

IMPROVING STUDENTS' READING COMPREHENSION THROUGH PROJECT BASED LEARNING

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Received: 14-05-2025

Revised: 20-05-2025

Accepted: 24-06-2025

Published: 30-06-2025

DOI:

Keywords:

Reading Comprehension,
Project Based Learning,
Media Flip Chart Project.

ABSTRACT

This study aims to improving student's reading comprehension through project based learning a collaborative classroom action research at the third grade of MTs Sirojul Afidah Serang Banten. This type of research is a collaborative Classroom Action Research (CAR). The model in this research use Kemmis and Mc Taggart model. The subjects of this study were third grade students of MTs Sirojul Afidah Banten Serang consisting of 10 male students and 20 female students. The data collection technique in this study uses tests, and observations. Qualitative data collection instruments use observation sheets and quantitatively use reading comprehension tests. Data analysis technique used is quantitative and qualitative data descriptive analysis. This study shows that the use of method project based learning and flip chart media project can improve reading comprehension on narrative text of eighth grade students of MTs Sirojul Afidah-Gunungsari. Improved reading comprehension is evidenced by the grade point average of 61.3 rising to 77.7 and 85.8. The percentage of achievement of the average score of reading skill has increased on pre-action 36%, in cycle I 66%, and in cycle II is 93%. The result of reading comprehension test after the implementation of learning comprehension reading by method project based learning flip chart media project continue to increase and show effectiveness in learning to improve reading comprehension ability in students of Class IX B MTs Sirojul Afidah Gunungsari. The increase is implied by the success indicators of the process and the product in each cycle.

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa melalui pembelajaran berbasis proyek, penelitian tindakan kelas kolaboratif di kelas tiga MT Sirojul Afidah Serang Banten. Jenis penelitian ini merupakan Penelitian Tindakan Kelas (CAR) kolaboratif. Model dalam penelitian ini menggunakan model Kemmis dan Mc Taggart. Subjek penelitian ini adalah siswa kelas tiga MTs Sirojul Afidah Banten Serang yang terdiri dari 10 siswa laki-laki dan 20 siswa perempuan. Teknik pengumpulan data dalam penelitian ini menggunakan tes, dan observasi. Instrumen pengumpulan data kualitatif menggunakan lembar observasi dan secara kuantitatif menggunakan uji pemahaman bacaan. Teknik analisis data yang digunakan adalah analisis

Kata Kunci:

Pemahaman Bacaan,
Pembelajaran Berbasis Proyek,
Proyek Flip Chart Media.

deskriptif data kuantitatif dan kualitatif. Penelitian ini menunjukkan bahwa penggunaan metode project based learnig dan flip chart media project dapat meningkatkan pemahaman bacaan pada teks naratif siswa kelas delapan MTs Sirojul Afidah-Gunungsari. Peningkatan pemahaman bacaan dibuktikan dengan nilai rata-rata 61,3 naik menjadi 77,7 dan 85,8. Persentase pencapaian skor rata-rata keterampilan membaca telah meningkat pada pra-tindakan 36%, pada siklus I 66%, dan pada siklus II adalah 93%. Hasil uji pemahaman bacaan setelah pelaksanaan pembelajaran pemahaman membaca dengan metode project based learning flip chart project terus meningkat dan menunjukkan efektivitas dalam pembelajaran untuk meningkatkan kemampuan membaca pemahaman pada siswa Kelas IX B MTs Sirojul Afidah Gunungsari. Peningkatan tersebut tersirat oleh indikator keberhasilan proses dan produk di setiap siklus.

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A. Introduction

Project Based Learning (PjBL) has become one of the innovative strategies that are widely implemented in improving students' literacy skills, especially in reading comprehension and writing narrative texts. This learning model allows for active involvement of students in designing, implementing, and evaluating projects that are integrated with learning materials, so that learning potential can develop holistically (Krauss & Boss, 2013; Trilling & Fadel, 2009). PjBL's strength lies in its ability to build critical thinking, problem-solving, collaboration, and communication skills—all of which are key needs in the 21st century (Johnson, 2008; Ustal, 2003).

Research on reading comprehension through PjBL in elementary and secondary schools shows that this model is effective in increasing students' reading comprehension scores as well as other aspects such as digital literacy skills and teamwork. This method has been shown to broaden students' reading horizons and foster empathy and deep reflective ability to the content of narratives (Mikulecky & Jeffries, 1986; Rahim, 2007). However, the application of PjBL is often still focused on cognitive aspects and is not optimal in the integration of simple media and based on real actions in the classroom (Arsyad, 2007).

The lack of studies that specifically examine the use of flip chart media in the implementation of PjBL to improve comprehension of reading narrative texts in religious secondary education units (MTs), khususnya dalam konteks kolaboratif dan berbasis siklus seperti Penelitian Tindakan Kelas (Kemmis & McTaggart, 2017). Most previous research is still limited to the use of electronic media, worksheets, or conventional learning, without the integration of simple visual media and creative projects as the center of learning activities (Nana & Riva'i, 2002; Sudjana & Rivai, 2013).

The novelty in this study lies in a collaborative and systematic approach in the implementation of PjBL that is integrated with the use of flip chart media, as well as a thorough evaluation both qualitatively and quantitatively using valid instrumentation (Arikunto, 2009b; Daryanto & Rahayu, 2012). Flip chart media was chosen as a solution to overcome the limitations of digital facilities and improve visual appeal, narrative exploration, and contextual learning in the classroom (Asnawir & Usman, 2002; Hidayatulloh, 2008).

The main problems faced are the low average comprehension score of narrative texts obtained by MTs students, as well as the percentage of reading skills that have not met the minimum competency target.

This can be traced from reading activities that are still monotonous and have minimal visual media, so that students' motivation and involvement in understanding narratives is also low (Abidin, 2012; Rahmat, 2018). The existence of collaborative projects and flip chart media is expected to be a catalyst in increasing students' interest and reading comprehension (Madyawati, 2016). The solution offered in this study is the development of a project-based learning model with the systematic integration of flip chart media using the PTK cycle and the active involvement of all students collaboratively from the planning stage to reflection. This model is accompanied by achievement measurement with qualitative (observation sheets) and quantitative (reading comprehension tests) instruments to obtain a comprehensive picture of learning processes and products (Djarmika & Wulandari, 2013; Fikri, 2019).

This research is expected to make a conceptual and practical contribution in the implementation of project-based learning, with a collaborative approach and the use of conventional visual media. The real impact that is expected is an increase in the average score of reading comprehension, narrative reading skills, and the realization of a participatory and fun learning process at MTs Sirojul Afidah.

B. Methods

This research employed a collaborative Classroom Action Research (CAR) design, utilizing the Kemmis and McTaggart model which consists of recurring cycles of planning, acting, observing, and reflecting. The participants in this study were 30 third-grade students of MTs Sirojul Afidah Banten Serang, comprising 10 male and 20 female students. Data collection was conducted using tests and observation sheets: reading comprehension tests were used for quantitative data, while observation sheets captured qualitative aspects of student engagement and classroom activities. The quantitative and qualitative data were then analyzed using descriptive analytical techniques to identify improvements in reading comprehension skills over the course of the cycles (Johnson, 2008; Kemmis & McTaggart, 2017).

The CAR cycles involved close collaboration between the researcher and partner teachers during intervention planning and implementation. Students engaged with a project-based learning method integrated with flip chart media, which aimed to enhance reading comprehension specifically on narrative texts. Each cycle's results—both process and product—were systematically reviewed to develop further improvements for subsequent actions until an optimal increase in students' reading comprehension was demonstrated, confirming the effectiveness of project-based learning with flip chart media in this context.

C. Result and Discussion

Improvement of Reading Comprehension through Project-Based Learning

The implementation of project-based learning using flip chart media in the Reading Comprehension (RC) class of IX B MTs Sirojul Afidah-Gunungsari led to significant gains in students' reading comprehension skills. Data collected over pre-action, cycle I, and cycle II showed a progressive improvement not only in mean scores but also in mastery percentages. At the outset (pre-action), only 11 students achieved or exceeded the average score, with a mean of 61.3 and a mastery percentage of 36%, indicating low initial comprehension.

During the first intervention cycle, the integration of project-based learning activities and flip chart visual media resulted in increased participation and enthusiasm. In this stage, the number of students achieving the average or above rose to 20, while the mean score climbed sharply to 77.7 and the mastery percentage improved to 66%. This cycle demonstrated the effectiveness of

collaborative projects supported by visual aids in motivating students to comprehend narrative texts.

By the second cycle, the intervention had a compounding effect: 28 out of 30 students reached or surpassed the average score, mean scores increased further to 85.8, and the mastery percentage soared to 93%. This surge reflected not only improvements in individual achievement but also in collaborative learning dynamics and classwide engagement. Such progress aligns with other research findings which demonstrate that project-based learning enhances literacy outcomes, especially when visual media is systematically integrated (Krauss & Boss, 2013; Trilling & Fadel, 2009).

Observational data indicated that students became progressively more active, courageous in expressing opinions, and collaborative in exchanging ideas by working in small groups with clear project roles. The use of flip charts empowered students to visually organize their thoughts, making complex narratives more accessible and building connections between text and real-life experiences. Another noteworthy outcome involved the observable change in motivation and classroom climate. Teachers reported increased eagerness among students to participate, ask questions, and present their project outcomes in front of peers. Project-based activities provided authentic opportunities to link coursework with meaningful tasks, furthering intrinsic motivation and reducing English language anxiety (Johnson, 2008).

The results indicated not just quantitative improvement but qualitative changes in attitudes toward learning. Observation sheets revealed shifts in confidence and communication skills, which are essential components for effective language learning, all catalyzed by the collaborative, student-centered approach (Kemmis & McTaggart, 2017). Additionally, the iterative nature of action research provided structured opportunities for ongoing reflection and instructional adjustment. Teachers refined project steps, diversified tasks, and scaffolded supports based on analysis of formative data, which in turn facilitated continuous improvement in student engagement and RC outcomes (Arikunto, 2009a).

The successful integration of project-based learning and flip chart media proved highly effective in improving both cognitive and affective aspects of reading comprehension. The method fostered an inclusive, dynamic, and enjoyable learning environment in which students became proactive participants in their own literacy development, a finding consistent with contemporary educational theory and best practice (Abidin, 2012).

Analysis of Learning Process and Classroom Dynamics

Detailed classroom observations throughout the cycles revealed that the use of project-based learning provided a systematic framework for student participation and engagement. Initially, many students were hesitant, rarely voicing their opinions or collaborating with peers. The introduction of the flip chart as a shared project tool began to break down these barriers, offering a tangible focal point for collective effort and expression (Asnawir & Usman, 2002).

The teacher's role shifted from a knowledge transmitter to a learning facilitator, guiding inquiry and project implementation rather than delivering information passively. By structuring lessons around collaborative projects, the teacher was able to create authentic scenarios in which students negotiated meaning, shared interpretations of texts, and developed communication skills as they worked toward concrete project outcomes.

Each project cycle featured reflective discussion at the end of lessons, where students articulated what they had learned, exchanged perspectives on narrative texts, and co-constructed

criteria for high-quality work. This iterative process not only fostered higher-order thinking but also cultivated a supportive class culture for collaborative problem-solving.

Responding to observational data, the teacher made strategic instructional decisions by modifying project focus, adjusting group compositions, and providing individualized scaffolding where needed. These informed actions maximized inclusion and differentiated the learning experience according to student needs. The use of flip chart media brought an added multimodal dimension to the classroom. Students used the visual tool to map storylines, summarize narratives, and illustrate key plot events, thereby deepening comprehension and facilitating memory retention. This approach effectively bridged the gap between textual analysis and imaginative engagement with stories.

Positive changes were also evident in classroom management and discipline. Project-based activities naturally required students to assume responsibility, follow group norms, and contribute meaningfully to joint outcomes. This autonomy fostered agency and intrinsic motivation, essential attributes for lifelong learning. Learning through projects and discussion helped to equalize participation across gender and proficiency levels. Female and male students, who initially showed a reluctance to take intellectual risks, gradually emerged as discussion leaders and creative contributors within their teams, thus narrowing gaps of confidence and achievement previously noted by the teacher's initial assessments (Madyawati, 2016).

The action research cycles confirmed that the combination of project-based learning and visual media does more than enhance reading comprehension; it catalyzes the development of essential life skills, including collaboration, creativity, and critical thinking. These results underscore the transformative potential of active, student-centered instruction in improving both process and outcomes in literacy education (Musfiroh, n.d.).

D. Conclusion

Research conclusions that Based on the results of research 21 Sep 2025 12:29 has been done, it can be concluded: The implementation of improving Reading Comprehension of e IX B students at MTs Sirojul Afidah - Gunungsari can he proven by using the project-based learning method by making this flip chart media product can be proven by the students 'understanding which is seen based on the analysis of increasing students' Reading Understanding skills. The reading test results on Pre-Action are 11 students who have achieved an average score and 19 students have not vet achieved an average score. The average value is 61.3 and the percentage of mastery is 36%. In the first cycle, 20 students achieved an average grade and 10 students did not achieve an average grade. The average value is 77, 7 and the percentage is 66%. In the second cycle, there was a good improvement in which there were 28 students who reached the average grade and 2 students did not reach the average grade. The average score is 85.8 and the percentage limit is 93%.

Improvement based on the process of reading comprehension according to the steps of reading learning Understanding using project-based learning techniques by making flip cha products with the flip chart media application students become more active and enthusiastic in participating in learning Students are also more online to express their opinions. exchange ideas and are not shy anymore to ask questions. The teacher has also succeeded in creating effective and fun learning. Based on the results of research in the sense of satisfying teachers and researchers, because indicators of success have been achieved and the application of learning techniques based

on project learning by making flip chart products can improve the learning process of reading comprehension in class IX B MTS Sirojul Afidah - Gunungsari.

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