

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the discussion and analysis of the teacher's strategy in implementing Project-Based Learning (PjBL) to enhance students' reading skills in the eleventh grade at SMA 3 Kota Bengkulu, it can be concluded that the teacher successfully applied PjBL through a series of structured and meaningful learning activities.

1. Based on the analysis, it can be concluded that the teacher implemented Project-Based Learning (PjBL) through structured group collaboration, guided reading, and information-gathering tasks that culminated in poster creation. These approaches facilitated shared meaning-making, guided reading provided instructional scaffolding to support comprehension, and information-gathering activities encouraged purposeful and critical reading. Consequently, reading was positioned as a goal-oriented and contextual process, which contributed to improved reading comprehension and increased student engagement.
2. Based on the research findings, it can be concluded that the implementation of Project-Based Learning helps senior high school students understand English vocabulary and text structures contextually because students are directly involved in the processes of reading, analyzing, and

applying information from the text into a project. This process encourages students to learn vocabulary within its actual context of use and to understand text structures through activities such as analyzing and presenting information. Therefore, this method contributes positively to improving students' deeper and more meaningful understanding of English in reading learning.

B. Suggestions

1. For Teachers:

Teachers are encouraged to continue enhancing PjBL-based learning strategies by incorporating more innovative and contextually relevant approaches. The integration of technology such as digital reading sources, instructional videos, and interactive online platforms can help increase students' engagement and motivation. Teachers may also provide more structured scaffolding, especially for students with lower reading proficiency, to ensure that group work remains equitable and productive. Additionally, providing clear assessment rubrics can help students better understand expectations and improve the quality of their project outcomes.

2. For Schools:

Schools are advised to provide full support in terms of facilities, policies, and learning resources so that PjBL activities can be implemented optimally and continuously.

Essential support may include access to digital tools, internet resources, multimedia equipment, and adequate classroom space for group activities. Schools may also organize competitions, exhibitions, or extracurricular activities related to project-based reading tasks to strengthen students' creativity, confidence, and literacy development.

3. For Future Researchers:

Future researchers are encouraged to conduct studies with broader participant groups and expanded research contexts to obtain more comprehensive and generalizable findings. Research may also explore external factors such as parental support, home literacy environment, and community involvement, which may influence students' reading development through PjBL. Additionally, employing mixed-method or experimental designs can provide more measurable evidence of PjBL's impact on students' reading comprehension. Research on optimal scaffolding techniques and classroom time management strategies is also recommended to address challenges identified in this study.

REFERENCES

- Afrilyasanti, R., Basthomi, Y., & Zen, E. L. (2025). Fostering creativity and critical literacy: Transforming EFL classes with engaging critical media literacy integration. *Asian Education and Development Studies*. <https://www.emerald.com/insight/content/doi/10.1108/AE-DS-06-2024-0124/full/html>
- Alyousef, H. S. (2020). A multisource perspective on developing reading comprehension skills. *International Journal of English Linguistics*, 10(3), 52–64. <https://doi.org/10.5539/ijel.v10n3p52>
- Andriansah, F. A., Fitriyani, P., & Fadloeli, O. (2021). The implementation of project-based learning to enhance students' reading comprehension. *PROJECT: Professional Journal of English Education*, 2(2)159–166, 159–166. <https://doi.org/10.22460/project.v2i2.p159-166>
- Anita. (2024). Sensitive reading: The pleasures of South Asian literature in translation. *Journal of Postcolonial Writing*, 60(2), 274–275. <https://doi.org/10.1080/17449855.2023.2259157>
- Anwas, E. O. M., Sugiarti, Y., & Sari, R. P. (n.d.). Strategy-based reading instruction in EFL classrooms. *Nternational Journal of Instruction*, 13(4), 785–802.

<https://doi.org/10.29333/iji.2020.13453a>

- Berliana, W., & Tersta, F. W. (2024). Authentic assessment in EFL classrooms: Senior high school teachers' problems. *Lingua Scientia*, 52–64. <https://ejournal.undiksha.ac.id/index.php/JJBI/article/view/83335>
- Carvajal, S. E. F. Campoverde, J., & Tenesaca, J. B. (2025). Improving reading skills in A2 level students. *Arandu UTIC*, 1–18. <https://dialnet.unirioja.es/servlet/articulo?codigo=10343992>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* ((4th ed.)). Sage Publications.
- Croswell, P., & Roy, J. (2023). Developing conceptual frameworks for applied qualitative research: Strategies and reflections. *Qualitative Research Journal*, 23(1), 14–30. <https://doi.org/10.1108/QRJ-04-2022-0058>
- Fitria, R. Widyantoro, A. Sukarno, S. (2024). Strategies used by Indonesian high school English teachers to improve students' reading comprehension: A qualitative study. *Englisia: Journal of Language, Education, and Humanities*, 14–30. <https://jurnal.arraniry.ac.id/index.php/englisia/article/view/22830>

- Fitriani, F., Rofiqoh, R., Dewi, A. K., & Mukrim, M. (2022). The implementation of project-based learning in improving reading comprehension of the eleventh grade students of SMA Negeri 2 Sigi. *E-Journal of ELTS*, 12(2). <https://doi.org/10.22487/elts.v12i2.3822>
- Harini. (2021). EFL learners' perception of the project-based learning method in extensive reading course. *Erudita Journal*, 1(1). <https://doi.org/10.28918/erudita.v1i1.4527>
- Istihari, I., Juniardi, Y., & Sofiah, V. (2025). Text complexity in an Indonesian EFL textbook: Is it aligned with the emancipated curriculum goals. *Journal of English Language Studies*, 10–15. <https://jurnal.untirta.ac.id/index.php/JELS/article/view/29104>
- J, L. (2023). Collaborative reading and peer discussion in EFL classrooms: Effects on comprehension and engagement. *Language Teaching Research. Language Teaching Research*. <https://doi.org/10.1177/13621688231151242>
- Jaya, S., Hamzah, S., & Yunita, W. (2025). Needs analysis for critical reading e-book based on problem-based learning: Perspectives from EFL students, lecturers, and stakeholders. *Indonesian Journal of Educational Development*, 11(1), 20–25. <https://ojs.mahadewa.ac.id/index.php/ijed/article/view/4682>

- Khezrlou, S., & Sadeghi, K. (2022). The effects of strategy-based instruction on EFL learners' reading comprehension. *Journal of Psycholinguistic Research*, 51(2), 293–310.
- Muthmainna, A., & Siroj, R. A. (2025). Mastering the art of qualitative data analysis and interpretation: Key steps and procedures. *FIJEES – FIHESU International Journal of Education and Educational Studies*, 1(1), 1–12. <https://ejournal.fihesu.com/index.php/FIJEES/article/download/12/8>
- Nguyen, T. T. M. (2021). The impact of extensive reading on EFL learners' reading comprehension and autonomy: A quasi-experimental study. *Journal of Language and Education*, 7(4), 85–96.
- Putra, B. A. ., & Hudori, R. F. . (2024a). Teacher's perception of driving factors to EFL students' reading difficulties and coping strategies. *EFL Education Journal.*, 20–25. <https://efl.jurnal.unej.ac.id/index.php/EFLEJ/article/view/51589>
- Putra, B. A. W., & Hudori, R. F. A. (2024b). Teacher's perception of driving factors to EFL students' reading difficulties and coping strategies. *EFL Education Journal.*, 20–25. <https://efl.jurnal.unej.ac.id/index.php/EFLEJ/article/view/51589>

- Ramadani, A., Bharati, L. A. ., & Mujiyanto, J. (2021). Developing A Reading Project Assessment to Stimulate Students' Critical Thinking and Creativity. *English Education Journal*, 11 (4), 558–565. <http://journal.unnes.ac.id/sju/index.php/eej>
- Razali, A. B., Sulaiman, T., Jeyaraj, J. J., & Song, X. (2025). Effectiveness of online project-based learning on Chinese EFL learners' critical thinking skills and reading comprehension ability. *Thinking Skills and Creativity*, 45, 101220. <https://doi.org/10.1016/j.tsc.2025.101220>
- Sari, D. M. M., & Prasetyo, Y. (2023). Project-based-learning on critical reading course to enhance critical thinking skills. *Studies in English Language and Education*, 10(1), 45–58.
- Song, K. (2021). Digital literacy and reading comprehension of EFL learners in technology-enhanced environments. *System*, 99, 102512. <https://doi.org/10.1016/j.system.2021.102512>
- Sugiyono. (2020). *Metode penelitian kuantitatif, kualitatif, dan R&D (Quantitative, Qualitative, and R&D Research Methods)*. Alfabeta.
- The George Lucas Educational Foundation. (2005). *instructional modules for project-based learning*, San Rafael, CA : Edutopi Evaluate the Experience (Evaluasi Pengalaman)

Thomas, J. W. (2000). *A review of research on project-based learning*. The Autodesk Foundation.

Widiantoro, & Sukarno. (2024). Strategies used by Indonesian high school English Teacher to improve student`Reading Comprehension: A qualitatif Study. *Englisia: Journal of Language, Education, and Humanities*, 7–10.

Wiyaka, W., Silitonga, L. ., & Sunardi, S. (2024). From nervous to fluent: The impact of AI chatbot-assisted assessment on English reading anxiety and performance in Indonesia. *Theory and Practice in Language Studies*, 14(12), 185192.

Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). Sage Publications.

