Project-Based Learning in Reading Skills Subject

Kamarudin(✉) and Eddy Pahar

Universitas Jambi, Jambi, Indonesia
`kamarudinnn@yahoo.com`

Abstract. This study aims to describe project-based learning in the Reading Skills course for first semester students of the Indonesian Language and Literature Education Study Program. Reading skills course is one of the compulsory subjects for PBSI FKIP Unja students. For this course, students are given a project to complete in groups for one semester. This study used a descriptive qualitative method using data collected by researchers through the syllabus, class observations, and interviews. Research on this learning process revealed an increase in students' positive learning behavior after participating in the implementation of project-based learning. Most students feel that the project they are working on is truly meaningful and enriches their positive experiences in practicing reading skills.

Keywords: Project-Based Learning · Reading Skills · Students

1 Introduction

The development of reading skills for students of the Indonesian Language and Literature Education Study Program FKIP Unja begins with lectures on language skills in the first semester, such as listening, speaking, reading and writing courses. In particular, the reading skills course consists of several topics of discussion, namely reading aloud, reading silently, reading comprehension, speed reading, the art of reading poetry and reading drama. Of the many topics of discussion on reading, the topic of discussion on the art of reading poetry has not been thoroughly studied, both at the elementary level and up to the university level.

Salad (2014: 3) says that the didactic function of poetry reading as seen in the world of education is not considered as learning science, because formalistic poetry reading art learning develops, namely learning whose topic of discussion dwells on terms, definitions, and concepts. Literary concepts that are considered scientific and must be mastered. Finally what is expected by the curriculum is not achieved.

Actually learning the art of reading poetry includes literary appreciation activities that must be achieved well. According to Nadeak, (1985: 42) learning the art of reading poetry is not just transferring the teacher's knowledge to students. Rather, the goal of learning the art of reading poetry that the curriculum wants is that students are able to read poetry properly, thereby honing their sensitivity both in terms of emotional, imaginative and aesthetic.

The main problem in learning the art of reading poetry is always related to the strategies used by the teaching staff, but in reality the teaching staff who master the appropriate learning strategies are lacking, so learning the art of reading poetry in general in education is very inadequate.

Furthermore, Salad (2014: 7) said poetry reading activities on campus were just just entertainment. Therefore, it is not surprising that poetry reading competitions on campus are held in moderation, not based on thoughts, as performing arts. Not as a means to renew the discourse of art appreciation. Whereas supposedly, the art of reading poetry in the context of an academy has the possibility to develop, the process of reading poetry as a scientific discipline in a cultural context.

Based on the background above, project-based learning is an attempt to open up various possibilities for acquiring poetry reading skills. At least it can be useful to provide a more complete alternative framework. Especially in the theoretical and practical aspects of the art of reading poetry, both in terms of historicity and reality in the development of art and human culture.

Because reading skills courses are very practical and implementable, the use of project-based approaches and methods is seen as the most appropriate choice. Its use allows students to actively complete the projects assigned to them, solve problems found and review again the materials for the basic language skills course they had received in the previous semester as the objective of the reading skills course.

Project-based learning or in international language is called Project-Based Learning (PjBL) is a learning approach that focuses on students. This approach supports students to be actively involved in the learning process by working on projects related to the world around them (Chiang and Lee, 2016).

2   Research Method

This research is a descriptive qualitative research in which the researcher describes the implementation of project-based learning in reading skills courses. The subjects of this study were 35 students of the Indonesian Language and Literature Education Study Program, Faculty of Teaching and Education, University of Jambi. The research data was collected through class observation, document study, and interviews. Data collection through class observation and document study was carried out throughout the semester, while data collection through interviews was carried out at the end of the semester with the aim of obtaining information about the results of student reflections after participating in PjBL implementation in reading skills courses. Respondents were randomly selected and each was given a number of questions to answer in about 15 min. From the interviews, the researcher obtained some data related to students' perceptions of PjBL and the changes they felt related to increased learning skills and motivation after participating in the implementation of PjBL in the reading skills course.

The collected data is analyzed in several steps. First, the data collected is divided into small units per skill type (eg vocabulary knowledge, reading comprehension, listening comprehension, and verbal and written communication skills). Second, the data is sorted into several categories (the category of increasing language skills, and the category of increasing motivation). Third, each category is compared to find relationships and

patterns. Fourth, the data is classified into two; (1) the impact of implementing PjBL on improving students' reading skills; and (2) the impact of implementing PjBL on student learning motivation. This research uses triangulation, thick description, and member checking. As per its function, triangulation is used to synchronize data collected from interviews, class observations, and thick descriptions are used to describe the learning process and its results, and finally member checking is carried out at the end of the interview to ensure the completeness and accuracy of the data.

3   Results and Discussion

3.1   Research Result

3.1.1   Learning Model

In this sub-chapter, the researcher describes the implementation of project-based learning models, project-based learning designs, PBL innovation designs in solving cases, and literature review.

3.1.1.1 Implementation of Project Based Learning Model

Reading skills are one of the compulsory subjects in the product-oriented PBSI study program. At the end of the semester, students are required to produce at least a video of poetry recitation which is published on social media, namely the YouTube channel which is the work of students as a result of lectures. Product evaluation is based on product quality, product usability and student attitudes towards the production process. Based on the characteristics of the reading skills course, the lecturer decided to apply PBL to direct learning to its goals starting from establishing the scope of project-based reading skills lectures, making a mapping of project-based reading skills lecture models.

3.1.1.2 Scope of Project-Based Reading Skills Course Material

Reading skills course as a compulsory subject of Study Program emphasizing reading comprehension skills, speed reading, critical reading, survey reading, skimming, shallow reading, perceptive reading, language study reading, literature (poetry) reading, book reading, article reading, letter reading news. The substance of the study of reading skills courses is focused on reading skills. In general, the structure of the study consists of: 1) Reading comprehension: (a) understanding the main ideas of paragraphs, (b) understanding the main ideas of articles, (c) understanding the main ideas of books. 2) Speed reading: (a) skimming reading, (b) scanning scanning. 3) Reading surveys: (a) book surveys, (b) article surveys. 4) Critical reading. 5) Skim reading, 6) Shallow reading, 7) Thorough reading, 8) Reading language studies, 9) Reading literature (poetry). 10) Read books, 11) Read articles, 12) Read newspapers.

Based on the substance of the study of the reading skills course, the researchers determined the scope of the reading skills course material as follows: 1) Reading comprehension; (a) understand the main idea of the paragraph, (b) understand the main idea of the article, (c) understand the main idea of the book, 2) speed reading; (a) reading skimming, (b) reading scanning. 3) Read surveys; (a) book survey, (b) article survey. 4) Reading based on activity; (a) critical reading, (b) skimming, (c) shallow reading, (d) thorough reading. 5) Reading examines the language; (a) read to study words, (b)

read to study sentences, (c) read to study clauses, (d) read to study spelling. 6) Reading literature; (a) reading poetry, (b) reading prose, (c) reading drama. 7) Read books; (a) scientific books. (b) non-scientific books. 8) Read articles; (a) reading scientific articles, (b) reading non-scientific articles.

To improve the quality of the process and results of reading skill lectures, learning methods and media are needed that are packaged in an active, effective, innovative, creative, and varied way. For this reason, the lecture model developed is oriented towards communicative, integrative, contextual and cooperative approaches. Lectures are carried out with effective and innovative learning models. For this reason, this project-based lecture model is designed to improve the quality of the process and results of lectures.

3.1.1.3 Project-Based Reading Skills Lecture Model Mapping

Based on the basic competencies and the substance of the study that was determined, as well as the scope of the material formulated, the researchers formulated the design and mapping of the learning model that would be applied as follows (Table 1).

Based on the above mapping, a project-based reading skills lecture model was developed. Lectures direct students to be more active in interacting between students and students, students and lecturers to discuss a topic using varied media interactively. With this media, students can learn independently and confidently because there are corrections from the answer keys which are delivered interactively.

3.1.1.4 Learning Design

Based on the scope of the lecture material and the mapping of the project-based reading skills lecture model, the researcher describes the reading skills learning design that starts with making a syllabus, making lecture lesson plans and making project-based reading skills lecture descriptions for lecturers and students.

3.1.1.4.1 Project-Based Reading Skills Course Syllabus

Based on data from the results of documentation studies and literature studies, as well as the results of studies on materials and mapping of learning media that have been carried out, the researchers formulated a project-based reading skills training syllabus as follows (Table 2).

II. Course Description

Students are directed to understand and be skilled at reading comprehension, speed reading, reading surveys, reading language studies, reading books, reading literature (poetry, prose, drama), and reading articles.

III. Competence

3.1 General Competency

Reading skills lectures aim to foster students to have knowledge, skills, and a positive attitude towards reading as a language skill, and to be able to use reading activities for various purposes.

3.2 Specific Competency

1. Students have adequate knowledge and skills about reading understanding.
2. Students have adequate knowledge and skills about speed reading
3. Students have adequate knowledge and skills about reading surveys
4. Students have adequate knowledge and skills about reading study language.
5. Students have adequate knowledge and skills about reading books

Table 1. The design and mapping of the learning model

NO	TOPIC	MATERIAL	PROJECT DESIGN
1.	Reading Comprehension	1.1. Understand the main idea paragraph 1.2. Understanding the main idea article 1.3. Understand the main idea of the book	Texts about reading comprehension; Power point; Interactive exercises about: reading paragraphs, reading articles, and reading books
2.	Speed reading	2.1 Reading skimming 2.2 reading scanning	Texts about speed reading; Power point; Exercise, interactive about: skimming reading, and scanning reading.
3.	Read surveys	3.1 book survey 3.2 article survey	Text about reading surveys; Power point; Interactive exercises about: reading a book survey, and reading an article survey.
4.	Reading by activity	4.1 critical reading 4.2 skim reading 4.3 shallow reading 4.4 peruse	Text about the type of reading; Power point; Interactive exercises on: critical reading, skimming, shallow reading, perusing
5.	Read language studies	5.1 read the review say 5.2 read the review sentence 5.3 read the review clause 5.4 read the review spelling	Texts about language studies; Power point; Interactive exercises about: reading word studies, reading sentence studies, reading clause studies and reading spelling studies
6.	Reading literature	6.1 read poetry 6.2 read prose 6.3 read the play	Texts about reading literature; Power point; Interactive exercises about: reading poetry, reading prose, and reading plays
7.	Read a book	7.1 read a book scientific 7.2 read a book non scientific	Text about the type of reading; Power point; Interactive exercises about: reading scientific books and non-scientific reading
8.	Read articles	8.1 read the article scientific 8.2 read the article non scientific	Texts about language studies; Power point; Interactive exercises about: reading scientific articles and reading non-scientific articles.

Table 2. Reading Skills Course Syllabus

I. Identity	
Subject	Reading Skills
Code	INA113
SKS	2 SKS
Semester	One
Study program	PBSI
Lecturer	Dr. Kamarudin, M. Pd

6. Students have adequate knowledge and skills about reading literature
7. Students have adequate knowledge and skills about reading articles

IV. Material Outline

This course builds knowledge, skills, and attitudes to read well to increase knowledge, insight, and skills. The material presented includes; 1) reading comprehension, 2) speed reading, 3) reading surveys, 4) reading language studies, 5) reading books, 6) reading literature (reading poetry), and 7) reading articles.

V. Lecture Approaches and Methods

1. Approach: Process skills, interactive, contextual, and cooperative
2. Method: Cooperative learning model.

VI. Instructional Media

1) laptop, 2) infocus, 3) video, 4) recording, 5) text / article.

VII. Evaluation

1. Attendance : 10%

2. Independent and group assignments with techniques: Tests and nontes in the form of: performance, product, project, portfolio, and self-assessment: 15 %

3. Midterm Examination (UTS): 25%

4. Final Semester Examination (UAS): 50%

3.1.1.4.2 Project-Based Reading Skills Lecture Learning Plan

The project-based learning model in the reading skills course, the Indonesian Language and Literature Education Study Program, the Faculty of Teacher Training and Education, Jambi University, was implemented to complete the task of a poetry reading art project, namely making videos of poetry readings and publications to YouTube. Determining the task of this project is planning carried out by the lecturer before learning activities. Lecturers also develop lesson plans in the form of lesson plans to obtain the learning outcomes of poetry reading skills, namely "Skilled at reading poetry in the form of declamations". The learning objectives in CPL are "After reading and discussing poetry texts, students are able to read poetry in the form of declamations". The learning method used, namely using the method of discussion and assignment. The semester learning plan (RPS) includes; identity, general competence, expected learning

Table 3. Semester Learning Plan (RPS)

I. Identity	
Subject	Reading Skills
Code	INA113
SKS	2 SKS
Semester	One
Study program	PBSI
Lecturer	Dr. Kamarudin, M. Pd

outcomes, study materials, learning model forms, study time, assessment criteria, and grades (Table 3).

II. General Competency

Reading skills lectures aim to foster students to have knowledge, skills, and a positive attitude towards reading as a language skill and to be able to use reading activities in a variety of lives. Based on the syllabus, it is necessary for researchers to describe (Table 4).

Based on the syllabus and RPS that were prepared, it was followed by developing materials for each meeting and designing the project model that was developed. The development of the material is made in the form of diktat.

3.1.1.5 Learning Implementation

The presentation in this section aims to answer the research question, namely how is the process of implementing project-based learning in the reading skills subject of students of the Indonesian Language and Literature Study Program, FKIP Unja. Does the process of implementing project-based learning affect the reading skills of students of the Indonesian Language and Literature Study Program FKIP Unja. If the research questions are answered, then the main objective of this research is to find out the pedagogical potential of applying PBL to improve reading skills, especially poetry reading skills through digital video students have been achieved.

This sub-chapter describes the project-based poetry reading learning process of making digital poetry reading videos and the effect of implementing project-based learning on students' reading skills.

3.1.1.5.1 Project-Based Poetry Reading Learning Process

The process of learning poetry reading skills lasts for ten meetings, each meeting lasting 100 min. Researchers record and record the learning process carried out and then categorize the data obtained. The learning research process consists of four PBL stages which include the preparation stage, the implementation stage, the presentation stage and the evaluation stage.

This project-based learning program consists of one project, namely the task of making a digital poetry reading video. In terms of the learning aspect of poetry reading skills, the purpose of making digital poetry reading videos is to to provide students with an understanding of the structure of poetry readings, the characteristics of poetry and the

Table 4. Course description on Reading Skills

Course: Reading Skills
Study Program: Indonesian Language and Literature Education

Semester: One
Code: INA113
Credits: 2 credits
Lecturer: Dr. Kamarudin, M. Pd

Learning Outcomes:
Students understand and have the skills to read comprehension, speed reading, survey reading, language analysis reading, book reading, literature reading (poetry, prose, drama), and article reading.

Week	Expected capabilities	Material Study	Forms of Learning Models	Time Study	Assessment criteria	Value weight
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I	Understand the lecturer's explanation of the lecture topic	Lecture topics	Snowball Throwing Lecture Mode	150 min	Listen and pay close attention to the lecturer's explanation	5%
II	Students are skilled at understanding the main ideas of paragraphs, books, articles in groups	How to understand the main idea of paragraphs, books, articles	Jigsaw models	150 min	Able to understand the main idea of paragraphs, books, articles	5%
III	Skilled at speed reading	Speed reading technique	Mind Models	150 min	Able to do speed reading	5%
IV	Able to conduct a survey of books, articles	Techniques of surveying books and articles	Model *Problem Base Instruction*	150 min	Being able to find something through surveys of books and articles	5%
V	Skillful reading based on activity	Technique activity-based reading	Simulation Models	150 min	Able to read based on activity	5%
VI	Able to read language study	Language study reading technique	Simulation Models	150 min	Skilled in reading language studies	5%
VII	Skilled at reading books	Book reading technique	Simulation Models	150 min	Able to read books	5%

(*continued*)

Table 4. (*continued*)

Course: Reading Skills
Study Program: Indonesian Language and Literature Education

Semester: One
Code: INA113
Credits: 2 credits
Lecturer: Dr. Kamarudin, M. Pd

Learning Outcomes:
Students understand and have the skills to read comprehension, speed reading, survey reading, language analysis reading, book reading, literature reading (poetry, prose, drama), and article reading.

Week	Expected capabilities	Material Study	Forms of Learning Models	Time Study	Assessment criteria	Value weight
VIII	**UTS**					
IX	Skilled at reading articles	Article reading technique	Simulation Models	150 min	Able to read the text of the article	5%
X	Skilled in reading literature (reading poetry)	Literary reading techniques (poetry reading)	Simulation Models	150 min	Able to read poetry	10%
XI	Skilled in making poetry reading video projects	Techniques for making poetry reading videos	Model Collaborative	150 min	Completeness and correctness of making a poetry reading video project	10%
XII-XIII	Skilled in reflecting on poetry reading projects.	Techniques for reflecting on a poetry reading project	Simulation Models	150 min	Able to reflect on poetry reading projects	15%
XIV	Skilled at reciting poetry	Video uploading technique	Simulation Models	150 min	Able to recite	15%
XV	Skilled in decimating videos to YouTube	Video uploading technique	Model *cooveratif script*	150 min	Completeness and correctness of video decimation	10%
XVI	**UAS**					

benefits of poetry videoed through the YouTube channel. The following will describe the process of creating a digital poetry reading video project and project analysis.

3.1.1.5.2 Digital Poetry Reading Video Production Project

The video project assigned to students is to make a digital video on the topic of reading poetry (declamation). In general, the aim of this project is to provide opportunities for students to communicate with a wider audience through poetry readings that actively integrate various multimedia. In addition, this project aims to equip students with reciting poetry through digital videos. This project is also intended to provide experience and inform students that poetry recitation is not limited to reading texts in class. The following will describe the stages of PBL learning.

a. Preparation phase

The preparation phase begins with introducing a cloud-based animation software application called PowToon (https://www.powtoon.com). This application is recommended to use for several reasons. First, PowToon presentation products can be exported to other programs including YouTube and PowerPoint which gives flexibility in the various advantages of PowToon. Second, PowToon is a user-friendly platform that allows students to create engaging video presentations. Thirdly, PowToon is easy to learn in a short amount of time even for users with a less than adequate level of technological knowledge.

The next activity is an apperception activity which is carried out by asking students to watch a short video tutorial on how to create a website with Weebly. The clip is displayed on a screen in front of the class using an LCD projector. This video was chosen because it clearly demonstrates the steps of how to make a website so that students can understand the content without any difficulties. The topic of Weebly was chosen because this web builder is one of the most popular among people who want to start their own website. Thus, students can gain additional knowledge about how to create websites that are useful for them outside of school.

b. Implementation Stage

This stage begins with giving an explanation to students to facilitate their understanding of the concept of the poetry declamation that they will make a video for. Learning is done deductively with the aim of helping students understand the structure of poetry declamations and video-making techniques. The lecturer gives an explanation about the nature of reading poetry, components of reading poetry, and steps to read poetry.

c. Presentation Stage

In the process of making videos, students carry out several learning activities including understanding the essence of reading poetry, understanding the components of reading poetry, understanding the steps for reading poetry, determining the title of the poem, doing exercises, and making videos. Before they determine the title of the poem, they seek information about the title of the poem that does not conflict with a religion, is contrary to the ideology of a country, is contrary to a custom. After searching for and reading information about the title of the chosen poem, each group of students began to develop the poem into a video. After making the video, students try to find different innovative ways to present their poetry through a combination of various multimedia to present the video. Throughout the entire project, editing is considered the most important process by which students can manipulate various modalities to enhance their reading

of poetry. In this phase, students learn how to combine several modes such as adding effects, images, subtitles, effects, narration, soundtracks, and PowerPoint slides, to make all of that they work together in groups to make videos.

Lecturers allocate time for personalized consultation sessions with students discussing issues related to completing their video projects. Prior to this session, students were asked to submit drafts to see things that needed improvement. The lecturer then meets with the students and talks with them to specifically address any issues they have in their drafts. Sometimes lecturers provide step-by-step guidance to students on how to solve problems in their work.

d. Evaluation Stage

The evaluation stage aims to evaluate the learning process and student work results. Based on the data obtained, students were able to complete the task of making poetry reading videos well. This digital video creation project is able to foster student perseverance and creativity. In addition, students have also been able to identify the intrinsic and extrinsic structures of poetry through poetry declamation. At this evaluation stage the researcher will present the results of the analysis of the project for making digital poetry reading videos.

1. Analysis of the Development of Digital Poetry

In the context of learning poetry, the integration of digital poetry reading into language and literature learning has been promoted in the last decades. Indonesian language lecturers should provide facilities for students to develop digital poetry reading skills, namely learning that involves using technology and developing the skills needed to communicate actively through digital media. The recommendation to increase the competence of digital poetry declamation is caused by the emergence of new types of poetry reading activities and new communication contexts as well as changes in patterns and forms of information from paper format to digital format. Therefore, it is necessary to expand the scope of learning Indonesian language and literature from learning to read traditional poetry to learning to read digital poetry.

2. Media Determination Analysis

In completing the task of making poetry reading videos, students use various applications in making digital videos. However, the most widely used application is PowerPoint. From the results of observations during research, there are several reasons students use this application. First, this application is relatively easy to use to make poetry recitation videos. Second, this application is a cloud-based application so there is no need to install it on a laptop or smartphone device. Third, the video results of poetry declamations from this application are relatively easy to share online.

3. Reference Determination Analysis

In completing the task of making poetry reading videos, in general students are able to find and determine reference sources that are appropriate to the assignments given. Based on the assignment data generated, it shows that students are trying to present videos, images, sound and other communication sources in a coherent manner so that their assignments are easy to understand.

4. Information Validity Analysis

Aspects related to evaluating the reliability of information show that students are still at a low level in carrying out their assignments, students do not explicitly state that

they are evaluating the sources of information they get from the website. However, there were some students who indicated that they were trying to evaluate the reliability of the information sources obtained.

5. Analysis of Information and Media Use

In this case, all students are basically able to apply images, sounds, colors and other aspects in completing their assignments. Students as a whole are able to convey their ideas using videos well and acceptable. This is demonstrated in the creation of digital video projects, for example students provide harmonious illustrations of images and sound by adding subtitles to their videos so that it makes it easier for viewers to understand the messages they are conveying.

6. Analysis of the Use of Digital Technology

In the projects produced by students, it shows that there are no linguistic elements or images and sounds that cannot be accounted for both ethically and morally. Sentences contained in student projects are produced using polite and socially acceptable utterances. Likewise with other semiotic sources that are used without violating applicable rules and ethics.

7. Hardware and Software Management Analysis

The subjects of this study were students of Indonesian Language and Literature Education, FKIP, University of Jambi, for digital video components related to the management of electronic devices used, students were categorized as having advanced abilities when they encountered technical problems related to software and hardware during the process of doing assignments. Students have sufficient provision to deal with these technical problems.

8. Analysis of Information and Media Use

Based on the assignments produced by the students, it can be concluded that students do not fully have the knowledge and awareness about the use of copyright. Students generally take the writing, pictures, and videos provided on the internet without including the source. This indicates that in this aspect students do not yet have sufficient capacity to use the information they get from the internet.

10. Analysis Application of information

Based on the assignments produced, students are able to apply the information they get and apply it to the assignments given and are able to convey the messages conveyed through their assignments in a coherent and clear manner.

11. Problem Solving Analysis and Technology Reflection

Based on the evidence of completing assignments and uploading these assignments through the YouTube Channel, it can be concluded that students are able to overcome the problems encountered while working on the given project. Using various technological devices to create digital videos. Students use a variety of technologies in completing their assignments. For the task of making a poetry reading video, students use a video creation application, students also use a voice recorder application, an application for making text on videos and other applications.

3.2   Discussion

Forty-eight students in the reading skills course stated that they got new experiences when they took the reading skills course using PjBL. Their new experiences were in the

form of experiences in acquiring knowledge of the steps of reading poetry, experiences in practicing reading skills, experiences in improving skills, experiences in making digital videos, experiences in problem solving, experiences in working together, experiences in developing critical thinking, experiences in increasing motivation, experiences in channeling talents.. These experiences are described in the following descriptions.

(1) Knowledge Gaining Experience

The results of interviews with students (M-1) stated that he gained new experience, namely about poetry knowledge and poetry reading criteria, the statement was as follows "I got new knowledge, especially related to the nature of poetry, components of reading poetry and steps to read poetry. The knowledge that I gained was really useful because it can help me and my group of friends when carrying out various activities to complete projects. Furthermore, the student holding the code (M-2) also stated the same thing, "I just found out that there are several steps to reading poetry that are very effective, namely understanding poetry mimetically. The steps for reading poetry helped us practice understanding poetry and making poetry reading videos."

Based on the statements of the two students, it can be said that PjBL has an influence on the acquisition of student knowledge, especially understanding the essence of poetry, the components of reading poetry and the steps to reading poetry. In line with what was found or experienced by these students, Hamidy (2014: 228) said that understanding poetry in a mimetic and expressive manner, often experiences obstacles caused by the lack of available materials or the necessary knowledge. Therefore, hours of understanding poetry objectively are also provided. Where one can enjoy poetry, judge and understand poetry based on the arrangement of words and sentences in the poem itself. Whether it is based on poetry theory and conventions, or based on the results of discussions, criticisms and writings related to the poem in question.

(2) Practical Experience

Based on the results of interviews with students (M-3) he stated that he gained new experience, namely being able to practice reciting poetry well, the statement was as follows "by participating in PjBL, I got many opportunities to practice reciting poetry in recitation". Then the student (M-10) said that "the activity of making a digital poetry reading video project, gave me many opportunities to practice articulation in reading poetry well, with this articulation exercise I can pronounce letters and syllables in a clear voice. This can be done because I got the task of being a declamator in my group project. I feel my fluency and fluency in reading have increased well. Based on the statements of the two students, it shows that PjBL provides broad opportunities for students to practice, especially practice reading poetry.

What the students experienced was in line with what was conveyed by Hamidy (2014: 158), namely articulation is a basic part of sound composition. Without articulation, the sound structure will have no meaning for those who hear it. Articulation implies ways of pronouncing letters and syllables in a clear and firm voice according to the phonological character of the language used. Errors or ambiguity in pronouncing letters and syllables in the art of reading poetry will result in other errors related to the text and meaning of the poem being read. Regarding the use of sound arrangements in poetry, Maley (1987) said that poetry is also suggested as a natural language activity because sound patterns

and stresses are often repeated regularly so that all students can practice without having to feel like they are doing exercises mechanically.

(3) Problem Solving Experience

Student (M-5) stated "Beginning to read or recite poetry is something that is very scary. But because PjBL requires students to read poetry in groups, I ended up enjoying the process of reading poetry in the PjBL way. I can share difficulties in reading poetry to group friends, before getting corrections from the supervising lecturer. Therefore I feel that my poetry reading skills have improved." Then the students (M-6) said that by working on projects to make digital videos in groups, my friends and I learned together how to solve some of the problems we found and helped each other to do the best for our projects. Furthermore, students (M-7) stated that I really enjoyed working in a very solid team. I learned not only about how to recite poetry, but also how to work together as a team member."

Based on the statements of the three students above, it shows that PjBL provides broad opportunities for students to work together in solving problems they experience in learning. In connection with learning together to solve problems Camon and Kupper (1989) say that students can learn language using a variety of ways. For example, some students can create pictures in their minds based on the words they read or hear, write sentences to practice the grammar rules they learn, guess the meaning of a conversation based on the gestures of the speakers, etc. Other students may learn to ask for help from others by asking questions, or students may have decided early on which aspects they pay attention to and how to relate what they have learned previously to the material they have just learned. This is an example of a technique used by learners to learn so that it can be called a learning strategy.

(4) Experience Increases Motivation

Student (M-30) said that PjBL can increase student motivation in studying, completing projects, and doing their best. Because I use PjBL, I always wait for poetry readings to be held. I feel very motivated because this project is in accordance with my interests, and I am sure of the final result because I have done my best for the project." Then the student (M-27) said that having other groups as competitors made my group more solid. We are motivated to create the best product from our projects".

Based on the results of interviews with students, it turns out that PjBL can also increase learning motivation. What students experience about learning motivation is in line with what Gardner and Lambert (1980) said about the concept of integrative motivation and instrumental motivation to describe what happens when someone learns a language. A learner who has integrative motivation is a learner who learns a language because of his genuine personal interest in other people and cultures. Meanwhile, students who have instrumental motivation are students who are interested in mastering a language for purposes other than language, such as being able to pass exams or to expand their career opportunities.

4 Conclusions and Suggestions

4.1 Conclusion

This study examines the application of Project Based Learning (PBL) in learning reading skills to improve the ability to make digital poetry reading videos. PBL is a learning approach that focuses on completing tasks through meaningful learning stages. The stages of the PBL-based learning process include four stages, namely the preparation, implementation, presentation and evaluation stages.

This research consisted of one project assigned to students, namely the creation of a digital poetry reading video. Completion of assignments given, students are encouraged to use video-making applications available on the internet. The results of the task analysis show that students successfully complete the assigned tasks properly.

With regard to the skills of making digital poetry reading videos, the data shows that students in several aspects have progressed in their ability to make digital poetry reading videos. Measuring the ability to make digital videos of students uses ten indicators that make it easier to draw conclusions about the results. PBL learning in a number of ways can be used to improve students' ability to make digital poetry reading videos.

4.2 Suggestions

The rapid development of technology and information currently has an impact on aspects of human life, one of which is the field of education. In learning reading skills, it is necessary to reform the learning approach in line with technological developments. Learning reading skills should not only teach the skills to understand reading content alone (books, articles), but must also be skilled at making digital poetry reading videos. This is to prepare students to face challenges in the era of advanced technology.

Bibliography

1. G. Broughton, "Teaching English as a Foreign Language," London, Routledge, Kegan Paul, 1978.
2. Departemen Pendidikan Nasional, "Kamus Besar Bahasa Indonesia," Jakarta, Balai Pustaka, 1988.
3. C. Chiang and H. Lee, "The Effect of Project-Based Learning on Learning Motivation and Problem Solving Ability of Vocational High School Students," International Journal of Information and Education Technology, Cambridge University Press, 2016.
4. A. U. Chamot and L. Kupper, "Learning Strategies in Foreign Language Instruction," Foreign Language Annals.
5. M. Doyin, "Seni Baca Puisi," Semarang, Bandungan Institute, 2008.
6. M. Doyin, "Mengajarkan Baca Puisi," Semarang, Bandungan Institute, 2010.
7. R. C. Garder, "On the Validity of Affective Variables in Second Language Acquisition: Conceptual, Contextual, and Statistical Consideration," Language Learning, vol. 30, pp. 255–270, 1980.
8. W. Istanti, "Penerapan Modelling untuk Meningkatkan Kemampuan Membaca Puisi (Penelitian Tindakan Kelas pada Siswa Kelas VIIF di SMP N 1 Mojolaban)," Tesis, UNS Surakarta, 2009.

9. A. Maley, "Poetry and Song as Effective Language-Learning Activities," in W. M. River (Ed.), Interactive Language Teaching, Cambridge, England, Cambridge University Press, 1987.

10. D. Maher and J. Yoo, "Project-based Learning in the Primary School Classroom," Accessed from https://www.researchgate.net/publication/314281465 Project_based_learning_in_the_primary_school_classroom, July 20, 2018.

11. S. Mulyana, "Menafsirkan dan Membaca Puisi," Semarang, Bandungan Institute, 2008.

12. S. Mulyana, "Seni Baca Geguritan," Semarang, Bandungan Institute, 2009.

13. W. Nadeak, "Pembelajaran Apresiasi Puisi," Bandung, CV. Sinar Baru, 1995.

14. H. Salad, "Panduan Wacana dan Apresiasi Seni Baca Puisi," Yogyakarta, Pustaka Pelajar, 2014.

15. H. Thomas, W. Mergendoller, and J. R. Michaleson, "Projects Based Learning: A Handbook for Middle and High School Teachers," Navato, CA, The Buck Institute for Education, 2000.

16. H. G. Tarigan, "Membaca," Bandung, Angkasa, 1979.

17. N. W. Wekesa and R. O. Ongunya, "Project Based Learning on Students' Performance in the Concept of Classification of Organisms among Secondary Schools in Kenya," Journal of Education and Practice, vol. 7, no. 16, pp. 25–31, 2016.