APPLYING A PROJECT-BASED FLIP LEARNING STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT THE ELEVENTH SOCIAL 4 GRADES OF SMAN 9 MUSI RAWAS

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ABSTRACT

One of the fundamental language skills that become an important ability in academic and social life is reading. One of the elements that can determine whether the students learn English successfully or unsuccessfully comes from the teachers or educators themselves. The teachers decide which approaches, strategies, methods, and techniques will be used to create a classroom environment that is conducive to learning. This creates an environment where students can learn effectively. Research is being done on how to enhance students' reading abilities using a project-based flip learning strategy. The findings of research on analyzing the application of Project Based Flip Learning Strategy, the students responded agreed with the statements provided in the questionnaire presented. It can be proven by the assumption of the research that the Project Based Learning Strategy will improve the students' reading comprehension skills. So, the researcher can conclude that using Project Based Flip Learning Strategy can enhance students' reading understanding skills In material for reading explanation texts in class eleven social sciences 4 SMAN 9 Musi Rawas.

Keywords: *Project-based Flipped Learning Strategy, Reading Comprehension*

INTRODUCTION

English is one of the most widely used languages in commerce, trade, science, law, tourism, international relations, health, and technology. The students who study English have the chance to interact with people from all over the world and

from various cultural backgrounds. Besides, students will have more chances to interconnect by employing a variety of texts if they master English. Through these contacts, students develop the knowledge, skills, and human behavior that can be alive in various cultures in the world.

It is obvious from the description above that English plays a significant role as an international language. It is employed as a communication tool as well as a tool for technology mastery, whose advancement necessitates a deeper understanding of it on our part. Learning English requires the integration of four language skills: listening, speaking, reading, and writing.

One of the fundamental language skills that become an important ability in academic and social life is reading. Reading can help someone succeed in both their academic and social lives. According to Anderson (2012), a passionate production reader can succeed academically in the twenty-first century. Nunan (2015) describes reading as the process of converting someone's symbols into a sound.

Furthermore, comprehension is the primary goal of reading. Based on Ediger's statement (2001), the goal of reading is to grasp the text. On the other side, Ozdemir and Akyol (2019) argue that reading comprehension is vital in lifelong learning, and there is an interactive activity between the reader and the written text. It shows that pupils at all educational stages and throughout all school courses must grasp reading comprehension.

Reading comprehension means here is to comprehend the meaning of the text given in the learning process. Meaning must be supported by the context so that each text serves a specific goal, such as to describe, clarify, and tell a story. Generally, learning English based on the national curriculum helps students develop the qualities of a Pancasila Student Profile, such as faith and noble character, independence, critical thinking, creativity, cooperation, and global diversity, to prepare them to become lifelong learners. The English instruction's dynamic and flexible nature allows pupils the ability to choose texts or particular learning activities. So, it gives the opportunity to achieve the students' profile through written, visual, and oral text, as well as the process developed in the teaching and learning process.

One of the elements can determine whether the students learn English successfully or unsuccessfully comes from the teachers or educators themselves. The teachers decide which approaches, strategies, methods, and techniques will be used to create a classroom environment that is conducive to learning. This creates an environment where students can learn effectively.

Some experts have created a variety of learning models as a result of tracing studies to enhance the standard of the educational process. The research is being done on how to enhance students' reading abilities using a project-based flip learning strategy, one of the models that had been developed. The interactive

project-based flip learning strategy is created to promote active student learning. Students engage in problem-based learning and collaborative learning activities to develop higher-order thinking skills (HOTS).

The researcher gives some instructions to the students to do the assignment. The use of Project Based Learning is applied to support the process of flipped classroom learning model. Project-based learning (PJBL) is a learning where the center of the learning process is the students; that comprises an effective classroom approach in which it is considered that students need deeper understanding via active exploration of real-world difficulties and problems. According to Markham (2011), project-based learning (PJBL) "integrates knowing with doing." Students not only gain knowledge and fundamental curriculum aspects, but they also use what they learn to solve problems in the real world to get meaningful results.

The Flipped Classroom Learning Model calls for flipping or swapping what is typically done in class and what is typically done as homework. In the past, after listening to the teacher's explanation, the students would go home and complete practice questions. Before class, students now read the assigned readings and watch the instructional videos. Once in class, they start collaborating with their classmates and teachers to discuss, share, and solve problems. This method trains the students to become procedurally fluent if necessary and gives them more motivation and support when working on challenging assignments.

In a flipped classroom, the students are given the task of studying and comprehending material that has been designed with the help of audio, video, documents, and PowerPoint Presentations. When classes are held in person, the lecturer serves as a facilitator, breaking up the class into working groups, group discussions, and presentations.

Researchers in various fields of study have made some past discoveries regarding how the project-based flip learning strategy can improve students' learning process. The current research was carried out by Sudadi (2019). This research focuses on writing recount essays. Teaching writing, on the other hand, necessitates special attention, method, materials, and strategy. Innovative teaching techniques are required to get students to write well. PjBL was chosen as an alternative to teaching recount essays in this study.

Others research was conducted by Richard (2018). The purpose of this study is to investigate the impact of the use of the Project-Based Learning by Design framework on the academic achievement and attitudes of grade 6 students in science. Two sections from StaQuiteria Elementary School in Caloocan City were chosen for the study.

Another researcher, Suriaman (2019), has studied the application of the Flipped Classroom Learning Model to enhance English reading proficiency was investigated in this study. Thirty-eight students participated in this study. The

outcomes demonstrated that the flipped classroom paradigm could be a useful one for enhancing English reading ability. In light of the background provided in the preceding sentence, the researcher carried out Classroom Action Research under the heading "*Applying Project-Based Flip Classroom Learning Model to Improve Students' Reading Comprehension.*"

LITERATURE REVIEW
Reading Comprehension

Reading is one of the skills that students are expected to have during the English learning process. Reading is the process of converting some symbols into sounds that have meaning (Nunan, 2015). According to Sheng (2000), reading is the way to realize, analyze, and understand the written text. Reading comprehension entails not only reading but also comprehending what the author has written. These are some examples of reading comprehension definitions.

According to Snow (2002), reading comprehension is the way of extracting and generating meaning through interaction and involvement with written language. This process will only take place if teachers identify and address the sources of their students' reading comprehension issues.

While Tindall and Nisbet (2010) define reading comprehension as "the center of all reading engagement because readers must be able to read the text smoothly, have appropriate prior knowledge and vocabulary, and be able to use reading strategies."

Based on Ediger's statement (2001), the goal of reading is to grasp the text. According to Ozdemir and Akyol (2019), reading comprehension is vital in lifelong learning, and there is an interactive process between the reader and the text. It means that pupils at all educational levels and for all academic subjects must acquire reading comprehension.

Finally, fundamental comprehension is interconnected. The process begins with micro processes, then moves on to integrative processes, macro processes, complex processes, and metacognitive processes.

Project Based Learning (PjBL)

Project Based Learning (PjBL) is a learning approach that employs projects/activities as a learning tool to develop attitude, knowledge, and skill competencies. PjBL is a learning approach that employs projects/activities as a learning tool to develop attitude, knowledge, and skill competencies.

Project-based learning is a learning methodology that employs real-world situations as the initial stage in integrating new knowledge. PjBL is carried out in a methodical manner, with students learning attitudes, knowledge, and skills through product design studies. PjBL is a novel learning model that stresses contextual

learning through complicated tasks, according to Kemdiknas (2013). The focus of learning is on a discipline's essential ideas and concepts, involving students in problem-solving investigations and other relevant task activities, allowing students to work freely in developing their own knowledge, and culminating in the production of real products. Wena (2011:145).

PjBL involves pupils actively participating in the solution of problems assigned by the teacher in the form of a project. Students actively control their learning by working on real-world projects that result in real-world deliverables. PjBL can lessen competitiveness in the classroom and encourage pupils to work collaboratively rather than independently. Project-based learning has the ability to give students a more engaging and meaningful learning experience (Gaer, 2011:145).

Benefits of Project-based Learning (PjBL)

According to the Ministry of Education and Culture's 2013 Curriculum Implementation, the benefits of project-based learning (PjBL) include the following:

1. Acquiring new knowledge and abilities in learning
2. Improve kids' problem-solving abilities.
3. Making pupils more active in issue-solving by providing concrete results in the form of goods or services.
4. Develop and enhance students' ability to manage resources/materials/tools in order to accomplish assignments.
5. Improve student collaboration, particularly in group PBP.

Flipped Classroom Learning Model

The innovation of technology became a methodology that focused on student-centered in this education era. The flipped classroom is one of the strategies of teaching with the innovative improvement that turns over the traditional teaching to explaining the material rather than lecturing, and teachers assign videos as homework. The students can watch the many video instruction at home as much as they need in order to make them understand the material, and they become able to finish the assignment in class where the teacher is obtainable to help with several questions to monitor the student's understanding (Kim et al., 2017; Zarrinabadi, & Ebrahimi, 2018).

The students find out the information on the topic materials through many sources, such as the search engine on the internet. In certain contexts, teachers tend to conduct full online classes to teach language without any face-to-face interaction. According to Berret (2012), the flipped classroom has been enlarging to increase the teaching approach that needs students' arrangement beyond the class so the students contribute actively to the learning process.

On the other side, the Flipped classroom occurs if the teachers provide the material as homework to present the topic. The students study the information related to the topic at home. In the class, the teacher provides discussion sessions to monitor the students reading understanding.

The flipped classroom learning model has the ability to convert the traditional learning process by conducting the lessons online beyond the class and turning homework in the classroom, so the teacher has more advantages in time to assist the students by answering their curiosity with one-on-one support (Bishop & Verleger, 2013). That is the opposite corresponding to the traditional classroom learning model. That is the description of the dissimilarity between the traditional classroom learning model and flipped classroom learning model.

RESEARCH METHOD

This is descriptive research that takes a qualitative approach. Descriptive research is data collection through the supporting factors of the research object (Arikunto, 2014: 151), whereas qualitative research is research that aims to understand a social phenomenon through an in-depth communication interaction, according to Moleong (in Hardiansyah, 2012:9). Subject this study includes eleventh grade social four students from SMAN 9 Musi Rawas.

Observation is the process of observing Sugiyono's situation and conditions (2018: 145). The observer is asked to help with data collection in this study. In addition to conducting interviews, activities can be conducted over the phone or in person. Sugiyono (2018: 138) (2018: 138) unstructured interviews with ten eleventh-grade social four students at SMAN 9 Musi Rawas were used in this study.

In this study, data analysis techniques based on Miles and Huberman (in Thobroni, 2015: 135) were used. In terms of the data analysis steps, they are as follows: 1) data collection, data collected in the form of processes during research via interviews and observation; 2) Data processing, namely data obtained during the research process and theories from various sources; 3) Data presentation, data presentation is done through the process of assembling data for use in this study; and 4) Drawing conclusions, conclusions in this study obtained from the analysis of field data and various theories that have been presented.

FINDINGS

This chapter describes the result and discussion of the research description of all instruments' data analysis. A discussion-based analysis immediately follows the presentation. The structural interview and questionnaire were administered to thirty (30) students (16 females and 14 males).

Table 1. The question: Does learning through Project Based Learning Strategy helps you understand the explanation text presented?

Data	Amount of Respondents	Percentage
Agree	25	83,3
Disagree	3	10
Not sure	Nil	-
No Response	2	6,7
Total	30	100%

Based on the data resulting above, there are 83,3 percent of the respondents agreed that learning through PjBL helps them to understand the text presented. The data proved the statement of the Ministry of Education and Culture's 2013 Curriculum Implementation the benefits of project-based learning (PjBL) include the PjBL acquiring new knowledge and abilities in learning. It helps the students to improve their ability in reading comprehension.

Table 2. The question: Does learning through Project Based Learning Strategy guide you to collaborate with the partner in the group?

Data	Amount of Respondents	Percentage
Agree	24	80
Disagree	6	20
Not sure	Nil	-
No Response	Nil	-
Total	30	100%

According to the data resulting above, there are 80 percent of the respondents agreed that learning through PjBL helps them to understand the text presented. The data proved the statement of the Ministry of Education and Culture's 2013 Curriculum Implementation, the benefits of project-based learning (PjBL) include that the PjBL improves student collaboration, particularly in a group. PjBL lets the students do their teamwork in order to produce the product projected.

Table 3. The question: Does learning through Project Based Learning Strategy make you often translate the text?

Data	Amount of Respondents	Percentage
Agree	20	66,7
Disagree	6	20
Not sure	Nil	-
No Response	4	13,3
Total	30	100%

From the data above, there are 66,7 percent of the respondents agreed that learning through PjBL makes them to to be often translating the text presented. The data proved the statement of the Ministry of Education and Culture's 2013 Curriculum Implementation, the benefits of project-based learning (PjBL) include

that the PjBL develops and enhances students' ability to manage resources/materials/tools in order to accomplish assignments. PjBL indirectly guides the students to translate the text in order to understand it.

Table 4. The question: Does learning through Project Based Learning Strategy guide you to be motivated in comprehending the text?

Data	Amount of Respondents	Percentage
Agree	27	90
Disagree	3	10
Not sure	Nil	-
No Response	-	-
Total	30	100%

From the data above, there are 90 percent of the respondents agreed that learning through PjBL makes them motivated to understand the text presented. The data shows that project-based learning (PjBL) motivated students to make their best effort to comprehend the text.

Table 5. The question: Does learning through Project Based Learning Strategy helps you to answer the questions of the text?

Data	Amount of Respondents	Percentage
Agree	18	83,3
Disagree	6	10
Not sure	6	-
No Response	-	-
Total	30	100%

The last data result showed that there are 83,3 percent of the respondents agreed that learning through PjBL helps you to answer the questions of the text. The data shows that project-based learning (PjBL) indirectly guides the students to comprehend the text by translating it in order to answer the questions provided in the text.

DISCUSSION

The use of the Project Based Flip Learning strategy to improve students' reading comprehension in explanation text material has improved the reading ability of eleventh graders from Social 4 SMA Negeri 9 Musi Rawas. In the Project Based Flip Learning strategy that has been done in the learning process, the students responded agreed to the statement of the Ministry of Education and Culture's 2013 Curriculum Implementation that PjBL has many benefits for the students. There are five benefits of project-based Learning (PjBL) according to the Ministry of Education and Culture's 2013 Curriculum Implementation. The benefits of project-

based learning (PjBL) include the following: acquiring new knowledge and abilities in learning, improving kids' problem-solving abilities, making pupils more active in issue-solving by providing concrete results in the form of goods or services, developing and enhancing students' ability to manage resources/materials/tools in order to accomplish assignments, and improve student collaboration, particularly in a group. The research has been done in order to analyze the application of using PjBL, proving that the students agreed that PjBL is able to improve their reading comprehension ability.

From the analysis of the results of the student's reading comprehension tests, the researcher found that by applying a Project Based Flip Learning Strategy to learning explanation text material, the reading ability of eleventh graders of Social Studies 4 SMAN 9 Musi Rawas could improve. The increase in learning outcomes is due to a good learning process. This finding is relevant to several studies, such as Richard (2018), Sudadi (2019), and Suriaman (2019).

Richard's (2018) study aimed to investigate the impact of the use of Project-Based Learning by design framework on the academic achievement and attitudes of grade 6 students in science. The results showed that project-based learning by design framework affected the six-grade students' academic achievement and attitudes toward science. Then, Sudadi's (2019) study indicated that project-based learning could improve eighth-grade students' writing ability, especially in writing recount essays at SMPN 1 Tenggarong Seberang. The last one is a study conducted by Suriaman (2019). This study revealed that the flipped classroom paradigm could be a useful one for enhancing English reading ability.

From the discussion and data above, it can be concluded that the use of the Project Based Flip Learning Strategy can improve students' reading skills in reading explanation text material in class eleven social studies 4 SMAN 9 Musi Rawas. Thus the Project Based Flip Learning Strategy can be used as a solution as one of the learning models to improve student reading comprehension skills and activate students in the learning process.

CONCLUSION

Based on the findings of research on analyzing the application of the Project Based Flip Learning Strategy, almost the students responded agreed with the statements provided in the questionnaire. It can be proven by the assumption of the research that the Project Based Learning Strategy will enhance the student's reading comprehension skills. So, the researcher can conclude that using Project Based Flip Learning Strategy can enhance students' reading comprehension skills In material for reading explanation texts in class eleven social sciences 4 SMAN 9 Musi Rawas.

The researcher can provide a suggestion based on the findings that it is critical to pay attention to the learning model used during the learning process in

order to improve student reading comprehension ability. The project-based flip learning strategy, which has been shown to improve student learning outcomes, is one learning model that can be used to make better student reading comprehension.

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