

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language learning in schools employs various models, as this plays a crucial role in determining the success of language learners. The importance of appropriate and effective learning models in language education, particularly at the high school level. These models significantly influence students' understanding and mastery of language skills, which are essential for their social interactions and overall development. By utilizing various learning models, educators can enhance students' language abilities, ultimately contributing to better educational outcomes and preparing them for future challenges in communication and societal engagement (Kurniawati et al., 2023).

Project-based learning approach in the 2013 Curriculum provides students with opportunities to develop the critical and creative thinking skills needed to tackle future challenges. This is further supported by government policies as part of educational regulations that integrate Project-Based Learning as a learning model within the 2013 Curriculum (Sartika et al., 2022).

The 2013 Curriculum (K13) is designed to develop students' competence through a scientific and student centered approach that emphasizes character formation, skill mastery, and meaningful learning experiences. Project-Based Learning is promoted as one of the main instructional models because it enables students to engage in authentic tasks, collaborate in problem solving, and integrate knowledge with real life contexts. Through PjBL, learners are encouraged to actively construct their understanding by exploring, designing, and presenting projects that connect classroom materials with practical applications. PjBL in K13 provides opportunities for teachers to act as facilitators, guiding students in managing projects while ensuring that the learning process aligns with the curriculum's goals of character building, knowledge acquisition, and skill development.

Reading comprehension is an integral part of the English language learning process. Reading comprehension involves the ability to understand

the meaning of words, the main idea, as well as the relationship between ideas in a text. Developing this skill requires a learning approach that is not only text-orientated, but also encourages students to think critically, discuss, and relate the content of the text to their experiences (Sahmal, 2022).

One learning model that has been used to improve student engagement is Project-Based Learning (PjBL). This model emphasizes student centered learning through the completion of projects that are relevant to real life. Project-based learning is a teaching model that helps students collaborate, decision-making, make the connection between learning and real world situations, help them remember what they have learned, give them opportunities to structure their knowledge collaboratively.

A learning model known as project-based learning (PjBL) places an emphasis on students' active participation in authentic projects that are applicable to their daily life. This methodology lets students apply their knowledge and skills in a wider context while also boosting their motivation. According to those definitions, PjBL would be appropriate for language learning since, in line with social constructivist theory, language learning is social and dynamic, emphasizing the value of language acquisition through interaction between learners. Learning a language is a dynamic and social process that highlights how learning happens when students engage with one another; PjBL can be one of the elements that contribute to the success of social interaction (Goodman in Lestari et al., 2023).

In previous research done by Lumanauw (2022) entitled "Improving Students' Reading Comprehension Using Project-Based Learning" This study aims to find out whether the use of Project-Based Learning is effective in improving the eighth grade students' ability in reading comprehension or not. The results of this study that using Project-Based Learning was considered effective to improve students' ability in reading comprehension. Wiratmo et al. (2022) entitled 'Improving Students' Reading Comprehension Using Project-Based Learning at VII F Grade of SMPN 43 Surabaya'. Project-based learning improved reading comprehension significantly. Students became more active and creative in learning.

Although previous studies have demonstrated the effectiveness of Project-Based Learning (PjBL) in improving reading skills, most of these studies have focused on the implementation of the model rather than on the systematic development of the reading materials themselves. For instance, Lestari et al. (2023) applied PjBL to enhance students' reading comprehension of report texts, while other studies (Imbaquingo & Cárdenas, 2023) investigated PjBL in reading classes without developing genre-specific reading material. As highlighted in a recent literature review, research on PjBL in English Language Teaching seldom addresses the adaptation or creation of contextual reading material tailored to students' needs (Ulyani & Jayanti, 2024). Therefore, this study was designed to fill this gap by developing the eleventh graders' reading comprehension material utilizing project-based learning model that are more contextual and aligned with the students' needs.

Based on initial observation at SMA Negeri 1 Moro'o was conducted on Tuesday, November 12th, 2024 it is known that English teacher had implemented the Project-Based Learning model in the learning process. However, the reading material used is still general and have not been fully adapted to the characteristics and interests of students. The materials had not been able to encourage students' active involvement optimally, which could be seen from the low interest in reading and the lack of participation in class discussions. This shows the need to develop reading material that are not only based on the PjBL model, but are relevant to the context of students' lives, and their interests of the reading content. This specially designed material is expected to be a solution to the limitations of the reading material used previously.

This research was conducted in Hilifadolo village, Moro'o Sub-district, and aims to develop reading comprehension material utilizing Project-Based Learning model. This research focused on the development of the Eleventh Graders' Reading Comprehension Material Utilizing Project-Based Learning Model on explanation text. This development is expected to provide alternative reading material that are more contextual, interesting, and in accordance with student characteristics. The text type that is the focus of this

development is Explanation Text, because this text provides opportunities for students to understand cause-and-effect relationships and explain phenomena logically. Explanation Text is also in accordance with the cognitive level of eleventh grade students and supports the achievement of basic competencies in the curriculum. Based on the above background, the researcher chose to conduct a study entitled **"Developing the Eleventh Graders' Reading Comprehension Material Utilizing Project-Based Learning Model"**.

1.2 Formulation of the Problem

The central research questions of this study are as follows:

1. What are the difficulties in implementing Project-Based Learning model for reading comprehension?
2. Why do the difficulties occur in implementing Project-Based Learning model for reading comprehension?
3. How feasible, practical, and effective are the development of the eleventh graders' reading comprehension material utilizing project-based learning model?

1.3 Objective of the Research

The aim of this research is to obtain the following things as follow:

1. To identify the difficulties in implementing Project-Based Learning model for reading comprehension.
2. To identify the factors contributing to the difficulties in implementing Project-Based Learning model for reading comprehension.
3. To design, develop, and evaluate the feasibility, practicality, and effectiveness of the eleventh graders' reading comprehension material utilizing project-based learning model.

1.4 Product Specifications

The product developed in this study is Reading Material Based on Project-Based Learning Model specifically designed for eleventh grade students at SMA Negeri 1 Moro'o, which integrates the characteristics of the Project-

Based Learning model. The product material that has been compiled or developed is Explanation Text. The development process followed the Four-D (4D) model proposed by Thiagarajan, which includes the Define, Design, Develop and Disseminate stages. The design for developing reading material namely, Define is conducted students' needs analysis, Design is the initial prototype of the material, Develop is involved expert validation and revision of the product, and Disseminate is the final version and students' responses to product was implemented in the learning process.

Reading Material consists of several components. These components start from the Cover Page, Preface, Table of Contents, Learning Objectives, Learning Material, Project Activity, PjBL Model Checklist, and Bibliography. The learning material consists of several important sub-topics, namely the definition, social function, generic structure, and language features of explanation text. Compared to the old version, the new version is more engaging, interactive, and practical. In addition, students' responses indicate that the developed material are readable, engaging, supportive of learning, relevant to students' needs, easy to use, interactive, practical, and feasible for reading comprehension utilizing project-based learning model.



Figure 1.1 Cover Page of Old and New Version of the Product

Daftar Isi	Table of Contents
Kata Pengantar iii	1 Cover Page
Daftar Isi iv	2 Preface
CHAPTER 1: Offers & Suggestions 1	3 Table of Contents
A. Pre-Activity 2	4 Learning Objectives
B. Building Blocks 4	5 Explanation Text
C. Let's Practice 8	10 How Flowers Grow
D. Active Conversation 14	20 How to Use Social Media Wisely
E. Writing Connection 15	28 How Students Learn
F. Let's Create/Contribute 16	35 How Rain Is Formed
G. Formative Assessment 17	45 Projects Activity
CHAPTER 2: Opinions & Thoughts 18	47 PjBL Model Checklist
A. Pre-Activity 19	57 Bibliography
B. Building Blocks 20	
C. Let's Practice 25	
D. Active Conversation 27	
E. Writing Connection 28	
F. Let's Create/Contribute 30	
G. Formative Assessment 31	
CHAPTER 3: Party Time 32	
A. Pre-Activity 33	
B. Building Blocks 34	
C. Let's Practice 39	
D. Active Conversation 40	
E. Writing Connection 42	
F. Let's Create/Contribute 43	
G. Formative Assessment 44	
CHAPTER 4: Natural Disaster-An Exposition 45	
A. Pre-Activity 46	
B. Building Blocks 47	
C. Let's Practice 52	
D. Active Conversation 53	
E. Writing Connection 56	
F. Let's Create/Contribute 59	
G. Formative Assessment 60	

Figure 1.2 Tables of Contents Old and New Version of the Product