

## STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote, entitled “The Effectiveness of Project- Based learning (PjBL) And Problem- Base Learning (PBL) On Students’ Reading Comprehension (Quasi Eksperimen At MA Al Rahmah Walantaka)”, a partial fulfillment of the requirements for the Master's degree (M.Pd) and submitted to Magister Tadris Bahasa Inggris, The State Islamic University Sultan Maulana Hasanuddin Banten, wholly constitutes my own original scientific writing.

The other persons’ works quoted in this paper have been referred to appropriately in accordance with the prevailing legal and intellectual ethics in the world of scientific writing tradition. However, if the originality of this paper, either partially or wholly, is later on proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction, such as losing my related academic degree obtained from the institution, as well as other rules prevailing in Indonesia.

Serang, May, 16<sup>th</sup>, 2025



## PENGESAHAN

**Judul** : THE EFFECTIVENESS OF PROJECT- BASED LEARNING (PJBL) AND PROBLEM- BASE LEARNING ( PBL) ON STUDENTS' READING COMPRENSION (QUASI EKSPERIMEN AT MA AL RAHMAH WALANTAKA)”

**Nama** : Syafaaat

**NIM** : 212623004

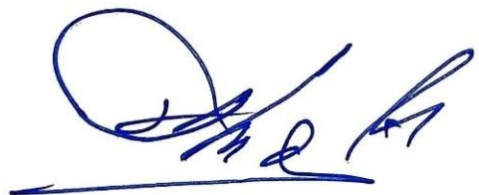
**Program Studi** : Tadris Bahasa Inggris

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Telah dapat diterima sebagai salah satu syarat memperoleh gelar Master in Tadris Bahasa Inggris (M.Pd).

Serang, 16 Mei 2025

Direktur Pacasarjana,

A handwritten signature in blue ink, consisting of a large loop followed by several strokes, ending with a horizontal line.

**Prof. Dr. H. Ilzamudin, M.A**  
**NIP. 1961082919931002**

## PERSETUJUAN TIM PENGUJI UJIAN TESIS

Judul Tesis : **THE EFFECTIVENESS OF PROJECT- BASED LEARNING (PJBL) AND PROBLEM- BASE LEARNING (PBL) ON STUDENTS' READING COMPRENSION (QUASI EKSPERIMEN AT MA AL RAHMAH WALANTAKA)"**

Nama : Syafaat

NIM : 212623004

Program Studi : Tadris Bahasa Inggris

Diuji dan dinyatakan Lulus pada tanggal : 16 Mei 2025

### TIM PENGUJI

| No | Jabatan             | Nama                            | Tanggal  | Tanda Tangan |
|----|---------------------|---------------------------------|----------|--------------|
| 1  | Ketua Sidang        | Dr. Purnama Rika Perdana, M.Hum | 15/10/25 | Rika         |
| 2  | Sekretaris/ Anggota | Dr. Aspandi, Lc., M.H.I         | 11/10/25 | Aspandi      |
| 3  | Penguji I           | Dr. Selnistia Hidayani, M.Pd    | 8/10/25  | Selnistia    |
| 4  | Penguji II          | Dr. Dini Fitriani, M.Pd.        | 07/10-25 | Dini         |
| 5  | Pembimbing I        | Dr. Yuyu Heryatun, M.Pd         | 10/10/25 | Yuyu         |
| 6  | Pembimbing II       | Dr. Fadilla Oktaviana, M.Pd     | 10-10-25 | Fadilla      |

## NOTA DINAS PEMBIMBING

Kepada Yth.

Direktur Program Pascasarjana

UIN Sultan Maulana Hasanudin Banten

di Serang

*Assalamu 'alaikum wr.wb.*

Setelah melakukan bimbingan, arahan dan koreksi terhadap penulisan tesis magister yang berjudul: “THE EFFECTIVENESS OF PROJECT- BASED LEARNING (PJBL) AND PROBLEM- BASE LEARNING ( PBL) ON STUDENTS’ READING COMPRENSION (QUASI EKSPERIMEN AT MA AL RAHMAH WALANTAKA)” yang ditulis oleh,

|               |                         |
|---------------|-------------------------|
| Nama          | : Syafaat               |
| NIM           | : 212623004             |
| Jenjang       | : Magister              |
| Program Studi | : Tadris Bahasa Inggris |

Kami telah bersepakat bahwa tesis magister tersebut sudah dapat diajukan kepada Program Pascasarjana UIN Sultan Maulana Hasanuddin Banten untuk diajukan guna mengikuti UJIAN TESIS dalam rangka memperoleh gelar Magister Pendidikan (M. Pd).

*Wassalamu 'alaikum wr, wb,*

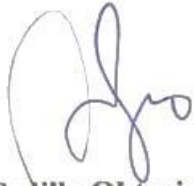
Serang, 16 Mei 2025

Pembimbing I



**Dr. Yayu Heryatun, M.Pd**  
**NIP. 1973010722008012005**

Pembimbing II



**Dr. Fadilla Oktaviana, M.Pd**  
**NRP.198510062111010024**

## ABSTRACT

This study investigates the effectiveness of Project-Based Learning (PjBL) and Problem-Based Learning (PBL), in enhancing students' reading comprehension at MA Al Rahmah Walantaka, Serang, Banten. Reading comprehension in EFL contexts remains a major challenge, as students often struggle to extract explicit and implicit meanings, synthesize information, and critically engage with texts. Conventional teacher-centered approaches fail to provide meaningful engagement, necessitating innovative pedagogies.

Employing a quasi-experimental design, this research involved two groups of eleventh-grade students: one taught using PjBL with reading aloud, and the other using PBL with reading aloud. Pre-tests and post-tests were administered to measure reading comprehension outcomes, complemented by questionnaires and documentation to capture engagement and instructional effectiveness.

The findings reveal that both PjBL and PBL, when integrated with reading aloud, significantly improve students' reading comprehension compared to traditional methods. However, PjBL showed a stronger impact on motivation, collaboration, and project outcomes, while PBL more effectively fostered analytical comprehension and critical thinking. The integration of reading aloud played a crucial role in enhancing fluency, pronunciation, and deeper text understanding across both models.

This study contributes to EFL pedagogy by providing a comparative and context-sensitive analysis of PjBL and PBL in a religious school environment, offering practical insights for teachers, curriculum developers, and policymakers. It underscores the pedagogical value of combining interactive strategies with student-centered learning to address literacy challenges in Islamic senior high schools.

**Keywords:** *Reading Comprehension, Project-Based Learning, Problem-Based Learning, EFL.*

## ABSTRAK

Penelitian ini mengkaji efektivitas dalam dua kerangka pembelajaran berpusat pada siswa, yaitu Project-Based Learning (PjBL) dan Problem-Based Learning (PBL), dalam meningkatkan kemampuan membaca pemahaman siswa di MA Al Rahmah Walantaka, Serang, Banten. Kemampuan membaca dalam konteks EFL masih menjadi tantangan besar, karena siswa sering mengalami kesulitan dalam menemukan makna eksplisit maupun implisit, mensintesis informasi, serta berpikir kritis terhadap teks. Pendekatan tradisional yang berpusat pada guru terbukti kurang memberikan keterlibatan bermakna, sehingga diperlukan inovasi pedagogis.

Dengan menggunakan desain kuasi-eksperimen, penelitian ini melibatkan dua kelompok siswa kelas XI: satu diajar menggunakan PjBL dengan membaca nyaring, dan yang lain diajar menggunakan PBL dengan membaca nyaring. Tes awal (pre-test) dan tes akhir (post-test) digunakan untuk mengukur hasil kemampuan membaca pemahaman, ditambah kuesioner dan dokumentasi untuk menilai keterlibatan siswa serta efektivitas pembelajaran.

Hasil penelitian menunjukkan bahwa baik PjBL maupun PBL yang dipadukan dengan membaca nyaring secara signifikan meningkatkan pemahaman membaca siswa dibandingkan metode tradisional. Namun, PjBL memberikan dampak lebih besar terhadap motivasi, kolaborasi, dan hasil proyek, sedangkan PBL lebih efektif dalam menumbuhkan pemahaman analitis dan keterampilan berpikir kritis. Integrasi membaca nyaring berperan penting dalam meningkatkan kelancaran, pelafalan, serta pemahaman teks yang lebih mendalam pada kedua model pembelajaran.

Penelitian ini memberikan kontribusi pada bidang pedagogi EFL melalui analisis komparatif dan kontekstual terhadap PjBL dan PBL di lingkungan madrasah, serta menawarkan wawasan praktis bagi guru, pengembang kurikulum, dan pembuat kebijakan. Penelitian ini menegaskan nilai pedagogis dari kombinasi strategi interaktif dengan pembelajaran berpusat pada siswa untuk menjawab tantangan literasi di madrasah aliyah.

Kata kunci: *Pemahaman Membaca, Project-Based Learning, Problem-Based Learning, EFL.*

## خلاصة

تبحث هذه الدراسة في فعالية استراتيجية ضمن إطارين تعليميين يركزان على الطالب، وهما التعلم القائم على المشاريع (PjBL) والتعلم القائم على حل المشكلات (PBL)، في تعزيز فهم الطلاب للقراءة في كلية الرحمة والانتاكا، سيرانج، بانتن. لا يزال فهم القراءة في سياقات تعليم اللغة الإنجليزية كلغة أجنبية يمثل تحديًا كبيرًا، إذ غالبًا ما يواجه الطلاب صعوبة في استخلاص المعاني الصريحة والضمنية، وتلخيص المعلومات، والتفاعل النقدي مع النصوص. تفشل المناهج التقليدية التي تركز على المعلم في توفير مشاركة هادفة، مما يستلزم أساليب تربوية مبتكرة.

استخدم هذا البحث تصميمًا شبه تجريبي، وشمل مجموعتين من طلاب الصف الحادي عشر: إحداهما تدرس باستخدام PjBL مع القراءة بصوت عالٍ، والأخرى تستخدم PBL مع القراءة بصوت عالٍ. أجريت اختبارات قبلية وأخرى لاحقة لقياس نتائج فهم القراءة، مُكملةً باستبيانات وتوثيق لقياس مدى المشاركة وفعالية التدريس. تكشف النتائج أن دمج كلٍّ من التعلم القائم على المشروع (PjBL) والتعلم القائم على المشروع (PBL) مع القراءة بصوت عالٍ يُحسّن فهم الطلاب للقراءة بشكل ملحوظ مقارنةً بالطرق التقليدية. ومع ذلك، أظهر التعلم القائم على المشروع (PjBL) تأثيرًا أقوى على التحفيز والتعاون ونتائج المشاريع، بينما عزز التعلم القائم على المشروع (PBL) الفهم التحليلي والتفكير النقدي بفعالية أكبر. وقد لعب دمج القراءة بصوت عالٍ دورًا حاسمًا في تحسين الطلاقة والنطق وتعميق فهم النصوص في كلا النموذجين. تُسهم هذه الدراسة في منهج تدريس اللغة الإنجليزية كلغة أجنبية من خلال تقديم تحليل مقارن ومناسب للسياق بين التعلم القائم على المشروع (PjBL) والتعلم القائم على المشروع (PBL) في بيئة المدارس الدينية، مما يُقدم رؤى عملية للمعلمين ومطوري المناهج وواضعي السياسات. كما تُؤكد على القيمة التربوية للجمع بين الاستراتيجيات التفاعلية والتعلم المراكز على الطالب لمعالجة تحديات القراءة والكتابة في المدارس الثانوية الإسلامية.

الكلمات المفتاحية: فهم المقروء، التعلم القائم على المشاريع، التعلم القائم على حل المشكلات، اللغة الإنجليزية كلغة أجنبية.

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Serang, May 16 2023

(Syafaat)

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