
THE IMPLEMENTATION OF PROJECT BASED LEARNING IN TEACHING ENGLISH

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a b s t r a c t

Keywords: 2013
Curriculum; Learning
Model; Project Based
Learning; Teaching
English

Project-based learning is a type of learning model in which students learn something by completing a project developed by the teacher. This study aims to find out how is the implementation of project-based learning in teaching English and how is the teacher's perspective of the implementation project-based learning in teaching English. The descriptive qualitative research design was used in this study. The study was carried out in the eighth grade at SMP Nurul Fajri. This study used observation checklist, interview sheet and document analyses to obtain the data. The findings from this study showed that the teacher has not implemented the project-based learning optimally. It was discovered that implementing project-based learning had significant benefits for students. Furthermore, the teacher effectively used scientific ideas that transformed the teaching and learning process from traditional teacher-centered to student-centered.

Journal of Bulletin of Scientific Research in English Education

INTRODUCTIONS

English is the international language. English is designated a required subject in schools, and all students must study it. However, not all students are enthusiastic about studying English. They face the challenges, feel bored and lose interest in learning it. Students should be motivated to study English and also the teachers should consider the qualities of the learning materials while planning an efficient curriculum. Things to consider by the teacher while creating learning through selecting approaches, strategies, methods, and learning techniques. Learning model is developed when approaches, strategies, methods, and learning techniques are entirely consistent. The learning model is fundamentally a style of learning that is displayed from start to finish and given in a distinctive manner by the teacher. A learning model, in other words, is a framework for adopting learning approaches, methods, and strategies.

Looking at Indonesia's learning improvements, many teachers are now being provided with a variety of learning model alternatives, as commanded by the national curriculum (Anwar, 2014). The choice of learning models can be expected to accomplish the learning objectives if the teacher knows the peculiarities of the teaching materials and students. There are several learning models that teachers might employ while learning and teaching English. Such as inquiry-based learning, discovery-based learning, project-based learning, and problem-based learning, through the revision of the 2013 curriculum in 2017 assessed from the foundational standard in accordance with Permendikbud Number 22 of 2016. In this particular instance, the researcher applied a project-based learning model in order to determine the most effective learning model for teaching and learning English.

Project-based learning is a learning model centered on projects that take shape of complex activities based on difficult questions or challenges (Chen & Yang, 2019). Brundiers & Wiek (2013) stated that Project-based learning (PjBL) is an inquiry-based instructional learning model that involves learners in creating information by assigning meaningful tasks and requiring them to create real-world outcomes. King & Smith (2020) stated the teacher serves as a facilitator, guiding students through their projects. In order to make learning feel more natural and engaging and to keep students interested in and motivated to learn English, project-based learning is implemented (Greenier, 2018; Hanafi, Nurlaila & Helena, 2021).

This learning model has been identified as an innovative solution to engaging students in the classroom. It is also feasible to carry out because there are several variants in the materials used. The solutions in the application of project-based learning According to Kemendikbud (2013) there are six steps to implement project-based learning model in teaching and learning process namely, starting with the essential question, designing a plan for the project, designing a fixed schedule, monitoring students project, assessing student's outcome during this stage and evaluating students experience.

In accordance with the Ministry of Education and Culture's policy to implement 2013 curriculum learning model in teaching and learning, the school principal at SMP Nurul Fajri affirmed that the teacher requires use four learning models, especially in implementing projects in teaching and learning. But there are several inhibit factors namely the teacher still face difficulties in implementing project-based learning then the teacher has not been implemented optimally, the teacher still unfamiliar with the syntax of project-based learning model because the teacher has never received training related to the project-based learning model and The teacher feels comfortable with the traditional classroom which plays a major role in the classroom.

There are some relevant privious studies related to the use of project-based learning. The first study is conducted by Riswandi (2018). Based on his findings, implementing PjBL in teaching speaking can increase students' speaking skills and motivation. Furthermore, the students actively participated in learning exercises and were highly motivated when working in groups in the speaking class. Sharing an idea in English in a group setting may help students

improve their pronunciation, expand their vocabulary, and make it simpler for them to discover an idea while forming sentences when speaking. Students can learn more quickly and become more confident when interacting with the lesson since they rely not only on their speaking abilities but also on their understanding.

The second study is conducted by Iin Kusumawati (2019). In her results of the study to implement the strategy in speaking based on the updated lesson plan that has been created in the planning stage, the implementation of project based learning have some influence on the learning outcomes of the students. Students perform better in the classroom as a result of the project-based learning that has been implemented. The use of PjBL results in an increase in student involvement. They were inspired and eager to participate in the activities. Students become more enthusiastic about the assigned project. In terms of task, project, and performance, they do better.

The third is conducted by Ngadiso. S. et al., (2021), In their results finding is a practical project-based learning strategy for teaching English that allows the teacher to demonstrate English as the students learn and build their four English abilities (listening, reading, speaking, and writing).

The fourth is conducted by Aksela, & Haataine (2019). In their results finding is the teachers considered PJBL to be highly effective in their education since it encourages student or teacher learning and motivation, cooperation and an impression of community at the school level, student-centered learning, and variety for their instruction. The most difficult components of PJBL application in reality, however, were project structure (e.g., time management), technological concerns, resources, student-related challenges, and teamwork. Teacher pedagogical understanding of the topic in PJBL might be encouraged to improve PJBL implementation in practice through collaborative learning, in which students, teachers, and other participants learn from one another.

The fifth is conducted by Mohammad Abdullatif Almulla (2020). His findings indicate that the project based learning model increases student involvement by facilitating knowledge and information exchange and discussion. As a result, the project based learning is an excellent choice for student pedagogical usage and should be supported at institutions.

From the results of the study, it can be concluded that project-based learning is an effective learning model for teaching English, and students were enthusiastic and interested in participating in the projects. The outcome of implementing project-based learning in the classroom is that students perform better as a result of the project-based learning model.

Based on the description that has been explained, it is important to research this learning model because the teacher has not used the suitable learning model yet in teaching and learning English. Project-based learning is has not been implemented optimally because the teacher is still not comprehend. Therefore, this research carried out to describe the implementation of the project-based learning model in teaching and learning process. The aim of the research are, to investigate the implementation of project-based learning in teaching English at SMP Nurul Fajri and to investigate the teacher's perspective of the implementation of project-based learning in teaching English at SMP Nurul Fajri.

METHOD

This research used qualitative research method with descriptive qualitative design. The research was conducted at SMP Nurul Fajri. It is located at Weragati, Palasah, Majalengka. The reason for choosing SMP Nurul Fajri as a research location is because SMP Nurul Fajri is the school educational institution that implements a boarding school system (Islamic Boarding School) and has a bilingual system program but has not used the suitable learning model yet. The participant in this research was an English teacher, that experienced more than three years

teaching English at SMP Nurul Fajri. The teacher was interviewed and observed how she implemented the project-based learning in teaching English in the classroom.

The information gathered for this research comes from two sources: Primary data are observations or conversations with the English teacher at SMP Nurul Fajri gathered directly from the field. Direct interviews with the English teacher served as the primary strategy for gathering data. Secondary data, the researcher used the documents gathered through the syllabus and lesson plan, Secondary data collection is taking or utilizing a portion or all of a set of data that has already been collected or reported. This research instrument is described in detail below: (1) Interview, aims to gathered information about how teacher's perspective on the implementation of project based learning, the advantages of project based learning and the challenges of project based learning. The researcher used the interview to get more data from the participant on the nature of the research, which was discussed in the research subject's terms. The researcher conducted a semi-structured or partially structured interview. This was due to the researcher asking questions in order to obtain fresh information that was not obtained during the observation. (2) Observation aims to discover the implementation of project based learning in teaching English. The researcher is attempting to generate data from the occurrences happening in the classroom. According to that view, the researcher was a nonparticipant observer who just collected data without intervening. (3) Documentation based on the observation and interviews aims to interpret the data. Documentation is utilized to obtain data immediately from the research environment. Significant pieces of literature, research papers, and other files relevant to the research process are samples. Documentation used in this research that relates to the teaching and learning process includes syllabus and lesson plans.

The researcher checked the data to the same source but with different techniques of research, the researcher multiple data gathering procedures to check the data such as observation, interview, and documentation. The researcher also checked the final outcome of qualitative research is an information formulation, or a thesis statement. This data is then compared to appropriate theoretical views in order to eliminate the researcher's own bias in the consequent results or conclusions. In this research, the researcher used the data analysis of interactive model offered by Miles and Huberman (in Sugiyono, 2014) The component of analyzing the data namely, data collection, data reduction, data display, and conclusion drafting.

RESULT AND DISCUSSIONS

Research findings

This chapter contains the research findings from the gathered data and was analyzed using a qualitative method. This research was conducted at eighth grade of SMP Nurul Fajri for two times. The first observation was made on May 15, 2023 and The second observation was on May 18, 2023.

The findings of this study consist of two parts. The first is to know the implementation of project based learning in teaching English. Second is to know the teacher's perspective on the implementation of project based learning in teaching English. In answering the research questions, the data was collected by interviewing the teacher, observing the teacher's class, document analysis check list, recording and taking the photo of the teacher's activities in class directly as a documentation.

The Implementation of Project Based Learning in Teaching English at SMP Nurul Fajri

In this section, the researcher provided the interview question's results from the question one (Q1) until the question nine (Q9), the observation results and document analysis checklist results. The results are as follows :

Before teaching, a teacher requires many preparations in order to conduct properly and directed learning activities such as syllabus and lesson plans. All of the topic of syllabus outlines that teacher will cover with students. It follows a strategy that is entirely focused on

the learning process and the needs of the students. Furthermore, one of the most typical preparations is planning and implementation of a lesson plan or RPP. Lesson plans may be defined as an indicator of the direction that allows learning to take place optimally, with clear stages, and as a component of covering the learning content that has been selected for a specific period of time. In the lesson plan, the technique is divided into three stages namely, primary activities, core activities, and closing.

Based on the findings of interview and observation with English teacher in the eighth grade at SMP Nurul Fajri, that a teacher needs to carry out the syllabus and lesson plan before teaching. As explained by the English teacher :

Q1 : Apa yang ibu siapkan sebelum mengajar ?

(What is your preparation before teaching ?)

A : “Sebelum saya masuk kelas, saya menyiapkan terlebih dahulu silabus dan RPP sebagai pedoman saya ketika belajar mengajar berlangsung. Dan saya juga mencantumkan model pembelajaran atau media pembelajaran didalam RPP tersebut.”
(“before teaching, I prepared a syllabus and lesson plans for guidance during the learning process.” In addition, I always include the model of teaching or media learning in the lesson plan.”)

Based on the previous explanation, the researcher additionally analyzed the teacher' document, syllabus and lesson plan that prepared by the teacher. Here the teacher really prepares the syllabus and as in the lesson plan the teacher describes the learning model that will be employed in the teaching and learning process. Project based learning is one of them. Then the goal of learning, the material that will be taught, learning media and so on are all written down by the teacher.

The first steps is primary activity, teacher begins the class by greetings, checking the student attendance list, and praying together. It is suitable with the results of interview with English teacher :

Q2 : Bagaimana ibu membuka kegiatan kelas ?

(How do you open the class activities?)

A : “Kegiatan pertama saya ketika masuk kelas adalah menyapa siswa, menanyakan kabar mereka, lalu saya memeriksa kehadiran siswa dan dilanjutkan dengan berdoa. Selanjutnya saya akan mengulas kembali materi yang sudah siswa pelajari di pertemuan sebelumnya, dan memastikan semua siswa sudah siap mengikuti kegiatan belajar mengajar, kemudian barulah saya akan memulai pembelajaran.”
(“My first stage in the class is greetings all of the students, ask how they are doing, then I check their attendance list, and ask the students for praying together. After that I will review the content that students have studied in the prior meeting then make sure that students are ready to study then I will start the class.”)

Based on the above explanations and supported by the observations of the researcher. Before teaching and learning activities begin, not all students are mentally prepared and interested in engaging in the learning process. The teacher plays an important role in encouraging student.

The second steps is core activity, in this activity the teacher implements learning model using project-based learning. The implementations that conducted by the teacher are as follows:

Tabel 1. Observation checklist

Activity	Description of Activities	Yes	No	Description
Primary Activity	1) Greetings			
	2) Checking Attendance List	✓		
	3) Giving Motivation			
Core Activities	Procedure Based on Kemendikbud (2013)	✓		The teacher gives some questions related to the content
	1) Starting with the essential queation			
	2) Designing a plan for the project	✓		The teacher devides the student into three groups with the different project
	3) Designing a fixed schedule	X		
	4) Monitorings students project	✓		The teacher supervises the performance of each group, ensuring that each student contributes to the project
	5) Assesing students outcome	✓		Each group presents the project. The teacher determines who will get the fist performance
Closing	6) Evaluating students experience	✓		The teacher evaluates the student's project
	1) Giving the conclution			
	2) Giving the feedback	✓		

Based on the table of observation check lists above, there were five stages that teacher conducted in implementing project-based learning namely, starting with the most crucial question, creating a project idea, checking the progress of students' projects, assessing students outcomes and evaluating students' experiences.

Starting With the Essential Question



Figure 1. The Teacher Gives The Essential Question

Learning process starting by giving the essential question to the student, the questions can provide a knowledge to the content in the new chapter and the project. It is suitable with the results of interview with English teacher :

Q3 : Pada kegiatan inti, langkah pertama apa yang ibu lakukan untuk memulai materi ?
(*In the core stage, what is the first stage that you do for beginning the content?*)

A : “Sebelum saya menjelaskan materi tentang pesan, saya terlebih dahulu memberikan pertanyaan kepada siswa yang berkaitan dengan tema pesan sesuai bab yang dipelajari, saya bertanya kepada siswa apakah mereka mengetahui pengertian, tujuan, dan jenis-jenis pesan.”

(*“Before I explain the content about the message, I first ask students questions about the message’s topic, and I check to see whether they truly understand the definition, purpose, and different types of messages”*)

The result of the interview are supported by observation showed that the teacher introduces the chapter by giving the students essential questions such as “Do you know what the message is?” What is the message’s purpose? How many different types of messages have you encountered? Have you sent the message to your friend? The teacher then thoroughly explains about the messages to all of students. Following that, the teacher instructs the students to create small groups consisting of six persons. The teacher encourages students in defining and organizing problem-related learning tasks. For example, how can this small group conduct active conversation in solving problems, including the assignment of responsibilities in job completion.

Designing A Plan For The Project

The second step is project design, in which students prepare the steps required to produce a project while also preparing the equipment and materials that will be employed. As explained by English teacher :

Q4 : Kegiatan apa yang biasanya dilakukan guru dalam persiapan proyek? (*What activities does the teacher usually have in the preparation of the project?*)

A : “Pada bagian ini saya akan menentukan proyek yang akan dibuat oleh setiap kelompoknya masing-masing, menjelaskan peraturan yang harus mereka pahami serta

menjelaskan langkah-langkah yang akan mereka kerjakan selain itu saya juga menjelaskan tentang bahan-bahan dan alat yang dibutuhkan.”

(“In this part, I will determine the projects that every group will work on, explain the rules that they must follow, and describe the steps that students will take, In addition, I also explained all of the materials and tools required”)

The results of the interview are supported by the observations of the researcher, the teacher tells the rules of the project development, this activities leading to the project accomplishment, and the tools needed for the project. The projects are in the form of a presentation and making a product. The project is chosen by the teacher. Every group gets a different one. The teacher instructs group one to write a greeting cards to their friends while group two have to write a short message service (SMS) for their family and for the third group the teacher instructs them to make a memo. Furthermore, the teacher informs the selection of items that each group must prepare, the project is written on the carton, then each group must prepare one piece of carton, a scissors, glue, and pencils color.



Figure 2. The Teacher Designs A Plan For The Project

Monitoring Student Project

Controlling student work on projects is the fourth stage. The teacher is in charge of student activities while the project is being completed. In this activity, the teacher also serves as a mentor, guiding students in creating projects in accordance with the previously established guidelines. It is suitable with the results of the interview with English teacher :

Q6 : Apakah guru mengontrol siswa dalam melaksanakan proyek yang diberikan?
(Does the teacher monitor the student in conducting the project given ?)

A : “Pada step ini saya membimbing siswa agar aktif dan bekerjasama satu sama lain dalam pembuatan proyek dan membantu siswa jika menemukan kesulitan.”
(“At this step, I guide students to be active and cooperate with each other in making projects and help them if they find difficulties”)



Figure 3. The teacher supervises the student' project

Based on the observation finding. The teacher supervises the performance of each group, ensuring that each student contributes to the project. The teacher assesses the student's actions in completing their project and assures that no obstructions or challenges are encountered. When a group has difficulties, the teacher will immediately help and clarify what they do not understand. In this stage, the teacher finds challenges in each group. These challenges take place as a result of students need to translate their writing into English, which required extra time. Then the teacher gives additional time in which students must have completed the project at the next meeting.

In the next stage is closing, on the basis of what the students have learned, the teacher draws conclusions. The teacher provides a summary of the key ideas discussed in the class. As explained by the English teacher :

Q15 : Bagaimana ibu menutup kegiatan kelas?
(How you close the class activities?)

A : “Dalam menutup kegiatan, saya biasanya memberikan memastikan siswa memahami materi yang sudah dijelaskan, saya meminta peserta didik untuk membuat kesimpulan, kemudian saya juga memberikan evaluasi pembelajaran, jika didalam pembelajaran tersebut terdapat tugas proyek dan membutuhkan waktu lama saya biasa mengingatkan kembali kepada mereka untuk membawa proyek serta alat dan bahan yang masih mereka butuhkan di pertemuan selanjutnya.”

(“I generally close the class by ensuring that students comprehend the content that has been taught, asking them to draw conclusions, and then providing a learning evaluation. If there is a project assignment in the class that takes a long time, I generally remind them to bring the project as well as all the materials and tools they still need to the following meeting”

Assessing Students Outcome During This Stage

This steps was conducted on the second observation on May 18, 2023. Before assessing students outcome, the teacher begins the class by greetings all of the students, asking how they are doing, then checking their attendance list, and asking the students for praying together. The teacher then instructs the students to seat according to their group and finishes the project tasks that provided by the teacher for 30 minutes. Following the completion of the project, the next

action for each group is presenting the outcomes of their project. It is suitable with the results of the interview with English teacher :



Figure 4. Assessing Students Outcome

Q8 : Bagaimana guru akan menilai setiap proyek yang diberikan ?
(How the teachers will assess each of the project given?)

A : “Setelah siswa menyelesaikan proyek, saya memilih kelompok siapa yang akan mempersentasikan hasil karyanya pertama didepan siswa lain. Dalam tahap ini saya menilai karya mereka dari keterampilan, sikap dan pengetahuan.”
(“After the project was completed, I decided which group would be presenting their work in front of the other students first. At this point, I evaluate their work based on their abilities, attitudes, and knowledge”)

The results of the interview are supported by the observations of the researcher, the teacher chooses the second group to go first to present their work, the teacher asks all groups to pay attention to the explanation that will be explained by second group. The second group present their work clearly and loudly. After that, it is continued by first group and third group in presenting their work, the two groups are still having a difficult in presenting properly and correctly. Moreover, the teacher conducts three assessments, including attitude assessment (which includes both social and spiritual assessment), knowledge assessment (which includes assessing their comprehension of their task done), and skills assessment (which includes the process of creating short messages).

Evaluating Students Experience



Figure 5. The Teacher Gives The Evaluation

The last stage is evaluating, During this stage, teacher and students have short discussions on project work and learning experiences. As explained by the English teacher :

Q9 : Apakah guru akan memberikan evaluasi setelah siswa mengerjakan proyek yang diberikan?

(Will the teacher give any evaluation after the students doing the projects given?)

A : “Pada tahap evaluasi saya biasanya memberikan evaluasi bagaimana tata cara pengucapan kata yang benar, serta mengoreksi grammar dalam penulisan dan mengevaluasi mereka dalam berpersentasi, saya juga memberikan waktu kepada anak-anak untuk berdiskusi pengalaman mereka dalam membuat short message.

(“During the evaluation stage, I often provide feedback on proper word pronunciation, writing grammar, and presenting skills. I also allow students to discuss about their experiences making short messages”)

Based on the observation finding. The teacher evaluates students’ pronunciation, then corrects the grammatical writing on their work, provides the examples of how to present work properly and correctly, and the teacher asks students to make themselves seem confident. Afterwords before closing the class, students are given the chance to discuss their experiences in completing the task with the teacher as well. In the next stage is closing, on the basis of what the students have learned, the teacher draws conclusions. The teacher provides a summary of the key ideas discussed in the class.

The Teacher’s Perspective on Project Based Learning in Teaching English at SMP Nurul Fajri

This section contains about the teacher’ perspective on the project based learning model, the data was collected by using the interview guidelines. The researcher provided the interview question’s results from the question ten (Q10) until the question fourteen (Q14), The interview consisted of fifth questions pertaining to teacher’ perspectives on the implementation of project based learning in the teaching and learning process, the challenges of project based learning and the advantages of project based learning.

The Implementation of Project Based Learning

Project based learning is the learning model that use project to keep the classroom atmosphere interesting, in addition the use of project based learning in teaching English makes students more excited. It is suitable with the interview results :

Q10: Apa pendapat ibu tentang penerapan pembelajaran berbasis proyek ketika mengajar bahasa Inggris?

(What do you think about the implementation of project-based learning in your English class?)

A : “Menurut saya, penerapan pembelajaran berbasis proyek dapat diterapkan dengan baik di kelas bahasa Inggris saya. Para siswa bersemangat mengerjakan tugas dengan proyek dan mereka membutuhkan berbagai model pembelajaran untuk membuat pembelajaran menjadi lebih menyenangkan.”

(“I think, the implementation of the project-based learning can be implemented well in my English class. The student excited to making tasks with the project and they need the various learning model to make learning more fun”)

According to the teacher’s perspective above, through implementing the project-based learning model, students become more enthused and interested in the learning process. Furthermore, to improve students’ critical thinking skills towards project completion, usually the implementation of project based learning is carried out in groups. By conducting the group, students more confident in doing the project and discuss become more active. It is related with the interview results :

Q11: Bagaimana dengan interaksi kelas selama kegiatan belajar ?

(What about the classroom interaction during the learning process?)

A : “ Kegiatan kelas berjalan dengan lancar. Pengerjaan proyek biasanya dilakukan secara berkelompok, ini bertujuan agar siswa satu dengan yang lain nya bisa berdiskusi untuk memecahkan masalah dalam pengerjaan proyek, dengan itu juga siswa jadi lebih percaya diri dan aktif mengikuti proses kegiatan belajar.”

(“Class activities ran smoothly. The completion of projects is typically done in groups, with the aim to encourage students to communicate with one another to solve difficulties while working on projects. This helps students gain confidence and actively engage in the learning process.”)

The interview results showed that the classroom interaction run smoothly. Class activities work well because the teacher divides students into groups. Group activities encourage students to actively discuss and express their thoughts. Moreover project based learning is different from other learning model, this learning model need to prepare the materials. As mentioned by English teacher :

Q12 : Apakah model pembelajaran project based learning memiliki perbedaan dengan model pembelajaran lainnya?

(Does project based learning use different form other learning model?)

A : “Ya. Model pembelajaran ini memberikan siswa kesempatan untuk memajukan pengetahuan dan kemampuan mereka melalui proyek-proyek menarik yang didasarkan pada isu dan masalah yang akan mereka temui di dunia nyata dan model pembelajaran ini lebih berpusat pada siswa guru hanya sebagai fasilitator”

(“Yes it is. This learning model offers students the chance to advance their knowledge and abilities through interesting projects that are based on issues and obstacles they

would encounter in the real world and This learning model is more student-centered, the teacher is only a facilitator”)

Based on the statement above, project based learning is a learning model that focus to the student-centered. This learning model support the students to express their ideas and opinions to increase their insights through making interesting projects.

The Challenge Of Project Based Learning

When implementing the project based learning model in teaching English, the teacher finds some challenges. The challenges faces by the teacher are as follows :

Q13 : Pernahkah ibu menemukan kendala selama pelaksanaan seperti menangani siswa saat menerapkan pembelajaran berbasis proyek ?

(Have you ever found any obstacles during the implementation of project-based learning in your English class?)

A : “Ya, terkadang waktu yang diberikan tidak cukup untuk menyelesaikan proyek. Oleh karena itu, guru perlu memberikan informasi yang jelas, membimbing siswa dalam mengerjakan proyek, menanyakan kemajuan mereka dan mengingatkan tentang alokasi waktu.”

(“ Yes, sometimes the time given was not enough to finish the project. Therefore, the teacher need to give a clear information, guide the students in doing the project, ask their progress and remind about the time allocation ”)

Based on the teacher’ perspective above, the implementation of project based learning needs the extra time. To accomplish a project-based learning activity, effective teamwork is required. In addition, the teacher must monitor the project’s progress to ensure that it is completed efficiently and on schedule.

The Advantage of Project Based Learning

The implementation of project based learning in teaching English has some advantages, the advantages got by the teacher are as follows :

Q14 : Menurut ibu, apa kelebihan dari pembelajaran project based learning untuk mendorong siswa berpartisipasi dalam pembelajaran?

(In your opinion, what are the advantages of the project based learning to encourage students to participate in learning?)

A : “ Saya percaya bahwa jika kita memberikan proyek kepada siswa, itu akan membangkitkan ide dan semangat siswa untuk belajar, serta melatih keterampilan komunikasi”

(“I believe that if we gave the project to students, it would generate student ideas and enthusiasm for learning, as well as train communication skills”)

Based on the statement above, by implementing project-based learning can enhance students’ interest and motivation for learning, train them in discussing and communicating with friends and others, and make them more responsible.

Discussion

In this section are directed to address the research questions. As mentioned in chapter I, there are two research questions addressed including:

The Implementation Of Project Based Learning In Teaching English At SMP Nurul Fajri

The results of observations and interviews as research instrument that the researcher conducted with English teacher at SMP Nurul Fajri who implement the project based learning in teaching English showed that preparation before teaching is needed for teacher because

teaching and learning are such complicated and widespread processes, the teacher must be effectively organized in a formal environment for efficiency and efficacy. A good selection and arrangement of teaching objects or resources is required for a successful organized teaching and learning process. The preparation for teaching can include aspects like syllabus and lesson plans.

As the researcher observed that the English teacher at SMP Nurul Fajri always considers and pays more attention to student learning outcomes when developing the syllabus because the syllabus components must be in accordance with the learning objectives. A syllabus is an essential document for teachers because it contains the main components of a course, such as what subjects will be taught, a weekly timetable, and a list of tests, assignments, and the weightings assigned to them. Okai (in Yudhistir, 2023) defines a syllabus as “an outline or list of topics students are supposed to pursue in a given year or specified period of learning.” It refers to a strategy that is entirely focused on the learning process and the needs of the students.

After making the syllabus, the teacher needs to make a lesson plan. As well as syllabus, lesson plan plays particularly essential in the learning process. Making a lesson plan is another crucial step that must be taken before the learning process. The teacher will be more confident in the process of teaching in class using lesson plan and also it helps teacher to achieve a learning goal. In addition a lesson plan is a set of activities designed to carry out learning objectives. A well-thought-out and meticulously designed lesson plan may assist teachers in staying on track and ensuring the efficacy of the learning process. This is in line with Okai (in Yudhistir, 2023), a lesson plan can be helpful for the following reasons: the teacher implies accurate procedures and steps when teaching; time is not wasted in class because the period of one lesson must be utilized to cover the current day's topic; significant goals are achieved in the lesson; activities have relevance to the content and objective; teaching resources are adequately selected and used; and appropriate assessment procedures and tools are used.

Based on the observation checklist that the researcher conducted, the researcher could know the teacher's steps in teaching English by implementing the project based learning and also the material thought in the class room during the observation. According to the research findings, the teacher carries out teaching and learning process in three sections, this in line with the Ministry of Education and Culture of Republic of Indonesia (2016) that the teaching activities in a lesson plan are separated into three section. Namely, primary activity, core activity and closing activity. Which are as follows :

Based on the observation results in the classroom, the teacher's opening activity is greetings students enthusiastically. This aim is to stimulate enthusiasm in students before beginning the learning process. Afterwards, the teacher checks the attendance of every student one by one. At this meeting, sixteen students are present in the class and two students are absent. Moreover, before the learning process begins, the teacher explains the colleration about the material that students will learn with the previous chapter, it is assisting the student in understanding the materials to be discussed and the purpose of the new material.

Based on the results observation in this activity, there were five stages that teacher conducted in implementing project-based learning at eighth grade namely, starting with the most crucial question, creating a project idea, checking the progress of students' projects, assessing students outcomes and evaluating students' experiences. Based on the observation finding, the teacher implements project based learning for two days. The teacher implemented three stages at the first meeting and two stages during the second meeting. The researcher find that the implementation of project-based learning at SMP Nurul Fajri was difference with the Ministry of Education and Culture that there are six stages to implement project based learning namely creating a project idea, creating a fix schedule, checking the progress of students' projects, assessing students outcomes and evaluating students' experiences.

The results findings showed that the explanation of the material was only provided in a day by the teacher. The teacher instantly described and defined the projects that students had to work on at the first meeting. The teacher did not set a schedule for making the project which confused students about preparing the necessary materials. Students must finish the project at the second meeting. The ideal implementation of project-based learning model should take several times. This is in line with Novotna Jarmila, et al., (2016) that short-term project is typically completed in one or two weeks. What is characteristic of these projects is that students study very hard and with great intensity in every aspect to which the project is connected. This also applies to projects completed in schools on “project days,” when students cooperate on projects instead of attending normal classes. According to the results of the interview with the English teacher, the timeline simply provides a time limit for finishing the project. This assumption is different with the Ministry of Education and Culture, which indicates that the schedule is prepared from the start of project planning until the project is completed.

Based on the observation finding, before the teacher finished the class, the teacher provided student a chance to explain the conclusions about the material. Two students are chosen by the teacher to present the summary about materials they have learned. Then gave the student reflection on the teaching and learning process. Some students told the class is pleasant, and the teacher could make the class atmosphere enjoyable.

Based on the description above, it is possible to conclude that the teacher at SMP Nurul Fajri does not understand yet how to implement the project-based learning. It could be proven based on the research finding, the teacher does not fully understand to create a fix schedule of the project. In short that the teacher has not implemented project based learning model optimally.

The Teacher's Perspective On Project Based Learning In Teaching English At SMP Nurul Fajri

This section contains about the teacher's perspective on the project based learning model, the data was collected by using the interview guidelines. The interview consisted of the implementation of project based learning in the teaching and learning process, the challenges of project based learning and the advantages of project based learning.

Based on the findings of interviews with teacher, when using this learning model, it was discovered that students actively participated in the learning process. Students might develop their creative skills by working on a project. Additionally, this learning was perceived to be more enjoyable than traditional learning. As the interview results that project-based learning can be related to student abilities or general learning, such as teamwork, social interaction, and problem-solving skills, in addition to learning how to use products or acquire knowledge on a particular topic. While learning is frequently defined in terms of students' student learning, there are occasions when learning involves teachers as well as students. The results were the same as Lam (2011) states PBL is a learning model that conducts learning about projects that are intricate tasks based on difficult topics or issues, including students in design, problem-solving, decision-making, or discovery activities, allowing students to participate comparatively over long periods of time, and resulting in feasible products or presentations.

The interview results also showed that students were provided with the way to engage in critical thinking to complete projects when learning used place, including how to use negotiating techniques to make decisions with groups, how to deal with confusion in groups, how to evaluate the competencies of friends, and how to manage conflict that may occur in groups. Students had the confidence to share their ideas with other students in order to solve challenges in their projects. Students may also divide up work in order to complete their projects on time. The effect of implementing project-based learning was also in the form of

group learning, which allows students to help other students, because each randomly selected group would establish a group consisting of students with varying degrees of intellect. This finding is similar to previous research conducted by Mohammad Abdullatif (2020) that the project based learning model increases student involvement by facilitating knowledge and information exchange and discussion. As a result, the project based learning is an excellent choice for student pedagogical usage and should be supported at institutions.

The data finding based on the interview results, project-based learning takes a long time to adopt in the teaching and learning process in class, and time is limited while working on projects. In addition, according to Daryanto and Raharjo (2012), this learning model also has challenges there are : (1) Taking a lot of time to complete the task, (2) Requiring a lot of money, (3) Requiring a lot of equipment that must be provided, (4) The teacher feels comfortable with the traditional classroom which plays a major role in the classroom, (5) Students have weakness in experiments and information gathering, (6) Possible students who are less active in group work, (7) Students fear that it is difficult to understand the topic as a whole.

In conclusion, the challenges in this learning model can be overcome by limiting the time students complete the project in terms of time as well as other reasons. In addition, the most important thing is the teacher as a facilitator and creates a pleasant learning atmosphere so that students feel comfortable in learning and face problems in this learning model.

The data finding based on the interview results, the use of project-based learning in the classroom has various benefits for the teacher and students. The teacher used project-based learning as a learning objective so that students could identify social functions, linguistic elements, and text structures in groups to have a common understanding of the short message and also so that students could exchange opinions based on the explanations that the teacher had taught. This finding is similar to previous research conducted by Riswandi (2018) that the students actively participated in learning exercises and were highly motivated when working in groups in the speaking class. Sharing an idea in English in a group setting may help students improve their pronunciation, expand their vocabulary, and make it simpler for them to discover an idea while forming sentences when speaking. Students can learn more quickly and become more confident when interacting with the lesson since they rely not only on their speaking abilities but also on their understanding.

Based on the findings of interviews with teacher, it was agreed that if project-based learning was used in class activities, giving the project to the learning process would create student ideas and enthusiasm for learning, as well as develop communication skills, and in project-based learning activities, students were given the freedom to express their opinions and share information. In addition, it was discovered that applying project based learning in teaching and learning English had some advantages. Students benefit from project-based learning in many ways, including increased students' confidence, self-esteem, interest in learning English, improved cooperation skills in learning, increased student motivation in learning English, developing ways to solve problems in a joint project, and improved language skills. Project-based learning was the process that led to the end product of the job. This result is in line with Lee et al., (2014) which state that it provides an environment in which the learning process is more exciting and has more real-world relevance than traditional ways of teaching. In addition, this finding is similar to previous research conducted by Iin Kusumawati (2019) states the the implementation of project based learning have some influence on the learning outcomes of the students. Students perform better in the classroom as a result of the project-based learning that has been implemented. The use of PjBL results in an increase in student involvement. They were inspired and eager to participate in the activities. Students become more enthusiastic about the assigned project. In terms of task, project, and performance, they do better.

It can be concluded that the teacher's perspective on the implementation of project-based learning is positive. This can be proven from the results of learning English in class by implementing projects that make learning more interesting, students are more enthusiastic, active, and confident.

CONCLUSIONS

Based on the results of research on the implementation of project-based learning in teaching English at SMP Nurul Fajri, it can be concluded as follows: the implementation of project based learning in teaching English at SMP Nurul Fajri is not implemented optimally, the teacher implemented only five stages namely, starting with the essential question, designing a plan for the project, monitoring students project, assessing students outcome during this stage, and evaluating students experience.

The teacher's perspective on project based learning in teaching English at SMP Nurul Fajri. Using project based learning in the classroom can help increase students' enthusiasm and interest in learning English. Project-based learning also encourages students to be more involved in teaching English, working in groups is also beneficial to their learning. The teacher and students also agreed that the project-based learning model was implemented in class activities because students were given a chance to express their ideas, provide feedback, and add to their new knowledge in project-based learning activities. The advantages of implementing project-based learning in English teaching were assignments in the form of plays and presentations that increased students' creativity, helped students apply their abilities and knowledge to be more innovative in learning English, and improved several aspects of students' skill. Such as pronunciation, grammar and vocabulary.

The challenge of using project-based learning to teach English was because it needed a long time in the activity process, around two days in working on projects, and some students had difficulty translating to English. This is because of students' lack of understanding of the components and their willingness to participate in activities.

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