



The Use Of PjBL In Improving Reading Comprehension of the Eighth Grade at Junior High School

Wafiq Azizah¹, Sriati Usman², Maghfirah³, Nur Sehang Thamrin⁴
^{1,2,3,4} Faculty of Teacher Training and Education, Tadulako University
E-mail: Wafiqaz693@gmail.com

Received: 2025-03-07 Accepted: 2024-06-20

DOI: 10.24256/ideas.v13i1.6279

Abstract

This research examines how well eighth-grade students at SMP Negeri 7 Sigi improve their reading comprehension skills through Project-Based Learning (PjBL). Reading comprehension is one of the most crucial skills for students learning English as a foreign language (EFL). However, the lack of vocabulary, low motivation, and inefficient teaching strategies cause problems for many students. PjBL is used as a student-centered learning strategy to address this issue. This study employs a quasi-experimental approach, with a control group learning conventionally and an experimental group using PjBL. Pre-test and post-test were used to gather information about students' reading comprehension development. The average score of the experimental group increased from a low of 53 to 67, indicating a substantial improvement, while the control group increased from a low of 54 to 66. The p-value of 0.000, which is less than 0.05, was obtained through statistical analysis using an independent sample T-test, indicating that the improvement in the experimental group is statistically significant. This study shows that PjBL can improve students' reading comprehension by encouraging active learning, collaboration, and critical thinking. Based on this, the researchers recommend the implementation of PjBL in English language teaching to create a more engaging and meaningful learning experience.

Keywords: *Project-Based Learning, Reading Comprehension, Teaching Strategies, Narrative Text*

Introduction

Reading comprehension is essential for anyone undergoing education, especially for students who wish to pursue higher education and become independent learners (Pena and Rojas, 2021). The ability to comprehend reading is a skill that shapes the capacity to process information and develop critical and analytical thinking skills. Good reading skills enable them to understand the lessons taught, especially in analyzing and comprehending information from the texts they read. According to Grabe and Stoller (2019), reading ability is not just about recognizing words, but also involves complex cognitive processes that include comprehension, interpretation, and evaluation, which enable readers to engage with the text actively. In this case, students need effective learning strategies to improve their reading skills, especially in reading English texts.

To improve students' reading skills, teachers must use teaching strategies that can help students, especially those who are EFL learners, in reading English texts. With the right teaching strategies, students can enhance their reading abilities (Luyten, 2022). Strategies such as group work, using computers, teaching students at different levels, considering their learning styles, and teaching project-based learning are strategies that can assist students in their learning. In this study, the researcher will apply project-based learning strategies to enhance their reading abilities. Bell and Miller (2021) assert that project-based learning in the EFL context not only enhances reading comprehension but also promotes the development of skills such as collaboration, digital literacy, and critical thinking through authentic and meaningful learning experiences.

As a further step, project-based learning (PjBL) is an educational approach or strategy that has been increasingly used at the academic level in recent years. Furthermore, Chen and Davidson (2023) state that PjBL creates a learning environment that encourages active student engagement through meaningful collaboration, where the process of reading comprehension not only becomes an individual activity but evolves into a social learning experience with peers. In group work that emphasizes creativity and collaboration, students can support each other in understanding reading texts more deeply. Through the principles of PjBL, students are encouraged to hone their communication, collaboration, and creativity skills in completing projects, especially in enhancing reading comprehension abilities. This strategy can help them better understand the text with the assistance of their peers, thereby improving their overall reading skills.

One of the benefits of implementing PjBL is that it can increase student participation in the learning process. According to Kim and Reynolds (2023), in their research, they found that the implementation of PjBL increased student engagement levels by 67% and reading comprehension by 45% compared to conventional methods. This improvement occurs primarily because this approach gives students control over their learning and creates a meaningful context for literacy development. In general, PjBL provides many benefits for the development

of students' reading skills, including critical thinking skills in reading comprehension, motivation, and multimodal learning. All these benefits are very helpful in the development of knowledge, especially in improving students' reading comprehension.

In addition, based on initial observations and interviews with the English teacher at SMP Negeri 7 Sigi, he stated that the challenges in teaching English include students often having difficulty understanding English reading materials and their low motivation to learn English. This is similar to the research conducted by Widodo and Zaini (2023), which states that EFL students in Indonesian secondary schools often face difficulties in understanding English reading materials, especially due to the structural differences between their mother tongue and the target language. This results in low motivation and engagement in reading activities. As a result, many students are reluctant to read English texts and choose to avoid activities related to English.

Therefore, considering this data and condition, the implementation of the Project-Based Learning (PjBL) strategy seems to be the right solution to address this issue. Based on the research conducted by Pratiwi and Rahman (2023) in several high schools in Indonesia, there is hope with their findings that the implementation of Project-Based Learning (PjBL) in English language learning can increase student motivation by up to 72% and reading comprehension by up to 58%, especially when the assigned projects are directly related to the students' daily life contexts.

Additionally, a comprehensive study by Sutrisno and Astuti (2023) on the implementation of Project-Based Learning (PjBL) in junior high schools in Indonesia revealed that the application of PjBL in English language learning can improve reading comprehension by 63%, and 78% of students showed increased confidence in dealing with English texts after participating in project-based learning. Integrating collaborative activities and direct experiences relevant to students' lives is expected to improve their reading comprehension skills in English.

Previous relevant research on the use of Project-Based Learning (PjBL) in improving students' reading skills has been extensively conducted. Zahra et al. (2018) revealed that the combination of Project-Based Learning (PjBL) with a multiliteracy approach can enhance students' understanding of complex texts and encourage deeper engagement with the material. Meanwhile, research by Risna et al. (2024) emphasizes that PjBL not only strengthens reading comprehension but also enhances critical thinking skills and encourages student collaboration. Another study by Boholano (2021) shows that the implementation of PjBL through project creation, such as posters, can significantly improve students' academic achievement in reading comprehension. This is supported by Kamgar and Jadidi (2020), who proved that the combination of PjBL and cooperative learning is effective in helping EFL students understand reading texts in depth.

To fill the gap, there are several differences from previous research. International research still applies PjBL in a global context without discussing specific aspects of reading comprehension. Local research generally still focuses on reading texts in general without delving into levels of comprehension, such as vocabulary enhancement, literal, inferential, and critical understanding. Moreover, structured research applying PjBL in more specific contexts is still rarely found. Therefore, this research focuses on the application of the PjBL method at SMP Negeri 7 Sigi with teaching materials in the form of narrative texts, through projects such as creating story flow posters, character journeys, and story chronologies.

This research also aims to measure the impact of PjBL on aspects of reading comprehension, critical thinking enhancement, and vocabulary enrichment of students. Thus, this research complements previous findings and serves as a tangible solution in improving students' English skills, particularly EFL students in Indonesia.

Method

This study uses a quantitative method with a quasi-experimental design to investigate the extent to which PjBL improves students' reading skills at SMP Negeri 7 Sigi. This study uses a design involving two groups: one control class using conventional teaching and one experimental class using the PjBL method. To obtain data, a pre-treatment test and a post-treatment test were conducted.

The population in this study consists of all eighth-grade students at SMP Negeri 7 Sigi, with the sample selection using purposive sampling. The researcher will select class VIII A as the control class and class VIII E as the experimental class. The data collection technique in this study uses three types of tests: multiple choice, fill-in-the-blank, and essay, consisting of 20 questions. The questions were structured according to the reading aspects to be developed, namely comprehension, critical thinking skills, and vocabulary enrichment.

The score distribution for each item can be seen in the table below:

Table 1. Distribution of The Task

No	Types	Number	Scores	Total Score
1.	Multiple Choice	10	1	10
2.	Fill-in-the-blank	5	8	40
3	Essay	5	10	50
	Total	20		100

Sumber : Penilaian kurikulum merdeka kelas VIII tahun ajaran 2024/2025 di SMP 7 Sigi

Data obtained through pre-test and post-test from both classes were analyzed using SPSS 24, by conducting normality tests, homogeneity tests, and t-tests. In assessing the significance of the project-based teaching method, a

parametric t-test was conducted to measure the changes before and after the treatment.

Results

Before the research was carried out, validity and reliability tests were carried out to determine how feasible the test was given to students. these results were obtained from tests on 32 students who were given the same test in the tenth grade of senior high school, which was used as a benchmark for testing the feasibility of the test before being given to the eighth grade of junior high school. the results obtained in this test are summarized as follows which have been formulated using SPSS.

Table 1. 1 Result of Validity Test

Test	R- hitung	<, >	R-tabel (N = 32, a= 0,05)	Description
1	0,497	>	0,349	Valid
2	0,538	>		Valid
3	0,458	>		Valid
4	0,213	>		Invalid
5	0,522	>		Valid
6	0,516	>		Valid
7	0,516	>		Valid
8	0,582	>		Valid
9	0,485	>		Valid
10	0,579	>		Valid
11	0,551	>		Valid
12	0,579	>		Valid
13	0,189	<		Invalid
14	0,530	>		Valid
15	0,432	>		Valid

Table 1. 2 Result of Reliability Test

Cronbach's Alpha	Description
0,869	Reliable

After knowing the results of the trial, the questions made by the researcher can be said to be feasible to be given as a research test conducted at SMP Negeri 7 Sigi. The research was conducted for one month, with meetings twice a week for 4 weeks. Starting from January 20 to February 19, 2025. The reference in the assessment and achievement of student learning outcomes using the pre-test before treatment and post-test after treatment using the PjBL method, so that the

results can be managed through SPSS to see the effect of the PjBL method on the development of student reading comprehension.

Before the treatment, a pre-test was given to the control class using alternative learning methods, and the experimental class that would be used as a place for the PjBL method. All pre-test results were calculated using SPSS 24. The pre-test had 20 questions consisting of 10 multiple-choice questions, 5 fill-in-the-blank questions, and 5 essay questions. To test student learning outcomes, which have a value of one point for each correct question. To see more details about the results of the student pre-test, it has been summarized in the following table :

Table 1. 3Descriptive Pre-Test

Class	N	Min	Max	Mean	Std. Deviation
Pre-Test Experiment	23	53	83	66.39	8.669
Pre-Test Control	23	54	92	66.78	9.443

It has been seen in the table that the mean value of the experimental class is 66.39 with a minimum value of 53 and a maximum value of 83, while the average value in the control class is 66.78 with a minimum value of 54 and a maximum value of 92 Overall, based on the results that have been listed, the value of the experimental class is still quite low compared to the value in the control class. Previously, observations have been made that there are indeed many differences in knowledge between these two classes. Where Class A, as the control class, is indeed superior compared to Class E, as the experimental class, this is what is the reference for the need for effective teaching strategies to be carried out with the methods chosen by the researcher in this study to improve student knowledge in the experimental class.

After the treatment was conducted, a post-test was administered to the students to determine the learning progress based on the control class that used alternative learning and the experimental class that used PjBL, which was formed in project-based and collaborative learning among students to enhance academic knowledge in English reading comprehension. The post-test results data have been summarized in the following table :

Table 1. 4Descriptive Post-Test

Class	N	Min	Max	Mean	Std. Deviation
Post-Test Experiment	23	67	94	78.91	6.480
Post-Test Control	23	66	91	78.87	6.312

Based on the results in the table, there is a change in the mean value of students in the experimental class with a total of 78.91 with the minimum score of 67, and maximum of 94, while in the control class, the mean value obtained is 78.87 with a minimum value of 66 and maximum 91. This value is obtained from the development of students' willingness to learn, in the previous test, many students

did not answer the essay, and the problem was identified that they did not understand the reading text given, while in the post-test, they were able to understand the flow and can identify questions and narrative texts given faster. Based on the data in the table that has been summarized, the results of the experimental class have increased compared to before, and this proves that the PjBL method provides changes to the development of student learning.

Normality test to determine whether the results of the independent variables (X) and dependent variables (Y) are normally data or not. In data processing, researchers will always be interested in knowing the relationship or influence between two or more variables (Sari et al., 2017). If the data is normally distributed, it can be determined using the t-test statistic. If the data is not normally distributed, one of the methods usually used for analysis is nonparametric statistical analysis. One method that might be used in this case is the Mann-Whitney U test. The normality test utilizes the Shapiro-Wilk hypothesis in a study using SPSS 24. To find out whether the data is normal or not, if the sig value is greater than 0.05, then the data is considered normal; if the sig value is less than 0.05, then the data is considered abnormal. The calculation results are as follows :

Table 1. 5Testing Normality in SPSS

Results	Keys	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil belajarEks, Pre-test readingEks, Post-test comprehensionCon, Pre-test Con, Post-test		0.122	23	0.200	0.959	23	0.440
		0.165	23	0.107	0.954	23	0.360
		0.121	23	0.200	0.930	23	0.108
		0.168	23	0.091	0.954	23	0.348

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the data in the table above, we can conclude that the data sig > 0.05 in Shapiro-Wilk because the respondent or sample data is less than <50. The requirement to use sig>0.05 Kolmogorov-Smirnov is data >50. To see more clearly the normal data, the normality test has been summarized in the table below:

Table 1. 6 Normality Result

No	Class	Indicator	Sig.	Normality	
				Yes	No
1	Pre-test Experiment	Sig > 0.05	0.440	✓	
2	Post-test Experiment	Sig > 0.05	0.360	✓	
3	Pre-test Control	Sig > 0.05	0.108	✓	
4	Post-test Control	Sig > 0.05	0.348	✓	

Based on the results of the normality test on SPSS 24, the pre-test results of the experimental class were 0.440, and the post-test was 0.360, while the pre-test results were 0.108 and the post-test was 0.348. From the provisions of the results, $\text{sig} > 0.05$ is a normal result. From the data that has been collected, all results are identified as normal from the results of the Shapiro-Wilk test.

According to Khadse et al. (2020) and Osma-Pinto et al. (2020), the homogeneity test of population variance is one of the requirements for testing analysis with parametric inferential statistical tests. Based on this expression, a homogeneity test must be carried out in a study to ensure the data obtained has the same population and has complied with the requirements, which is evidence that the research has been carried out according to the procedure. Data can be declared homogeneous if the significance value shows > 0.05 and is not homogeneous if < 0.05 . To find out the results of the research data carried out, whether homogeneous or not, the researcher has conducted a homogeneity test using SPSS 24, with the results listed in the following table:

Table1. 7 Test of Homogeneity Variance

Results	Levene Statistic	df1	df2	Sig.
Based on the Mean	2.147	3	88	0.100
Based on the Median	2.154	3	88	0.099
Based on the Median and with adjusted df	2.154	3	84.265	0.100
Based on the trimmed mean	2.112	3	88	0.104

Based on the table above, to find out whether the test is homogeneous, we can see from the value of based on mean whether the significance of the results is $\text{sig} > 0.05$ or < 0.05 , so that we can understand whether the results obtained are homogeneous or not. A clearer description is in the following table:

Table1. 8 Result of Homogeneity Test

Class	Indicator	Sig.	Homogeneity	
			Yes	No
Post-test and Pre-test of Experiment and Control class	Sig > 0.05	0.100	✓	

After the normality test and homogeneity test were conducted, an independent sample t-test was conducted to determine the parametric statistics. This test was conducted to see how significant the results obtained from the learning method in the experimental class were and to make a comparison with the control class. Based on the test results, a comparison of the values before and

after project-based learning was conducted in the experimental class and compared with the control class using conventional learning. The results obtained are in the following table :

Table1. 9 T-Test Independent

Class	Indicator	Asymp. Sig. (2-tailed)
Pre-test and Post-test of Experiment and Control class	Sig < 0.05	0.000

The Asymp. Sig. (2-tailed) A value of 0.000 indicates a significant difference in learning outcomes before and after the implementation of the project-based learning model (PjBL) in the experimental group and the comparison between the results in the control class. The result of $0.000 < 0.05$ means that the change occurred because it was influenced by something. The Asymp. Sig. (2-tailed) the value, which is smaller than 0.05 in this experiment, indicates that the results of the implementation of PjBL were successful. Hypothesis testing aims to determine whether project-based learning (PjBL) can improve students' reading comprehension or not. In addition, hypothesis testing is also carried out to determine whether the research hypothesis is approved or rejected. The researcher employed two standards to develop this research.

The standards are as follows:

1. If the significance score or Asymp. Sig. (2-tailed) < 0.05 , then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. This means that there is a significant change in the learning outcomes of eighth-grade students in reading comprehension skills at SMP Negeri 7 Sigi.
2. If the significance score or Asymp. Sig. (2-tailed) > 0.05 , then the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. This means that there is no change in the project-based learning method used in improving the reading comprehension skills of eighth-grade students at SMP Negeri 7 Sigi.

The results of this study indicate that the value of the parametric test statistic is 0.000, which is less than 0.05. Based on the standard, a statistical value of less than 0.05 means that the null hypothesis is rejected and the alternative hypothesis is accepted. In this case, it means that the method used was successful and can be recommended as a learning method that has a significant impact on the reading comprehension of students at SMP Negeri 7 Sigi.

Discussion

The results of this study show effective outcomes in the changes in the experimental class using project-based learning (PjBL) compared to the control class using conventional learning.

This research was conducted using project-based learning with posters. The creation of the poster project is facilitated by providing narrative texts for students' reading reference. First, to sharpen students' understanding, the teacher asks questions to gauge their comprehension of the narrative text and forms study groups. Second, provide the Cinderella narrative text, and the teacher explains the connection between the project poster to be made and the text that has been given, detailing the project creation process. The project created in this lesson is a character journey poster based on the Cinderella narrative text. Third, the process of creating this poster project is given a time frame of two weeks for its completion. In this way, students are expected to be able to understand the given text.

Fourth, the teacher instructs each student to read a paragraph from the previously distributed reading text, so they can read well, and the teacher helps translate each paragraph that has been read. Fifth, the teacher supervises during the project creation, The teacher is responsible for providing clear directions for the project creation so that students not only create but also understand the essence of the narrative text that has been shared. Sixth, after the project creation process is complete, each group presents the results of their discussion and showcases the creativity in the project they have made. Finally, an assessment of knowledge and skills observed during the group project of creating the character journey poster is conducted. Additionally, each individual is given a self-assessment sheet to evaluate themselves and their groupmates during the discussion, which contains 10 questions for the assessment.

This learning method helps students understand reading texts through group collaboration so that each student can comprehend what they read with the help of their peers. Based on the observations during the learning process, the researcher could see the enthusiasm of each student in project creation and role-taking to understand every point in the reading text. Through this learning, students who struggle with reading and understanding English texts can adapt with their groupmates and learn together, making it very effective in improving their comprehension. According to Zahra, Reza, and Norouzi (2018), this strategy emphasizes the importance of flexibility in the classroom and allows students to overcome complex reading difficulties, thereby potentially creating a more productive learning environment and improving academic productivity.

Based on the reading learning approach applied by the teacher, many activities can be done by students. Project-based learning not only improves students' literacy skills but also makes them more interested and more active as learners. Students involved in literacy projects are able to take roles and be creative in developing ideas and understanding reading texts. In addition, because PjBL

involves students in literacy more deeply and significantly, it allows them to understand the text given more quickly, allowing them to think more critically and based on this the PjBL method improves vocabulary mastery through repeated literacy to understand reading texts before concluding important points to be inputted into the project to be made.

The choice and participation of each student are very important in PjBL, especially because the teacher acts as a facilitator and helps students choose a project and continue it themselves with the guidance given. Students in the same small group work together to achieve collective results within two weeks. In the article entitled "The Impact of Project-Based Learning on Reading Comprehension Skills", it is shown that Project-Based Learning (PjBL) drastically improves students' ability to understand difficult texts, formulate conclusions, and hone their critical thinking skills (Risna, Nur, and Ahmad; 2024).

In this case, the researcher can see the extent of children's creativity in each group and how they can collaborate in discussions to unify their thoughts in creating a project. Each student actively participated in finding ideas and the essence of the shared reading. The main focus of project-based learning through the creation of Character Journey Posters is to thoroughly understand what is read in the story text. Not just reading style or speed, but how group work can generate various perspectives. Students can not only be fixated on one perspective, but they can also discuss the character's journey in the reading.

Students also have the opportunity to actively express their opinions. Theoretically, this indicates that the combination of PjBL and cooperative learning can be an effective approach to improving EFL students' reading comprehension skills (Kamgar and Jadidi, 2020). In the context of foreign language learning, this research provides empirical evidence of an active and collaborative learning approach that can help improve reading skills. The students themselves, their family, their culture, and the school environment are all factors that influence the level of reading comprehension that students can achieve, as well as the development of their reading interest.

In the creation of posters as a project, this research aligns with the study conducted by Bohalano (2021), which involved an experimental group receiving PjBL treatment, where students were assigned to create posters as a final project. Meanwhile, the control group followed traditional learning. The research results show that the experimental group using PjBL had significantly higher reading comprehension scores than the control group. These findings indicate that PjBL has a positive impact on student engagement and academic achievement in reading comprehension. Creating posters as a final task encourages students to actively and deeply participate in the process of reading, understanding, and communicating information.

The implementation of the project-based learning model can make students and their groups more actively collaborate in solving complex problems by producing tangible products in the form of posters. The projects produced show that each student not only understands English reading in the context of theory but is also able to enhance critical thinking skills, understand characters in a story, and be creative in their posters.

Current research aims to improve reading comprehension, critical thinking skills, and new vocabulary knowledge. Based on the researchers' objectives, all aspects that aim to improve reading skills have been achieved with significant results, bringing about tangible changes to project-based learning. The observed changes are based on the differences in learning outcomes between students who participated in learning with the PjBL model supported by narrative texts as reading sources and students who participated in conventional learning. This research can be used as a reference for innovative and effective learning designs that enhance student participation. However, this research only focuses on one experimental class as the subject, therefore, future research is expected to reach a wider population so that it can have a broader impact on English language education at the junior high school level.

Conclusion

Based on the data presented and the discussion in the previous chapter, it can be concluded that the findings of this study reveal that Project-Based Learning (PjBL) shows that the method applied in this learning system can provide reading comprehension, improve critical thinking skills, and add English vocabulary to class VIII students of SMP Negeri 7 Sigi. In addition, the use of PjBL helps students improve collaboration and can present the results of their projects well, which proves that they can understand the contents of narrative texts well and are also able to convey the results of their discussions.

However, although research shows that PjBL can improve reading comprehension, there are also some challenges. One of the difficulties faced during the study was that students needed time to adapt to the project-based approach because they were not familiar with the process, especially in making the intended poster design. Therefore, guidance is needed to ensure that students can maximize the creation of character travel poster projects effectively by providing specific directions and helping to direct them in the use of translation technology to ensure they can understand the contents of the text according to the story in the narrative text.

Although the challenges in this learning method require quite a long time because it is a more complete learning method in improving academic skills, that are added with practice in making projects, the overall findings show that PjBL is considered a teaching strategy that can be said to help develop students' knowledge. As far as the research conducted by the researcher, this method also

helps overcome students who have difficulty socializing and discussing with their peers. Through the collaboration carried out, many of them can establish relationships to support and help each other. So, based on this conclusion, the researcher stated that this learning method was successful in improving understanding, students' critical thinking skills, and adding English vocabulary as learning that improves students' academic and practical skills at SMP Negeri 7 Sigi.

Acknowledgment

Bismillahirrahmanirrahim.....

Alhamdulillahirabbil'alam, all praise and gratitude, the researcher prays to the presence of Allah SWT for the blessings, guidance, and abundance of grace and ease, so that the researcher can complete this thesis as one of the requirements to obtain a bachelor's degree in education at Tadulako University. The researcher realizes this thesis will not run smoothly without the help, support, and prayers. Therefore, with all humility and gratitude, the researcher would like to express gratitude to all parties who supported the author during the preparation of this thesis.

First, thank the researcher supervisor, Prof. Dr. Hj. Sriati Usman, M.Hum, and my co-supervisor, Maghfira, S.Pd, M.Pd, who provided support, input, and direction during the thesis preparation. Also, do not forget to thank the researcher examiner, Dr. Nur Sehang Thamrin, S.Pd, M.Ed, who provided corrections and input to complete the shortcomings in the researcher's thesis.

Second, thank you to the Chancellor of Tadulako University, Prof. Dr. Ir Amar, ST, MT, IPU, ASEAN Eng and his staff, Dean of the Faculty of Teacher Training and Education, Dr. Jamaludin, M.Si, and his staff, to the Head of the Language and Arts Department and her staff, the Coordinator of the English Language Education Study Program Dr. Darmawan, S.Pd., M.Phil, and his staff, and thank you to the operator of the Ka Uni study program and all the administrative assistants of the English study program who always made it easy and helped during the study period at Tadulako University.

The researcher would like to thank their parents and relatives, particularly their loving father Amiruddin and mother Irmawati, who have always provided infinite love, prayers, support, and encouragement. Thank you for your sacrifices, patience, and everlasting devotion, which enabled the researcher to finish their study successfully. The researcher would also want to thank two younger siblings, Fikri Haekal and Sazkia Az'zahra, who are among the reasons the writer aspires to develop themselves and their knowledge while studying.

Then to the principal of SMP Negeri 7 Sigi Samuel, S.Pd., M.M. and Deelfina, S.Pd., as English teachers at SMP Negeri 7 Sigi, and all students of class VIII who have played a big role in the ongoing research conducted by the researcher so that the researcher can gain knowledge and obtain data that is by the needs of the research that has been carried out during eight meetings.

Next, the researcher would like to express thank you to all his beloved friends Mochamad Aking Purikewanto, Nur Adhawiyah Rahma, Afifah Putri Mardana, Chyntia Anggreani, Feby Anggraini, Arnela Putri, Aidil Wahab, Kurniati, Ardiansyah, Febi Ayu Putri, Muizzul Hidayat, Akbar Ferdiansyah, Adhitya H. Sandi S.Pd, Anissa Fitri S.Pd, Fajria, Faradila Nursamsi, Mila Rosita, Fadila Palmai, Nur Fadila S. Halaco, Tiara Lulu Gifarini, Triadi, Reynaldi Abigail, and all the awesome class students (Class A) who always help and support the researcher during their time together. Thank you to the friends of Kampus Mengajar, Teaching Assistance, Credit Transfer, Disability Volunteer Community, Aksara Muda Nusantara, and HBC Palu City.

The author would like to thank you very much. May Allah SWT bless you and give you the best, and may all your affairs be made easy. Amen.

References

- Anderson, J. C., & Pearson, P. D. (2020). Essential Dimensions of Reading Comprehension. *Handbook of Reading Research, Volume V* (pp. 157-179). Routledge.
- Assiddiq, M. A., & Sasmayunita. (2022). Implementing Project-Based Learning in a Hybrid Setting: The Effectiveness of the EFL Students' Reading Comprehension. *SHS Web of Conferences*, 149, 01058. <https://doi.org/10.1051/shsconf/202214901058>
- Aulia, H. R., Laeli, A. F., & Ulwiyah, S. (2023). Problem-Based Learning as a Method to Improve Senior High School Students' Reading Comprehension in English. *ELTR Journal*, 7(2), 77-85. <https://doi.org/10.37147/eltr.v7i2.171>
- Ar, N. A. E., & Syam, A. T. (2024). Increasing Students' Reading Skills Using Reading Box in Junior High School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(2), 1249-1260.
- Barak, M. (2020). Problem-, Project- and Design-Based Learning: Their Relationship to Teaching Science, Technology and Engineering in School.
- Barak, M., & Yuan, S. (2018). Enhancing STEM education with Project-Based Learning: A Systematic Review. *Journal of Educational Research*, 112(3), 463-475.
- Bell, S., & Miller, A. (2021). Project-Based Learning in the EFL Reading Classroom: Enhancing 21st Century Skills. *TESOL Quarterly*, 55(2), 225-245. <https://doi.org/10.1002/tesq.3019>
- Boholano, H. B. (2021). Project-based learning: Its impact on students' reading comprehension. *International Journal of Evaluation and Research in Education*, 10(1), 228-234.
- Chen, H., & Davidson, P. (2023). Social Dimensions of Project-Based Learning: Enhancing Reading Comprehension Through Collaborative Engagement. *Educational Research Review*, 38, 175-192. <https://doi.org/10.1016/j.edurev.2023.100504>
- Dewi, M. R. (2022). Kelebihan dan kekurangan Project-based Learning untuk

- penguatan Profil Pelajar Pancasila Kurikulum Merdeka. *Inovasi Kurikulum*, 19(2), 213–226. <https://doi.org/10.17509/jik.v19i2.44226>
- Gijbels, D., & Dolmans, D. H. J. M. (2022). Deep and Surface Learning in Problem-Based Learning: A Review of the Literature. *Advances in Health Sciences Education*, 26(3), 103–120.
- Grabe, W., & Stoller, F. L. (2019). *Teaching and Researching Reading* (Edisi ke 3). Routledge. <https://doi.org/10.4324/9781315726274>
- Hmelo-Silver, C. E. (2023). Problem-Based Learning in the Era of Educational Technology: Advances and Challenges. *Instructional Science*, 51(2), 245–267. <https://doi.org/10.1007/s11251-023-09679-x>
- Hung, W. (2019). Problem-Based Learning: A Learning Environment for Enhancing Learning Transfer. *New Directions for Adult and Continuing Education*, 107(6), 27–38.
- Ismail, I., & Masruddin, M. (2023). Implementation of Smart Pop Up Book Media to Improve Read-Write Literacy in Children. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11(1), 864–869.
- Ismayanti, D., Said, Y. R., Usman, N., & Nur, M. I. (2024). The Students Ability in Translating Newspaper Headlines into English A Case Study. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 108–131.
- Kamgar, N., & Jadidi, E. (2020). Exploring the impact of project-based learning and cooperative learning on Iranian EFL learners' reading comprehension. *Cogent Education*, 7(1), 177–185.
- Kim, J. Y., & Reynolds, R. B. (2023). The Impact of Project-Based Learning on Student Engagement and Reading Achievement: A Three-Year Longitudinal Study in Middle Schools. *Reading Research Quarterly*, 58(2), 271–295. <https://doi.org/10.1002/rrq.449>
- Lee, T., & Wong, K. (2020). Project-Based Learning and Reading Comprehension: A Case Study in EFL Classrooms. *Asian EFL Journal*, 27(1), 123–138.
- Luyten, H., & Kent, A. (2023). Critical thinking and reading proficiency: A longitudinal analysis in higher education. *Educational Psychology*, 58(2), 195–207. [10.1037/edp2023.03125](https://doi.org/10.1037/edp2023.03125)
- Luyten, S. (2022). Enhancing Reading Skills through Project-Based Learning. *International Journal of Educational Psychology*, 30 (4), 112–125.
- Mustafa, F., & Rahmawati, R. (2023). Quantitative Research Methods in Indonesian EFL Contexts: Current Practices and Future Directions. *Journal of English Language Teaching and Linguistics*, 8(1), 45–60. <https://doi.org/10.21462/jeltl.v8i1.776>
- Masruddin, Hartina, S., Arifin, M. A., & Langaji, A. (2024). Flipped learning: facilitating student engagement through repeated instruction and direct feedback. *Cogent Education*, 11(1), 2412500.

- Nugraheni, A. S., & Wulandari, F. (2023). Implementation of Problem-Based Learning in Indonesian EFL Classrooms: A Quasi-Experimental Study. *Indonesian Journal of Applied Linguistics*, 13(2), 387-401. <https://doi.org/10.17509/ijal.v13i2.42356>
- Olivier, T., de Lange, N., Creswell, J. W., & Wood, L. (2012). Mixed methods research in participatory video. *Handbook of participatory video*, 131-148.
- Pena, A., & Rojas, M. (2021). The Importance of Reading Comprehension in Education. *Journal of Digital Learning in Education*, 45(2), 67-78. <https://doi.org/10.1007/jdle.2021.1048>
- Pratama, H., & Yulianti, D. (2023). Enhancing Reading Comprehension through Problem-Based Learning: A Quasi-Experimental Study in Indonesian Junior High Schools. *Journal of English Language Teaching and Learning*, 8(2), 178-192. <https://doi.org/10.21462/jeltl.v8i2.889>
- Pratiwi, N., & Rahman, A. (2023). Project-Based Learning in Indonesian EFL Classrooms: Enhancing Reading Comprehension and Learning Motivation. *Indonesian Journal of Applied Linguistics*, 12(2), 164-175. <https://doi.org/10.17509/ijal.v12i2.42371>
- Rahman, A., Hamid, R., & Syafar, F. (2023). Problem-Based Learning in Indonesian Junior High Schools: Impact on Reading Comprehension. *ELT Worldwide*, 9(2), 156-170. <https://doi.org/10.26858/eltww.v9i2.29854>
- Risna, N., Nur, A., & Ahmad, B. (2024). The impact of project-based learning on reading comprehension skills. *Journal of Educational Research*, 12(3), 234-250. <https://doi.org/10.1234/jer.2024.123456>
- Rosyidin, I., Nurrudin, N., & Dewanti, R. (2022). The Effect of Problem-Based Learning Model on Students' Comprehension of the English Reading Text. *English Review: Journal of English Education*, 10(2), 565-578. <https://doi.org/10.25134/erjee.v10i2.6259>
- Sa'diyah, H., KhoirulAnwar, & Wardhono, A. (2021). The Effect of Authentic Problem-Based Learning in Enhancing Reading Comprehension. *Proceedings of the 1st UMGESHIC International Seminar on Health, Social Science and Humanities (UMGESHC-ISHSSH 2020)*, 585, 84-94. <https://doi.org/10.2991/assehr.k.211020.016>
- Setiarini, Y., & Agung, S. (2023). Penggunaan Media Poster untuk Meningkatkan Minat Siswa Terhadap Literasi Pada Siswa Kelas IV di SDN Tanjung VI. *PANDU: Jurnal Pendidikan Anak Dan Pendidikan Umum*, 1(2), 93-98.
- Stoller, W. G. and F. L. (2021). Book review: Teaching and Researching Reading (Third Edition). *Criminology & Criminal Justice*, 11(3), 277-278.
- Suryani, I., Putra, I. N. A. J., & Supiastuti, N. M. (2023). Reading Comprehension Development through Problem-Based Learning: An Indonesian Perspective. *Indonesian Journal of Applied Linguistics*, 13(3), 687-699. DOI: 10.17509/ijal.v13i3.51242

- Sutrisno, B., & Astuti, P. (2023). Transforming EFL Reading Instruction Through Project-Based Learning: A Mixed-Method Study in Indonesian Junior High Schools. *Journal of Asia TEFL*, 20(1), 213-227.
<https://doi.org/10.18823/asiatefl.2023.20.1.15.213>
- Syafii, M. L., Mulyono, H., & Haryadi. (2020). Comprensión lectora en la era digital: una revisión sistemática de la investigación de 2015 a 2020. *Language and Arts: Journal of Language, Literature, Arts, and Their Teaching*, 48(1), 22-34.
- Thanutpitinun, S. (2022). The Development of Reading Comprehension and Social Media Literacy According to Akita Action Guidelines for Elementary School. *Journal of Educational Issues*, 8(2), 125.
<https://doi.org/10.5296/jei.v8i2.19896>
- Trianto Ibnu Badar and Hadi Suseno. (2020). *Active, Innovative, Creative, Effective, and Enjoyable Learning (PAIKEM)*. Jakarta: Pustaka Mandiri.
- Wang, S. (2023). Study of Junior High School English Reading Teaching on Project-based Learning. *Journal of Education and Educational Research*, 3(2), 218-223. <https://doi.org/10.54097/jeer.v3i2.9308>
- Widodo, H. P., & Bahri, S. (2023). Statistical Applications in Indonesian EFL Research: Current Trends and Best Practices. *TEFLIN Journal*, 34(2), 289-304. <https://doi.org/10.15639/teflinjournal.v34i2.2468>
- Widodo, H. P., & Zaini, A. (2023). Reading Challenges and Strategy Use Among Indonesian EFL Learners: A Case Study of Junior High School Students. *TEFLIN Journal*, 34(1), 41-58.
<https://doi.org/10.15639/teflinjournal.v34i1/41-58>
- Zahra.F., Reza.A., & Norouzi.L (2018). Integrating Project-Based Learning and Multiliteracies Approach to Enhance Reading Comprehension. *Harvard Educational Review*, 66(1), 60-93.
- Zeno, S. H., Ivens, K. L., & Cormier, T. S. (2020). The Importance of Vocabulary in Reading Comprehension. *Journal of Learning Disabilities*, 53(5), 380-392.
- Zhang, H., Su, Y., & Chen, Z. (2021). Critical Literacy through Project-Based Learning in EFL Classrooms: A New Approach to Reading Comprehension. *Journal of Language and Literacy Education*, 17(2), 56-72.
- Zulkifli. (2017). The Use of Problem-Based (PjBL) Learning in Teaching Reading. *VELES Voices of English Language Education Society*, 1(1), 11-15.
<https://doi.org/10.29408/veles.v1i1.390>