

**IMPLEMENTATION OF PROJECT-BASED LEARNING
TOWARDS READING ACHIEVEMENT OF GRADE VIII
STUDENTS AT SMPN 20 BENGKULU CITY**

THESIS

Submitted as a partial requirement for the degree of *Sarjana Pendidikan* (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty Fatmawati Sukarno State Islamic University of Bengkulu



By:

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT FACULTY OF TARBIYAH AND TADRIS
FATMAWATI SOEKARNO STATE UNIVERSITY
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I hereby declare that my thesis entitled **“Implementation of Project Based-Learning to Wards Reading Achievement of Grade VIII Student s at Smpn 20 Bengkulu City”** is my own work or research and is not a plagiarism of the work of others. If in the future it is known that this thesis is the result of plagiarism, I am ready to be subject to academic sanctions.

Bengkulu, December 2025

Stated by,



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MOTTO

“Patience and perseverance bring extraordinary results.”

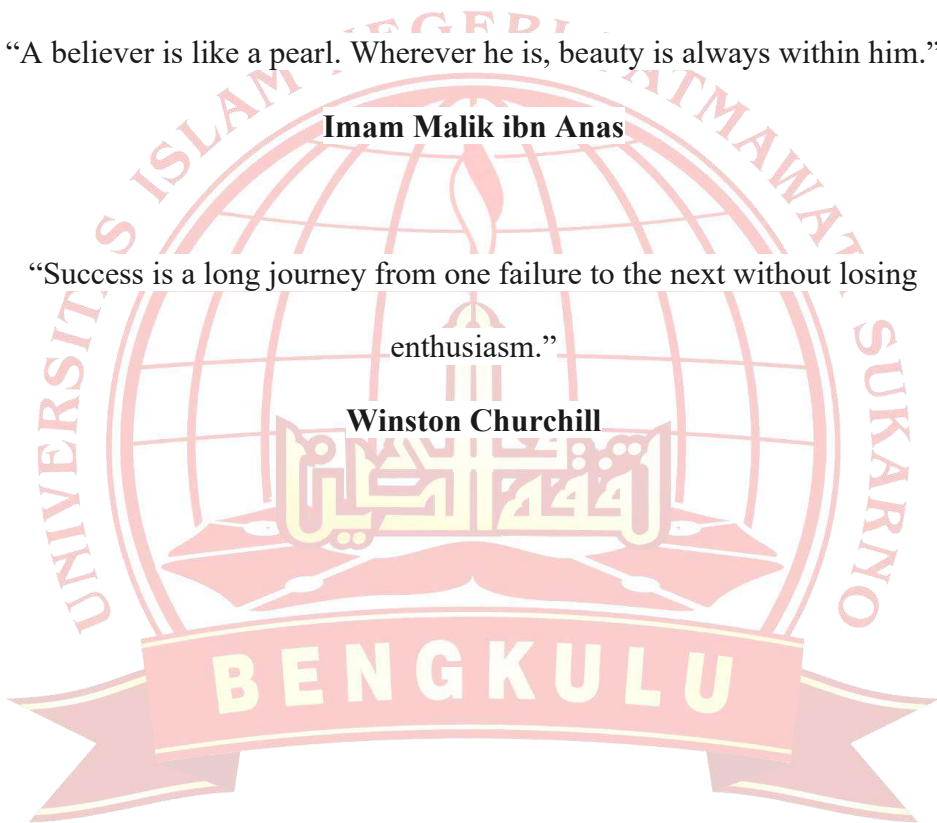
Napoleon Hill

“A believer is like a pearl. Wherever he is, beauty is always within him.”

Imam Malik ibn Anas

“Success is a long journey from one failure to the next without losing enthusiasm.”

Winston Churchill



DEDICATIONS

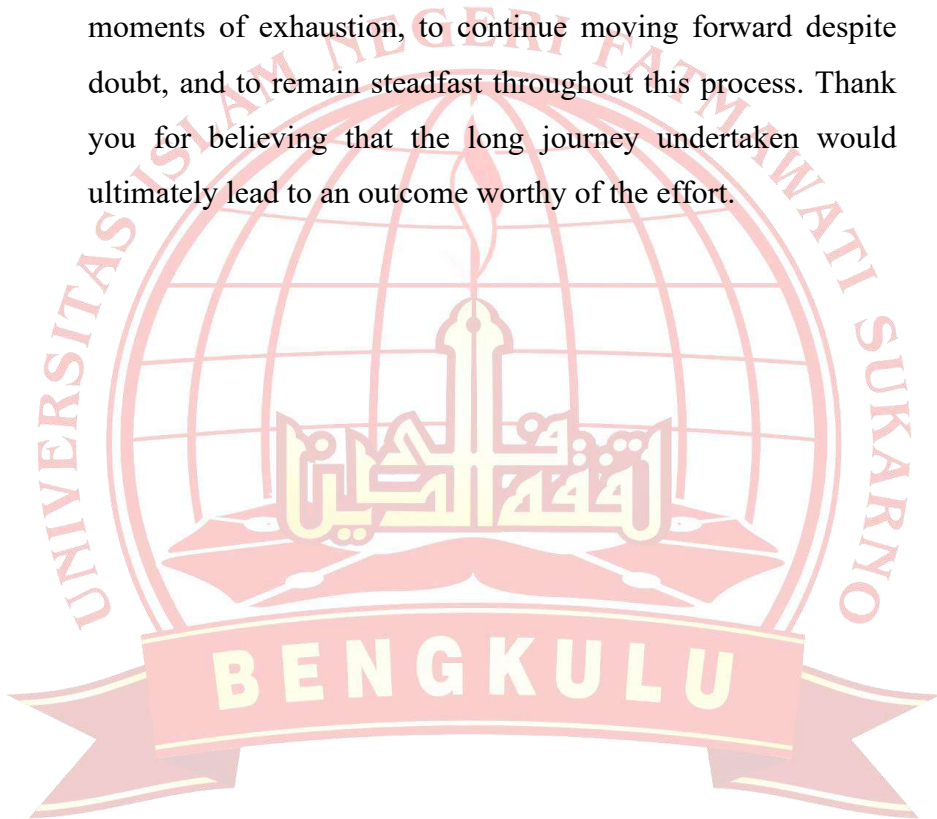
Bismillahirrahmanirrahim

In the name of Allah the beneficent and the merciful, the final project is dedicated to:

1. Allah SWT, as the One and Only God, I would like to express my gratitude. Alhamdulillahirobbil'alamin, no words can describe how grateful I am for all the blessings, health, and happiness that have accompanied me in completing this thesis.
2. My beloved parents, Father (the late Supar S), I love you more than you can see, and I promise to do my best for you. God willing, we will meet again. And to Mother (Halita Asmara), thank you so much for your prayers and support, which have always supported me in fulfilling all my needs, and for always reminding me to never give up. No words can describe how fortunate I am to have you both in my life.
3. My advisor, M. Arif Rahman Hakim, Ph.D., and my second advisor, Pebri Prandia Putra, M.Hum. Thank you so much for your advice, corrections, and ideas throughout the writing of this thesis.
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6. Myself, thank you for your perseverance in facing pain, laziness, fear, and despair. Thank you for your ability to endure moments of exhaustion, to continue moving forward despite doubt, and to remain steadfast throughout this process. Thank you for believing that the long journey undertaken would ultimately lead to an outcome worthy of the effort.



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The researcher is sure that this proposal would not be completed without the help, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thank to all of those who had helped, supported, and suggested her during the process of writing this proposal. This goes to:

1. Prof. Dr. H. Zulkarnain, M.Pd as the Rector of UIN Fatmawati Sukarno Bengkulu;
2. Dr. Mus Mulyadi, M. Pd, as the Dean of Faculty of Tarbiyah and Tadrīs UIN Fatmawati Soekarno Bengkulu
3. M.Hidayatullah, M.Pd.I as the Head of Tadrīs Department of UIN Fatmawati Soekarno Bengkulu
4. Hanura Febriani, M.Pd, as the Head of Program Study of English Education of UIN Fatmawati Soekarno Bengkulu
5. M. Arif Rahman Hakim, Ph.D as the first advisor for his guidance, precious, advices, and motivation for the researcher.
6. Pebri Prandika Putra, M.Hum. as the second advisor for her patient in advices the researcher.

7. All of English lecturers and administration staffs of UINFAS Bengkulu.
8. All of my best friends, especially in English Study Program.

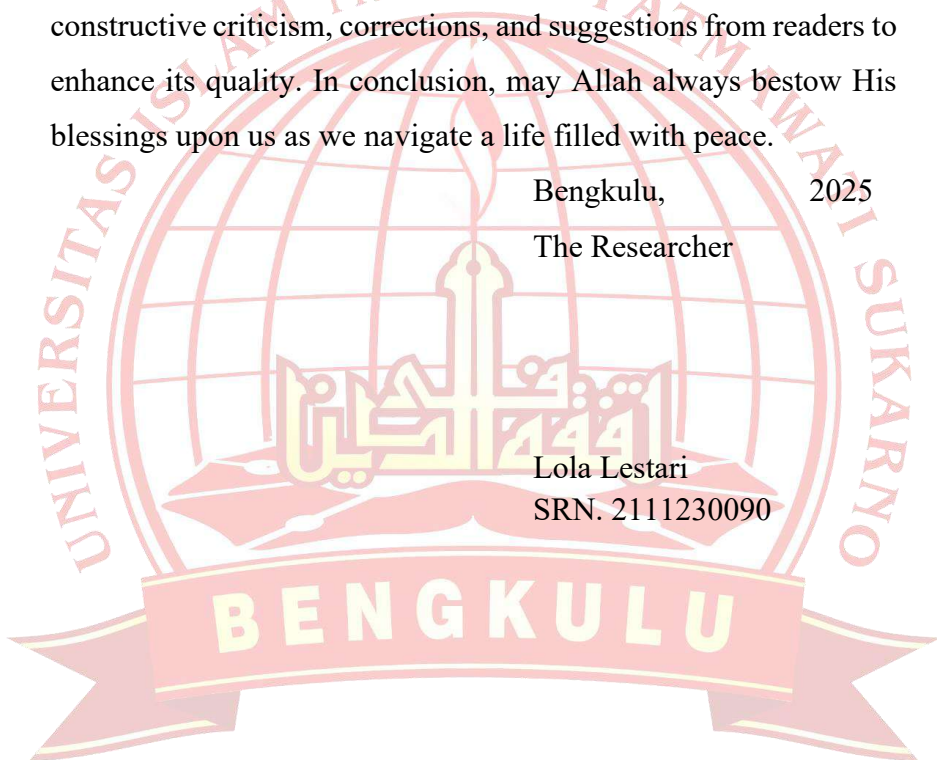
It is hoped that this undergraduate thesis may offer valuable insights to all readers. Recognizing the inherent limitations and shortcomings of this thesis, the researchers sincerely welcome constructive criticism, corrections, and suggestions from readers to enhance its quality. In conclusion, may Allah always bestow His blessings upon us as we navigate a life filled with peace.

Bengkulu, 2025

The Researcher

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ABSTRACT

Lola Lestari : Implementation Of Project-Based Learning Towards Reading Achievement Of Grade VIII Students At SMPN 20 Bengkulu City.

Advisor 1 : M. Arif Rahman Hakim, Ph.D

Advisor 2 : Pebri Prandika Putra, M.Hum.

This study aims to determine the effect of implementing Project-Based Learning (PBL) on the reading ability of eighth-grade students at SMPN 20 Kota Bengkulu. The PjBL model was chosen because it is believed to be able to increase students' engagement, creativity, and critical thinking skills through structured and contextual project activities. This study uses a quantitative approach with a quasi-experimental design and a non-equivalent control group. The sample consisted of two eighth-grade classes: class VIII D as the experimental group and class VIII E as the control group, with a total of 58 students. The results showed that both the experimental and control groups experienced an increase in reading scores, but the increase in the experimental group was far more significant. The average pre-test score of the experimental group was 65.65 and increased to 78.48 on the post-test, while the control group increased from 61.10 to 73.93. The t-test showed a significance value below 0.05. With the t-test showed a significance value lower than 0.05. Thus, this study concludes that Project-Based Learning has a significant impact on improving students' reading achievement, thus PBL can be recommended as an effective learning model for improving students' literacy competencies at the junior high school level.

Keywords: *Implementation of Project-Based Learning, Achievement, Reading.*

ABSTRAK

Lola Lestari : Implementation Of Project-Based Learning Towards Reading Achievement Of Grade VIII Students At SMPN 20 Bengkulu City.

Advisor 1 : M. Arif Rahman Hakim, Ph.D

Advisor 2 : Pebri Prandika Putra, M.Hum.

Penelitian ini bertujuan untuk menentukan pengaruh penerapan Project-Based Learning (PBL) terhadap kemampuan membaca siswa kelas VIII di SMPN 20 Kota Bengkulu. Model PjBL dipilih karena diyakini mampu meningkatkan keterlibatan, kreativitas, serta kemampuan berpikir kritis siswa melalui aktivitas proyek yang terstruktur dan kontekstual. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimental dan kelompok kontrol non-ekuivalen. Sampel terdiri dari dua kelas VIII: kelas VIII D sebagai kelompok eksperimen dan kelas VIII E sebagai kelompok kontrol, dengan total 58 siswa.. Hasil penelitian menunjukkan bahwa baik kelompok eksperimen maupun kontrol mengalami peningkatan nilai membaca, tetapi peningkatan kelompok eksperimen jauh lebih signifikan. Nilai rata-rata pre-test kelompok eksperimen adalah 65,65 dan meningkat menjadi 78,48 pada post-test, sedangkan kelompok kontrol meningkat dari 61,10 menjadi 73,93. Uji-t menunjukkan nilai signifikansi di bawah 0,05. Dengan demikian, penelitian ini menyimpulkan bahwa Project-Based Learning berpengaruh signifikan terhadap peningkatan kemampuan membaca siswa, sehingga PjBL dapat direkomendasikan sebagai salah satu model pembelajaran efektif untuk meningkatkan kompetensi literasi siswa di tingkat SMP.

Kata Kunci: *Penerapan Pembelajaran Berbasis Proyek, Prestasi Membaca.*

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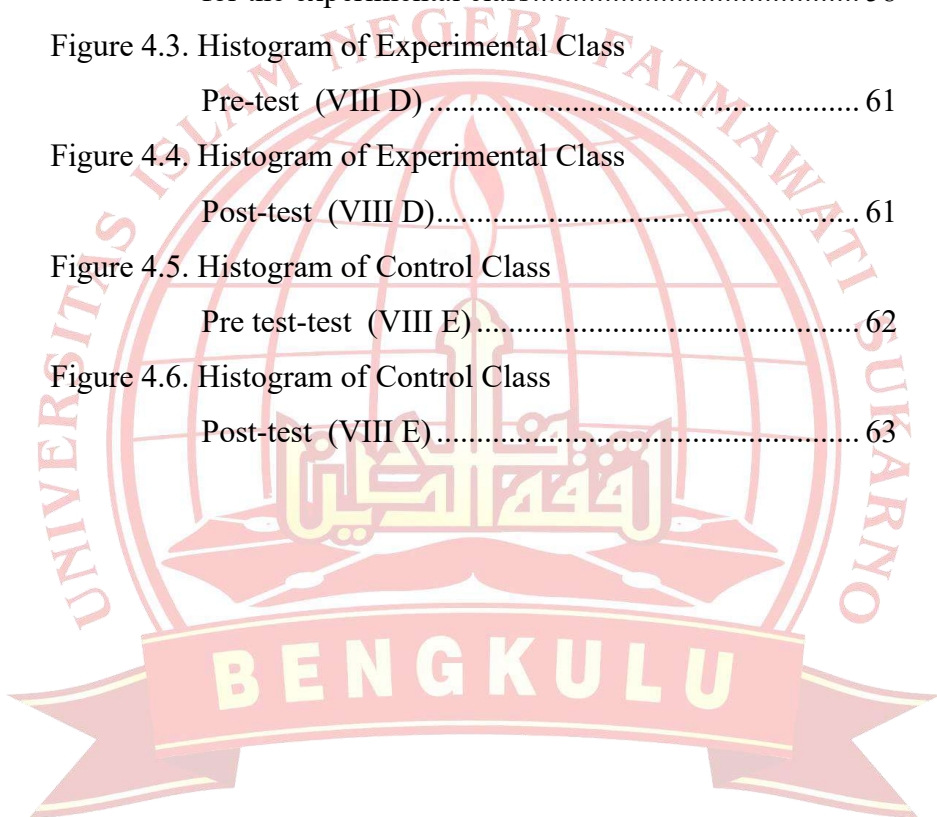
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Appendix 15: Documentation

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