

**STUDENTS' PERCEPTION OF PROJECT-BASED LEARNING
METHOD IN ENGLISH *EXTENSIVE READING* COURSE**

A Final Project

**Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



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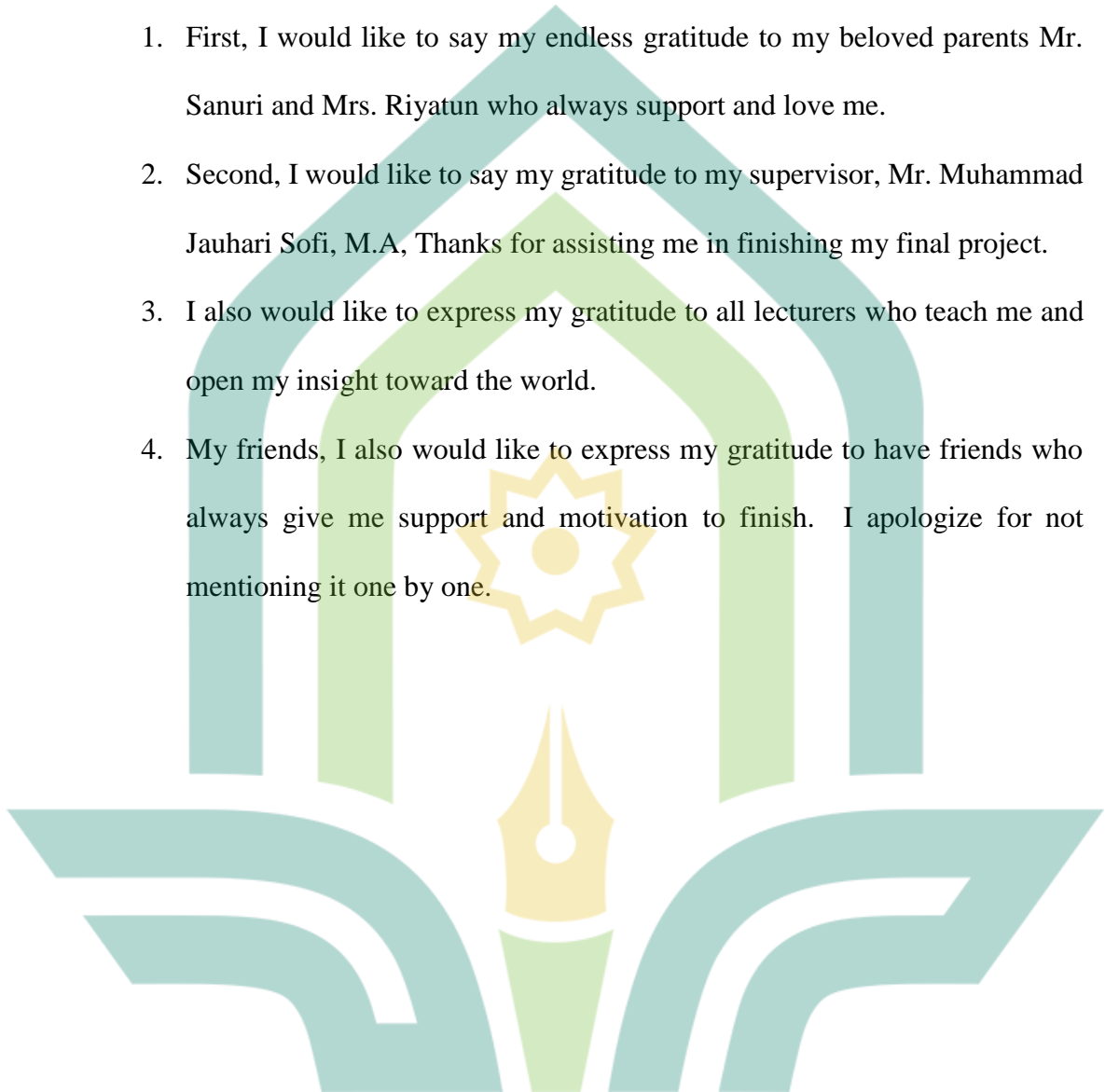
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MOTTO

“Today is your opportunity to build the tomorrow you want”

(Ken Poirot)



ABSTRAK

Project-Based Learning (PBL) merupakan salah satu metode yang diterapkan di kelas English Reading. Kurangnya kemampuan membaca bahasa Inggris pada siswa di Indonesia adalah masalah yang umum, dan guru menggunakan metode PBL untuk membantu siswa meningkatkan kemampuan membaca bahasa Inggris. Data pada penelitian ini akan dikumpulkan melalui wawancara. Partisipan dari penelitian ini adalah sepuluh siswa dari kelas English Extensive Reading. Data tersebut akan dianalisis menggunakan naratif inkuiri, penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap metode PBL di kelas English Extensive Reading.

Kata kunci : *Persepsi siswa, Extensive Reading, PBL*



ABSTRACT

Project-Based Learning (PBL) is one method that is applied in the English reading classroom. The lack of English reading ability in Indonesian students is a common problem, and the teacher used the PBL method to help students improve their English reading ability. The data of this researcher will be collected through interviews. The participants of this research are ten students from the English Extensive Reading class. The data will be analyzed using Miles and Huberman analysis technique. By using a narrative inquiry, this study aims to investigate students' perception of the PBL method in an English Extensive Reading classroom.

Keyword: *Students' perception, extensive reading, PBL.*



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my final project research entitled **“STUDENTS’ PERCEPTION OF PROJECT-BASED LEARNING METHOD IN ENGLISH *EXTENSIVE READING COURSE*”** can be completed. It is submitted to English Education Department, IAIN Pekalongan to fulfill one of the requirements of the final project Course. This proposed study can be accomplished because of many supports from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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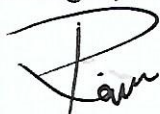
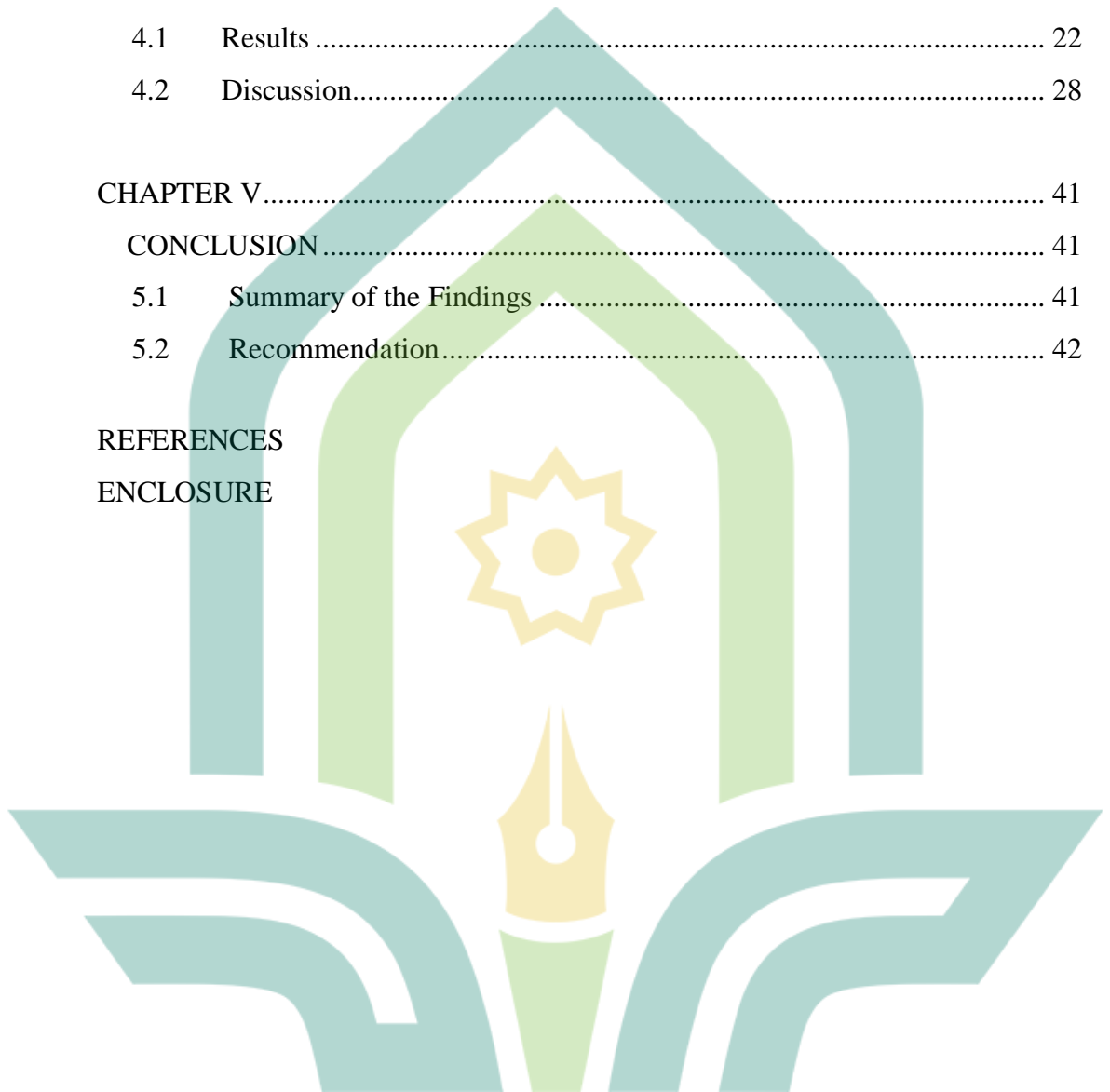

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

The lack of English reading ability in Indonesian students is a common problem. The teachers used various learning methods that can improve students' English reading comprehension. One of the most popular methods for English reading is the Project-Based Learning (PBL) method. PBL is a learning method that involves student literacy skills, start from reading, writing, and speaking. The teacher gives students freedom in their learning and makes them selecting their own ways to show their more understanding. The students will have motivated to finish their assignments (Bell, 2010 : 42).

Project-Based Learning (PBL) is a learning method that can be applied at all levels of education. The aim of the PBL method is to find solutions to the problems and help students to learn about how to solve the problems and develop critical thinking skills (Muniarti, 2016: 5). According to Bruce (2008: 264), Project-Based Learning not only improves students' motivation but also improves students' success rates. PBL allows students to choose and create projects to gives them freedom and ownership of their learning. Bruce (2008 : 264) claimed that students are no longer asked to memorize and reread the facts to the teacher.

Reading is one of the most important skills in the English language which students must master. Reading introduces them to improve new vocabulary, materials, and information that will be used with different language skills

(Grabe & Stoller, 2011 : 277). The best reader has terribly high success in speaking, writing, and listening tasks. That is as a result of they gained input through extensive reading to improve their reading skills. Therefore, it is very important for learners to master their English reading skills each intensively and extensively for effective global communication (Anderson, 2012 : 207).

The Extensive Reading course is offered to the students in the second semester of the English Education study program in Pekalongan. The purpose of the course is to help the students recognize, read, understand and enjoy a wide variety of authentic reading text in the academic course. Extensive Reading is read large amounts of text, focus on general understanding. Extensive Reading helps students to read at a rate faster, a faster reading speed is important for reading fluency (Renaldy& Jacobs, 2016 : 97).

This research focuses on the students' perception of the Project-Based Learning method in the extensive reading course. By using a narrative inquiry, this research aims to investigate students' perception of the PBL method in an English Extensive Reading course. The research includes participants from the second-semester students of an extensive reading class at the English Education Department of IAIN Pekalongan.

1.2 Formulation of the Problem

The problems to be discussed in this research are:

1. How is the students' perception of the project-based learning (PBL) method in the English *extensive reading* course?

2. How does the project-based learning (PBL) method help the students comprehend better in the English *extensive reading* course?

1.3 Operational Definition

1. Project-Based Learning (PBL) is the way to engage students in the English reading skill and give them a sense of ownership of their own learning. This teaching method enables students to select and produce their own assignments to show their more knowledge of a topic (Bell, 2010).
2. *Extensive Reading* is a course of reading comprehension in which learners are involved to read lots of simple material in a new language. They choose the reading material by themselves and read it by own way. The students are encouraged to increase their comfort in reading materials that can be read easily and confidently (Day & Bamford, 2004 : 167).

1.4 Aims of the Study

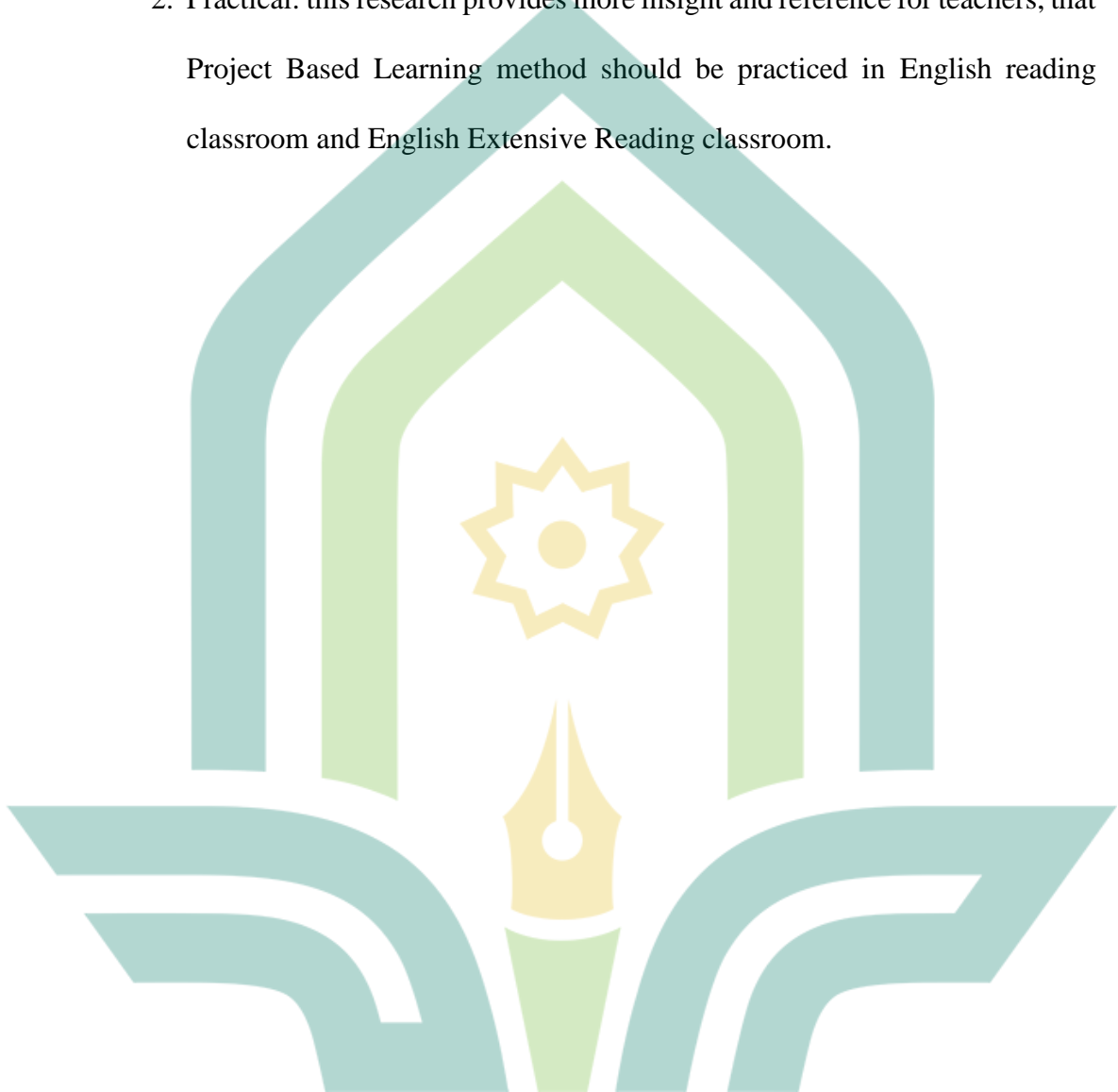
This current study aims to:

1. To investigate about students' perception of the project-based learning (PBL) method in the English *extensive reading* course.
2. To investigate about project-based learning (PBL) method help the students comprehend better in the English *extensive reading* course.

1.5 Significance of the Study

The writer assumes that this study will give significances in the two aspects :

1. Theoretical: This research provides more insight for the readers, especially for teachers about student's perception of the Project Based Learning method in english reading.
2. Practical: this research provides more insight and reference for teachers, that Project Based Learning method should be practiced in English reading classroom and English Extensive Reading classroom.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

In this chapter, the researcher presents the final conclusion and recommendation of the research. The researcher presents the conclusion from the results and discussion in a brief statement. Based on the explanation in previous chapters, the researchers concluded the research into several points.

1. In learning activities in the extensive reading class, the students perceive that the teacher provides projects that aim to support understanding of the material that has been given to students. Project-Based Learning makes students accustomed to manage time management and be able to make a plans. In the implementation of Project-Based Learning, the teacher has a role as a facilitator, guiding the course of the project and providing feedback to students. The students have a more dominant role because students are more active in projects. In the process of implementing project-based learning students find it difficult in terms of time because project work takes a long time.
2. Project-Based Learning help students comprehend better in the English Extensive Reading course. In this sense, students can easily understand the content of the text because from this project students are trained to get used to reading English texts and capture points from the text. Students are not only focused on completing the project but are trained to capture the information contained in the text so that students become accustomed to

finding the main idea of the text. The project made students read fluently because students were used to reading English text while working on the reading log project. In addition, Project-Based Learning increases student motivation, students feel motivated by the project given by the teacher. Project-Based Learning improves students' vocabulary because students get a lot of new vocabulary from the project.

5.2 Recommendation

Based on the result of the research, the researchers extend some recommendations. The further researchers who are interested to conduct a similar study about student's perception of project-based learning methods in English extensive reading courses are expected to do more references and participants.

