

CHAPTER II LITERATURE REVIEW

2.1 Theoretical Review

In this section, several theories and expert opinions related to the variables in this study will be presented. The variables included in this study are English reading comprehension and the project based learning. In addition, this chapter will also present hypotheses related to this research.

2.1.1 The Concept of Reading Comprehension

According to McMaster, Espin, & Van den Broek (2014), reading comprehension is the process of actively acquiring meaning by involving the readers' knowledge and experience that are related to the contents of reading. Reading comprehension in the context of Industrial Revolution 4.0 is related to obtaining information from online-based mass media.

The comprehension to read is the foundation for lifelong learning, promoting critical thinking, broadening horizons, and improving communication. It also plays an important role in the development of writing, speaking skills as well as problem solving abilities. Therefore, a deep understanding of reading skills is essential in education, both at the elementary, middle and advanced levels. The challenges individuals face in developing reading skills can vary, from difficulty reading at an early age to difficulty understanding complex texts (Hamalik, 2018). Therefore, understanding and developing effective reading skills

requires a multifaceted approach, based on a deep understanding of the needs and potential of each individual.

Reading is a process, that starts by looking at linguistic surface representations and ending with a certain idea or meaning about the message intended by the author. Thus, reading is a combination of perceptual processes and cognitive processes. Reading comprehension is a communication skill between readers and writers to gain knowledge and information. According to Jihad (2018), reading skills are best developed in relation to writing, listening, and speaking activities. Even in courses that may be labeled as reading your goals will be best achieved by utilizing skill linkages, particularly reading-writing linkages.

Reading is a complex and complicated process. Complex means that various internal and external factors are involved in the reading process. Internal factors include intelligence, interest, attitude, talent, motivation, reading goals, and so on. External factors can be in the form of reading facilities, social and economic background, and reading traditions. Complicated means that external and internal factors are interconnected to form a complex coordination to support reading comprehension (Nurlaelah & Geminastiti, 2020). Reading activities include 3 basic skills namely recording, decoding, and meaning. Recording refers to words and sentences, then associating them with their sounds according to the writing system used. The decoding process refers to the process of translating graphic sequences into words. Meanwhile, meaning is the process of understanding the meaning that takes place from the level of comprehension, interpretative, creative, and evaluative understanding. The recording and decoding

process takes place in early-grade students, while meaning is emphasized in high grades (Sudjana, 2017).

That reading is an interactive activity to pick and understand the meaning contained in written material. This opinion is supported by Tarigan (2017) who explains that reading is understanding language patterns from the written picture. From some of the above opinions, it can be concluded that reading is the process of associating letters, translating, and understanding the meaning of reading content. Reading skills are also very useful in everyday life, especially when we are looking for information in a book or in English writing. Therefore, we should not neglect reading skills. Because reading skills are important, we must hone our reading skills. The higher our reading comprehension, the higher our comprehension level of a text. In addition, we will also be able to grasp the outline of a reading text faster, so we will save more time.

2.1.2 Purpose of Reading

According to Setyonegoro (2019), there are several purposes of reading which include:

- a. pleasure,
- b. perfecting reading aloud,
- c. using certain strategies,
- d. update his knowledge about a topic,
- e. linking new information with the information he already knows,
- f. obtain information for oral and written reports,
- g. confirm or reject predictions,

- h. perform an experiment or apply information gained from a text in some other way,
- i. learn about text structure, and
- j. answer specific questions.

Meanwhile, according to Tarigan (2017), the purpose of reading is to obtain details or facts, obtain main ideas, know the order or organization of the story, read to infer, classify or classify, assess and evaluate, and compare or contrast. From this description, the researcher concludes that the most important purpose of reading is to obtain information. After the information is obtained, the reader will do a follow-up which can be in the form of activities to summarize, assess, and compare the content of the reading. Chaer (2016) said that reading comprehension aims to measure students' competence in understanding the content of information contained in reading.

Based on several opinions from the experts above, I will choose one, namely Tarigan. Tarigan's opinion has similarities with reading goals that are suitable for students. Tarigan's opinion is used because several reading purposes are very in line with reading skills

2.1.3 Characteristic of Reading

Sudjana (2018) explains that there are five characteristics of reading, namely reading is a constructive process, reading must be fluent, reading must be done with the right strategy, reading requires motivation, and reading is a skill that must be developed continuously. Syafitri & Audi (2019) said that a skilled reader will automatically adjust the reading strategy to the level of difficulty of the writing, his knowledge of the topic being read, and the purpose of reading.

Tarigan (2017) explains that reading requires motivation. Motivation is the key to success in reading. Reading is basically something fun. However, learning to read may be boring, especially for students who often find failure. For this reason, students must be motivated in practicing reading. It is related to reading skills that cannot be obtained suddenly. Reading skills are acquired through learning, step by step, and continuously.

2.1.4 Concept of Reading Assesment

Reading is one of the intellectual skills and abilities that is very important in our daily lives. Tarigan (2017) the comprehension to read is not only a tool for obtaining information, but also a foundation for personal growth, education and career development. In a society that is increasingly connected and information abundant, the comprehension to read is one of the keys to participating effectively in various aspects of life. Recognizing that reading has several complex and closely related aspects is among the first steps in a deep understanding of this comprehension.

A deep understanding of these aspects allows us to design more effective approaches in improving reading skills and taking advantage of the great benefits that the world of writing has to offer. This research will discuss in more detail aspects of reading, starting from deep understanding to technical abilities and emotional aspects that play a role in forming skilled and knowledgeable readers. A solid understanding of these aspects of reading can help us become more competent, critical, and knowledgeable readers in an ever-changing world. In reading there are several aspects which can be as indicators to asscess reading.

Such as finding main idea, determining vocabulary, finding reference, determining inference, finding supporting detail.

1. Finding Main Idea

According to Wardi (2019), a person's comprehension to determine the main idea of a reading text is a provision that every person, especially a student, must have in reading. Because a student must always read to gain the knowledge needed to complete each subject. To get information quickly and accurately, someone must be able to determine the main idea of the paragraph so that the information obtained is the essence of the discourse or book they are reading.

The comprehension to determine the main idea is included in the intensive reading competency standard, which is basically one of the reading skills in English subjects. Reading skills by finding the main idea is a basic competency applied to class XI students. In determining the main idea, cognitive abilities are very necessary, a student must be able to understand the content of the discourse in order to find the key words needed to formulate the main idea and explanatory ideas (Wardi, 2019). If a student does not understand the content of the discourse then the message conveyed by the author in the discourse is not achieved and even the information he needs is not absorbed optimally.

2. Determining Vocabulary Context

In reading, there is vocabulary that becomes the center of sentences and paragraphs. This vocabulary becomes a basic benchmark in understanding the content of reading material quickly. Finding vocabulary centers in the content of reading material will help improve reading comprehension. According to Rais & Bachtiar (2021) vocabulary has an important role because the more vocabulary

you have, the more skilled you are at language. Students can give other examples during the learning process to the teacher by saying because their vocabulary has increased. The quantity and quality of a student also determines his or her success in life. In understanding vocabulary, students cannot absorb it immediately but need the right process and method.

3. Finding Reference

Reading is one of the most essential intellectual skills in our lives. These skills open the door to knowledge, imagination, and deep understanding of various aspects of the world. To improve reading skills, looking for references is a very valuable key step (Pangestu, 2019). References can be books, articles, guides, or other sources of information that provide insight and support in developing our reading skills.

According to Pangestu (2019), good reading skills are not just about seeing words on paper or screen, but also about the comprehension to understand, analyze and interpret texts well. With the right references you can enrich your vocabulary, understand more complex language structures, and explore various types of writing from various genres and subjects. In a world that continues to develop, reference sources for improving reading skills are increasingly abundant, both in print and online.

4. Determining Inference

Good reading comprehension is one of the key components in a person's intellectual and academic success. In the reading process, you not only process words but also seek deeper understanding and relate the information contained in

the text (Krismanto & Abdul, 2015). One of the important steps in reading is finding the conclusion or main message from the text being read. This conclusion becomes the basis for understanding the author's purpose, the arguments presented, and the implications of the text.

Developing the comprehension to find conclusions is a very valuable skill, not only in an educational context, but also in everyday life. By being able to identify the essence of a text, you can benefit from more complex literature, deepen understanding, and hone critical thinking skills. References available through various media, both print and online, give us access to a variety of information. However, to truly understand and extract meaning from this information, we must be able to discover the underlying conclusions.

5. Finding Supporting Detail

Effective reading skills not only involve overall understanding of a text, but also the comprehension to identify and understand supporting details that form the core of the message in the text. (Masada & Anggia, 2022) finding supporting details is an important step in understanding the text more deeply, because often these details are what provide evidence, illustrations or explanations to understand the subject being discussed. In reading, finding supporting details allows us to dig deeper into the topic, identify the arguments the author is building, and develop a more mature understanding. It also helps in honing critical thinking, evaluation, and analysis skills, which are very necessary in a world filled with an abundance of information.

2.1.5 Concept of Project Based Learning

The PjBL model is essentially a student-centered learning model and

provides meaningful learning experiences for students (Rati, 2017). The Project Based Learning (PjBL) learning model is innovative learning that is student-centered and places the teacher as a motivator and facilitator, and students are given the opportunity to work independently in building their knowledge (Surya, 2018).

In carrying out learning at school, a professional teacher is required to be able to follow and apply varied and interesting learning models in accordance with procedures designed by the teacher, so that the learning process can take place well with the aim of improving student learning outcomes (Purba, 2020). The project-based learning model is a learning model that refers to philosophical constructivism which states that knowledge is the result of cognitive construction through activities carried out by students, so that students can build their own and meaningful knowledge through real experience (Siwa, 2013).

Another opinion was also expressed by (Ekawati, 2019). Which states that project-based learning is a learning model that uses projects as a medium and uses problems as the first step in collecting and integrating new knowledge so that students are able to explore, assess, interpret and synthesize information as learning outcomes.

The Project Based Learning (PjBL) model can also motivate students to be actively involved in the learning process, so that the expected learning outcomes can be achieved well. The PjBL model was chosen to be developed in English learning. A pleasant atmosphere in learning can also stimulate students' brains to remember information for a long time and recall it when needed (Darmansyah, 2019). This pleasant atmosphere can be realized in project learning, because in

project activities students are directly involved, so that students get the opportunity to solve their own problems and build meaningful learning experiences through products/work created.

From several opinions it can be concluded that the Project learning project Based Learning is an innovative learning strategy that involves project work where students work independently in constructing their learning and turn it into a real product. Project work contains complex tasks based on very challenging and guiding questions and problems students to design, solve problems, make decisions, carry out activities investigations, as well as providing students with opportunities to work independently.

2.1.6 Procedure of The Implementation of Project Based Learning

Steps for implementing Project Based Learning according to Mulyasa (2014) are as follows:

- a. Prepare questions or project assignments. This stage is the first step students observe more deeply the questions that arise from existing phenomenon.
- b. Design project planning. As a concrete step to answer that question A project plan can be prepared through experimentation.
- c. Develop a schedule as a concrete step in a project. Scheduling is great It is important that the project carried out is within the available time and is appropriate with targets.
- d. Monitor project activities and progress. Students evaluate projects which is being worked on.

Based on Wahida et al. (2015), Project Based Learning (PjBL) steps are .

- a. In the initial phase (engage phase), the teacher provides opening questions

that can build students' thinking power. The teacher asks questions that invite students to think during the learning process. Students will try to answer the question, provide a hypothesis, and provide arguments for the answers given. At this stage, students are able to digest and understand problems, convey information based on their own abilities and language and directly think about what products can be made based on the questions asked.

- b. The second phase of project based learning is exploration. In this phase, students choose materials that suit their project concept. Students will try to develop ideas by analyzing various information from various literature so that the aspect of creative thinking skills that is developed is elaboration.
- c. The third phase is investigate. Students will enthusiastically look for sources of information about the project they are working on and prove the hypothesis formulated during the engage phase by experimenting.
- d. The fourth phase is create, where students are able to make items based on the project being undertaken.
- e. Next, the fifth phase is the share phase. After completing the project, it continues with presentation and discussion activities in class. This activity will train students to convey results project (thinking smoothly), providing arguments for project work (thinking smoothly), and strengthening ideas (elaboration).
- f. The final or sixth phase of project based learning is evaluation. This phase trains elaboration and evaluation thinking skills because the activities carried out are reflections related to the learning process, especially project work

that has been carried out (Wahida et al., 2015).

According to Putri (2021) the steps for the project based learning model are:

Stage 1: Project Determination

Presentation of the topic in theory by the educator is then followed by submission activities questions by students regarding how to solve problems. Apart from asking questions Students must also look for appropriate steps to solve the problem.

Stage 2: Planning Project Completion Steps

Educators group students according to project creation procedures. When implementing effective public relations communication, it shows incompleteness in the field cognitive. Then students solve problems through discussion activities and even jump in directly in the field.

Stage 3: Preparation of Project Implementation Schedule

Determine the steps and schedule between educators and students for completion the project. After meeting the time limit, students can prepare the steps as well as a schedule for its realization.

Stage 4: Project Completion with Teacher Facilities and Monitoring

Monitoring carried out by educators regarding student activity when completing projects as well as realizations made in solving problems. Students make a realization in accordance with the established project schedule.

Stage 5: Preparation of Reports and Presentation/Publication of Project Results

Educators discuss monitoring the realization of students. The discussions carried out are used as reports as material for presentation to other people.

Stage 6: Project Evaluation and Project Results

The educator provides guidance on the process of presenting the project, then carries it out reflection and summarizing in general what has been obtained through the sheet observations from educators.

From the description above it can be concluded that the learning is Project Based Learning begins with questions that can provide assignments to students in carrying out an activity. The question must be relevant to the problem may be experienced by students in real life. From this problem Then small groups are formed, where the group will design the plan project and prepare a schedule to complete the project. The role of the teacher here is to monitor students' work, test results and evaluate work results learners.

2.2 Review of Previous Related Research Some Research

Previous research that is relevant to this research is research conducted by (Jagantara, 2014) with the title "The Influence of Project Based Learning Models on Biology Learning Outcomes in View of High School Students' Learning Styles". The results of the research show that there is a significant difference in biology learning outcomes between students taught using a project-based learning model and students taught using a direct learning model.

Furthermore, other relevant research was also conducted by Dewi et al. (2013) with the title "The Influence of Project Based Learning Models on Science Learning Outcomes of Class IV Students at SD N 8 Banyuning". The results of

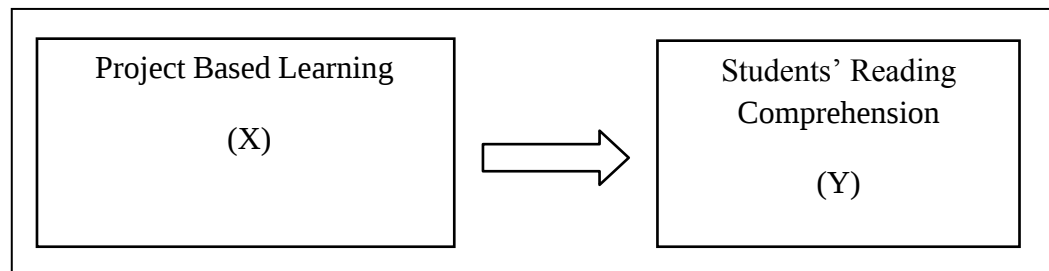
this research show that there are differences in science learning outcomes for fourth grade students at SD N 8 Banyuning between students who study with the project-based learning model and students who study with the conventional learning model. Where based on the results of the t-test analysis, it was found that the calculated t was greater than the t table, namely $4.480 > 2.006$. The average science learning outcome scores of students who studied with the project-based learning model (experimental group) were also higher than the science learning outcomes of students who studied with the conventional learning model (control group), namely 22.07 compared to 17.27. Research conducted by Sari, dkk (2018) proves that the Project model Based Learning can improve students' critical thinking abilities.

2.3 Frame of Thinking

Reading comprehension is not only operating various skills to understand words and sentences but also the comprehension to interpret and evaluate so that a comprehensive understanding is obtained. visually, reading is the process of translating written symbols (letters) into spoken words. Reading is one of the four language skills that are very important to learn, from reading a person can interact with thoughts and feelings, obtain information, and get a lot of knowledge transfer. As in school learning from elementary to college level, reading is a skill that every student must have in addition to other skills, namely listening, writing, and speaking because the four skills are interrelated with each other.

There are several things that cause dominant students to have difficulty understanding English texts, such as a lack of vocabulary mastery. In addition, based on the results of the internship research, it was found that some students had

difficulty understanding English texts due to not having the right reading strategies, lack of vocabulary mastery, lack of understanding of grammar, and not forming a good reading habit.



Picture 1

Framework of Thinking

2.4 Hypothesis

Based on the theoretical study and framework, the hypothesis formulation is as follows.

H₀: There is no influence of the project based learning on students' reading comprehension in English subjects in class XI of State Senior High School 04 Kotabumi North Lampung.

H_a: There is an influence of the project based learning on the reading comprehension of English language class XI students of State Senior High School 04 Kotabumi North Lampung.