

ABSTRACT

Mega Nurul (2019) : **“Project-Based Learning in Extensive Reading Program; EFL Student Engagement of Reading Short Stories in Senior High School (A Case Study at the Second Grade Students of SMA AL-Biruni Cerdas Mulia Bandung)”**

This study is intended to discover students’ engagement in using Project-Based Learning in reading short story. In teaching process, Project-Based Learning is implemented as the method to promote the students’ engagement in reading short story. Therefore, this study is aimed to achieve the following objectives: to find out the process of Project-Based Learning in reading short story and to find out the students’ engagement of reading short story using Project-Based Learning.

This study adopted a qualitative research design, particularly a case study. The participants are nine students of the second-grade of SMA AL-Biruni Cerdas Mulia Bandung, which nine of categorized based on high, medium and low achievement as the sample for interview. To obtain the data, observation and interview were used. The observation was conducted in an English class. The data obtained from the observation was aimed to discover the process of reading short story using Project-Based Learning. Furthermore, the interview was conducted to find out students’ engagement. The data of students’ engagement were analyzed using *Student Engagement Walkthrough Checklist* by the International Centre for Leadership in Education to find out the progression of students’ engagement.

The finding shows that the process of reading short story is established by the implementation of Project-Based Learning, such as planning, creating and processing (Han & Bhattacharya, 2011). Moreover, from the result of the observation, students show good engagement in reading short story using Project-Based Learning. However, every student shows different engagement. Furthermore, the data from the interview reflect the positive response of the students. The students agree that reading short story using project-based learning and poster as their project is very interesting and make it easier in reading short story.

In conclusion, the finding shows that the implementation of Project-Based Learning could improve students’ engagement, particularly in reading. In addition, it was recommended to implement this method more than two meetings to gain more optimal result, and the next research was offered to see the various methods and using more detail assessment rubric.