

EFEKTIVITAS PEMBELAJARAN BERBASIS PROYEK PADA SISWA KELAS TUJUH MEMBACA TEKS NARATIF SMPI AL AZHAAR TULUNGAGUNG

The Effectiveness of Project Based Learning on Seventh Grade Students Reading Narrative Text of SMPI Al Azhaar Tulungagung

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Abstrak

Dibingkai dalam penelitian tindakan, para penulis menyelidiki persepsi dan pengalaman sekelompok siswa-guru ketika mereka belajar tentang dan mengeksplorasi penelitian guru untuk pertama kalinya dalam modul mandiri sebagai bagian dari program pra-jabatan atau pendidikan guru bahasa Inggris awal (IELTE) selama empat tahun di Argentina selatan. Penelitian ini bertujuan untuk mengetahui seberapa efektif program pembelajaran berbasis proyek dalam meningkatkan kemampuan membaca bahasa Inggris siswa kelas VII SMPI Al Azhaar Tulungagung tahun ajaran 2023/2024. Penelitian ini menggunakan metode eksperimen. Penelitian ini dilakukan di dalam kelas, populasi dalam penelitian ini adalah siswa yang duduk di kelas VII SMP pada tahun ajaran 2023/2024. Total sampel dalam penelitian ini adalah 30 siswa. Penelitian ini menemukan bahwa kemampuan membaca bahasa Inggris siswa meningkat setelah menggunakan metode pembelajaran berbasis proyek. Efektivitas dapat dilihat dari perbedaan antara hasil pre-test sebesar 69,33 dan hasil post-test sebesar 74,33 yang menunjukkan efektivitas hasil pembelajaran.

Kata Kunci:
Efektivitas,
Kemampuan membaca bahasa
Inggris,
Pembelajaran berbasis proyek

Keywords:
Effectiveness,
English reading skill,
Project-based learning

Abstract

Framed in action research, the authors investigated the perceptions and experiences of a cohort of student-teachers as they learned about and explored for the first-time teacher research in a self-contained module as part of a four-year pre-service or initial English language teacher education (IELTE) programme in southern Argentina. This study aims to determine how effective the project-based learning program is in improving English reading skills of class VII SMPI Al Azhaar Tulungagung in the 2023/2024 academic year. This research uses experimental method. This research was conducted in the classroom, the population in this study were students who were in seventh grade junior high school in the 2023/2024 school year. The total sample in this study was 30 students. This study found that students' English reading skills improved after using the project-based learning method. The effectiveness can be seen from the difference between the pre-test result of 69,33 and post-test result of 74,33 which indicates the effectiveness of the learning outcome.

INTRODUCTION

This study examines Indonesia's English language teacher education, which has seen significant changes in the past few years. The chapter describes stakeholders in teacher education, covering aspects such as pre-service teacher education streams, curriculum, and management of professional development (PD).

It also examines the development and implementation of teacher education policies in the past

fifteen years. Further, the chapter discusses notable innovations revolving in five areas of interest: (1) the movement to employ post-methods teacher education; (2) the rise of digital technologies; and (3) the development of character building through identity, spirituality, and criticality in teacher education.

The chapter also examines: (4) a shift to incorporating translanguaging and (5) pluricentric approaches to English into teacher education.

METHODS

Action Research (AR) informs the research design of this study. AR can be minimally defined as a self-reflective, critical and systematic research approach carried out by practitioners to understand, examine and improve their practices (Banegas & Consoli, 2020; Kemmis, 2009).

At this chapter, the writer will presents the method and research design, Procedure of the research, Place and Time of Research, Population and Sample of The Research, Technique of Data Collection, Validity, Reliability, and Technique of Data Analysis. The purpose of this study is to determine whether the use of Project Based Learning (PBL) can improve students' reading skills. To achieve this goal, the author used an experimental design using a one group pre-test and post-test design. The research begins by measuring the dependent variable that already has a subject. After being given treatment, the dependent variable will be measured again with the same instrument. The experimental method consists of pre-test, treatment, and post-test. The design can be illustrated as follows:

Table 1.1: Design One Group Pre-test

Post-test

O_1	X	O_2
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Description:

O_1 : Pre-Test

The pre-test is a test administered to students before they start of treatment

X : Treatment

For treatment, the students are going to teach using animated short films for treatment.

O_2 : Post-Test

The post-test is a test provided to students after treatment.

The researchers applied the treatment after giving the pre-test. There were two different treatments given to the student groups. The first group (Pre-test) was before using the PBL (Project Based Learning) method, while the second group (Post-test) was after using the PBL (Project Based Learning) method. Both the first group and the second group were taught with material according to the same value weight.

After the treatment stage was completed at the end, researchers gave post-tests to the experimental group students and also the control group. The post-test function given to these students is to see the effectiveness of treatment based on student ability scores. The post-test consists of a narrative text test with the same difficulty as the pre-test.

In this study, researchers conducted 2-3 meetings. It consists of one first meeting to conduct a pre-test, and the next meeting to conduct treatment, and at the last meeting to conduct a post-test on students.

FINDING

This study employed a pre-experimental design with a single class serving as the sample for observation. Twenty-two students participated, receiving comprehensive instructions and utilizing diverse learning resources to evaluate the effectiveness of the application. Conducted at Bhinneka PGRI University campus, the research focused on second-semester students. Data analysis encompassed pre-test and post-test results. The primary aim of the pre-test was to evaluate the students' initial grasp of the learning

objectives related to English reading skills. The analysis of the pre-test results was conducted using SPSS 29.

No.	Name	Score Pretest	Score Posttest
1	FRA	75	100
2	NAZ	70	100
3	MRF	60	85
4	AR	65	85
5	YNS	65	95
6	SAP	60	85
7	EHT	60	85
8	ENS	50	100
9	DS	65	95
10	TR	65	85
11	JWM	70	90
12	VNF	75	90
13	RY	75	75
14	RN	70	90
15	CZR	65	95
16	ULR	60	80
17	LH	55	100
18	MDN	55	80
19	MBAR	50	95
20	MAIA	65	85
21	NLA	65	85
22	CAET	55	90

CONCLUSION

The conclusion seen from the results of data analysis and calculations that have been carried out by researchers is that students' English reading skills have improved after using the Project Based Learning (PBL) based method. The effectiveness can be seen from the difference in pre-test and post-test results. This can be seen from the results of data analysis that has been done from the Pre-test average value of 69.33, in comparison to the Post- test value of 74.33. In addition, it can be proven again by using hypothesis testing. From all the results of the analysis using hypothesis testing, it can be concluded that the use of the Project Based Learning (PBL) method in improving students' English reading skills. In addition, students are also more interested in learning English. In learning using this Project Based Learning (PBL) based method, there are

also many features that support and are certainly interesting to use.

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