



Implementation Project-Based Learning to Improve Students' Comprehension in English Lesson

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Abstract. English is taught at Tutoring Course of SEVCO Sorong as one of the subjects that students must master to prepare students to take the SNBT test later. The researchers found difficulties when learning in class which made students active and required variations in learning, so the project-based learning model was implemented. This research was conducted to determine the increase in students' activeness and understanding in learning English. The subjects of this research were major class A students at the Tutoring Course of SEVCO Sorong. The researchers use two cycles of action research to collect the data, starting with planning, implementing, observing, and reflecting. After obtaining the data and carrying out analysis, it is hoped that the results will make a real contribution to the class.

Keywords: implementation, project-based learning, students' comprehension, english lesson

1 Introduction

According to [1], education in Indonesia is divided into three types, namely formal education, non-formal education, and informal education. Formal education includes education that is arranged in a tiered and structured manner, starting from primary, secondary, and higher education. Non-formal education is education outside of formal education, the implementation of which can also be carried out in stages and a structured manner [2]. Meanwhile, informal education is education obtained from family and the environment. In this research, researchers took samples from the non-formal education level, where students learn like school but further add to and strengthen the understanding they have learned at school.

English is the most profitable language in the whole world. By mastering this international language, everyone can achieve their goals more easily, whether in education, career, or gaining broad relationships. According to [3], English is a tool for communicating verbally and in writing. Understanding and expressing information, thoughts, and feelings as well as developing science, technology, and culture using language is known as communication skills. Overall communication skills include discourse skills, which means understanding and/or producing spoken and/or written texts using four language skills: listening, speaking, reading, and writing. Not a few people are trying to master this language for their purposes, but there are still many

people who still find it difficult to learn it [4]. Teachers and lecturers nowadays must be able to use a variety of engaging and useful teaching techniques to help students learn English [5]. In Indonesia, just mastering English is already an extraordinary thing. Many companies in various fields require applicants to master English by showing their TOEFL or IELTS results.

According to [6], learning difficulties are divided into two groups. The first group consists of difficulties related to developmental learning disorders, such as motor disorders, perception, difficulties learning language, and communication, and learning difficulties in adjusting social behavior. The second group consists of learning difficulties related to academic grades, which means that a person cannot achieve results commensurate with their abilities. Self-efficacy is the belief that someone can do work successfully [7].

[8], the "Project Based Learning Model" (PjBL) processes entail the students' participation in shaping their learning and promoting autonomy, activeness, self-access, and collaborative learning. [9]. The PjBL model, state by [10], is a learning model that offers educators a useful window of opportunity to oversee learning in the study room by including project work. Complex review tasks, or problems, are part of project work that students are given as a foundational step in gathering information and organizing new information about their engagement with real practice. Students are expected to plan exercises, complete test exercises, solve problems, make decisions, and provide valuable opportunities for students to work independently or in groups.

2 Method

This research uses Classroom Action Research with qualitative analytical descriptive methods. The research was carried out at Tutoring Course of SEVCO (non-formal education) located in Sorong city for two weeks or two meetings. The subjects of this research were 10 major class A students, who were in class 12 of high school. To obtain the amount of data needed in this research, observation techniques were used, researchers conducted direct observations of the use of the Project-Based Learning model in learning to improve student learning outcomes.

Data collection tools in this research include written tests regarding understanding English literacy in cycle I and cycle II. The data analysis used in this classroom action research is a descriptive analysis technique, namely by comparing learning outcomes in cycle I with learning outcomes in cycle II. The discussion of this research went through two cycles, namely cycle I and cycle II, each cycle having 4 stages, namely: planning, implementation, observation, and reflection.

3 Result and Discussion

Before classroom action research, students only received English instruction in class and then worked on questions. Apart from that, teachers use conventional learning methods. [11] state that teachers always try to transfer knowledge to students using lecture methods and available teaching aids. Students appear bored during the learning process, passive and uncreative, and teachers do not seem to make any effort to measure students' knowledge. A less enjoyable and less innovative learning atmosphere results

in low grades obtained by students. This can be seen from the results of student work in cycle I in major class A, Tutoring Course of SEVCO Sorong for the 2023/2024 academic year. A total of 6 students (60%) have not achieved minimum learning completion. Only 4 students (40%) had completed it but only limited to the KKM (minimum competency criteria) score that had been determined, namely 73.

Display In the learning system, research results showed that in the initial conditions researchers/teachers had not utilized a learning model that highlighted educators, while students only acted as recipients of knowledge [12]. So, researchers/teachers have not utilized an interesting English learning model, that includes students taking an active and creative part in learning, thus making students less enthusiastic about learning English. This research was carried out in two cycles. Each cycle requires 1 lesson hour (90 minutes).

To further clarify the completeness of student learning outcomes in the initial conditions before the research, it can be seen in table 1 below:

Table 1. Students Learning Completeness Initial Condition Results (Pre-Test)

No.	Learning Competence	The Number of Students	
		Amount	Percent
1.	Completed	4	40%
2.	Incomplete	6	60%
Amount		10	100%

The average value of the initial conditions obtained from the initial test results can be shown in table 2.

Table 2. Mean Initial Condition Results

No.	Description	Value
1.	Highest	73
2.	Lowest	27
3.	Mean	41

The results of the first cycle test show that 5 students (50%) achieved a completion score, while 5 students (50%) were declared incomplete. As for the results of cycle 1 scores, it can be explained that the highest score was 90, and the lowest score was 40, with an average class score of 68. Table 3 below shows the number of completions in cycle I.

Table 3. Students Learning Completeness Results of Cycle 1

No.	Learning Competence	The Number of Students	
		Amount	Percent
1.	Completed	5	50%
2.	Incomplete	5	50%
Amount		10	100%

The average value obtained from cycle 1 can be shown in table 4:

Table 4. Mean Results of Cycle 1

No.	Description	Value
1.	Highest	90
2.	Lowest	40
3.	Mean	68

The results of the second cycle test show that 7 students (70%) achieved a completion score, while 3 students (30%) were declared incomplete. As for the results of cycle 2 scores, it can be explained that the highest score was 100, and the lowest score was 50, with an average class score of 78. The test results can be described in table 5 below:

Table 5. Students Learning Completeness Results of Cycle 2

No.	Learning Competence	The Number of Students	
		Amount	Percent
1.	Completed	7	70%
2.	Incomplete	3	30%
Amount		10	100%

The results of cycle II values obtained from the test results can be shown in the following table:

Table 6. Mean Results of Cycle 2

No.	Description	Value
1.	Highest	100
2.	Lowest	50
3.	Mean	78

Based on the results of the initial condition test, cycle I, and cycle II test results, it can be seen that there is a reduction in the number of students who have not completed. In the initial condition, the number of students under the KKM (minimum competency criteria) was 6 students (60%), while in cycle I there were 5 students (50%) and in cycle II it was reduced to 3 students (30%). Students who achieved the KKM (minimum competency criteria) score in the initial condition were 4 students (40%), while in cycle I it increased to 5 students (50%), and in cycle II there were 7 students (70%). Likewise, the average value in the initial condition was 41, increasing to 68 in cycle I and increasing to 78 in cycle II. This can be explained in table 7 below:

Table 7. Comparison of Learning Completeness in Initial Conditions (Cycle 1 and Cycle 2)

No.	Completeness	The Number of Students		
		Initial Conditions	Cycle 1	Cycle 2

		Amount	Percent	Amount	Percent	Amount	Percent
1.	Completed	4	40%	5	50%	7	70%
2.	Incomplete	6	60%	5	50%	3	30%
	Amount	10	100%	10	100%	10	100%

4 Conclusion

Drawing from the aforementioned studies, it is more feasible to enhance learning results when utilizing the Project Based Learning model in conjunction with both individual and group tasks. Based on the research findings, it is evident that in the initial condition, the student's completion score was only 40%, but it climbed to 50% in the first cycle and to 70% in the second. One thing that can be suggested is that (1) teachers must use a project-based learning model in the English learning process to improve student learning outcomes and activities. (2) It is hoped that teachers of other subjects can conduct Classroom Action Research related to how project-based learning models improve student learning outcomes and activities. (3) Teachers should provide more leadership to their students.

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