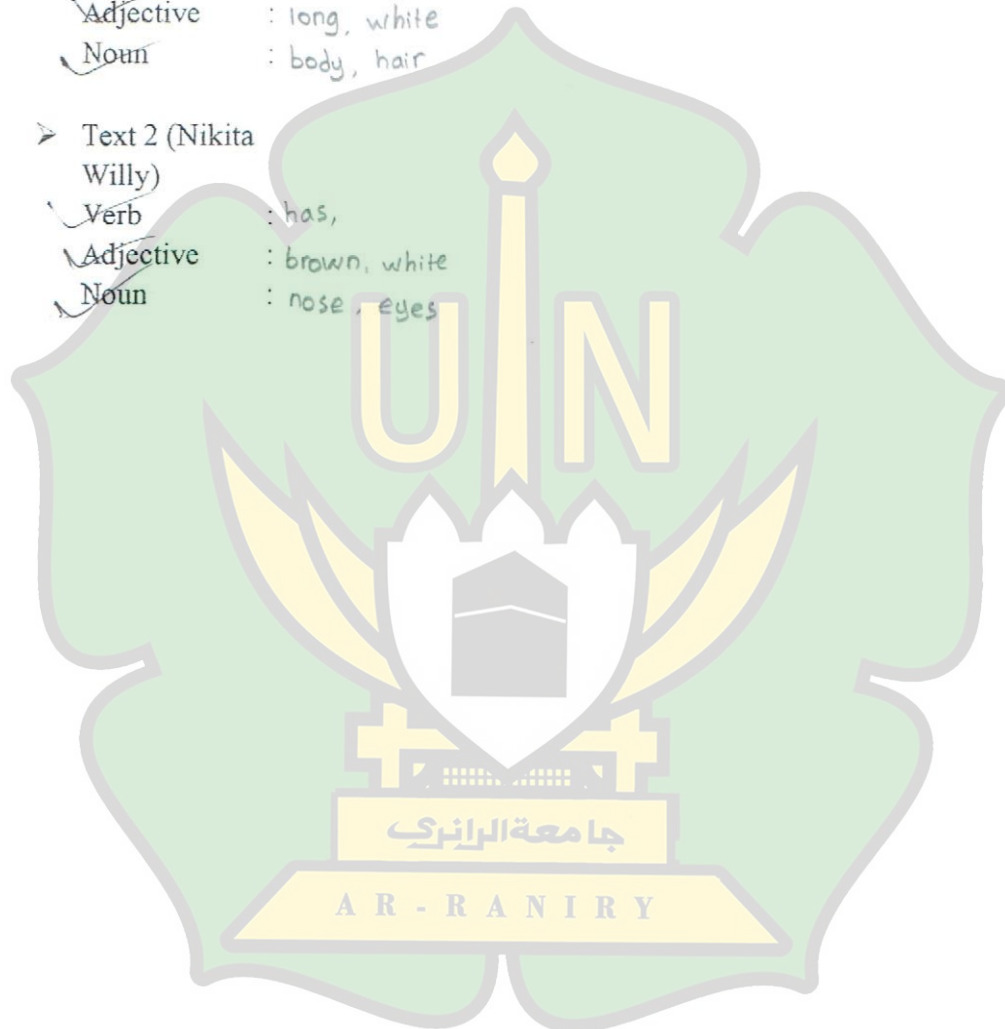date born, Tiara is a singer, Nikita is a actress

3. Please mention the verbs, adjectives, and nouns on the texts
   - Text 1 (J Tiara Andini)
     - Verb : look, has,
     - Adjective : long, white
     - Noun : body, hair

   - Text 2 (Nikita Willy)
     - Verb : has,
     - Adjective : brown, white
     - Noun : nose, eyes

LEMBAR KUESIONER SISWA

Berilah tanda conteng (✓) pada pernyataan-pernyataan berikut ini benar sesuai dengan apa yang anda pikirkan.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
1	Pentingnya pemahaman membaca dalam belajar Bahasa Inggris				
2	Saya menyukai pembelajaran Bahasa Inggris menggunakan model Project Based Learning (PBL)				
3	Pembelajaran dengan menggunakan model Project Based Learning (PBL) aktif dan menyenangkan				
4	Pembelajaran dengan metode Project Based Learning (PBL) membuat saya mudah memahami pelajaran				
5	Dengan adanya pembelajaran menggunakan metode Project Based Learning (PBL) membuat saya berani mengemukakan pendapat				
6	Project Based Learning (PBL) mendorong saya untuk lebih kreatif				
7	Saya mengalami banyak kesulitan				

	didalam pembelajaran dengan menggunakan metode Project Based Learning (PBL)				
8	Saya lebih menyukai belajar kelompok dari pada belajar sendiri				
9	Belajar dengan menggunakan metode Project Based Learning (PBL) membuat saya mendapatkan banyak informasi				
10	Belajar dengan menggunakan metode Project Based Learning (PBL) membuat kelas menjadi ribut				
11	Saya senang guru menerapkan metode Project Based Learning (PBL) dalam mengajar Reading Comprehension				