THE IMPLEMENTATION OF PROJECT BASED LEARNING IN ENGLISH CLASSROOM: A DESCRIPTIVE QUALITATIVE STUDY AT SMA N 1 PADAMARA, PURBALINGGA

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto
As a Partial Fulfillment of the Requirements for Achieving the Degree of
Sarjana Pendidikan (S.Pd.) in English Education

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Hereby declare that the thesis untitled **"The Implementation of Project Based Learning in English Teaching and Learning: A Case Study at SMA N 1 Padamara, Purbalingga"** is originally my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from other resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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Purwokerto, June 17, 2023

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ii

APPROVAL SHEET
This thesis, entitled

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iii

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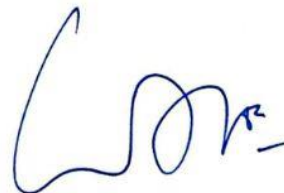*Assalamu'alaikum Warahmatullahi Wabarakaatuh*

After conducting guidance, review, direction, and correction, I convey that:

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iv

MOTTO

I am who I am no matter what, never changing no matter what.

(ONE OK ROCK – 2018)

DEDICATION

I dedicate this thesis to:

Me, myself, who always strong enough through up and down until this stage

My beloved mothers and fathers who always believe me and support me no matter what

My dearest grandmother who always patience, smile, make me laugh all the time, trust me, make me stronger and stronger every day, and

All the readers of this thesis

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This thesis is presented as a partial fulfillment of the requirement for achieving a Bachelor Degree of English Education Study Program, Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. During the arrangement of this thesis and if the researcher learns in State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, there are many parties who have so kindly provided helps, motivations, supports, aids, and suggestions which are very useful for the completion of this thesis as the final assignment of English Education Study Program. Deep gratitude and appreciation are expressed to the honorable:

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Purwokerto, June 17, 2023
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THE IMPLEMENTATION OF PROJECT BASED LEARNING IN ENGLISH CLASSROOM: A DESCRIPTIVE QUALITATIVE STUDY AT SMA N 1 PADAMARA, PURBALINGGA

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ABSTRACT

Nowadays, Indonesian schools have implemented Merdeka Curriculum and several schools are still using 2013 Curriculum. Mostly, English teacher utilize project-based learning as their method in teaching and learning process. This study aimed to describe about the implementation and the challenges of project-based learning in English teaching and learning. This study was conducted in SMA N 1 Padamara, Purbalingga. The participants of this study were an English teacher and class XI Social 4 in which about 33 students in 2022/2023. This study is descriptive qualitative study. The data collections in this study are classroom observation, interview with an English teacher, and documentation such lesson plan. The result of this research revealed that the implementation of project-based learning consisting of four steps: conditioning the students, brainstorming activity, core activities, and evaluation. The results also showed that there were several teacher's challenges in implementing project-based learning such as: lack of time, not utilize technology, conventional learning style, lack of facilities, students' nervousness, teacher's double job, students' complaint about divisions of grouping, and honesty of students' participations in the project. In conclusion, the teacher already implemented steps of project-based learning but still many things that unmatched and unrelated each other.

Keywords: Implementation, Project-based Learning, EFL Classroom
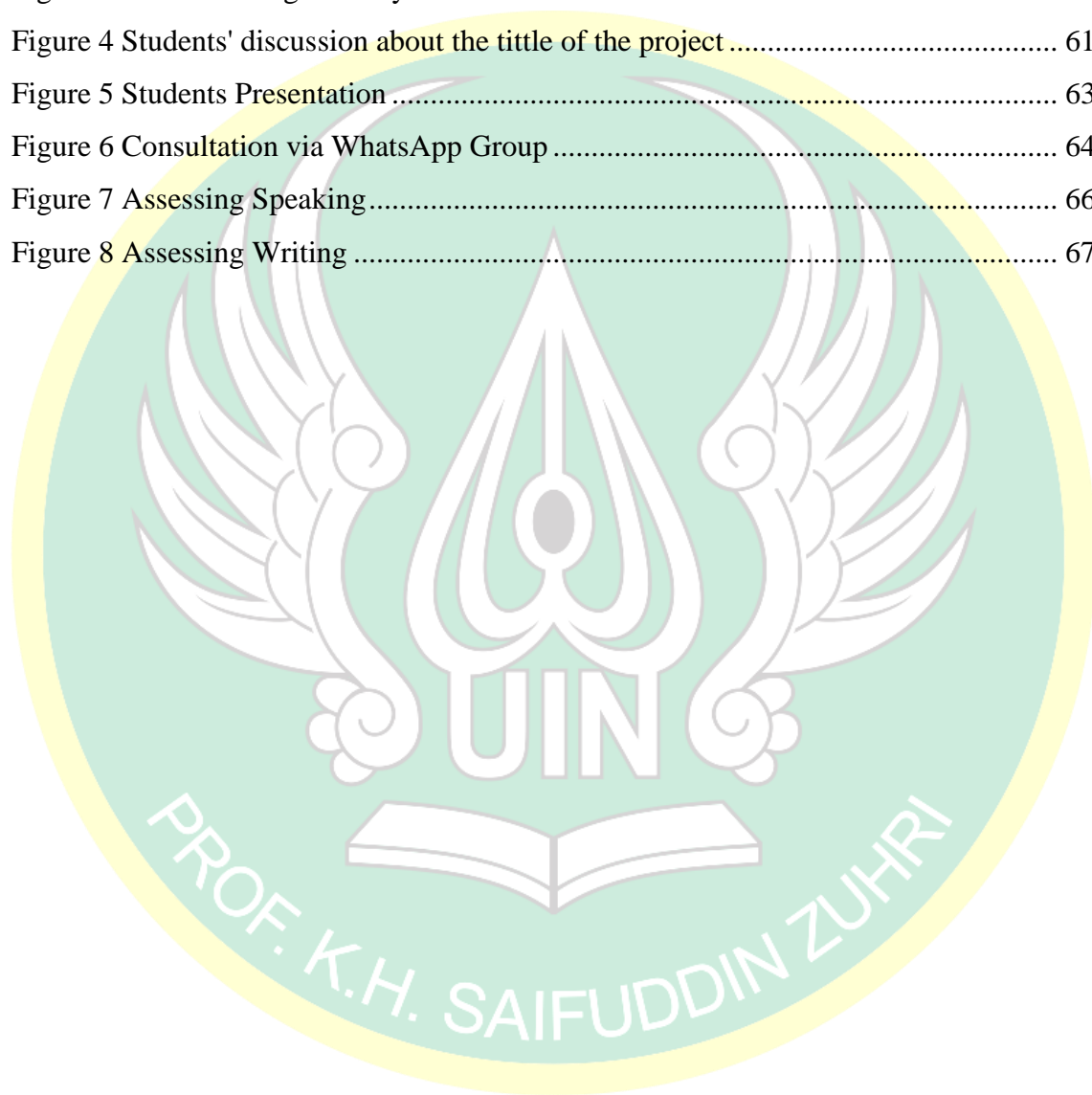
TABLE OF CONTENT

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

One of the innovations in education is the modifications of the current education regarding of its 21st century abilities (Inganah et al., 2023). The focus of education in the twenty-first century is on engaging students in active learning and teaching. Education in 21st century captivated students to be more active, inventive, and innovative (Salsabila, 2021). It relates with World Economic Forum, the characteristics education in twenty-first century are critical thinking, creative, collaboration, and communication (Anjarwati et al., 2023; Inganah et al., 2023). Those can provide students to build their critical thinking so that they can develop their skill to solve the problem. In addition, thus can bring the students to be ready, prepared, and critical about certain problem (Malik, 2018). Therefore, it is important because as a basic standard of education in this 21st century.

The activities related with critical thinking for instance analyze, filtered information, criticize, make conclusion, and summarize about certain information (Güner & Gökçe, 2021). It can make students to processing a lot of information from environment or media on their brain, analyzing, and understand it to find the solutions (Anjarwati et al., 2023; Hasanah et al., 2022). Teacher can ask students to analyze an article related with the material. Teacher should guide them to understanding the information, make discussion, and find the problem to solve it. Inganah (2023) states that integrating critical thinking is great in this century especially in English abilities.

Creativity is related with creative thinking and innovations. It is a process of making, creating a product, opinion, thoughts, and perspectives. Additionally, creativity can determining the problems and the treatment and solutions (Anjarwati et al., 2023). Creativity is important and relatable with the use of language and understanding other language (Inganah et al., 2023). Students are

creative while using language with their own characteristics, fun combinations, and understanding (Papaleontinou-Louca et al., 2014). For instance, students presenting their result of group discussion. Based on that, they have their own uniqueness the way they delivering the presentation. So, creativity can express students' color what they already learned by their version.

Collaboration is activity that used by students to work together. In 21st century, collaborative is the participation of students to learn and work together to gained new information in authentically (Beckmann & Weber, 2016). Students are work in group to share their ideas, challenges, problems, and find the solutions. For example, teacher asked students what should you bring when you holiday. It can make students share their thoughts and help each other. Thus, collaboration not only collaborate in groups but also the way students communicate and make meaningful engagement.

Communication is very important to express the idea, information, and feeling. Communication also the key to interact between individuals with other individuals. The purpose of communication is to understanding the message from other people (Inganah et al., 2023). Communication related with a language to do a conversation spoken and written. In teaching English, teacher can ask students to make a simple conversation with their partner. Based on that, communication and language are the main aspect to be mastered by students especially mastering English in 21st century.

English as international language is the key for communication from all around the world. Moreover, mastering English is very needed in the 21st century especially for academic. English is used as primary language in the teaching and learning process (Karimova, 2016). Mastering English is important to improving student's skill in language to be more expressed (Wirawan, 2020). Especially, English is a subject that taught in Indonesia. English have been taught in Indonesia since junior, senior, and until university (Hairuddin et al., 2018). In line, English is a subject to be learn in senior high school to make students able access that language formal and informal (Kusumaningrum, 2020). So, it is important to have

ability in English because it is used to keep in touch wider in academically, technological, social, politic, and economy with people of the world.

Then, the characteristics of teaching and learning in 21st century is fantastic innovation for students because can bring them to be critical thinking person, creative, collaborative, and communication. However, there are also the weaknesses in teaching and learning in 21st century. First, addicted to technology. Again, students lost the opportunity to master the fundamentals of any subject. Next, students lose the ability to practice their critical thinking because they feel too much forced. Additionally, limited understanding of the material because students learn the material independently (Malik, 2018). In other words, the teaching and learning in 21st century has not been effective.

Learning is a process of absorbing information especially from teacher. Similarly, learning is a process of acquisition of knowledge through exercise (Sultra & Baharudin, 2020). However, teaching English in Indonesia is still difficult. It caused of the effect by the type of curriculum that implemented (Boy Jon et al., 2021). In curriculum 2013 that faced of 21st century era, teacher still conventional in teaching and learning process. Whereas, curriculum 2013 implementing the method of teaching and learning process in fun way (Wirawan, 2020). It is caused by the teacher has not understand of 2013 curriculum (Nasir, 2015). Based on that, the learning system is still not running well in 21st century.

In curriculum 2013, education is more developed that the learning system is put in the front of student-centered. It implies that students are taking more active in their education (Zuana, 2016). Students centered is related with creating project during learning process (Andriyani & Anam, 2022). A technique for learning new information that involves creating tasks relevant to a particular topic is project-based learning (Putri et al., n.d, 2015). Therefore, project-based learning is a great strategy that allows for students have a big portion to be active.

However, there are many problems that faced by implementation project-based learning. Not all the students have critical thinking well, active, and confident to do the project. In contrast, project-based learning can encourage

students to be more actives, critical discussion, can solve the problem, and highlighting communication skill (Siska et al., 2022). So, the implementation of PBL is still trouble during learning process.

Then, most students in high school are not cooperative and collaborative during learning process. In fact, the main requirement of project-based is work in group during learning process. Project-based learning imply in the group working as a learning process (Kurnely, 2018). In addition, project-based learning is more focus in improving student's social skills especially in leadership and help each other (Zuana, 2016). Therefore, cooperative, and collaborative aspect is important in project-based learning and teacher must make sure that during learning process have a good result.

There are several benefits of PBL based on the (Westwood, 2008) argument. First, the use of PBL can implemented mostly in all the curriculum. Next, PBL can be a project that integrated in the true world because it is relate with actual information in the experience and previous understanding. Third, PBL made students new experience with precious process and ability for collecting and examining data. Furthermore, the fourth advantages of PBL are students can make them more responsible about their own learning style that have impact to their motivation and self-management. The next, teaching and learning process motivate in several type of communication and presentation. The other advantage is making students have critical thinking. Seventh, PBL can developed students to learn in details and deep about certain subject. The last, PBL approach related to collaborative learning that brings students have a good empathy, group-working, and leadership.

Based on the preliminary research, it was found several problems at SMA N 1 Padamara for eleven grades. This school has been applying Project-Based Learning and 2013 curriculum. The first is coming to school, make observation directly in the classroom, and interview Mrs. S as an English teacher at Smara (SMA N 1 Padamara). After interviewed Mrs. S, several facts revealed that students are forced to be active, not creative, bored, and not confidence.

Then, students' economic background could not support them to have properly device to support learning process. Finally, the teacher does not have much knowledge about project-based learning since the method already implemented about three years ago. To conclude, the teacher still in traditional method, not up to date, and not innovative to gave learning process in fun way.

Based on the several problems above, the implementation of project-based learning will become the valuable to refresh the condition. Project-based learning can encourage students' interest as one of many methods in 2013 curriculum.

Several studies (Hairuddin et al., 2018; Hilmansyah, 2022.; Kurnely, 2018; Marisah & Robiasih, n.d.; Susila et al., 2022) have already discussed about the implementation of project-based learning in the teaching and learning English. They argued that the implementation of project-based learning is a good choice to enhance students' critical thinking, confidence, collaborative, curiosity, improving English skills, and social communication. The previous studies were conducted at the English Department, used mixed methods, and focused on students' achievement. Nevertheless, this study is conducted at English class in high school level. In addition, this study is very rare that focused in implementation of PBL in general, kind of a descriptive qualitative study, and focused in the teacher's challenges in the English classroom. Based on that, this research conducted to know the details about *"The Implementation Project-based Learning in the English Classroom: A Descriptive Qualitative Study at SMA N 1 Padamara*. It is necessary to do research on that school interesting to describe in more details.

B. Conceptual Definition

Several keywords related to this study as follow:

1. English Language Teaching

The process of interaction between teacher and students in the classroom is teaching and learning process. Knowledge is transferred between teachers and students throughout the process of teaching and learning. Based on that,

learning and teaching process is the communication to transfer information from source language to target language.

English Language Teaching has been changed in several part. According to Khani & Hajizadeh (2016), ELT (English Language Teaching) fundamentally has been changes in several times. Those are including the methods in ELT such as silent way, audio-lingual, authentic approach, etc. The use of English in teaching and learning is related to four language skills of listening, reading, speaking, and listening that be used in this modern era (Patel & Jain, 2008). So, English is use in teaching and learning process.

2. Project Based Learning

Project based learning is a method that helps students demonstrate their comprehension in the new way while in educational activities. Project based learning is the instructional strategy that make students have their style, new, innovative while understanding the material in various presentation modes (Education, 2009). In addition, project Based Learning developed students solve the problem, cooperative, and curious about certain information (Harmer, 2014). Project based learning not only as approach but also as their platform to work together in group, critical thinking, independent, and confident (Adelita, 2017). Project-based learning is approach that have a product, make presentation, and working as individual or in group (Luke et al., 2011). Project based learning helps students developed their learning style, solve high and complex problems in this digital era.

C. Research Questions

Based on the background above, the researcher formulates research questions as follows:

1. How is project-based learning implemented in English teaching and learning in SMA N 1 Padamara, Purbalingga?

2. What are the challenges that faced in implementing project-based learning in the English language teaching in SMA N 1 Padamara, Purbalingga?

D. Objectives of the Research

Based on the previous background, the researcher formulates the objectives of the research as following:

1. To describe the implementation of project-based learning in the English teaching and learning in SMA N 1 Padamara, Purbalingga.

2. To describe the challenges that faced in implementing project-based learning in the English teaching and learning at SMA N 1 Padamara, Purbalingga.

E. Research Significance

The significances of the research give contribution to:

1. Theoretically

This study is expected to contribute and will advance understanding, information, and experience about the implementation of Project Based Learning in English Teaching and Learning.

2. Practically

This research is expected to be beneficial to the following stakeholders in addition to the researcher who hopes become an English teacher in the future:

a. For teacher

This research hoped can develop, improve, and upgrade English teacher in teaching PBL method especially during teaching and learning process. The other purpose of this research to give additional information and knowledge to solve the problem for other English teachers in implementing PBL in classroom.

b. For school

The result of this study is anticipated to be for the school in providing teachers with of project-based learning (PBL) training by providing empirical data on its implementation in English teaching and learning.

c. For the other researchers

This research is expected to give reference, knowledge, and information to the next studies that the same case as this research.

F. Structure of the Research

In order to conducted the structured research, it is required to classify the structure of the research. So, this research will be easier and systematic. Based on that, there are five chapters divided in this research as bellow:

1. Chapter I contains an introduction which is consists of background of the study, conceptual definition, research questions, objective, and significance of the research, and review previous studies.

2. Chapter II contains theories about English language teaching which is consists of the definition, characteristics, components, and models of English language teaching. In addition, the second theory is about project-based learning which is consists such as the definition, characteristics, components, roles, models, advantage, and disadvantages of project-based learning.

3. Chapter III contains about research methods. This chapter consist of the type of the research and research design, setting of the research (place and time), subject and object, data collection procedure, and data analysis techniques.

4. Chapter IV consists of the result and discussion of the research about the implementation of project-based learning in English teaching and learning at SMA N 1 Padamara.

5. Chapter V consists about the conclusion and suggestion of the research

CHAPTER II

THEORETICAL REVIEW

A. Literature Review

1. English Language Teaching

a. The Definition of English Language Teaching

Language is a systematic idea of sounds, signs, and marks that can be understand the meaning in communication. Language is a complex way which is the media to communication that develops with spontaneously or without awareness (Merriam, 2003). A language is defined as follow:

a. Language is organized.

b. Language is a collection of illogical symbols.

c. Although they may also be visual, these symbols are mostly spoken.

d. The symbols are understood to correspond to customary meanings.

e. Communication is carried out using language.

f. A speech community or culture exists where language is used.

g. Language is fundamentally human, albeit it may not just be so.

h. Language acquisition is largely the same for everyone, and both language and language learning share common traits.

Learning is acquiring of information and knowledge caused by study and experience (Slavin, 2018). Similarly, teaching is the process of guiding someone to study in order to providing knowledge to be understand about something (Brown, 2007). There are several domains related to language based on Brown (2007) following as below:

a. Learning is the process of acquisition or "getting."

b. Learning is the ability to retain knowledge or a skill.

c. Retention requires cognitive structure, memory, storage mechanisms.

d. Learning involves active, conscious on and acting upon events outside or inside the organism.

e. Learning is relatively permanent but subject to forgetting.

f.   Learning encourages some form of practice, perhaps reinforced practice.

g.   Learning can change someone's behavior.

Based on that, learning has several keywords such as guiding, do with consciously, and understanding of something.

Related with learning, teaching cannot exist independently of teaching. Teaching is guide and facilitating of learning, enable the learner to learn something (Brown, 2007). The teachers must be understanding the teaching style of students, approach, methods, the technique, and the setting of condition during learning process. Teaching is lead someone how to do something. In line, teaching means to instruct someone to do something (Harmer N., 2014). Based on the previous explanation, teaching can be concluded as the activities between teachers and learners to acquire new language by guide them so that the learners can understand what they do not know about something.

Teaching and learning process is the process of interaction between teacher and students in the classroom. Teaching and learning are a process of transferring knowledge from teacher and students. The teaching and learning process needs communication and interaction between teacher and student (Suharjo, 2014). The purpose of needs interaction is to build good relationship in emotion and empathy (Suharjo, 2014). Based on that, learning and teaching process is the communication to transfer information from source language to target language.

English Language Teaching has been changed in several part. According to Khani & Hajizadeh (2016), ELT (English Language Teaching) fundamentally has been changes in several times. Those are including the methods in ELT such as silent way, audio-lingual, authentic approach, etc. The use of English in teaching and learning is related to four language skills of listening, reading, speaking, and listening that be used in this modern era (Patel & Jain, 2008). So, English is use in teaching and learning process.

In the English as foreign language teaching, teacher have responsibility to provide language for learning in classroom activity. Teachers are expected to have standard level as appropriate qualities in teaching. Some qualities according to (Patel & Jain, 2008) as below:

a. He / she must be English lover.
b. He / she must ought to be well versed in both English language and literature.
c. He / she must be familiar with various English teaching techniques.
d. He/ she ought to be capable to teach methodically and systematically.
e. He / she has to be familiar with using various media, engage student's motivation, make students interesting to the learning process, and organize all activities.

In addition, thus are important for the teacher to understand of the objectives of teaching and learning process. The objective of teaching based on Rivers (1981) as bellow:

a. To enhance the student's cognitive through the study of another language.
b. To increase the learner's cultural perspective by studying literature and philosophy, to which the learner's new language is the key.
c. To deepen the student's comprehension of how language works through the study of another language.
d. To encourage students to read foreign language with understanding so that they may stay up to date on current research, writing, and information.
e. To allow pupils the opportunity to express themselves linguistically, physically, and culturally within a different context.
f. To provide pupils sympathetic insight into the manner of life and the way of thinking of the people who speak the language they are studying in order to help them develop a deeper understanding.
g. To provide students with the communication skills that necessary for them to interact verbally, and to several degree in writing, in person of different

nations who have also studied this language and with speakers of other languages throughout the course of their careers.

Based on the explanation above, English language teaching and learning has a lot features to achieving the goals. Teachers are hoped to be capable to the set of qualities and objectives and adapt their teaching and learning in better way. The purpose is to in line with student's needs.

b. The Characteristics of English Language Teaching

1) Mission and Vision of the study

Mission and vision must be depended on the school's condition, student's needs, and the goals that want to reach. The objectives that wanted to achieve in learning English according to Sugeng (2010) such as institutional goals, the aims of national education, common purpose, and specific goals. In addition, it is related with audience, attitude, degree, and the condition itself (Sugeng, 2010). So, the mission and vision are something connected with student's needs, situations, and the targets that want to be achieve.

2) Lesson Theme

Theme is related with the topic that be used during teaching and learning process. The criteria of lesson theme in teaching and learning process contains several aspects such as (age, hobbies, interest, intellectual maturity, and emotional) student's education background, cultural background, student's ability in linguistic proficiency, student's experience, and background of literary, and matching with the syllabus (Lazar, 1993). Based on that, the criteria of lesson theme are related with student's criteria.

3) Teaching Materials

The application of teaching materials to attract and make student is interesting with learning process. In line, Ashworth, M. & Wakefield, P. (2004) states that interesting materials by the teacher can make students more motivated in learning. In the other hand, teaching materials that suitable for students use various themes and topics so that students can catch new learning experience

(Ashworth, M. & Wakefield, P., 2004). According to (Suharjo, 2014), teacher not only use the material from books and article but also from their environment. The purpose is to make teaching material more varies.

Indonesia as a multicultures country. So, the teaching materials has several points as following below based on (Suharjo, 2014):

1. Aware about student's needs and their age.
2. Aware of which one the materials that suitable and pertinent to students.
3. Aware seriously about the materials will be chosen, mainly the details and the objectives of the materials.
4. The materials can be used for all categories and several skills of learning.
5. Select the materials that courage students to inquiry and explore.

Although in Indonesia is multicultural country, it means that all students deserve to get the same material on the learning process. Students should learn willfully without any pressure, or biases. So, students can get what they should get as a learner freely appropriate with their needs.

4) Classroom settings

The application of suitable classroom setting can bring impact for the student's motivation and interest on their learning process. For instance, classroom which is contain of small library can make student interest during their free time. By such this class setting, students can be motivated to hold the books and read it around classroom (Suharjo, 2014).

Based on the term above, the setting of classroom in the literacy environment can support the students to increase their language ability (Bo, 2008). Therefore, it should be relevant with student's characters and other matters. Those kinds can be applied such a great to facilitate the students.

5) Class Management

Teacher as the main role to lead the environment in the classroom should be organized to facilitate teaching and learning. It means that teacher should have the ability to handle and managing the situation in the classroom. Teacher is also

knowing the student's problem to make preparation how to managing the class (Waugh & Joliffe, 2013). There are several things that related with classroom management such as management of time, give instructions, discipline, great relationship, and evaluation (Groves, 2007). As a result, class management should be organized and prepared well.

6) Evaluation

The purpose of evaluation is to decide the best decision making (Suharjo, 2014). When doing teaching and learning process, as a teacher or students will have some problems and situations that unrelated with the planning before. So, make evaluation is the great part in teaching and learning process to get the best solution and making decision process (Sugeng, 2010). In other words, evaluation can make improvement of teacher's role and students' role and clarify performance and learning activity.

c. **The Components of English Language Teaching**

1) Vocabulary

Vocabulary is the basic thing in English. Vocabulary is a group of words that listed in dictionary and have meanings. If students know the meaning of words it can make them easier to learn language. Learning vocabulary, students asking some questions about words, how to pronounce the words correctly (Cameron, 2005). So, teacher should teach vocabulary related to the aspect that will be learn.

Richard states that there are several points related with knowing of word means to the learner as below:

1. Understand the degree of possibility of encountering word in speech.
2. Understand the constraint of word while be used based on the situation and the function.
3. Understand the behavior of syntactic of the word.
4. Require the proficiency the connection between word and other words in the language.

5. Understand the semantic value of words.

6. Understand the difference of meanings of words.

(Richards, 1976: 83. Read in 2000: 25)

While in classroom, students have ability to pronounce the word but not understand the meaning fully. In addition, the understanding will come lately and develop each time (Cameron, 2005). Teaching vocabulary can with the formula such repeatedly the words, with expression, and provoke students to guess the meaning of the word.

2) Grammar

Grammar and vocabulary are individualistic. Someone who learn vocabulary will understand grammatical knowledge. It means that learning vocabulary will unconsciously to learn grammar. There are several deliberations in grammar proposed by (Cameron, 2005):

- grammar is needed to express exact meaning in discourse;
- grammar bind closely into vocabulary in learning and using the foreign language;
- grammar learning can develop from the learning of piece of language;
- teaching grammar can be do without technical labels.

Grammar is important to be understandable in language used. Grammar means of the pattern of words are put together in a language. So, grammar can automatically make easier retrieved and memorize teaching and new language learner.

3) Pronunciation

Pronunciation in English language learning is related with sounds and intonation. Teaching kids proper pronunciation not only helps them become aware of many sounds and qualities, but it may also greatly enhance their speaking abilities (Harmer, 2007). If someone have a good pronunciation it will

be avoid misunderstanding in communication. Pronunciation is not merely of articulation of someone sounds. It envelops of someone's consonants clusters, sounds, stress (weak, strong, use in phrases and sentences), syllables, and intonation can refer to information (Brewster & Girard, 2004).

d. The Models of English Language Teaching

1) Project-Based Learning

   Project-based learning is a model that utilize project as learning process. The se of project-based learning to challenge students to investigate, solve the problems, curiosity, and to present the result of their work (Jones, 1997). Project-based learning has unique features such as authentic content, authentic assessment, explicit educational goals, teacher facilitation, cooperative learning, incorporation adult skills, and reflection (Diehl et al., 1999). So, students learn the central discipline with project.

2) Conventional Learning

   Conventional learning is a model that used by teacher in daily learning using general model even without even adjusting certain models of the learning material being studied (Azisah, 2020). Conventional learning tends to be more teacher-centered so that classroom activity is passive (Trianto, 2007). During learning process, conventional learning characterized lectures, following by the explanation, divide of tasks, and exercises (Djaramah, 1996). So, in conventional learning the teacher is take the domination during classroom activity and the students are more passive.

3) Inquiry Learning

   Inquiry come from the words *to inquire* which means to participate or involved in asking questions, looking for information, and conducting investigations (Azisah, 2020). According to Sumantri (1999), inquiry learning is a way of presenting the learning that give opportunity to students to find information with or without any help of the teacher. In addition, it can also provide opportunities for students to examine and interpret problems in order to

find conclusion based on the verification. To conclude, that inquiry learning is focus on students (student centered).

The characteristics of inquiry learning such as emphasizes students as a subject to find their material, looking for something that is questionable, think logically, systematically, and critically (Azisah, 2020). There are several principles on inquiry learning:

- oriented to student's intellectual;
- Interactions (among students, teachers, and environment);
- curiosity (asking questions);
- learning how to think;
- openness.

4) Collaborative Learning

Collaborative learning is a learning strategy while the students with various abilities to work together in small group with the same goals. Gokhale (1996) states that collaborative learning refers to the teaching methods while the students work in team. So, there is a positive dependency to achieve a success.

There are three strategies of collaborative learning (Azisah, 2020):

- cognitive theory: concerned with the exchange of information between the members of group;
- social constructivism theory: related to interactions among the members of group that will increase student's appreciation and respect each other;
- motivational theories: show student's courage to argue and need each other.

The purpose of collaborative learning is learned to discussion, respect other's opinion, think critically and rationally, work in team, and fair competition.

5) Discovery Learning

Discovery learning is one of teaching methods that implementing inquiry-based instruction. This model trains students to explore the knowledge, problem solving, experienced, and discovered their own knowledge (Aswirna & Ritonga, 2020). Discovery learning is a model that students take the biggest portion in learning process. Then, the teacher give the freedom to students to find, observed, determining, clarifying, measuring, predicting, and presenting communication on themselves (In'am, et al., 2017). In line, discovery learning is a model of learning that give opportunities to students to find the knowledge or information by themselves (Saab et al., 2005). This model is does not mean the newest in learning activities but the students to be active to gained the information, lead by them, finding by them, and the final stage is they reflect on what they have got.

According to Hosnan (2014), there are six steps of discovery learning as: (1) giving stimulus; (2) identifying problems; (3) collecting the data; (4) processing the data; (5) make verification; and (6) make summary and conclusions. In the process of discovery learning, teacher should guide and instructs them. The purpose is to make students experience in the process of themselves.

6) Problem-based Learning

Problem-based learning is learning through investigation of the problem. Similarly, Sari (2018) states that problem-based learning is learning model that give opportunity for students to learn through the problems. So, in problem-based learning students using problems as their main activity to discuss it in areal context.

The purpose to make students to be active, exploration more dept, find solution, and increase motivation during learning process. Identically, problem-based learning is great to stimulus students in learning activities (Uliyandari et al., 2021). To summary, the key activities in problem-based learning is problem solving.

7) Self-Directed Learning (SDL)

Mostly, self-directed learning used during online learning in pandemic era. Students take a lead to their process of learning. Self-directed learning (SDL) define as the ability of students to learn by themselves (Subekti, 2021). SDL learners means that they take initiative to the learning process with or without the teacher and they making their own decision with their learning activities (Yeng & Hussain, 2010). The characteristics of SDL are making them know with their learning needs, select the appropriate learning strategies, achieve their learning goals, management of their time, and responsibility. In brief, students direct how they learn.

8) Contextual Learning

Contextual learning is learning based on the context of students' real world. It means that the concept of teaching and learning support teachers to be relate with student's actual situations (Kosassy et al., 2018). So, by doing contextual learning students can gained new knowledge and process the information through the context of real life.

The purpose of contextual learning is to make students have critical thinking, meaningful learning experience, authentic activities, and inquiry learning (Tobing, 2022). In addition, the students' outcome can have connections with their everyday life as family members, communities, and citizens. Based on that, contextual learning can help students to have problem solving skills.

9) Cooperative Learning

Cooperative learning is related with work in small group. During discussion, students work together and help each other with asks and answers the questions (Lestari, 2022). The key of cooperative learning is on the interaction between students in small groups (Arató & Varga, 2015). The goal in cooperative learning is students can interact each other, contributing to learn together, discuss, and find the solution of the problems. As a result, the main aspect of cooperative learning is the role of every individual in a group.

The level of every individual participation in group for example as below (Arató & Varga, 2015):

- Personal competencies: self-awareness, self-control, and motivation;
- Social competencies: empathy, social skills;
- Cognitive competencies: note-taking of every individual, interpretation; and
- Awareness of information: how students found the knowledge and how students acquire the sources.

In addition, students should take the responsibility to understand each other to have a good pedagogical activity. In essence, cooperative learning is very tight with the communication, understanding, and individual awareness during learning activities.

2. Project Based Learning

a. The Definition of Project Based Learning

Project based learning is the strategies which is prepare the students demonstrate their understanding in the new way during teaching and learning activity. Project based learning is the instructional strategy that make students have their style, new, innovative while understanding the material in various presentation modes (Education, 2009). In addition, project Based Learning developed students solve the problem, cooperative, and curious about certain information (Harmer, 2014). So, project-based learning is learning by creating a project together.

Project based learning not only as approach but also as their platform to work together in group, critical thinking, independent, and confident (Adelita, 2017). Project-based learning is approach that have a product, make presentation, and working as individual or in group (Luke et al., 2011). Project based learning helps students developed their learning style, solve high and complex problems in this digital era. To conclude, project-based learning is learning by creating a

product such as presentation, video, poem, poetry, and students could do it individually or in group. In addition,

b. The Characteristics of Project Based Learning

There are several features of project-based learning (Bender, 2012). First, announcer, set the interest with make introduction and information circumstances. Next, critical in project, cooperative, collaborative in group work, and making authentic problem. The other, curiosity by asking questions so that can make students more focus. Fourth, give feedback, revision, or peer evaluation routinely. The next characteristic is exploration and innovation on project. Sixth, arrange the procedure of the project and following with presented the result.

The key characteristics of project-based learning proposed by (Krajcik & Shin, 2014):

1. Driving question

This is the common characteristics of project-based learning. The purpose to make directions of the project, reminds to the students about the activities and unit of the project. In addition, it can make continuity and unity. The characteristics of a good driving question such as connected with real world experience, authenticity to make students interesting; use open-ended questions to make students critical thinking; make understanding about scientific aspect related with the subject.

2. Learning goals

Project-based learning make enable pupils to learn new things and skills leading to the curriculum. The position of project-based learning should be the main instructional method in a lesson. Project-based learning should educate students new skills and content that lead to the curriculum. Additionally, project-based learning is more predominantly as a continuity.

3. Scientific practices

Scientific methods should use by the students to solve the problem and learning the driving question. In project-based learning, it allows students to make planning and doing their own research. While students arrange research

questions and methods, they can expand their cognitive ability and construct their understanding of the theme. Scientific practices connected with inquiry learning that can help to set out of practices as found in project-based learning. Students take a part in scientific practices within a project:

a) Introduction / orientation of the topic means that there is a problem that they must to solve it.

b) Conceptualization
- Introducing the research questions
- Presenting hypotheses

c) Investigation
- Exploration (if there is only a research question and no hypothesis)
- Experiment (there is hypothesis)
- Interpretate the data

d) Conclusion means that students be able to conclude the result based on the data they already collected.

4. Collaboration

During project-based learning students make a project collaborate with their friends. Ideally, project-based learning preferably collab with the experts, companies, or parents. Collaborations make students more motivated, develop their communication skills, and responsible with their roles. So, collaboration means that collaboration between students, teachers, and with the elements from outside of the school.

5. Use technology

The use of technology can be supporting the students to be more interesting, innovating, modern, modelling the concepts, support to develop their strategy, and increase knowledge deeper and comprehensively. Furthermore, the utilization of technology can help teacher to give instructions, support the project, and create artefact.

6. Creating an artefact.

In project-based learning, the process of learning is producing artefact or the product of that can answer the driving question. Artefacts shows the cognitive level and the level of students' understanding. Creating artefact can rebuild, recall, and remembering their understanding constantly.

c. **The Steps of Project Based Learning**

There are several steps in teaching project-based learning, the steps are:

1) Choosing the topic of the project

Teacher can do the first step by choosing the topic. The purpose to influence pupils ready, understand, and assist them with the learning objective and topic.

2) Pre-communicative activities

In the pre-communicative activities, teacher give the introduction related to the topic by introducing new vocabularies and language features on the project.

3) Asking essential questions

Asking essential questions is the primary questions that pupils must be answered. The purpose to make students more understand and focus on the lesson. This stage can do by the teacher in the beginning by presenting videos and problems around students. Then, teacher can ask essential questions based on the videos or problems.

4) Designing project plan

Designing the project activity aim to plan the project, facilitate students to develop their critical thinking, and problem solving as well. Teacher in this stage plays as a facilitator to keep the project doable, rational, and well planned.

5) Creating project timeline

The function of making a project schedule to help pupils develop their abilities in managing their time (self-management) and their teamwork.

6) Finishing the project

This stage is the main menu of project implementation. Student's result of the project by starting creating, manage the data, managing the time, contents until finishing the project. In this process, students can develop their skills in leadership, self-management, processing the data, solve the problems, independence, teamwork, communication skills, and confidence with themselves and with the society in the project.

7) Assessing the project results

Assessing the project results aim to provide responsibility of members of the group for their project. Teacher makes evaluation every student's presentation and the results of the project and formative evaluation to assess the procedure of the project and the result.

8) Evaluating the project

Teacher gives feedbacks for the result of the projects and the students reflect on the learning activities. The purpose of this process to share student's difficulties and measure their ability during the process of the project (Hamidah et al., 2020).

In addition, the stages of project-based learning such as: (1) the teacher explained in simple way what is the project that will be doing; (2) students as the key to arrange the project; (3) students make "on" their background of knowledge; (4) between students and teacher make negotiation about evaluation styles; (5) students are studying the material first; (6) students make their own project; (7) students make presentation about their project; (8) students make reflection and conclusion (Strix & Hrbek, 2004).

d. **The Advantages of Project Based Learning**

Many advantages of project-based learning applying in English teaching and learning such as critical thinking, increased self-esteem, and improved their ability in personally. Several benefits of PBL in teaching and learning English, consist of: (1) students experience in learning is more meaningful; (2) can help

students to speak English more often' (3) make students more active in group work; (4) make students more motivation, curious, and excited during teaching and learning process; (5) related to collaborative learning and have a good social networking; and (6) improved language skill. So, by implementation of project-based learning have positive effects for students (Bell, 2010).

Besides, project-based learning can increase students' motivation. They work in group so that can improve their ability to socialize, cooperative, and collaborative. Furthermore, it makes students creative, critical, management skills, and solve the problems because they required to work with many people. Project-based learning also make fun and fresh learning activity (Halimatusyadiyah et al., 2022).

e. **The Disadvantages of Project Based Learning**

Project-based learning not only have advantages but also have some disadvantages such below based on (Adelita, 2017):

a. Project-based learning require a lot of time because discuss such complex problems. It can be lack of time to deliver the material.

b. Take too much cost because use the new system. Parents feel resentful because they pay again for the new style of learning.

c. Teachers who are old generation already comfortable with the learning style as a central role in classroom. Thus, can be as disadvantage because they feel difficult to be more innovative, energic, and control of the technology.

d. For the teachers who are still newbie give intimidating some experienced and worse.

e. The amount of equipment to be provided, so it can be demand for electricity increase.

f. Not all students able to be active and have critical thinking. So, students will have trouble in collecting the information because project-based learning capitalize for successful collaborative and cooperative learning.

g. Students who have not experienced working as group they will feel difficult, less active, unconfident, uncomfortable and difficult in negotiation in group.

h. Every different topic given each group make students cannot understand the material in details and make them confused. It can make students lack interest to the topic.

It can be concluded that project-based learning still has the disadvantages. Project-based learning can over time consuming for teachers and students because press with learning process. Then, the habit of students works alone changed to be in group can lead them to negative experiences. It can make them feel insecure, shocked, anxiety, and difficult to work in group. In addition, working in group in large portion continuously allow students lack of confidence (Halimatusyadiyah et al., 2022). So, project-based learning still has the weaknesses such limited of time, previous habit, and the adaptation before and after implementing it.

B. Review of Relevance Studies

According to several research related with this study, there have been numerous past studies on this subject such as:

1. The first study is from Kurnely (2018) entitled "Project Based Learning in English Reading Classroom". The purpose of this research is to describe how project-based learning is used, student's difficulties, and the solution of the problem at SMP N 2 Gunungsindur and SMP Madania in Bogor. This study focused on described phenomena project-based learning in teaching English reading. Then, the participants of this research are from SMP N 2 Gunungsindur each class about 35-36 students and SMP Madania about 18-20 students (both from semester 1 in academic year 2017/2018). The method in this research uses descriptive-qualitative. For the instruments of the research use observation, interview, questionnaires, and documentation. Data collection methods included observation, interviewing, and documenting. The outcome of the study is the implementation of project-based learning can make students more active, creative, and collaborative in the learning skills. The closeness of her study and

this study are that both focused in implementation of project-based learning, the method is qualitative-descriptive, and focus on the teacher's problems. The dissimilarities between her study and this study are focused on the implementation of project-based learning in senior high school. Meanwhile, in her research focused in the junior high school and teaching English reading. The type in this study is descriptive qualitative study.

2. Secondly, study from Marisah & Robiasih (2017) with the title "The Implementation of Project-Based Learning to Improve Vocational Students' Speaking Skills". This study intends to depict the execution, challenges, and strengths of project-based learning to improving student's speaking skills at SMK N 1 Bantul. This study is classroom action research. This study uses the method action research in Bantul Regency at SMK N 1 Bantul. There are 32 students as subject of this study. Meanwhile, the data technique used descriptive-qualitative. The result of this study are students are interested in learning English especially learning English speaking and they have opportunity to speak English more often. In the other hand, teacher cannot monitor directly and the project takes too much time. The similitude of their study and this study are such as both focus in implementing project-based learning and use technique of the data is descriptive-qualitative. The distinctions between their study and this study are: the researcher's study is a case study, this research is action research; the subject of researcher's study is senior high school, this research have subject from vocational high school; and this study the data were obtained through observation and interview, researcher's study use observation, interview, and documentation.

3. Third, the study from Krisnoviani & Sulistyani (2022) The research seeks to ascertain whether or not student learning accomplishment has an impact on listening comprehension abilities. In this study, the researcher employed a pre-experimental design using a one-group pre-test and post-test model as quantitative way of inquiry. The purposive sampling strategy was utilized to collect the data from a sample of 31 multimedia majors in eleventh grade using pre and post testing devices. Analysis of the data used a two-sample independent

t-test with a significant p > 0.05. The students' learning outcomes showed an increase, with an average value of 75.68. The data analysis shows the result of sig. (2tailed) 0.00 < 0.05, the conclusion: project-based learning model's adoption has a considerable impact on students' listening comprehension abilities. This study provides advantages for creating a project-based learning approach, particularly for listening abilities as "Using Project-Based Learning Model to Promote Students' Listening Comprehension at Vocational High School." This study aims to found out whether the implementation of project-based learning can influence students on their listening skills or not. This research is quantitative method which is using experiment. To collect the data, this research using pretest and post-test with sampling technique and the populations of students of 31 eleventh-grade of multimedia majors. The result of this study has benefits in student's listening skills and developed learning model especially in project-based learning. The similarity, both studies is using project-based learning. The distinction, their study is quantitative research and for this study is a descriptive qualitative study. Researcher's study is focus in implementing project-based learning in general and for senior high school. Meanwhile, this research is focus to improve student's listening skills at vocational high school.

4. Fourth, study from Susila et al. (2022) with the title "Project Based Learning for English Teaching in Vocational High School Students: A Need Analysis". This study sought to identify the learning needs of the target population for developing a PBL approach in vocational high school. Descriptive analysis and quantitative approach are used in this study. In order to get the data, this study used questionnaires to the respondents to find out the target and learning needs. The subject of this research is from 10th grade of SMK Manbaul Ulum Kabomas which is consist of 40 students in the academic year 2021/2022 of industrial electronics engineering (TEI). The study has resulted that the implementation of PBL is great to help teacher and students finding the materials, method, and media in the teaching learning process. In the other hand, the ability and skill of the students is still low and need to practice continuously. The similarity between

their study and this study is both focus in the implementation project-based learning in the classroom. The distinctions between their study and this study are: this study is descriptive qualitative study, their study is quantitative approach; this study collect the data with qualitative approach with observation, interview, and documentation.

5. The next study from Milah (2015) with the tittle "The Implementation of Problem Based Learning to Improve Writing Skills in Discussion Text (A Classroom Action Research at the Third Grade of MA NU 04 Al-MA'arif Boja in the Academic Year of 2015/2016)". The purpose of this study was to adopt problem-based learning to teach writing in discussion texts and to enhance students' writing abilities. This study is classroom action research (CAR) which is used three cycles. The subject of the study is from XII-IPS students of MA NU 04 Al-Ma'arif Boja, Kendal in the academic year 2015/2016. The data was obtained from student's score in the test, observation, and documentation. The result of the study is students' have good improvement in writing skill and have good response after implementing problem based. The similarity in her research with this study is both use the same subject. It is from senior high school. The distinctions, this study is classroom action research. Meanwhile this study is descriptive qualitative study. The focus on her research is the implementation problem-based learning and this study is focus in implementing project-based learning. Her study focused more detail in writing skill especially in discussion text.

6. Study from (Putri et al., (2015) with the title "The Implementation of Project Based Learning Approach in Teaching English at SMAN 2 Bukittinggi". This study aimed to describe the implementation of project-based learning in teaching English at SMAN 2 Bukittinggi. This research used qualitative approach with collecting the data use checklist, observation, field note. And camera video. The result of her study is the teacher did not ese indicators while implementing project-based learning. So, the implementation of project-based learning is not optimally yet. The similarity, both studies focus on implementation of project-

based learning in high school students. The distinction, this study gained the data with observation checklist, interview, and documentation.

7. The other study is from Zaafour & Salaberri-Ramiro (2022) with the tittle "Incorporating Cooperative Project-Based Learning in the Teaching of English as a Foreign Language: Teachers' Perspectives". This study aimed to explores the effect of teacher's factors such as age, perspectives, and attitudes toward the implementation of project-based learning. Her research is quantitative research with collecting the data through questionnaires. The result of her study is the impact of teacher's age had increasingly impact in implementation of project-based learning. The similarity, both studies are focus on implementation of project-based learning. Meanwhile for the distinction, her study is quantitative approach focus on teacher's perspectives. This study is descriptive qualitative study and focus on the implementation of project-based learning in general.

Many previous studies have been shown that the topic in this research is attracting attention. Moreover, this research is very different and rare. Previous research has been discussed about the implementation of project-based learning in more details with the English skill such as reading, speaking, writing, and listening. In addition, most of previous study were quantitative study and focus on the students. Meanwhile, in this study is descriptive qualitative study. The focus in this study is the implementation of project-based learning in general and teacher's challenges. Therefore, this study is very important and useful especially for continuing the innovation of project-based learning.

CHAPTER III

RESEARCH METHODS

A. Research Methods

Research method is a scientific way to get the data with the certain purpose (Sugiyono, 2015). The scientific way means the activity is based on the rational, empiric, and systematic. In this research has collected data concerning in the Implementation of Project Based Learning in English Teaching and Learning: A Case Study at SMA N 1 Padamara, Purbalingga.

1. Type of the Research and Research Design

   This research used descriptive qualitative methods. The reason used descriptive qualitative methods because to explore in more detailed and complex about the implementation of project-based learning and the teacher's challenges during implemented it (Creswell & Poth, 2018). This research aimed to gain the data on implementation of project-based learning in English and teaching at SMA N 1 Padamara, Purbalingga. It also concerned several parts: the materials in the syllabus, teacher's role in teaching, the activities, and the evaluation during teaching and learning.

   The research was coped by doing observation on how the teacher implemented project-based learning during English class, how teacher choose the topic for teaching, did brainstorming activity, core activity, made evaluation, the challenges, how teacher overcome the challenges, and suitability of learning activities with lesson plan. Next, the research coped by interviewed an English teacher and several students to confirm the result of observation. The result thus is not intentionally to made generalize as general conditions with any schools in Indonesia.

2. Setting of the Research

   This research conducted at SMA N 1 Padamara grade 11th Social 4 class. The school is located at Jl. Raya Padamara, Sidahurip, Padamara

District, Purbalingga Regency, Central Java. This research conducted on the second semester in academic year 2022/2023. The reasons this research conducted on that school because of several points such below:

a. SMA N 1 Padamara is one of the active schools in Purbalingga that uses two curriculums such Merdeka Belajar Curriculum for grade 10 and 2013 curriculum for grade 11 and 12. Then, the institution was chosen because already implemented project-based learning since 20013.

b. The 11th is grade of social 4 is chose because mostly of the activity used project-based learning which is related to this research's topic. For 11 IPS 1 was using conventional learning. Then, for 11 IPS 2 and 3 used cooperative learning. For the other major XI (science class), they used collaborative learning. In addition, for grade X IPS they used conventional and collaborative learning. Next, X science class used inquiry and cooperative learning.

c. SMA N 1 Padamara is one of the newest high schools in Purbalingga but be the best school proven by rank 4 as the best high school in Purbalingga according to Badan Akreditasi Nasional Sekolah/Madrasah (BANSM) Kemendikbud 2022, strategic (green environment and close to city center), and unique because as the greenest school in Purbalingga so that make people interesting to send the children to have education experience there.

3. Subject and Object of the research

a. Subject of the Research

The subject of this research from the students' grade 11th Social 4 (XI IPS 4) at SMA N 1 Padamara, Purbalingga in academic year 2022/2023. There are 33 students at XI IPS 4 which is consist 14 males and 19 females. The range of their age are between 16-18 years old. Then, the other subject will be an English teacher (Miss S) that used

project-based learning in the classroom. She has her own style in implementing project-based learning. Additionally, she experienced in implementing project-based learning because already implemented it since 2013 with her own method. So, it is very interesting to chose her as the subject that related with this research.

b. Object of the Research

This research investigated the implementation of project-based learning in English teaching and learning in SMA N 1 Padamara. In addition, this research also to find out the challenges while implementing project-based learning in SMA N 1 Padamara. That school be selected because already implemented project-based learning during English classroom. The reason for choosing XI IPS 4 because that class already used project-based learning. On the other hand, for XI IPS 1 used conventional learning, XI IPS 2 and 3 used cooperative learning. Then, for science class they used inquiry learning. While, the grade twelve students would not able as participants because they focus on the School Examination (Ujian Sekolah).

4. Data Collection Technique

The data collection conducted by observation, interview, and documentations. In line, Sugiyono (2015) also states that the technique of data collection in qualitative methods using observation, interview, documentation, and the combinations of those four aspects. The observation used take a note during English teaching and learning activities in the classroom, interview by recording the answers from the teacher and students, and documentations are collecting with some documents and take pictures as additional information. This study has four points to collect the data as following:

1) Observation

This study observed the activities on implementing project-based learning in English Classroom at SMA N 1 Padamara, Purbalingga. This research to gains knowledge about behavior and the significance associated with it through observation (Marshal & Gretchen, 1995). The observation used participants observation in which to involved in the daily activities of the people that being observed. In participant observation, it can be watches what individual do, listen what they have to say, and get involved in their activities (Stainback & Stainback, 1988). Based on that, this study observed the environment, activities, and the implementation of project-based learning but did not have roles during the classroom. It observed the activities four times. The specific data observed includes the materials related with lesson plan, learning activities, teacher's role during teaching and learning, student's role, student's activities during teaching and learning process, and evaluation process.

Then, the instrument of the observation used checklists to collect information the implementation of project-based learning and the challenged faced by project-based learning during learning process. The use of checklist to make easier in observation (Peterson & Elam, 2021). In addition, while doing the observation also used technology such as smartphone to take video, photos, and audio recording to capture authentic or actual moment (Peterson & Elam, 2021).

The observation followed the steps below (Setiyadi, 2006):

1. Decided the focus of the study about the implementation of project-based learning in English Classroom at SMA N 1 Padamara, Purbalingga.

2. The subject of the observation was from XI IPS 4 and an English teacher Miss S.

3. Making schedule for observations, observant came to school, and did the observation.

4. Gathered the data from the first observation until four observation and interpret the data.

These are the table of observation schedules in the 2ⁿᵈ semester.

Table 1 Observation Schedule

No.	Date	Day	Time
1.	May 8, 2023	Monday	14.00-15.00 p.m
2.	May 11, 2023	Thursday	14.00-15.00 p.m
3.	May 15, 2023	Monday	14.00-15.00 p.m
4.	May 22, 2023	Monday	14.00-15.00 p.m

The first observation, observant came the class, pay attention to the students and teacher during the class. In addition, it also used video recorder to make easier to transcript the data. While doing observation, observant saw the interaction between students and teacher, the way teacher taught from the opening until closing with taking notes. Certain things that stranger and unique during the classroom was take notes by the observant. Then, it is done repeatedly for four times with the same class and the same time. Based on that, it can get the result of the comprehensive data about the teacher implemented project-based learning.

2) Interview

Interview used to find out more dept and detail information about the participants in interpretating situations and phenomena that occur (Sugiyono, 2015). An English teacher as the focus of the interview to get the sight of the implementation of project-based learning and the challenges during English classroom. Meanwhile, the interview conducted once at Tuesday, May 30, 2023.

This research used semi structure interview to find out the problems more open. In semi structure interview, needs to listen, record, and taking-note what the informant says. Then, the classification of the data use such as the first learning activity and so forth, teacher's roles (first and so forth), student's roles (first and so forth), and teacher's evaluation (first and so forth). The interview process conducted with questions about teacher's and student's role, the material, teaching and learning process, and the evaluation already used. The interview was recorded in Bahasa to make easier.

The observation has been done for four times and already saw the interaction between students and teacher and took notes of all the activities happened during the class. The next is interview section. In this section, the next data collection was interviewed an English teacher and students to support the data in more detailed and affirmation the data from observations. The questions during interviewed was made with semi-structure interview because the deeper questions will be based on the way teacher's answered and some additional questions will developed according to the condition in the interview. Then, the result of interview was recorded by handphone. The interview conducted after the class only once because limited of time to clarify the result of observations.

3) Documentation

This method operated to collect the documents during teaching and learning such as the materials and lesson plan (Ahmadi, 2020). The purpose of documentation is to collect the data will recording, text, pictures, events that already passed. It is related with this research to get the data of teaching and learning English used project-based learning. The documents that be analyzed is lesson plan. The purpose to know the preparation of choosing the material, arranged the activities, how teacher implemented project-based learning, and the

evaluation that used by teacher. The documentation be done before and after doing observations to know the correlation between the lesson plan and the activities during learning process.

5. Data Analysis Techniques

Data analysis technique was conduct in this study to interpreted the result of the data. The result of the data based on the observations, interviews, and documentation. So, it can be making the conclusion and can make understood for others. There are some parts of data analysis technique based (Miles & Huberman, 1994):

a. Data Reduction

After collecting the data from observations, interview, and documentations still include general information that needs to be selected. In this study focused the specific points about the implementation of project-based learning and teacher's challenges during implemented it. The data from observations transcribed including the notes. The documentation and the result of interview also described in details. Next, those data were classified in several classification based on the theories about project-based learning (choosing the topic of the project, pre-communicative activities, asking essential questions, designing project plan, creating project timeline, finishing the project, assessing the project results, and evaluating the project).

b. Data Display

After classified the data into several parts, in this section is displayed the data. The data displayed into two chapters (the implementation of project-based learning and teaacher's challenges during implementing project-based learning). In data display, presented all the transcribe of the data's result by narration explanation each chapter. It explains the implementation of project-based learning

such the steps and the teacher challenges during implemented it includes the treatment based on the challenges.

c. Conclusion Drawing and Verification

The result from data collection and data display was cross-checked in the field. After all the information checked well, it takes the conclusion about the implementation of project-based learning in English Classroom at SMA N 1 Padamara, Purbalingga.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presenting the findings and discussion of research at SMA Negeri 1 Padamara concerning about the implementation of project-based learning in English class and teacher's opinion. Additionally, this chapter answered the problems of the research while implementing project-based learning.

A. Findings

In this section, the data presented in qualitative method. The data presented and analyzed based on the observations and interview.

1. The Implementation of Project-Based learning in English Language Teaching

Project-based learning is a method that be used by teacher in SMA Negeri 1 Padamara especially at grade 11th Social 4. Project-based learning give students make their action in experiencing new knowledge in practically (Hamidah et al., 2020). It means that project-based learning gain student's knowledge related to real life.

In this research, teacher make a project to students and use the material about explanation text. The project is making presentation that contained such power point and animation video with the topic related with explanation text. Then, the example of the topic was about the cycle of water and students following the other topic which is included in the explanation text. The project is carried out in groups. One group contained five until six students.

The project was applied at grade 11th social 4 SMA Negeri 1 Padamara, Purbalingga. This project was divided into two stages such the background knowledge of teacher and the steps of project-based learning. Based on the observation that conducted on May 8-31 2023 and interview on 30 May 2023, it is brought about the form of stages of project-based learning in English class at grade 11th social 4 SMA N 1 Padamara, Purbalingga explained below.

Figure 1 Interview with English Teacher

Based on the observation and interview with Ms. S as an English teacher at SMA N 1 Padamara, there are several aspects while implementing project-based learning. The indicators in observation and interview consists of teacher's basic knowledge about project-based learning and the steps of project-based learning teacher's version. At the start of each interview will be given the codes:

T1   : Transcript 1

S1   : Student 1

S2   : Student 2

S3   : Student 3

I   : Interviewer

Those aspects are explained below.

a. **Teacher's basic knowledge about project-based learning**

Generally, project-based learning is a model in teaching while students are doing their learning activity based on the tasks, projects, that can bring them in inquiry process. Based on the teacher's perspective, project-based learning is something of learning model

with project. The response of teacher during interview demonstrates below.

T1: "I think project-based learning is like learning process with project, as simple as that and students can be active there."

b. Steps of project-based learning

1. Conditioning the students

Figure 2 Conditioning the students

In the Figure 2, teacher took control of the class by checking attendants and prepared the class to learning activity. In the observation showed that teacher gave instructions to every student to tidy up their uniforms, prepared the books and stationaries. It is showed with the transcript below.

T1: "Pay attention everyone, stand up and look your uniforms, please?"
T1: "Ok, good. Prepare your book, homework, and the stationaries, please?"

Teacher made such that activity to make students ready and disciplined in the learning process.

2. Brainstorming activity

Teacher gave several questions to students to challenged their background of knowledge. The material is about explanation text. Teacher chooses the topic for student's project in the first day observation. Based on the observation, teacher choose one example topic about the cycle of water. Teacher showing an animation video in LCD projector about the cycle of water to the students.

Next, the second observation there is no teaching and learning process and observer only accompanied students to learning by themselves. Then, the next observation teacher is also continuing with the topic about the cycle of water and students find out the other topics related that are included in the explanation text. Then, the last observation teacher chooses the topic about the cycle of water, tsunami, rain, rainbow, frog, volcano, etc.

Teacher showed animation video with the topic about the cycle of water: *how rain happens*. In addition, teacher informed the learning objective in this section. In the interview showed that the way teacher did brainstorming activity.

> *T1: "I taught the material about explanation text, showing the video and power point about the cycle of water and how the rain happens. Then, I gave questions to students and they answered. It is like Q & A, they speak mixed with Bahasa and English. I also explained the learning objectives so that pupils may comprehend the plot of learning process."*

Moreover, in the observation showed that teacher did pre-communicative activity and asked essential questions.

Figure 3 Brainstorming Activity

In the figure 3 teacher choosing the topic about the cycle of something in the explanation text material. Then, teacher did pre-communicative activity. Pre-communicative activity containing about the beginning of learning activity that carried out by teacher. In the first observation, teacher did pre-communicative activity by showing video animation, an example of explanation text about the cycle of water. She gave some vocabularies related to explanation text such as the cycle, how tsunami happen, etc.

In contrast, the third and last observation did not do pre-communicative activity but made introduction of the lesson and did presentations directly. Similarly, the third observation is also did not do pre-communicative activity because that time was taking writing assessment. So, pre-communicative activity in English class Ms. S only in the first observation.

In the pre-communicative activity, teacher showing the text about the cycle of water (rain). After that, she asked students about the purpose and the structure of the text.

T1: "I choose the topic about the cycle of water because I think it is suitable for students and easier to understand"

T1: "I presented the example text entitled the cycle of water. I asked students, <u>what is the purpose of the text? What is the structure of the text? How about the contents?</u> such like that."

In addition, teacher also did ask essential questions based on the video that she already given. The stage of asking essential questions is the main questions before go into the learning process. The purpose of this stage to make students understand with the focus of the project that they will be do. In the first observation, teacher showing a video animation and an example text of the cycle of water and rain.

Contrary with the third and the last observation, teacher did not ask essential questions. The reason because the second and last meeting are presentation and teacher took writing assessment for students. Based on that, teacher did ask essential questions in the beginning or the first meeting.

After teacher presenting the example of animation video of the cycle of water, she asked some questions such as:

T1: "What is the tittle of the video?
What is the content of the video?
What are the steps of the cycle of water?"

3. Core activities

Core activities is the primary activity in the learning process. Teacher explained the material regarding with the structure and language feature of explanation text (the first meeting). After that, teacher designing project plan. Teacher designing project plan as the facilities and activities for students

that they will doing during learning process. The first observation, teacher gave explanation in the last ten until fifteen minutes before class end. She explained there is a project presentation work in team.

Next, students made their own groups by counting. After students made their groups, teacher give instruction about the project to make presentation by making power point material or video animations about the cycle of something or how something happens. The topic must be different from one group and others. Then, students must submit the tittle of their project one by one and teacher taking note of it to make sure all groups have different tittle.

In the last 10 minutes class before end, teacher divided into 6 six groups. Each group includes of five until six students. Students counting one by one by up to them. After divided into groups, teacher explained the rules of the project.

Figure 4 Students' discussion about the tittle of the project

In addition, in the interview showed that teacher gave instructions about the project.

T1: "There is a project to you guys. It is to make a presentation in group about the cycle of something and related topic with explanation text. So, please in 5 minutes before class end submitted the tittle of your project. The tittle must be different from one group with others. You can make power point and adding animation video. You can make the tittle for example the cycle of frog, butterfly, how tsunami happens, how eruption happens, how rainbow happens, and so on. The project must be done in a week. It means that next week you guys present the results of your works."

Teacher also explained about the timeline of the project. Project timeline is being made by teacher. The illustration of project timeline in the first observation about the cycle and how something happens described below.

Table 2 Project Timeline

No.	Activities	Deadline
1.	Make group	Wednesday, May 10, 2023
2.	Submit the tittle of project	Wednesday, May 10, 2023
3.	Consultation of the project	Saturday-Sunday (13-14 May, 2023)
4.	Presentation	Wednesday, May 17, 2023
5.	Duration of presentation	Ten minutes per group
6.	Q & A and conclusion	25 minutes before the class end (3.05 p.m-3.30 p.m)

The second observation there is no learning process but only learning independence by students. Next, the third observation is the day of presentation in English class at grade 11th Social 4 started at 2 p.m. Five minutes to do introduction or opening the class, pray, and check student's attendants. Teacher gave instruction by calling one by one group to presenting the

result of their project. Teacher is also giving warning to other groups to pay attention in the presentation section.

Teacher gave 10 minutes every group to presenting their results. Figure 5 showed the presentation of student's project. After that, 25 minutes to do questions and answer time. While creating the project at home, teacher still able to monitoring the students at weekend. It is showed in the figure 6.
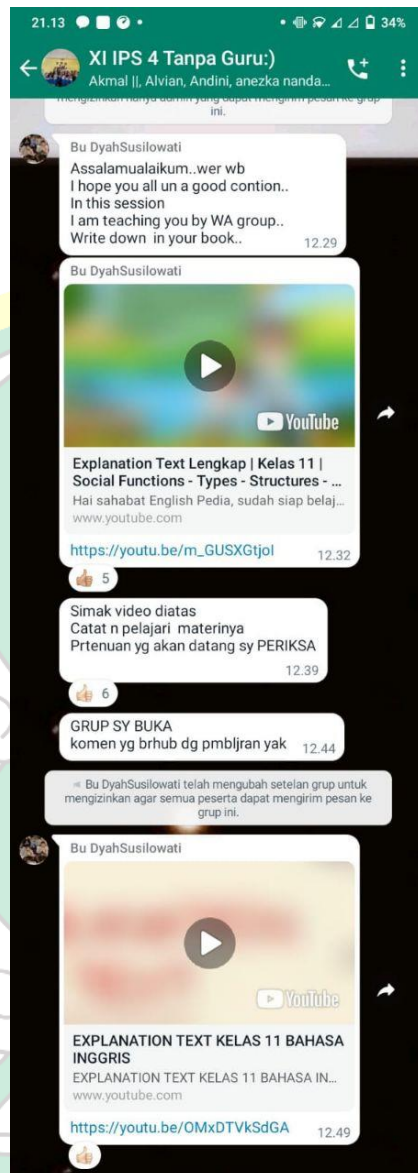
Figure 6 Consultation via WhatsApp Group

Furthermore, in the interview showed that teacher monitoring the student's progress of the project with the following script below.

T1: "So, I gave them a week to do the project at home, but I still able to check the progress of their project via online at Whatsapp group. I checked them at weekend out of the class (Saturday and Sunday)."

T1: "I usually asked them, how is your progress? if there are problems or obstacles between you guys feel free to consultation to me."

Differing from the students' point of view, they explained that there is no consultation session. Based on the figure 6, it showed that WhatsApp group only for giving the material with YouTube. Then, teacher asked students to write the material based on the video and will check it in the next meeting. So, there is missed information between students and teacher.

I: "Does Mrs. S give opportunity for students to consult about your project on the WhatsApp group?"

S1: "No, she does not. WhatsApp group is only for sharing the material which is video from YouTube and we must take a note from that."

S2: "No, she never did WhatsApp consultation."

S3: "No, she only used WhatsApp group to share the material. There is no consultation section."

On the other hand, during interview section with English teacher, she also states the other opinion.

T1: "But I am monitoring the students with asked them directly. How is the progress of the project? Is there any problem on your group? Please tell me who are doing the project and who are not?"

T1: "The project is doing well Ma'am. Do not worry about that"

T1: "They smart to keep silent and have a good Corsa soul to cover up all the problems."

Based on the evidence above, teacher monitoring students by asked some students directly as the sample not in WhatsApp group regularly. Then, following the last observation, there is no designing project plan anymore because in that day was the schedule of writing assessment.

4. Project evaluation

Evaluation is a process to measure how far students understanding the material. At 11th Social 4, teacher measure the students' speaking (presentation) and writing skills (arrange explanation text). Nevertheless, the process of evaluation is also to measure the student's ability in English during the implementation of project-based learning. Evaluating the project is the stage used by teacher to give feedback during project presentation, reflection of learning activities, and students' chance to share their story during working on the project. It is showed in the observation in figure 7 and 8.
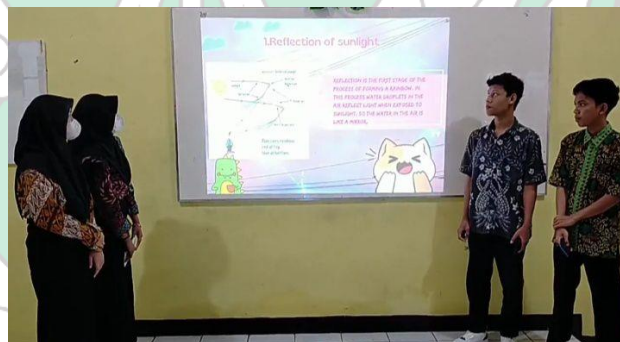
Figure 7 Assessing Speaking

The evaluation from teacher during learning process supported in the following transcript.

T1: "In the last lesson, I taught explanation text for grade 11th Social 4 to assessing their speaking and writing skills. Next, the student's ability in English class during project-based learning is difference between a student, a group, and others."

T1: "For instance, in a group consists of six members, students who are presenting the project prepared well without a text can be measure around three students each group. Although I have been giving a warning to not read full description in the screen, make eye contact to the audience, but they are still do as they want to do disobey my warning. The reason maybe because they are not prepared well and not confidence."

Based on the previous transcript, students can make their own responsibility about their project. Teacher makes evaluation based on the students' project as formative assessment. The rubric for speaking assessment is presented below.

Table 3 Speaking Assessment Rubric

Category	1	2	3	4
Vocabulary / content	Describe the object only in some words, not clear, and not in details	Use vocabularies that only related to the object	Use many vocabularies but not too details	Use many vocabularies and describe object in details and clear enough
Pronunciation	Mostly incorrect pronunciation and cannot be understanding	Have some incorrect pronunciations and somewhat difficult to understand	Correct pronunciation and easy to understand	Correct pronunciation, sounds like native
Fluency	Does not flow, not confidence, and hesitant	Frequent pauses	Occasional pauses	Fluence, speak without any pauses
Voice	Cannot be hear in the back, middle, and only a little from front line students	Can be hear only in front students in the classroom	Can be hear by students at the front until middle classroom	Clear, can be hear all of the students (middle, front, and back)

Maximum score is 16 points because the highest score is 4 x 3 criteria assessment = 16 point. Although the assessment was group presentation, teacher also took the grades in individually by their speaking performance, attitude, being active in the classroom, and prepared well during presentation. So, all the assessment was made by the teacher.

Table 4 Writing Assessment Rubric

Category	1	2	3	4
Vocabulary	The choices of vocabularies are not related with the topic, mostly error the choice of vocabularies, and cannot be understanding	Error in choosing vocabularies, in some part can be understanding	Use many vocabularies related to the topic, minimum error	Use many vocabularies and describe object in details, no error, and clear enough
Content	Not related with the topic that have been chosen, not details, and almost all the information is not accurate with the topic	Content is related to the topic but some information is not related to the topic and not in details	Content is related to the topic but not details	Related to the topic that have been chosen and details
Grammar	Error in choose grammar, cannot be understand, mostly grammar is incorrect	Error in choose the grammar, cannot be understanding, only a few grammars correct	Have some errors in grammar choices but still be understanding	Using grammar related with the context and no errors

For the first observation, teacher took the students' grade by their process during the project such the preparation, found the tittle of the project, and did the project. Teacher made evaluation with the tittle of the project every group whether the tittle is appropriate or not.

The main assessment while the day of presentation which is at observation two. In the observation three, teacher took speaking assessment by their group's presentation. In addition,

teacher evaluate students' performance to pay attention in the presentation session for the audience. Then, for the presenters not to focused only on the power point or text but make eye contact and interaction to audience. If students still focused on the screen, teacher spoke up to students to read it after that continue the presentation based on teacher's instruction. In addition, teacher also pay attention with the duration and preparation every group.

Meanwhile, the last observation for writing assessment. The highest score of writing assessment is 12 because 4 x 3 criteria. So, the first meeting is for assessing the process of the project, second meeting is for speaking assessment by presenting the project, and the next meeting is for writing assessment.

In the other hand, teacher also make evaluation about time management. Writing assessment at 11th Social 4 have limited time. So, teacher give addition time around 10-15 minutes to make clear and finished their assessment.

2. **The Teacher's Challenges in Implementing Project Based Learning in English Language Teaching**

a. The challenges during the preparation of implementing project-based learning

Based on the teacher's explanation in interview section, the implementation of project-based learning does not always go well. It has several challenges such as lack of time, did not up to date with technology, and taught still in conventional method. It is supported with the following script as evidence by the teacher.

> *T1: "Me myself have prepared lesson plan well, but the problem is sometimes I could not manage the time effectively as we imagine it and I still taught conventionally and I cannot utilize technology yet. So, the learning process was not interesting for students, less up to date.*

T1: "At first, the problem is my students like and dislike, complain about the division of groups because it is not on me who divided the groups but it is on the students."

So, as based on the transcript above, the challenges during preparation are about the management of time, still conventional in teaching, and did not utilize technology to make learning process more fun and not boring.

b. The challenges during the class of implementing project-based learning

In the classroom is the main activity of project-based learning. Based on that, many things can occur and the challenges on it. Several challenges of implementing project-based learning during the class such as limited of time, lack of facilities from the school and students, students' nervousness, and teacher's double job as committee of P5. The challenges during classroom explained by the English teacher in interview below.

T1: "The challenges for instance the limitation of time and cannot be fast. The main point is that the students must be fast. They have been warning since the beginning of the class to prepare LCD Projector because the limitation of time."

T1: "In fact, there are so many challenges. For instance, after turn on the projector apparently broken. So, it takes more time because of unworthy the facilities."

In addition, there are other problem during the class such as student's anxiety, nervousness, and inactive in discussion. Besides of the lack of school's facilities, students are also having the same position as that. Additionally, students did not have the stable Wi-Fi connection to searching about the material. Moreover, there is jealousy between grades 11th and 10th about empty lessons. The activity P5 of grade 10th, the consequence is the teacher who taught grade 11th must following P5. So, the learning activity must empty for grade 11th and went to indoor to watched P5 with the theme local wisdom. It is based on the interview with English teacher.

T1: "Then, to encourage students' to be active is difficult even though I have been welcome to them to speak up they still shy and nervous and lack of preparation."

T1: "Next, the students need laptops to do their projects, but not all of them had it. In addition, their HP are slow because worked in laptop is easier that HP."

T1: "Additionally, the unstable Wi-Fi and internet connection is also the big obstacles to them."

T1: "Besides, there is P5 curriculum merdeka for class 10 so I could not stay at class 11 because I had to join P5. Based on that, the grade 11th felt jealous if they still have a class. So, I guess that class must be free. The solution is the grade 11th watch P5 in indoor."

Based on the evidence above, teacher give the solution to every student can do the project little by little at school. The reason is they can utilize school facilities such Wi-Fi and computer room by make a permission to the staff. For the 11 class that have the same timing with P5 they must be free and joined it to avoid jealousy between grade 10 and 11.

c. The challenge during conditioning the students in implementing project-based learning

Next, the teacher's challenges in implementing project-based learning during conditioning the students. The teacher's challenge for instance there were many complains from students about the group division. There were like and dislike because the consequence of dividing the groups by themselves. Then, while the day of presentation teacher often admonished students to not full read the text or screen, must interact with audience, and speak up as they can. It is showed in the interview section with the teacher.

T1: "There were a lot complains from students about like and dislike divisions of groups but it depends on them mba, because it was their business."

T2: "Mostly, students are always focused on the screen but I always said to interact with audience and must speak up each student."

Furthermore, teacher give appeal to students to work harder because it was for their assessment.

T3: "Let us do your work, cooperative, because this is assessment for your score and to help your bad score to be better. We did not have time anymore. So, hurry up, because soon will be summative assessment."

Based on the evidence above, teacher give motivation and understanding to students to do their project because it is important to them and they must care about that.

d. The challenge during evaluation in implementing project-based learning

The challenges not only from the conditioning students, during the class, and preparation but also during the evaluation. The teacher demonstrated the challenges during evaluation in the interview was honesty of students' participations in the project.

T1: "Student's ability, eagerness, and lack of enthusiasm. Sometimes I have my own trick to get closer with students. The purpose to get the information who are did the project and who are did not so that I can my honest score for them.

Based on that, students did not open and honest about their situation and condition.

B. Research Discussions

The implementation of project-based learning in English teaching and learning can be seen from the data that have been presented in the findings. The data concerning implementation and the challenges while implementing project-based learning. Thus, in this research also will discuss the other results in more details to support the findings.

1. **The Implementation of Project Based Learning in English Teaching and Learning**

   The teacher's stages of implementation project-based learning were made by herself. The stages of project-based learning based on the observation and interview in findings will be discussed below.

a. Conditioning the students

   Based on the findings, teacher conditioning the class only with checking attendants and made preparation before learning activity. The preparation for instance, checking the neatness of students' uniforms, stationary items, collecting homework, and students' books (material). The purpose of teacher makes such those preparation to make students more discipline and be ready to the learning process. The impact for the students is they can be more ready to the lesson, self-awareness, have a good habit to be disciplined with small details about themselves. It is related with (Groves, 2007; Waugh & Joliffe, 2013), they states that teachers must be able to handle the class such as make preparation, make discipline, and know how to managing the class. In addition, those are very important to made a good start in implementing project-based learning (Hamidah et al., 2020). Those such a great method to take students' attention before go to the learning process.

b. Brainstorming Activity

   In the brainstorming activity, teacher make pre-communicative activity by showing animation video and asked some questions. According to Hamidah et al. (2020), pre-communicative activity is the second step project-based learning based on the theory. During the first observation, teacher did pre-communicative activity. So, it is related with the theory of project-based learning.

   Nevertheless, in the second observation there is no teaching and learning process. Teacher only opening and leave the class. Then, teacher asked observer to accompanied students learn individually. According to the research from Suprastowo 2013, teacher who are absent and leaving the

classroom have negative impact for students. Because, they will lose one day without a guide, facilitator, and transfer of knowledge. Additionally, teacher absence from the class can impact in students' enthusiasm in learning and bad reputation of the school. In fact, based on the observation students were not enthusiasm, feel lonely, not eager to learn, and disappointed because they very ready to the class. As has been noted, the absence of teacher in classroom has bad impact for students' enthusiasm in learning process.

Next, the third and last observation she did not do pre-communicative activity. Depending on that, the use of pre-communicative activity is not a must for teacher. Supported by Sugeng (2010), one of the characteristics of English language teaching in mission and vison of the study are something depending on the student's needs, situation, and target. In contrary, the steps in project-based learning must did pre-communicative before doing learning activities because the steps are already depends on the students need (Hamidah et al., 2020). In addition, pre-communicative activity is very important to make students interesting and make planning to their own project. Based on the observation, students are mostly silent because they did not know about their planning for the project. Hence, the teacher step in project-based learning is not related with the theory so that made students confused about the next step of learning activities.

Then, while showing animation video, teacher choose the topic about the cycle of water. It is related with Hamidah et al., (2020), she described that choosing the topic is the first stage of project-based learning. It is same with teacher's step. In her step, choosing the topic was the preparation before she taught the class. Thus, because of based on student's real life. Teacher chose the topic about the *cycle of water* to make since it is suitable for students and easy to understanding the material. In line with Suharjo (2014) that teaching the material must be aware about student's needs. So, this step is appropriate and consistent between the theory and the findings.

Next, not only showing animation video about the cycle of water and asked some basic questions, teacher also asked several essential questions to engage students understanding. Asking essential questions can stimulates students before the core of learning activity (Hamidah et al., 2020). According to the first observation, teacher asked several essential questions based on the video she already given. The students were very enthusiasts and focus to the material. According to the observation, students knew the next activities after being asked essential questions and excited to the next activities. Supported in the interviewed by an English teacher, she also asked essential questions based on the video. The teacher's strategies of asking the questions with throwing the questions one by one to students. The purpose is to make an active activity. Thus is the ability of the teacher while managing the class (Waugh & Joliffe, 2013). As a result, teacher already implemented the second steps in project-based learning well.

In other ways, the third and last observation did not ask essential questions. According to Bender (2012), the characteristic of project-based learning is curiosity by asking essential questions to engage student's focus and readiness. Based on the observation, students a little bit shocked and did not have preparation / readiness to the core activity because the teacher taught directly without asked essential questions. So, it was inconsistent with the stage of project-based learning in the theory.

c. Core activities

The next stage of project-based learning based on the teacher is core activities. The first activity is teacher explained the material related with explanation text. Then, teacher continue the activity with the other core activity that consists of several stages. The first stage of core activities is teacher made design project plan. By designing project plan, students can imagine how is the project will be carried out. In the theory, the project type is decided by students (Hamidah et al., 2020). In addition, designing project plan decide, the activities, and agreement based on the students.

In contrast, the implementation of project-based learning at 11th Social 4 SMA N 1 Padamara was decide by the teacher. In the findings, teacher give instruction to do a project in group. Therefore, it is contradiction with the steps of project-based learning that students as the key to arrange the project (Strix & Hrbek, 2004). According to the teacher lesson plan, teacher stated that students can chose kind of the project. But, in observation students did not choose their own project. The impact of designing project plan by teacher based on the observation, students feel pressured, afraid to give advice, suggestions, and opinion. In fact, the project is carried out by students not by the teacher. So, designing project plan by teacher it does not line up with the rules of project-based learning that involve students in the project.

The next stage, teacher made timeline of the project. In the observation, teacher made project timeline in the findings table 1. According to Hamidah et al. (2020), creating project timeline can be with several activities such as students make their timeline of project, timeline must contains the activities, deadline, and person in charge, teacher collected student's timeline, and make monitoring to every groups. In the other hand, the result in findings at table 4 only used the activities and the deadlines. Contradictory, students were not included in making the project timeline. Students became not freely to demonstrate their opinion about their own project. So, teacher did not reflect the theory of project-based learning.

Additionally, all the project timeline was made by teacher not students. Whereas, it should be the students who make the timeline and guided by teacher. In line, students make their own timeline for the group project (Hamidah et al., 2020). In project-based learning, the roles of teacher only as the facilitator. Similarly, project-based learning has special features such teacher as facilitator, cooperative learning, and reflection (Diehl et al., 1999). Furthermore, teacher is contradictory with the natural approach of project-based learning. In project-based learning, students' role should be more active,

independent, and critical thinking (Adelita, 2017). To summary, teacher still lack in implementing project-based learning.

The last stage in core activities is finishing the project. Finishing the project used by teacher by monitoring the students. In the findings, teacher only monitoring students' project in online group by WhatsApp. According to Hamidah et al. (2020), teacher must monitoring the students and consult their progress, give advice and suggestion. Next, students can revise it according to the advice that have been given by teacher.

However, in the findings, teacher only asked the progress of student's project not giving advice to them. In addition, the fact was the teacher monitored students by asked some of them directly not in WhatsApp group. On the other hand, in fact that teacher did not do monitoring the progress of students' project based on the observation and interviewed three students. It means that the progress of project-based learning could not handle well by the teacher. Besides, the students are also did not want to share their progress and feel everything goes well. In the project-based learning ideally there is connection and collaboration between teacher and students (Krajcik & Shin, 2014). The impact was students working on tight the deadline, delaying their work, and unprepared. So, between teacher and students are less communication and collaboration during the project.

d. Evaluation of the project

In this stage, teacher make evaluation to measure student's understanding during the explanation and project they have been done. Then, evaluating the project consists several activities such as giving feedback from teacher to students' project, students' experience during learning process, and the chance for them to revise the project result (Hamidah et al., 2020). The result of the study, teacher made the evaluation in speaking and writing. In figure 7 showed that students presented their project. Next, in figure 8 showed that students did writing assessment.

From the result of the study, teacher gave the feedback to every group after presenting the project. Then, she also gave chance to students to speak up about how they feel, obstacles, and opinion during the project and learning process. In line with Strix & Hrbek (2004), they states that students also demonstrated their conclusion and make reflection. Similarly, students are able to make summary based on the result of the project (Krajcik & Shin, 2014). In fact, based on the observation students did not do summary during learning process. In addition, in the evaluation between students and teacher make negotiation about evaluation style (Strix & Hrbek, 2004). All the evaluation was coming from the teacher and students just followed. In short, students did not able to speak up about the progress of their project and skills. Previous study from (Aldabbus, 2018) stated that students only focus on finishing the project rather than learning from the process of the project. In conclusion, it is very dangerous that students did not understand what they have learned during learning process.

2. **The Challenges that Faced in Implementing Project Based Learning in English Language Teaching**

a. The challenges during the preparations of implementing project-based learning

Based on the interview and the observation in the findings, there were several challenges during implementing project-based learning. Teacher implementing project-based learning consumed a lot of time from the preparation, core activity, and until the evaluation. In addition, teacher still used conventional method in the learning process. Teacher found that the main challenges of implementing project-based learning was consuming a lot of time. Similarly, (Adelita, 2017.; Harris, 2017) states that project-based learning required much time to discussed a lot of things. As shown above, the main teacher's challenge during the preparation is limited of time.

However, according to the lesson plan teacher did not divided time clearly. Based on that, she did not have management of time effectively. Again, she

also does not have management of time because of handling the other class (all of X grade students science and social class of P5 merdeka curriculum activities). It is confirmed based on the interview with the teacher, she was very busy to handle not only focus in one class but the other classes at the same time. It means that she had overworked. Whereas, time management is very important things in implementing project-based learning to make the activities organized well (Adelita, 2017). In brief, teacher should arrange management of her time so that all the activities can handled well. All in all, teacher did not have time management effectively and clearly because of overwork and not focus only in one class.

Next, project-based learning is one method that change from conventional and traditional methods (Bender, 2012). Thus is the innovation from conventional to be more up to date. On the teacher's interview, she states that the other challenges were still use conventional style. In line, teacher who are old generation feels comfortable with their teaching style (Adelita, 2017). Teacher will difficult to change from conventional and traditional methods to project-based learning.

Based on the observation, teacher mostly used lecture method and only once she used laptop and lcd projector during learning process. In contrary, based on the interview teacher stated that she utilized technology such laptop, video, and interesting websites. Thus, are unconnected between observation and interview. The impact of teacher still in conventional learning styles are students feel bored, not interesting, not active, and not excited during the class. On the other hand, the characteristics of project-based learning is utilize technology to support teaching and learning process and make the activities more fun (Krajcik & Shin, 2014). So, the major challenges in implementing project-based learning during preparation are time management and old learning style.

b. The challenges during the class of implementing project-based learning

Although the implementing of project-based learning is great for student's activity but also it has challenging from teacher as the educator while used it. The challenges of implementing project-based learning during the class such as limited of time, lack facilities from the school and students, students' confidence and nervousness, teacher's double job as committee of P5, and teacher's knowledge about project-based learning.

Same as the challenges during the preparation, in this part teacher have struggled to managing the time well. Most of teacher agreed that the main challenges in project-based learning is time management (Izzah & Diana, 2021). But in fact, according to the observation and interview teacher does not managing her time effectively and clearly. While did the observation, the situation in the classroom is messed up. All activities of the students were overtime. Equally, students also presented the result of the project in less maximal. In other words, time is important in implementing project-based learning during the class. So, teacher should arrange the time in effectively to overcome the overtime and the effectivity of the class.

In the other hand, the next challenge is inadequate facilities on that school. For instance, the unproperly of LCD projector disturbed learning process. While the class begin, the impact of unproperly LCD projector made delay to the class activities. Students waited too long and waste a lot of time. Technology in one of many things that supported the implementation project-based learning (Krajcik & Shin, 2014). Then, the effect of technology does not run well based on the observation students became unconducive, noisy, and feel bored. According to the research from Setyani (2018), the impact of students waited too long of the lesson they can diminish the level of their concentration. So, students become less focused and did not enthusiasm during the lesson.

Furthermore, technology is one key element of project-based learning (Aldabbus, 2018; Krajcik & Shin, 2014).This could be due to the lack of

school's financial to do this kind of project. Nevertheless, the unproperly school's facilities have been reported by many research (Blumenfeld & Krajcik, 1994; Pereira, 2017). Teacher should prepare the other media to support learning process such pictures etc. Thus, the facilities are important to support the learning process.

Then, the challenges of technology are related with student's facilities. They did not have laptop and connection properly to do their project. Based on that, students could not do their project closed to the deadline. Because of such that situation, students used their creativity to do the project collaborative with others group. Then, they collected all the project in one laptop (other group laptop's). Based on that, teacher should monitor them well and give other solution that did not make them feel hard. For instance, students can make the project not only used laptop but can utilize unused items such cardboard box to explained the project. Teacher can tolerate them for sure if teacher support them and allow them to used their creativity.

By the same token, if the teacher could extend the deadline students would be more prepared. Thus, teacher does not have a good time table. The impact is the learning process could not run well because all the schedule is messy, limited of time, and the students' project can be not optimal (Setyani, 2018). So, between teacher and school must facilitated the students enough to make learning activity goes well.

Additionally, students are having no confidence because it was forced students to be active. In fact, not every student has ability to feel free tells their opinion in public. Some students are dominated the work but the other students could not be participated on their project (Aldabbus, 2018). Similarly, not all students are active, critical thinking, and experienced working in group (Adelita, 2017). According to the observation, there were active and inactive students. Some active students could follow the discussion well but most of inactive are difficult and shy to argued during discussion. This could be contradiction with the nature of project-based learning. Because, project-based

learning can bring students curious, exciting, active, and motivation (Bell, 2010). So, teacher can bring the discussion with something in fresh, new, up to date, and happy situation (not too forced too much).

Related with the curriculum that be used at SMA N 1 Padamara both Merdeka Curriculum for grade 10th and 2013 Curriculum for 11th and 12th, made teacher and students confused. Because, most of teachers are have responsibility in the project of P5 Merdeka Curriculum include the English teacher that taught 11th Social 4. So, while P5 was conducted, there was no class for 10 grade students. It could make grade 11 envy. The solution by English teacher is for grade 11 also no class and they joined and watch P5 on the indoor court. But, students to be did not understand with the material, lazy to study again, and not ready yet for the lessons anymore. Based on that, teacher should re-schedule the meeting to replace the empty meeting.

The last teacher challenge during the class in implementing project-based learning is the basic knowledge of the teacher of the steps of project-based learning. According to the theories Hamidah et al. (2020), the steps of project-based learning are choosing the topic, pre-communicative activity, asking essentials questions, designing project plan, creating project timeline, finishing the project, assessing the project results, and make evaluation of the project. Meanwhile, the steps of project-based learning according of teacher version are conditioning the students, brainstorming activity, core activities, and evaluation.

The steps that be used by the teacher is different from the theory and it has been confirmed in the interview with the teacher. Based on the teacher experience in implementing project-based learning, teacher only trial and error and not implemented as the theory. It means that the teacher did not understand about project-based learning. The impact of teacher did not understand project-based learning and implementing it the result will be fail (Barrows, 1984). Based on the observation and interviewed some students, the effect of teacher have her own steps and different steps from the theory made students confused

with the next step of the lesson, the purpose of they making a project, and less excited during the lesson. In addition, it also gives misunderstanding in implementing it (Zakaria & Yussoff, 2009). To sum up, teacher must be prepared and know about project-based learning and how to implemented it to avoid failure and misunderstanding so that have a good result.

c. The challenge during conditioning the students in implementing project-based learning

As mentioned before in the findings, the teacher's challenge during conditioning the students was the complaints about the divisions of groups. Students are complained because if they choose their own group and it will unfair. In the other hand, in project-based learning normally students divide the groups by themselves as their roles. Because, students are the key of their own project (Strix & Hrbek, 2004). Teacher already gave students chance to make their own groups and in line with the theory about project-based learning.

Teacher should monitor students while dividing the groups. Even though students divided the groups by themselves, teacher must to see whether it was already fair or not. Teacher should guide students to avoid such that simple problem. Teacher must help students and motivated them from the process of the project (Izzah & Diana, 2021). To sum up, teacher should control them so that it will be more conducive and structured well.

d. The challenge during evaluation in implementing project-based learning

Evaluation is important to diagnose the problems, challenges, and to improve the learning process. Based on the findings, the challenge during evaluation was honesty of students' participations during the project. It is supported in the interview session that students did not want to tell the truth about the participations of their members. The reason is they already have the habit of working alone and changed to worked as a group (Halimatusyadiyah et al., 2022). It can make them felt fear and lazy to tell the truth.

However, teacher already gave chances to express students' experience, feeling, and share their opinion during the project. Whereas, teacher did not

give the opportunity to revise the project. During the evaluation, teacher only commented about students' project and not to revised it. It can made students did not know how the project is correct and should be. They only knew that their project was incorrect and did not know how was the correct one. Evaluating the project means that the activity consists of giving feedback, reflects learning activity, students' opinion during the project, and revise the project (Hamidah et al., 2020). So, it does not fit with the theory.

Based on the previous explanation in point b about the teacher challenges during the class in implementing project-based learning, teacher did not have enough knowledge about project-based learning. The result, students are did not know what they already do to the project (Strix & Hrbek, 2004). Similarly, based on the observation students did not know about the purpose they made a project, their project is correct or no, and the results of the project could be acceptable or not by the students. It is automatically teacher did not know how to evaluate student, she did not do that, and do not match with the theory. As the result, the evaluation does not run well.

In conclusion, project-based learning is a good teaching method for English classroom. It can bring new experience for students to made their learning activity more colorful, cool, excited, meaningful, and fun. In addition, students are also having a good self-awareness, cooperative, collaborative, problem-solving, creative, innovative, disciplined, and independence. On the other hand, the teacher should more understand how to implementing and the steps in project-based learning well so that well prepared and minimize the errors. Moreover, during the implementation of project-based learning students can connected each other and have a good relationship with other students because they have been worked together. Although they also complaints about the limitation of time, unprepared learning process, bored, not too fun, and has so many struggles while did the project but they did very great job and finished the project on time. So, the implementation of project-based learning at SMA N 1 Padamara can bring new enjoyable opportunity on their learning activity especially in English classroom.

CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the observations and interviews it has been determined that the implementation of project-based learning in English teaching and learning SMA Negeri 1 Padamara come about two points. The points are teacher about project-based learning and steps of project-based learning based on teacher version (conditioning the students, brainstorming activity, core activities, and evaluation). In the theory, the steps of project-based learning are choosing the topic, pre-communicative activity, asking essential questions, designing project plan, creating project timeline, finishing the project, assessing the project results, and evaluating the project. So, the teacher steps are unmatching with the theory about project-based learning.

However, there are still the challenges that faced by the teacher while implementing project-based learning. The challenges such as the limitation of time from the preparation, core activity, and evaluation, teacher still in conventional style. Teacher does not follow the development of technology. So, while implementing project-based learning she did not use technology to make learning process more interesting and up to date. In addition, the other challenges are unproperly of school and students' facilities to do their project. Then, from the side of students, several students are felt not confidence because not all of them have the same ability, confidence, and background knowledge. In addition, the English teacher does not only focus taught grade 11th but also as the committee of P5. Thus, could bring grade 11 not focus on their learning process. Next, students are complained about the divisions of groups. It is normal because students must take a part in the project. The last challenges are teacher could not evaluate students as whole, complete, and details enough because of limited of time. However, the challenges were handled well by the teacher.

Overall, teacher steps of project-based learning are still related with the eight steps in the theory in some aspect. But teacher still error with so many things unmatched while implementing it. The reason because teacher did not have enough knowledge about how to implemented project-based learning. So, the implementation of project-based learning at SMA N 1 Padamara, Purbalingga still so many mistakes because there are still many things that unmatched and unrelated.

B. LIMITATION

Based on the research, the researcher found several limitations in implementation of project-based learning in English teaching and learning at SMA N 1 Padamara.

1. This research was conducted on a limited scale due to Eid holiday, the graduation of grade 12th, and closed to the final exam for grade 10 and 11 so that the teaching and learning process is less effective.

2. This study is limited with one teacher and one class because they are the only who implemented project-based learning.

3. Students' limitations include that some students lack a facilities and internet connection to do their project.

C. SUGGESTION

Based on the research, there are several suggestions that might be advantageous for the teacher, students, and further researcher.

a. For teacher

The teacher can more prepared and doing the research about technology so that the teaching and learning process not bored, fun, and innovative. Teacher also can utilize online website such padlet, quizizz, and kahoot to conducted fun evaluation. In addition, teacher must improve time management to make effective learning activity. Then, it is suitable for teacher

to take a kind of workshop about project-based learning to improve the knowledge and ready to implement it.

b. For school

To the school that want to implementing project-based learning must prepare well, support it with the appropriate facilities, and provided training of trainers (TOT) so that the implementation can running well.

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APPENDICES

APPENDICES

APPENDIX 1

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Mata pelajaran : BahasaInggris
Sekolah : SMAN 1 Padamara
Kelas/Semester : XI / Genap
Alokasi waktu : 4x pertemuan (2x45 menit)

Kompetensi Dasar:

KD 3.8
Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain
KD 4.8
Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

TujuanPembelajaran

Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsure kebahasaan passive voice)

Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejdian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan member dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya dan menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

Kegiatan Pendahuluan

- Menyampaikan tujuan pembelajaran pertemuan hari ini.
- Membuat apersepsi mengenai *Explain This!*.

KegiatanInti

Pertemuan 1

Building Blocks

Explanation about explanation texts and passive voice

- Guru menjelaskan ciri-ciri *explanation text*, fungsi sosial, dan struktur bahasa, yang dijelaskan di bagian *Building Blocks*.Guru member kesempatan kepada siswa untuk mengajukan pertanyaan-pertanyaan sepanjang penjelasan disampaikan. Siswadiminta menunjukkan bagian-bagian teks tersebut yang menunjukkan cirri *explanation text*.
- Guru juga menjelaskan tentang penggunaan *passive voice (social function, text structure, and grammatical components)*.
- Guru harusmemberi contoh kalimatnya dan cara mengubah kalimat aktif menjadi kalimat pasif.

Pertemuan 2

Active Conversation

- Guru menjelaskantujuandarikegiatanhariini. Siswadimintamemilihsalahsatutopik yang telahditentukan. Kemudiansiswamengumpulkaninformasitentang topic yang dipilih.
- Setelahwaktu yang ditetapkanhabis, siswamenyampaikaninformasi yang diperolehnyakepadateman.

Pertemuan3

Writing Connection

- Siswadiminta memilih salah satu topik yang diberikan di bagian *Writing Connection*. Siswa menulis *explanation text* sesuai topik yang telah dipilihnya.
- Sebelum menulis, guru mengingatkan kembali ciri-ciri dan struktur *explanation text*. Selama proses menulis guru melakukan observasi. Guru jugamembantu siswa yang kesulitan.
- Setelah waktunya habis, guru meminta siswa mengumpulkan tugasnya dan member waktu tambahan kepada siswa yang membutuhkan.

Pertemuan 4

Let's Create/Contribute (80 menit)

- Guru menjelaskan bahwa siswa akan memilih salah satu kegiatan yang akan menjadi proyek yang harus mereka kerjakan

Pertemuan 5

- Setelah permainan, guru menanyakan perkembangan proyek yang telah mereka kerjakan.
- Kemudian guru meminta siswa untuk melakukan presentasi dalam format kampanye, proyek yang sudah mereka buat, kepada orang-orang di luarkelas, baik teman di kelas lain

atau orang-orang di sekitar. Guru member i waktu untuk presentasi kepada siswa. Sebelum keluar, siswadiminta membawa fomulir umpan balik yang harus diisi oleh orang yang akan mereka beripresentasi.

Refleksi dan konfirmasi

- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahu i ketercapaian proses pembelajaran dan perbaikan
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

Penilaian		
Pengetahuan	**Keterampilan**	**Sikap**
Latihan soal di bagian *Lets Practice*	Unjuk kerja berupa: - Melakukan percakapan - Menulis explanation text - Membuat proyek. - Presentasi hasil proyek	1. Bekerja sama dalam diskusi kelompok. 2. Menggunakan bahasa yang baik dan benar. 3. Tanggung jawab mengerjakan tugas

Kepala SMAN 1 Padamara

Padamara, 25 Juni 2020
Guru Mata Pelajaran,

Widi Purnama S.Pd
NIP.19760514 20003 1 002

Dyah Susilowati S.Pd
NIP. 197204022005012005

APPENDIX 2

SCORING RUBRIC OF SPEAKING ASSESSMENT

Category	1	2	3	4
Vocabulary / content	Describe the object only in some words, not clear, and not in details	Use vocabularies that only related to the object	Use many vocabularies but not too details	Use many vocabularies and describe object in details and clear enough
Pronunciation	Mostly incorrect pronunciation and cannot be understanding	Have some incorrect pronunciations and somewhat difficult to understand	Correct pronunciation and easy to understand	Correct pronunciation, sounds like native
Fluency	Does not flow, not confidence, and hesitant	Frequent pauses	Occasional pauses	Fluence, speak without any pauses
Voice	Cannot be hear in the back, middle, and only a little from front line students	Can be hear only in front students in the classroom	Can be hear by students at the front until middle classroom	Clear, can be hear all of the students (middle, front, and back)

APPENDIX 3

SCORING RUBRIC OF WRITING ASSESSMENT

Category	1	2	3	4
Vocabulary	The choices of vocabularies are not related with the topic, mostly error the choice of vocabularies, and cannot be understanding	Error in choosing vocabularies, in some part can be understanding	Use many vocabularies related to the topic, minimum error	Use many vocabularies and describe object in details, no error, and clear enough
Content	Not related with the topic that have been chosen, not details, and almost all the information is not accurate with the topic	Content is related to the topic but some information is not related to the topic and not in details	Content is related to the topic but not details	Related to the topic that have been chosen and details
Grammar	Error in choose grammar, cannot be understand, mostly grammar is incorrect	Error in choose the grammar, cannot be understanding, only a few grammars correct	Have some errors in grammar choices but still be understanding	Using grammar related with the context and no errors

APPENDIX 4

OBSERVATION CHECKLIST GUIDELINE

Observation Guideline

No.	Indikator	Iya	Tidak	Deskripsi
1.	Guru memilih topik			
2.	Guru melakukan *pre-communicative activity*			
3.	Guru melakukan *asking essential questions*			
4.	Guru memberikkan instruksi dengan jelas *project plan* nya			
5.	Guru memberikkan *project timeline* pada siswa			
6.	Guru memberikkan kesempatan setiap grup untuk berkonsultasi terkait *progress* projek siswa			
7.	Guru menilai hasil projek			
8.	Guru melakukan evaluasi terhadap projek siswa			
9.	Siswa menyusun projek			
10.	Guru memancing *background of knowledge* siswa			
11.	Siswa dan guru membuat negosiasi tentang model evaluasi			
12.	Siswa belajar materi terlebih dahulu			
13.	Siswa membuat projek			
14.	Siswa melakukan presentasi dari projek			

	mereka			
15.	Siswa melakukan refleksi dan kesimpulan			

APPENDIX 5

OBSERVATION CHECKLIST RESULT

Observation Guideline I 匢 Senin, 8 Mei 2023 II IPS 4

No.	Indikator	Iya	Tidak	Deskripsi
1.	Guru memilih topik	✓		Guru memilih topik dengan mencontohkan satu sample yaitu topic about cycle = cycle of water
2.	Guru melakukan *pre-communicative activity*	✓		Guru menampilkan teks cycle of water. Menayangkan videonya juga dan bertanya tujuan dari teks dan video tersebut
3.	Guru melakukan *asking essential questions*	✓		Guru menayangkan video animasi dan bertanya apa isi, judul, dan video tsb. apa saja tahapan cycle of water

4.	Guru memberikkan instruksi dengan jelas *project plan* nya	✓	10 menit terakhir pelajaran guru menjelaskan projek dan setor judul projek kemudian membagi kelompok semua persetujuan siswa dan memastikan agar tidak ada judul yang sama
5	Guru memberikkan *project timeline* pada siswa	✓	guru memberikkan deadline tugas untuk dikerjakkan seminggu dirumah dan dipresentasikan dengan durasi 10 menit / grup
6	Guru memberikkan kesempatan setiap grup untuk berkonsultasi terkait *progress* projek siswa	✓	Siswa bisa konsultasi diluar jam pelajaran pada hari sabtu dan minggu dengan guru memancing sudah sampai mana mengerjakkannya.
7	Guru menilai hasil projek	✓	guru menilai hasil projek, prosesnya, dan presentasi pergroup

					mulai dan penilaian sikap, prosesnya, maupun kemampuan setiap individu ketika presentasi.
8.	Guru melakukan evaluasi terhadap projek siswa	✓			Guru menilai siswa, ~~menegur ketika presentasi~~ Jangan terpaku pada teks tenis. memberikan saran dan evaluasi ketika setor judul apakah sudah sesuai atau belum.
9.	Siswa menyusun projek		✓		Siswa mengajukan judul di akhir pembelajaran kemudian dikerjakan di rumah projeknya dan dipantau pada hari sabtu dan minggu oleh guru via group chat Whatsapp
10.	Guru memancing *background of knowledge* siswa		✓		Guru langsung memberi contoh video / teks terkait materi dan bertanya content / isi dari contoh tersebut
11.	Siswa dan guru membuat negosiasi tentang		✓		

	model evaluasi			Evaluasi sudah dari guru yang menyiapkan kecuali pembagian kelompok itu terserah pada siswa.
12.	Siswa belajar materi terlebih dahulu		✓	Siswa langsung mengikuti pelajaran sesuai dengan arahan guru.
13.	Siswa membuat projek	✓		Siswa membuat ppt / mencari video animasi berkaitan dg teks explanation dan di presentasikan pertemuan selanjutnya.
14.	Siswa melakukan presentasi dari projek mereka	✗	✓	Untuk minggu selanjutya untuk setor progres awal = setor judul terlebih dahulu.
15.	Siswa melakukan refleksi dan kesimpulan		✓	Siswa menyimpulkan pelajaran hari ini dengan menyebutkan poin-poin seperti

pengertian, contoh,
the structure &
language feature of
explanation text

Observation Guideline ǁ Senin, 15 Mei 2023 ǁ IPS 4

No.	Indikator	Iya	Tidak	Deskripsi
1.	Guru memilih topik	✓		Menunjukkan the cycle tetapi murid tinggal mengikuti template dengan mencari contoh yang lain.
2.	Guru melakukan *pre-communicative activity*		✓	Langsung menuju Pembukaan, salam dan memulai kelompok satu untuk maju. presentasi.
3.	Guru melakukan *asking essential questions*		✓	Langsung dilakukan Presentasi

110

No.	Kegiatan	✓		Keterangan
4.	Guru memberikkan instruksi dengan jelas *project plan* nya	✓		Menjelaskan siapa dulu yang maju dan memberikkan durasi per kelompok untuk memperhatikan dan mengamati
5.	Guru memberikkan *project timeline* pada siswa	✓		durasi presentasi sebitar 10 menit / Kelompok dan 30 menit diakhir Untuk sesi tanya Jawab dan Kesimpulan
6.	Guru memberikkan kesempatan setiap grup untuk berkonsultasi terkait *progress* projek siswa	✓		Siapa saja yang sudah siap maju dan di data Kelengkapan dan Kesiapan setiap Kelompok.
7.	Guru menilai hasil projek	✓		Guru menilai Kelompok dan Kesiapan.

			maring-maring Individu selain itu prosesnya dalam membuat projek, sikap selama dikelas diambil nilai.
8.	Guru melakukan evaluasi terhadap projek siswa	✓	Pay attention to every groups, menyuruh tdk terpaku pada teks, be active and speak up
9.	Siswa menyusun projek	✓	Siswa telah membuat power point / video animasi lalu dipresentasikan
10.	Guru memancing background of knowledge siswa	✓	Dengan cara bertanya apa isi dari projeknya, ditanya materi sebelumnya per maring-maring Individu (struktur, isi, tujuan).
11.	Siswa dan guru membuat negosiasi tentang	✓	

112

	model evaluasi			Guru yang berwenang dlm mengatur evaluasi siswa / projek siswa.
12.	Siswa belajar materi terlebih dahulu	✓		Siswa diwajibkan untuk menguasai materi Presentasi, jangan berkiblat melihat laptop / teks semata
13.	Siswa membuat projek	✓		PPT / video animasi
14.	Siswa melakukan presentasi dari projek mereka	✓		Presentasi perkelompok
15.	Siswa melakukan refleksi dan kesimpulan	✓		Q & A dengan Kelompok lain Ibu Isinya tentang apa, strukturnya apa saja, Paham tdk dengan Isi presentasi setiap Kelompok ?

Observation Guideline III Senin, 22 Mei 2023 11 IPS 4

No.	Indikator	Iya	Tidak	Deskripsi
1	Guru memilih topik	✓		Memilih topic tentang the cycle of water, rainbow,
2.	Guru melakukan *pre-communicative activity*		✓	Langsung pengambilan nilai writing
3.	Guru melakukan *asking essential questions*	✓		

4.	Guru memberikkan instruksi dengan jelas *project plan* nya		✓	
5.	Guru memberikkan *project timeline* pada siswa		✓	
6.	Guru memberikkan kesempatan setiap grup untuk berkonsultasi terkait *progress* projek siswa		✓	
7.	Guru menilai hasil projek	✓		Penilaian formative writing

No.			Keterangan
8.	Guru melakukan evaluasi terhadap projek siswa	✓	Arrange the text about the cycle of rainbow, frog, rain. guru ~~distorted~~ inform students to arrange well the text, give time more kalau belum selesai karena keyotong latin
9.	Siswa menyusun projek		✓
10.	Guru memancing *background of knowledge* siswa		✓
11.	Siswa dan guru membuat negosiasi tentang	✓	

	model evaluasi		
12.	Siswa belajar materi terlebih dahulu	✓	
13.	Siswa membuat projek	✓	
14.	Siswa melakukan presentasi dari projek mereka	✓	
15.	Siswa melakukan refleksi dan kesimpulan	✓	Pembelajaran / penilaia dihari itu Berisi tth apa, apakah sudah paham tentang

the cycle of rainbo
frog, and rain ?

APPENDIX 6

INTERVIEW GUIDELINE

Interview Guideline

1. Apakah anda tahu tentang *project-based learning*?
2. Biasanya bagaimana *steps* / tahapan dalam mengimplementasikan *project-based learning*?
3. Apakah anda melakukan *planning* seperti *choosing the project topic*?
4. Bagaimana saat memilih *topic* untuk *project-based learning*?
5. Apakah anda menerangkan *pre-communicative activities* dalam *project-based learning*?
6. Apakah anda melakukan *asking essential questions* selama *project-based learning*?
7. Apa saja contoh pada *asking essential questions* yang anda lakukan?
8. Bagaimana anda dalam *designing project plan* pada *project-based learning*?
9. Bagaimana anda *creating project timeline* pada *project-based learning*?
10. Pada *finishing the project*, hal apa saja yang anda lakukan?
11. Bagaimana anda *assessing the project results*?
12. Apa saja langkah-langkah yang anda lakukan pada *assessing the project results*?
13. Bagaimana anda *evaluating the project* pada *project-based learning*?
14. Bagaimana Bapak/Ibu mengevaluasi kemampuan Bahasa Inggris Siswa selama menggunakkan *project-based learning*?
15. Apa saja tantangan selama persiapan dalam mengimplementasikan *project-based learning*?
16. Apa saja tantangan selama di dalam kelas dalam mengimplementasikan *project-based learning*?
17. Apa saja tantangan selama pengkondisian siswa dalam mengimplementasikan *project-based learning*?
18. Apa saja tantangan selama evaluasi dalam mengimplementasikan *project-based learning*?
19. Bagaimana anda menghadapi tantangan tersebut?

APPENDIX 7

INTERVIEW RESULT TRANSCRIPT

Interview Guideline

1. Apakah anda tahu tentang *project-based learning*?

   Jawab: Project based learning itu menurut saya ya pembelajaran dengan menggunakkan projek simpelnya seperti Itu mba dan anak yang lebih aktif lah pokoknya.

2. Biasanya bagaimana *steps* / tahapan dalam mengimplementasikan *project-based learning*?

   Jawab: Ya seperti biasa lah saya mengkondisikan anak-anak, kemudian dilanjutkan dengan tanya jawab ringan lalu disini saya memancing anak-anak kepada suatu pertanyaan yang mengarah kepada menuju teks explanation itu sendiri. Yang saya ajarkan waktu itu adalah, saya mengambil satu temaa yaitu the cycle of the water itu hamper mirip dengan how the rain happens. Intinya begitu, memang dalam pembelajaran itu saya memberikan sebuah video atau ppt tentang siklus air berupa animasi begitu. La kemudian anak-anak mengamati ada sedikit pertanyaan yang saya lempar kemudian anak-anak menjawab dan anak-anak pun bertanya tentu saja pertanyaan mereka campuran ya in English and Bahasa saya pahami lah yang penting mereka tahu arah tujuan pembelajaran karna sebelumnya saya sudah sampaikan tujuan pembelajarannya itu untuk apa. Nah, setelah itu setelah anak-anak kira-kira sudah memahami tentang prinsip, tujuan, kemudian strukturnya dan language feature of explanation text kemudian saya membuat kelompok karna rata-rata satu kelasnya itu 36 siswa maka saya bagi menjadi 6 kelompok masing-masing anak mereka berhitung kemudian mengelompok nah kemudian setelah itu sudah selesei begitu ya. Kemudian di rumah mereka itu mengerjakkan projek saya beri waktu sekitar satu minggu untuk anak-anak membuat presentasi bisa berupa video bisa berupa animasi kemudian intinya di dalam satu kelas anak-anak tidak boleh ada yang sama projeknya judulnya, mereka ada yang siklus air gak papa wong anu beda terus kemudian bagaimana terjadinya gunung berapi Meletus, kemudian how tsunami happens, the siklus of butterfly, the siklus of frog ya kemudian satunya lagi itu the rainbow happens itu pertemuan pertama, kemudian pertemuan berikutnya mereka mempresentasikan setiap anak the theacher give about 10 minutes to show the presentation jadi 6 kelompok itu 60 menit nah setelah itu sesi terakhir adalah saya memberikkan tes berupa writingnya berupa arrangement of the paraghrapgh jadi writing sederhana jadi anak bisa menyusun teks eksplanation tersebut dengan benar tentu saja

saya sudah memberikkan teori di awal seperti generic structure, the purpose, language feature nya. Jadi itu sekilas tentang alur pembelajaran saya.

3. Apakah anda melakukan *planning* seperti *choosing the project topic*?

   Jawab: Saya mencontohkannya mengambil topic tentang cycle yaitu the cycle of water kemudian terserah anak anak tinggal mengikuti saja apa saja yang digategorikan teks explanation

4. Bagaimana saat memilih *topic* untuk *project-based learning*?

   Jawab: Saya memilih the cycle of water supaya memudahkan saja oh alurnya seperti ini dan sesuai dengan tingkat pemahaman siswa karna simple juga si mba

5. Apakah anda menerangkan *pre-communicative activities* dalam *project-based learning*?

   Jawab: Saya menyajikkan teks tentang teks eksplanasi kemudian menanyakan apa tujuan dari teks tersebut, berdiskusi struktur teksnya

6. Apakah anda melakukan *asking essential questions* selama *project-based learning*?

   Jawab: Saya menayangkan video animasi tentang the cycle of water kemudian saya bertanya kepada murid itu video nya tentang apa, setelah tahap ini selanjutnya apa lagi tahap pada siklus of water seperti itu singkat saja.

7. Apa saja contoh pada *asking essential questions* yang anda lakukan?

   Jawab: What is the tittle of the text? Apa isi dari video tersebut? Apa saja tahapan the cycle of water?

8. Bagaimana anda dalam *designing project plan* pada *project-based learning*?

   Jawab: Saya menjelaskan projeknya pada akhir pembelajaran dengan pembagian kelompok, setor judul terlebih dahulu untuk memastikkan tidak ada yang boleh sama, kemudian menjelaskan deadline nya dan bagaimana cara presentasinya, aturan-aturannya seperti diusahakan untuk speak up semua, jangan terus terusan melihat teks, persiapannya harus matang, bisa dengan ppt, video animasi, kemudian harus berinteraksi dengan audience.

9. Bagaimana anda *creating project timeline* pada *project-based learning*?

   Jawab: Saya kan memberi waktu seminggu untuk mengerjakkan projek intinya 2 hari kan libur karna sekolah hanya 5 hari kerja ya saya mengecek progress projek mereka kan ada

grup kelas ya mbak ya jadi saya memantaunya di grup kelas, gimana progresnya ada kendala tidak, sudah sampai mana, ayo segera dikerjakan karna akan di presentasikan dalam kurun waktu beberapa hari lagi, bagaimana grup satu, bagaimana grup 2 dan seterusnya. Oh iya begini jadi sebelum presentasi di akhir pembelajaran pertama anak itu sudah harus setor judulnya ke bu susi biar nanti saya tahu tidak ada dobel kaya gitu nah kemudian di hari sabtu dan minggu saya paling memantaunya via WA grup saja seperti itu, iya bu begini sudah lagi otw bikin nih bu dan saya juga ngomong ke anak-anak laporkan saja jika ada anak yang tidak kerja, tapi ternyata gatau si mereka jiwa korsanya bagus banget jadi ya begitu lah mba hehe tapi intinya ya mereka bekerja sama begitu

10. Pada *finishing the project*, hal apa saja yang anda lakukan?

    Jawab: Siswa mencari video animasi dan membuat ppt di rumah bebas sumber dari mana saja, kemudian apa saja yang kurang jelas bisa WA ke saya dan di grup disampaikan apa saja kendalanya.

11. Bagaimana anda *assessing the project results*?

    Jawab: Siswa presentasi di depan secara berkelompok dengan masing-masing tema yang sudah dipilih diusahakan menggunakkan Bahasa inggris kemudian saya mengambil nilai dari presentasi tersebut digabungkan selama proses mereka mengerjakan projeknya, tidak hanya nilai angka tapi pengetahuan mereka, persiapan dan kesiapan mereka, skill, dan sikap mereka selama projek berlangsung. Penilaian diluar presentasi / proses saya lakukan dengan pendekatan pribadi kepada siswa dengan bertanyna secara langsung siapa saja yang kerja, gimana sudah sampai mana kerjanya seperti itu.

12. Apa saja langkah-langkah yang anda lakukan pada *assessing the project results*?

    Jawab: Saya membuka pelajaran kemudian persiapan grup pertama untuk presentasi dengan durasi 10 menit setiap grup saya memantau dari belakang, kemudian saya dibarengi dengan mengambil nilai per kelompok dan individu.

13. Bagaimana anda *evaluating the project* pada *project-based learning*?

    Jawab: Pada pembelajaran terakhir saya mengajarkan materi explanation text kelas 11 saya diawal berkeinginan menilai speakingnya anak-anak yang diakhiri evaluasinya dengan writingnya.

14. Bagaimana Bapak/Ibu mengevaluasi kemampuan Bahasa Inggris Siswa selama menggunakkan *project-based learning*?

Jawab: Nah karna mereka memilih kelompoknya sendiri dengan cara berhitung kan tida bisa memilih satu dengan yang lainnya jadi gabisa dengan si A yang kemampuan Bahasa inggrisnya bagus otomatis kan apa yang ada di dalam grup itu beranekaragam kemampuannya. Ya disitu Nampak kelihatan ada anak yang hanya membaca deskripsi di proyektor ada yang memang di aitu betul-betul menjelaskan tentang misalkan cycle of water without text tetapi saya harapkan penugasannya adalah pembagian yang adil dan setiap anak harus berbicara harus presenting ya ujung-ujungnya ada yang membaca memang beberapa anak. Misalkan dari 6 orang itu yang betul-betul presenting yang without text ya ada 3 tapi ya walaupun sudah ditegur jangan membaca full sudah diberi rambu-rambu mata jangan membaca dan harus tertuju pada yang lain yaitu audience ya tetap saja ya Namanya juga anak tidak pede kemudian ya begitulah kurangnya persiapan

15. Apa saja tantangan selama persiapan dalam mengimplementasikan *project-based learning*?

Jawab: Kalau saya sendiri si RPP sudah menyiapkan ya, Cuma kendalanya kadang tidak bisa menejemen waktunya yang kurang tepat tidak se ideal yang kita bayangkan dan saya masih konvensional ngajarnya belum pake teknologi yang menarik lah pokonya kurang up to date gitu. Kendala di awal si anak like and dislike mesti pada protes tapi saya tidak menghiraukan karna mereka pembagian kelompok bukan di saya tapi terserah mereka yaitu hitung sendiri,

16. Apa saja tantangan selama di dalam kelas dalam mengimplementasikan *project-based learning*?

Jawab: Ya keterbatasan waktu tidak bisa cepet, intinya anak si gercep mba sudah di warning dari awal kalau mau pelajaran saya sudah harus disiapkan LCD Proyektor karna waktunya terbatas jadi siswa wajib menyiapkan untuk menunjang pelajaran begitu mba. Kendalanya tentu saja banyak sekali, misalnya sudah ngambil LCD sudah dipasang eh ternyata gabisa, karna sistem kita itu LCD nya ayang oyong mba jadi maklum lah sarana prasarannya kurang memadai tapi memang diusahakan, jadi kemungkinan kerusakan diperjalanan kan pasti ada, tapi si mereka berusaha gerak cepat lah intinya. Paling kalau

lagi penilaian writing itu kadang ada jam yang menjorok ke jam istirahat ya oke I will give you time more ten minuntes untuk menyelesaikan tes writing. Kemudian mendorong anak untuk aktif itu juga susah mba Ketika ditengah presentasi mereka juga banyak yang nervous padahal saya sudah berusaha welcome ayolah yang penting berbicara yang penting speak up please apapun hanya sepatah dua patah kata bicaralah karna itu sebagai ruang untuk kalian Latihan dan karna akan dinilai gitu. Kemudian karna seminggu hanya dua jam pelajaran jadi waktunya sangat limited mba dan tidak seimbang dengan padatnya materi tidak sesuai dengan materi, pas kts psi itu seminggu 4 jam pelajaran. Kemudian, dalam penggunaan laptop saja dari para siswa tidak semua siswa punya apalagi hp mereka juga banyak yang kurang memadai karna mengerjakkannya kan enakkan di laptop gitu lo. Saya sudah memastikan mba sudah ada laptopnya apa belum? Lah sebelum itu ya siswa pada gapunya, jadi ternyata tidak semua siswa memiliki perangkat yang memadai tetep aja pake android ya kurang enak dan maksimal. Itu si yang agak membuat sedikit apa ya ternyata tidak semua anak pada punya yay a kasian juga. Saya juga kadang ya coba lah usaha minjam atau barengan sama yang lain gitu diusahakan kaya gitu. Ya sering pada curhat bu lah saya ga ada laptop sinyalnya gabagus HP nya lemot gaenak dan seterusnya ya saya hanya menyarankan ya coba lah pinjam. Bisa juga kok mengerjakkan di sekolah biar ada wifinya kan cepet tuh bioleh nanti kan bisa diskusi juga izin saja ke pak satpam buat ngerjain tugas Bahasa inggris di gazebo. Kendala lain itu Ketika ada gelaran P5 kelas 10 itu jadi kelas saya mau gamau harus dikosongkan karna kegiatan tersebut kan mengundang wali murid jadi kelas saya juga harus menonton agar imbang tidak ada peririan dan melibatkan kelas 11 masa kelas 11 harus pembelajaran akhirnya diputuskan anak kelas 11 harus ke ruangan indoor untuk menyaksikkan pagelaran P5 kearifan local dan kewirausahaan. Nah pada saat itu seharusnya saya memberikan tambahan materi pendalaman tapi gabisa jadi diganti dengan diskusi di grup WA saja begitu mba.

17. Apa saja tantangan selama pengkondisian siswa dalam mengimplementasikan *project-based learning*?

Jawab: Banyak yang protes terkait pembagian kelompok aja si ada yang suka dan tidak suka karena ya konsekuensi mereka karna semua terserah mereka pembagiannya, kemudian Ketika presentasi itu siswa nya si gercep untuk mempersiapkan semuanya,

Cuma kalo saat presentasi saya menegur langsung kalo siswa full membaca teks, harus berinteraksi dengan audience dan speak up wajibun. kemudian mengkondisikannya ya paling hanya paling berupa himbauan saja ayo kerja sama karna ini penilaian yang akan membantu kamu mendongkrak nilai-nilai yang selama ini down dan kami sudah tidak punya waktu banyak lagi jadi ayo segera karna sebentar lagi sudah melaksanakaan psat penilain summative akhir tahun

18. Apa saja tantangan selama evaluasi dalam mengimplementasikan *project-based learning*?

Jawab: Kemampuan anak, kemauan anak, tidak semangat dan semangat bisa dihitung kadang saya pendekatan ke anak siapa aja yang ngerjain biar bisa ngasih nilai yang jujur. Yang ngerjain yang hanya dua orang saja ya ada setelah saya melakukan pendekatan khusus dengan siswa, yang lain hanya nimbrung, datang apa ngga, datang bu tapi hanya ngobrol sendiri ya ada. Ya memang kenyataannya seperti itu tapi si ya saya apa ya tapi saya mewajibkan Ketika presentasi semuanya harus ikut berbicara gitu aja si mba. Dibagi saja mana dibagian introduction, penjelasan, penutup intinya presentasi semuanya harus bicara.

19. Bagaimana anda menghadapi tantangan tersebut?

Jawab: Tercover semua harusnya diharapkan lebih tapi ya Namanya anak-anak kan jelas banget mba mana yang aktif mana yang ngga aktif, saya si ga ngerti cara kerja mereka tapi Ketika presentasi itu jelas ada yang banyak diemnya, monoton melihat teks seperti itu, ada yang siap dan kelihatan mana yang persiapanna bagus dan ngga yang penting berani ngomong saja sepatah dua patah kata. Saya menghimbo dan menegur jangan membaca kaya ngeliat koran full tapi baca coba pahami dulu lah. Kalau jam pelajaran kurang ketabrak jam istirahat ya saya kasih waktu lebih lah sekitar 10-15 menit supaya mereka bisa menyelesaikannya. Untuk sarana prasarana dari siswa seperti hp, laptiop, jaringan internet saya menyarankan untuk meminjam dan satu untuk digunakkan bareng-bareng dan menyarankan untuk dikerjakkan di sekolah biar pake sinyal wifi. Kemudian solusi untuk jam pelajaran yang diharuskan kosong karna P5 saya akali untuk diskusi via online yaitu lewat WA karna materinya hanya tinggal penjelasan tambahan saja sedikit jadi masih bisa dijangkau.

20. Tepat gasi penggunaan PBL di SMA N 1 Padamara?

Jawab: Projek yang saya ajarkan si sebenernya bagus karna siswa langsung berlatih, ya sebenarnya si disesuaikan saja mba karna gini ya apa ya karna komunikasi penggunaan Bahasa inggris itu sangat jarang kemudian apalagi kalau sehari-hari anak-anak juga gurunya harus t;aten memang dan kami hanya diberi waktu 2 jam pelajaran dalam seminggu jadi ya di sesuaikan saja. Jadi yam au ga mau anak harus dikenalkan metode PBL ini si mba alaupun kita tidak harus sesuai dengan target kurikulum tetapi kita wong harus disampaikan biar genah nanti di kelas 12 tinggal melanjutkan saja.

21. Menurut ibu apakah implementasi PBL di SMA N 1 Padamara sudah cukup baik dan maksimal apa belum?

Jawab: Menurut saya si ya banyak kurangnya si, terlepas dari banyaknya kekurangan itu dari pendidiknya juga dari siswanya juga dari sarana dan prasaranannya juga masih tahap dalam on going juga tapi si ya lumayan oke lah dari banyaknya kendala tersebut kita masih bisa menjalankan

22. Apakah ibu akan menggunakkan PBL lagi di kelas lain atau di kelas yang akan datang?
Jawab: Ya iya biasanya si di kelas 11 saya ingin pake lagi untuk kombinasi. Sebenarnya

APPENDIX 8

CERTIFICATE OF HAVING CONDUCTED RESEARCH

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1
PADAMARA
Jalan Raya Padamara, Purbalingga Kode Pos 53372 Telepon 0281-6598607
Faksimile 0281-6598607 Surat Elektronik aman1padamara@yahoo.co.id

SURAT KETERANGAN
Nomor : 421.3/418/2023

Yang bertanda tangan di bawah ini :

Nama : Widi Purnama, S.Pd.
NIP : 19760514 200003 1 002
Pangkat / Gol : Pembina / IV.a
Jabatan : Kepala SMA Negeri 1 Padamara

Menerangkan bahwa :

Nama : Fenesia Fasya Affara
NIM : 1917404048
Universitas : UIN Prof. KH. Saifuddin Suhri
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah

Yang tersebut di atas telah melaksanakan penelitian dengan judul : THE IMPLEMENTATION OF PROJECT BASED LEARNING IN ENGLISH TEACHING AND LEARNING : A CASE STUDY AT SMA NEGERI 1 PADAMARA PURBALINGGA.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya

Purbalingga, 22 Mei 2023
Kepala Sekolah

Widi Purnama, S.Pd.
NIP. 19760514 200003 1 002

126

APPENDIX 9

TRANSKRIP NILAI

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
PURWOKERTO

TRANSKRIP NILAI

Nama Mahasiswa : FENESIA FASYA AFFARA
NIM : 1917404048
Fakultas : Tarbiyah & Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

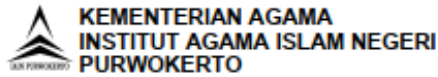| No	SMT	Kode MK	Nama Mata Kuliah	SKS	Nilai Huruf	Nilai Angka	Nilai Jumlah
1	6	TBI P47	Cross Culture Understanding	2			
2	7	TBI P48	Translation Text Analysis	2			
3	6	TBI P42	Public Speaking	2			
4	7	TBI P44	Educational Enterpreneurship	2			
5	7	TBI P49	Translation Text Editing	2			
6	5	TBI P46	Fiction Text Translation	2			
7	4	TBI P45	Theories of Translation	2			
8	4	TBI P40	Bussiness English	2			
9	5	TBI P41	Tourism Management	2			
10	7	TBI P43	English for Mass Media	2			
11	7	INS 001	Pendidikan Pancasila dan Kewarganegaraan	3	A	4.0	12.0
12	1	INS 002	Ilmu Kalam	2	A	4.0	8.0
13	1	INS 011	Logika	2	A	4.0	8.0
14	1	INS 015	Basic English	2	A	4.0	8.0
15	1	INS 017	Al `Arabiyyah Al Asaasiyyah	2	B	3.0	6.0
16	1	TBI 001	Listening for Leisure	2	B+	3.3	6.6
17	1	TBI 002	Literal Reading	2	A-	3.6	7.2
18	1	TBI 003	Speaking for Daily Communication	2	A-	3.6	7.2
19	1	TBI 004	Free Writing	2	B+	3.3	6.6
20	1	TBI 005	Basic English Grammar	2	A-	3.6	7.2
21	1	TIK 001	Ilmu Pendidikan	2	A	4.0	8.0
22	2	INS 004	Akhlaq dan Tasawuf	2	A	4.0	8.0
23	2	INS 008	Ushul Fiqh	2	A	4.0	8.0
24	2	INS 016	English for Academic Purposes	2	A-	3.6	7.2
25	2	INS 018	Al Arabiyyah At Tathbiiqiyyah	2	B+	3.3	6.6
26	2	TBI 006	Listening for Factual Communication	2	A-	3.6	7.2
27	2	TBI 007	Interpretive Reading	2	A	4.0	8.0
28	2	TBI 008	Speaking for Formal Communication	2	A	4.0	8.0

127

28	2	TBI 008	Speaking for Formal Communication	2	A	4.0	8.0
29	2	TBI 009	Paragraph Writing	2	A-	3.6	7.2
30	2	TBI 010	Intermediate English Grammar	2	B	3.0	6.0
31	2	TIK 002	Filsafat Pendidikan Islam	2	A	4.0	8.0
32	1	INS 020	BTA dan PPI	0	A-	3.6	0.0
33	2	INS 021	Aplikasi Komputer	0	B	3.0	0.0
34	3	INS 003	Fiqh	2	A	4.0	8.0
35	3	INS 006	Ulumul Hadits	2	A	4.0	8.0
36	3	INS 005	Ulumul Qur`an	2	B+	3.3	6.6
37	3	INS 007	Islamic Building/Dasar-dasar Keislaman	2	A	4.0	8.0
38	3	INS 009	Filsafat Islam	2	A-	3.6	7.2
39	3	TBI 011	Listening for Critical Thinking	2	A	4.0	8.0
40	3	TBI 012	Critical Reading	2	B+	3.3	6.6
41	3	TBI 013	Speaking for Academic Purposes	2	A	4.0	8.0
42	3	TBI 014	Essay Writing	2	A-	3.6	7.2
43	3	TBI 015	Advanced English Grammar	2	A-	3.6	7.2
44	3	TIK 003	Ilmu Pendidikan Islam	2	A	4.0	8.0
45	4	INS 010	Filsafat Ilmu	2	A-	3.6	7.2
46	4	INS 012	Ilmu Alamiah Dasar	2	B+	3.3	6.6
47	4	TBI 016	Public Speaking	2	A	4.0	8.0
48	4	TBI 017	Academic Writing	2	A	4.0	8.0
49	4	TBI 018	Complex English Grammar	1	A	4.0	4.0
50	4	TBI 030	Curriculum and Learning Model Observation	1	A	4.0	4.0

No	SMT	Kode MK	Nama Mata Kuliah	SKS	Nilai		
					Huruf	Angka	Jumlah
51	4	TBI P35	English for Young Learners	2	A	4.0	8.0
52	5	TIK 018	Pengembangan Kurikulum	2	A	4.0	8.0
53	6	TIK 005	Administrasi Pendidikan	2	A	4.0	8.0
54	6	TIK 004	Sejarah Pendidikan Islam	2	A	4.0	8.0
55	4	TIK 019	Statistika Pendidikan	2	A-	3.6	7.2
56	5	INS 013	Sejarah Kebudayaan Islam	2	A	4.0	8.0
57	5	TIK 013	Bimbingan dan Konseling	2	A	4.0	8.0
58	5	INS 014	Bahasa Indonesia	2	A	4.0	8.0
59	5	TBI 019	English Syntaxes	2	B+	3.3	6.6
60	5	TBI 020	Semantics	2	A	4.0	8.0
61	5	TBI 021	Introduction to Linguistics	2	A	4.0	8.0
62	5	TBI 022	English Phonology	2	A	4.0	8.0
63	5	TBI 023	English - Indonesian Translation	2	A	4.0	8.0
64	5	TBI 031	LSCM Observation	1	A	4.0	4.0
65	5	TBI P36	Classroom Action Research	2	A-	3.6	7.2
66	4	TIK 009	Sosiologi Pendidikan	2	A	4.0	8.0
67	4	TIK 012	Pengembangan Profesi Guru	2	A	4.0	8.0
68	5	TIK 007	Pendidikan Global	2	A-	3.6	7.2
69	6	TBI 024	Morphology	2	A-	3.6	7.2
70	6	TBI 025	Developing Material Design for English	2	B+	3.3	6.6
71	6	TBI 026	Teaching English as Foreign Language	2	A	4.0	8.0
72	6	TBI 027	Instructional Media for English	2	A	4.0	8.0
73	6	TBI 028	Language Testing & Evaluation	2	A	4.0	8.0
74	6	TBI P37	ICT (Information Communication Technology)	2	A	4.0	8.0
75	4	TIK 010	Psikologi Pendidikan	2	A	4.0	8.0
76	4	TIK 011	Psikologi Perkembangan Peserta Didik	2	A-	3.6	7.2
77	6	TIK 021	Metodologi Penelitian Kualitatif Pendidikan	2	A	4.0	8.0
78	6	TIK 022	Metodologi Penelitian Kuantitatif Pendidikan	2	B	3.0	6.0
79	7	TBI 029	Seminar Proposal	2	A	4.0	8.0
80	7	TBI 032	Micro Teaching	2	A	4.0	8.0
81	7	TBI P38	English for Difable	2	A	4.0	8.0
82	7	TBI P39	Language Learning and Acquisition	2	A	4.0	8.0
83	8	TBI 033	Macro Teaching	2			
84	8	TBI 034	Skripsi	6			
85	8	INS 019	KKN	3	A	4.0	12.0

Purwokerto, 19-01-2023

Indeks Prestasi Komulatif (IPK): 3.79
Predikat : Istimewa / Cumlaude

Jml MK diambil : 73
Jml SKS diambil : 141
Jml Nilai : 534.8

Mengetahui Wakil Dekan 1

Dr. SUPARJO, M.A
NIP: 19730717 199903 1 001

APPENDIX 10

CURRICULUM VITAE

CURRICULUM VITAE

DATA PRIBADI

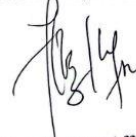|	
Nama	: Fenesia Fasya Affara
Tempat, Tanggal Lahir	: Jakarta, 30 Juli 2001
Alamat Tetap	: Cipaku, RT 03/ RW 01, Mrebet, Purbalingga
Prodi	: Tadris Bahasa Inggris
Telepon	: 089508163616
E-mail	: fenesiafasyaa@gmail.com

RIWAYAT PENDIDIKAN

Tahun	Nama Sekolah
2007-2013	SD N 1 Cipaku
2013-2016	SMP N 3 Mrebet
2016-2019	SMA N 1 Padamara
2019-2023	UIN Prof. K.H. Saifuddin Zuhri Purwokerto

RIWAYAT ORGANISASI

Tahun	Nama Organisasi	Posisi
2016-2019	Pramuka SMA N 1 Padamara	Koordinator Lapangan dan Evabang
2020-2021	Javeline Community	Public Speaking Division
2020-2022	EASA (English Arabic Students Association)	English Division

Purwokerto, 17 Juni 2023

Fenesia Fasya Affara
NIM.1917404048