

CHAPTER II

LITERATURE REVIEW

A. Project Based Learning

1. Understanding Project Based Learning

According to Fathurrohman (2016) project-based learning is a model Learning that uses projects or activities as a learning tool to achieve attitude and knowledge competencies and skills. Meanwhile Saefuddin (2014) argues that project-based learning is a learning method that uses problems as the first step in gathering and integrating knowledge. new based on his experience in the do activities in a certain way real. Therefore, it's not the project that's the core main learning this, but rather problem solving and application of new knowledge gained from project activities. Project-based learning emphasizes various contextual problems that students will experience directly from projects or activities that they do.

Meanwhile, according to Isriani and Puspitasari (2015) problem-based learning projects are model learning which provide teachers with the opportunity to manage classroom learning by involving project work. This opinion in a certain way implicitly states that the *project based on learning* is model learning which is centered on students (student centered) which places the teacher as a facilitator.

Based on several expert opinions above, it can be

concluded that the model learning project-based learning is a model learning which is student- centered and starts from a problem background to work on a project or real activity that will make students experience various contextual obstacles so that they have to carry out investigations/research and problem solving to be able to complete the project so that they can achieve competency in attitudes, knowledge and skills.

Project-based learning is a learning approach that gives students the freedom to plan learning activities, carry out projects collaboratively, and ultimately produce work products that can be presented to others.

"The learning model is basically a form of learning that is depicted from beginning to end which is presented in a unique way by the teacher, including approaches, strategies, methods, techniques and even learning tactics that have been arranged into a complete unit."(Mahendra, 2017)

Based on the opinions of these experts, researchers concluded that a learning model is a pattern of learning that is depicted from beginning to end, a learning process presented in a unique way by the teacher to achieve learning objectives.(Maulana, 2014) One such learning model is project-based learning.

The project-based learning model is an innovative, student- centered learning model that positions the teacher as

a motivator and facilitator, allowing students to work autonomously to construct their own learning. The project-based learning (PjBL) model involves a project in the learning process. (Al-Tabany, 2014)

"Project-based learning model is a learning model that uses projects or activities as media." Project-based learning model is the giving of assignments to all students to be done individually, students are required to observe, read and research.(Aqib, 2013)

Based on these definitions, researchers conclude that the project- based learning model is learning that focuses on student activities to be able to understand a concept and principle by conducting in-depth research on a problem and finding relevant solutions and students learn independently and the results of this learning are products.

2. Characteristics of the Project Based Learning Model

Learning models are an important component in learning activities, and not all characteristics of these learning models are compatible with the characteristics of students. Project-based learning models include:

Students as decision makers, and create frameworks

- a. There are problems whose solutions are not predetermined.
- b. Students as process designers to achieve results.
- c. Students are responsible for obtaining and managing the

information collected.

- d. Conduct continuous evaluation.
- e. Students regularly review what they have done.
- f. The final result is a product and its quality evaluation.
- g. The class has an atmosphere that tolerates mistakes and changes.

The characteristics of PjBL are developing students' thinking skills, allowing them to have creativity, encouraging them to work cooperatively, and leading them to access the information on their own and to demonstrate this information. PjBL usually requires students to participate willingly in the meaningful learning activities proposed, mostly teamwork. (Dimitra Kokotsaki., Victoria Menzies, and Andy Wiggins 2016)

3. Theory Underlying the Project-Based Learning Model

Learning models don't emerge spontaneously, but rather have a specific theoretical basis. The learning theories underlying the project-based learning model is:

- a. Theoretical Support for PjBL Project-based learning is also supported by constructivist learning theory which is based on the idea that students construct their own knowledge in the context of their own experiences.
- b. Empirical Support for PjBL The implementation of PjBL has shown that the model is capable of enabling students to experience a meaningful learning process, namely

learning that is developed based on constructivism.

According to the explanation above, classroom learning relies on active learning activities (doing something) rather than passive learning, such as teachers simply transferring knowledge. This learning provides opportunities to express ideas, listen to others' ideas, and introduce one's own ideas to others. This is a form of individual learning, from improving skills to solving problems collaboratively.

4. Steps to the Project Based Learning Model

In implementing the project-based learning model, what needs to be considered is how to implement an innovative, creative, and enjoyable learning model. The steps of the project-based learning model are learning based on project Which developed by *The George Lucas Educational Foundation* are as follows. (Jean Piaget,1972)

a. Starting with the essential question (*start with the essential question*) Learning begins with essential questions, namely questions that can explore students' prior knowledge and provide assignments. students in carrying out an activity.

b. Designing plan project (*design A plan For That project*)

Project planning is done collaboratively between teachers and participants. educate, in the determined rule play manufacturing project. On this stage Teacher helps

participants educate and form determine title project according to the material and problems.

c. Make timetable (*make A timetable*)

Stage When Teacher And participant educate in a certain way collaborative compile schedule of activities in completing project.

d. Monitoring participants educate And monitor development project (*monitor Student and progress from the project*)

Teacher responsible answer to Do monitor student activities during completion project.

e. Evaluate results (*assets*) That results)

assist teachers in measuring the achievement of learning standards and objectives. Evaluate *experiences*.

5. Strengths and Weaknesses of the Project Based Learning Model

a. Advantages of the Project Based Learning Model

The advantages of project-based learning include:

- 1) Increase motivation, where students are diligent and try hard to achieve projects and feel that learning in projects is more enjoyable than other curriculum components.
- 2) Improving problem-solving skills, from various sources that describe project-based learning environments, students become more active and

successful in solving complex problems.

- 3) Increase collaboration, the importance of group work in projects requires students to develop and practice communication skills.
- 4) Wards resource management skills, if implemented well, students will learn and practice organizing projects, allocating time and other resources such as equipment to complete tasks.
- 5) Wards students' skills in managing learning resources.
- 6) Encourage students to develop and practice communication skills.
- 7) Provide learning experiences that engage complex learners and are designed to develop according to the real world.
- 8) Create a fun learning atmosphere, so that students and educators enjoy the learning process.

According to Moursund, some of the advantages of project- based learning include the following:

- 1) Increased motivation,
- 2) Increased problem-solving ability,
- 3) Ward's library research skills,
- 4) Increased collaboration,
- 5) Increased resource-management skills. (Priatna et al., 2017)

b. Weaknesses of the Project Based Learning Model

As a learning model, of course the project-based learning model (Project Based Learning) also has weaknesses, namely:

- 1) It takes a lot of time to solve problems and produce products.
- 2) Requires sufficient costs.
- 3) Requires teachers who are skilled and willing to learn.
- 4) Requires adequate facilities, equipment and materials.
- 5) Not suitable for students who give up easily and do not have the required knowledge and skills.
- 6) Difficulty involving all students in group work. (Sani, 2014)

6. Project Based Learning Steps

The learning steps in Project Based Learning as developed by The George Lucas Educational Foundation consist of: (Sani, 2014)

a. Start with essential questions

Select a topic that resonates with real-world realities and begins with an in- depth investigation. Essential questions are asked to elicit students' knowledge, responses, criticism, and ideas regarding the project's intended theme.

b. Planning project implementation rules

Planning includes the rules of the game, selecting activities that can support answering essential questions, by integrating as many subjects as possible, and knowing the tools and materials that can be accessed to help complete the project.

c. Make an activity schedule

Educators and students collaboratively develop a schedule of activities to complete the project. This schedule is designed to determine how long the project will take.

d. Monitoring the progress of student projects.

Educators are responsible for monitoring student activities throughout the project. Monitoring is done by facilitating students at every stage of the process.

e. Assessment of student work results

Assessment is carried out to help educators measure the achievement of standards, play a role in evaluating the progress of each student, provide feedback on the level of understanding that students have achieved, and help educators in developing subsequent learning strategies.

f. Evaluation of student learning experiences

At the end of the learning process, educators and students reflect on the activities and results of the project. The reflection process is conducted both individually and in

groups. At this stage, students are asked to express their feelings and experiences during the project.

Project Based Learning has general steps, namely: planning, creating (Implementation), processing (processing). (Siti Irma Wati & Sugesti, 2025; Yuanra et al., 2024). In this study, the researcher used the project-based learning steps expressed by The George Lucas Educational Foundation which consist of 6 learning steps, namely starting with essential questions, planning project work rules, making activity schedules, monitoring the progress of student projects, assessing student work results, evaluating student learning experiences.

7. Principles of Project Based Learning Model

The principle of PjBL is a complex endeavor that requires problem analysis that must be planned, managed, and completed within a predetermined timeframe. The procedures used in PjBL are planning, implementation/creation, and processing, while PBL identifies problems, confronts new information with one's experience, and the process of personal knowledge discovery. (Desnylasari et al., 2016)

Project based learning has several principles, namely:

a. The Principle of Centralization

Emphasizing that project-based learning is the essence of the curriculum, this model is central to the learning

strategy, where students experience and learn the core concepts of a discipline through projects.

b. Driving principle

Project work focuses on “questions or problems” that can encourage students to strive to obtain the main concepts or principles of a particular field. So this project work can be an external motivation that can encourage students to grow their independence in carrying out learning tasks. (Wena, 2013)

c. Principle of constructive investigation

It is directed toward achieving goals, involving inquiry, concept development, and resolution. Investigations include the processes of design, decision-making, problem-finding, problem-solving, discovery, and model formation.

d. Principle of Autonomy

The principle of autonomy can be interpreted as the independence of students in carrying out the learning process, namely the freedom to make their own choices, work with minimal supervision and take responsibility.

Therefore, student worksheets, practical work instructions and the like are not applications of the principle of project-based learning. In this case, the teacher only acts as a facilitator to encourage the growth of student independence.

e. Realistic principle

Projects are something real, not like in school. Project-based learning must be able to provide a realistic feeling to students, including in choosing topics, tasks, work context roles, work collaboration, products, customers, and product standards.

B. Reading Theory

1. Understanding Reading

Reading is a complex activity because it involves the ability to remember graphic symbols in the form of letters, remember the sounds of these symbols, and write graphic symbols in a series of words and sentences that contain meaning. Inability in cognitive operations will cause the individual concerned to have difficulty reading. Besides that, reading requires the ability to concentrate, without this ability it is difficult for someone to arrange graphic symbols in the form of letters into words or sentences that contain meaning. (Rahim, 2007)

Reading is not merely a process of decoding textual meaning, but an active engagement between the reader and the text. Anita (2024) highlights that reading involves “one’s own mind dancing with another’s,” emphasizing the interactive and interpretative nature of reading activity. Furthermore, reading functions as a “reading compass,” enabling learners to zoom in to understand textual nuances

and zoom out to connect ideas across contexts. This perspective aligns with the principles of Project-Based Learning (PBL), which encourages students to explore texts deeply, collaborate, and construct meaning through inquiry-based tasks. By engaging students in projects that require analysis, interpretation, and presentation of reading materials, PBL supports a more meaningful reading process and may contribute to improved reading achievement.

According to Farida Rahim, reading is a tool for learning and acquiring pleasure, knowledge, and experience stored in written form. Reading can be used to fulfill various purposes. A person who reads can understand what they've read and can gain experience and insight from what they've gained.

According to Leaner, reading skills are fundamental to mastering various subjects. If children fail to acquire reading skills early in school, they will experience significant difficulties in learning subjects in subsequent grades. Therefore, children must learn to read so they can read to learn. (Abdurrahman, 2010) Reading skills mu by elementary school students because this skill is directly related to the entire learning process in elementary school. (Rahim, 2007)

Students' success in the teaching and learning process at school is largely determined by their mastery of reading

skills. Students who cannot read well will have difficulty participating in learning activities in all subjects. They will have difficulty grasping and understanding the information presented in various textbooks, supporting materials, and other written learning resources. As a result, their learning progress will also be slow compared to their peers who do not experience reading difficulties.

Another definition of reading, according to Suhardi, is a visual activity used to derive meaning from symbols in the form of letters and words. Reading is also a language skill that involves a high level of perceptual processing and is realized through activities that include seeing, understanding, and exploring symbols and writing.

Thus, it can be understood that reading is a complex activity where this activity involves the ability to remember graphic symbols in the form of letters, remember the sounds of these symbols and write the graphic symbols in a series of words and sentences that contain meaning.

a. Benefits and Purposes of Reading

Reading an effective learning process is carried out through reading. Someone who enjoys reading acquires new knowledge and insights that will increase their intelligence, so they are better able to answer life's questions. However, children who are unable to understand the importance of learning to read will not be

motivated to learn to read. Therefore, teachers are expected to increase children's motivation in learning to read. Various ways can be taken by teachers to increase children's motivation to learn to read, one of which is determining the right method in providing reading lessons to children. Learning to read is a continuous effort and children who see the high value of reading would be more active in learning compared to children who do not find benefits in reading activities. (Abdurrahman, 2010)

Reading should have a purpose because someone who reads with a purpose tends to understand more than someone who does not have a purpose. Hatchway identifies the purpose of reading, which is classified into nine categories, namely: (1) to obtain meaning, (2) to obtain information, (3) to guide and direct activities (4) for social motives (to influence or entertain others), (5) to find values, (6) to organize, (7) to solve problems, (8) to remember, and (9) to enjoy. The purpose of reading includes enjoyment, relating new information to information already known and updating knowledge about a topic.

b. Reading Activity Components

According to Syafi'ie in Farida Rahim's book, reading activities basically consist of two parts, namely process and product.(Rahim, 2007)

According to Burns et al. in Farida's book, the reading process consists of nine aspects, namely: sensory, perceptual, sequence of experiences, thoughts, learning, associations, attitudes and ideas.

Experience is a crucial aspect of the reading process. Children with extensive experience will have greater opportunities to develop the vocabulary and concepts they encounter in reading than those with limited experience. Therefore, teachers and parents should provide their children with direct and indirect experiences, such as experiences with objects, places, and processes described in the reading material, to make the reading material more easily absorbed.

Reading is also a thought process. To comprehend a text, readers must first understand the words and sentences they encounter through association and experimentation. They then draw conclusions by connecting the prepositions contained in the reading material. To do this, they must be able to think systematically, logically, and creatively. (Rahim, 2007)

Reading products are a communication of thoughts and emotions between the writer and the reader. Burn et al., in their book Farida, argue that word recognition strategies, as part of the association aspect of the reading process, are essential. Reading comprehension is highly

dependent on all aspects involved in the reading process. Therefore, in order to achieve maximum reading results, children must master the activities in the reading process, and teachers play an important role in guiding children so that they are able to master the activities in the reading process well.

c. Factors Affecting Reading Ability

Many factors influence a child's ability to read, both beginning reading and advanced reading (reading comprehension). The factors that influence beginning reading according to Lamb and Arnold in Farida Rahim's book are (1) physiological factors, (2) intellectual factors, (3) environmental factors, (4) psychological factors. (Rahim, 2007)

a. Physiological Factors

Physiological factors include physical health, neurological considerations and gender. Fatigue is also a condition that makes it impossible for children to learn to read. Some experts suggest that neurological limitations and physical immaturity are factors that can prevent children from improving their reading comprehension skills. Speech, hearing, and visual impairments can also slow a child's progress in learning to read. Even though they do not have problems with their visual organs, some children have

difficulty learning to read. This can happen because their ability to differentiate printed symbols such as letters, numbers and words has not yet developed. (Abdurrahman, 2010)

b. Intellectual Factors

The term intelligence is defined by Heinz as one of the thinking activities that consists of an essential understanding of a given situation and responding to it appropriately. Wechster in Harris & Sipay stated that intelligence is the global ability of individuals to act according to goals, think rationally, and act effectively towards the environment in general, children's intelligence does not fully influence the success or failure of children in early reading. Factors such as teacher teaching methods, procedures, and teacher abilities also influence children's early reading.

c. Environmental Factors

Environmental factors also affect the progress of children's reading ability. Environmental factors include the child's background and experiences at home as well as the family's socioeconomic status. The environment can shape the child's personality, attitudes and values, as well as their language skills. (Abdurrahman, 2010)

The conditions at home affect the personality,

the child's self- adjustment, and the child's attitude towards books and reading. Parents who love to read have a collection of books, appreciate reading, and enjoy reading stories to their children, generally producing children who love to read.

Socio-economic factors, parents and the neighborhood environment are factors that shape a child's home environment. The higher the child's socioeconomic status, the more it affects the child's verbal abilities. Likewise with children's reading abilities. Children who come from homes that provide lots of opportunities to read in an environment full of reading and have a high interest in reading will have high reading abilities. (Abdurrahman, 2010)

d. Psychological Factors

Other factors that influence children's reading include psychological factors, including motivation, interest, social maturity, emotions, and adjustment. Motivation is a key factor in reading. Teachers must demonstrate to students that instruction is relevant to their interests and experiences so that children understand learning as a necessity, not a compulsion. Motivation to learn also influences students' interests and learning outcomes. The higher the students' learning motivation, the higher their interest in

learning, so the learning outcomes would be better.

C. Relevant Research Findings

Relevant research is previous research that has been conducted and is considered related to the topic being studied, which is useful for avoiding duplicate research on the same topic. The following is relevant research related to teacher strategies for improving reading achievement:

Diyan Prasetya Purnawan in 2014 with the title "Serial Image Media Application to increase Storytelling skills in students Class III of SDI Klojen Kidul, Klojen District, Malang City" Department of Elementary School Teacher Education, State University of Malang Research This is forming Action Research Class This research is a experiment (experiment) conducted in two cycles. The subjects were the third-grade teacher and all students. students class III SDI Klojen South Subdistrict Klojen City Poor, totaling 13 students consisting of 6 male students and 7 female students. Instrument Which used in the Study This, that is observation and test. Analysis techniques datawithlimitations completeness individual 75% And classic equipment 75% of the total population.

Results This study shows an increase in achievement students in each cycle, at each meeting of cycle I, meeting I, the average value was 60.76 with a percentage of completion of 30.76% and at meeting II, the average value was 60.76% with a percentage of completion of 30.76%. 68.84 with presentation

completeness 46.15%. cycle II meeting, I The average value of the first meeting was 74.15 with a percentage of 61.53% and the second meeting had an average value of 80.76 with a percentage of 69.53%. From cycle I to cycle II, there was an increase of 13% from 13 students who completed the course to 9 students and 4 students who did not complete the course. Because they come from a broken home background and have a less educated family, they are less attentive in learning, in addition to their motivation and desire to achieve are also lacking.

With thus Can conclude That implementation media picture can wards storytelling skills in Indonesian language subjects. Suggestions for teachers are that they should also use this learning model with the aim of ensuring that students are not bored and motivated. Suggestion to students should Wards outcomes and abilities by being more active and creative in implementing learning. This will result in more effective achievement of the desired grades. optimal.

Riza Balqis in 2019 with the title "Implementation of Project Based Learning Model Towards Learning Creativity of Class VIII Students of Min 21 Aceh Besar. The ability of teachers in managing continuous learning by implementing the Project Based Learning model on the theme of caring for living things in Class VIII MIN 21 Aceh Besar in cycle I was only 71.76% with a good category, while in cycle II there was an increase reaching a value of 94.11% with a very good category.

Student activities carried out during learning activities using the Project Based Learning model in cycle I were only 70%, categorized as good, while in cycle II there was an increase to 92.5%, categorized as very good. Project Based Learning can increase student creativity in caring themes towards living creatures in Class VIII MIN 21 Aceh Besar . This can see from results cycle I to obtain a sign 65.21% with a fairly creative category. Meanwhile, in cycle II there was an increase with the acquisition of sign 86.96% with the creative category.

Based on the research results above, both studies used the Model English- Based Learning Each project enhances students' storytelling skills and creativity. The use of the Project-Based Learning model can positively impact student learning outcomes, building on this strong foundation. Possibility study this also will thus Because see the same variable, both variables free and variable jump).