

A THESIS

**THE ANALYSIS OF PROJECT BASED LEARNING MODEL USED
BY THE ENGLISH TEACHER OF SMPN 2 TURATEA
KABUPATEN JENEPONTO**

(Descriptive Research Design)



RAMLAH

105070401419

*A Thesis Submitted in Partial Fulfilment of the Requirements for the
Degree of Master of English Education.*

**MASTER OF ENGLISH LANGUAGE EDUCATION
POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MAKASSAR**

2023

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Written and Submitted by

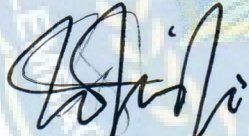
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ABSTRACT

Ramlah, 2023. The Analysis of Project Based Learning Model Model Used by English Teacher of SMPN 2 Turatea Kabupaten Jeneponto. This research guided by Syamsiarna Nappu as the first consultant and St. Asriati AM as the second consultant.

The research aimed to find out the way of teacher implemented Project Based Learning Model in teaching English and its challenges faced by the English teacher in SMPN 2 Turatea. The researcher used Qualitative Research Design Method. The data obtained using two instruments, namely lesson plan, teacher recording and interview guide to collect the data. The data were analyzed through data reduction, data display and concluding the data. There are six syntaxes of Project Based Learning Model namely: starting with the essential question, designing a plan for the project, creating a schedule, monitoring the students and progressing of the project, Assessing the outcome and Evaluating the Experience.

The finding showed that the teacher used six stages in the implementation of Project Based Learning Model in teaching English, namely: starting with the essential question, designing a plan for the project, creating a schedule, monitoring the students and progressing of the project, assessing the outcome and evaluating the experience. The creative fact found that the teacher created control cards to monitor the progress of students project work. Teacher felt that implementing Project Based Learning Model in teaching English help students to develop character in terms of self-confidence. As a result, students became active in learning by engaging in meaningful interactions. The teacher found no significant weaknesses while implementing Project Based Learning Model. However, the teacher got difficulty in providing necessary equipments to facilitate students' projects.

Keywords: Syntax of Project Based Learning Model, Strengths and Weaknesses

ABSTRAK

Ramlah, 2023. Analisis Pembelajaran Berbasis Proyek yang digunakan oleh guru bahasa Inggris SMPN 2 Turatea Kabupaten Jeneponto. Penelitian ini dibimbing oleh Syamsiarna Nappu sebagai pembimbing pertama dan St. Asriati AM sebagai pembimbing kedua

Penelitian ini bertujuan untuk mengetahui bagaimana guru menerapkan Pembelajaran Berbasis Proyek dalam mengajar bahasa Inggris dan tantangannya yang dihadapi oleh guru bahasa Inggris di SMPN 2 Turatea. Peneliti menggunakan metode Desain Penelitian Kualitatif. Data diperoleh dengan menggunakan tiga instrumen yaitu RPP, rekaman guru dan pedoman wawancara untuk mengumpulkan data. Data dianalisis melalui reduksi data, display data dan penarikan kesimpulan data. Ada enam sintaks Pembelajaran Berbasis Proyek yaitu: dimulai dengan pertanyaan esensial, merancang rencana proyek, membuat jadwal, memantau siswa dan kemajuan proyek, menilai hasil dan mengevaluasi pengalaman.

Temuan menunjukkan bahwa guru menggunakan enam tahapan dalam penerapan Pembelajaran Berbasis Proyek dalam mengajar bahasa Inggris, yaitu: dimulai dengan pertanyaan esensial, merancang rencana proyek, membuat jadwal, memantau siswa dan kemajuan proyek, menilai hasil dan mengevaluasi pengalaman. Fakta kreatif yang ditemukan adalah guru membuat kartu kontrol untuk memantau kemajuan pekerjaan proyek siswa. Guru merasa bahwa penerapan Pembelajaran Berbasis Proyek dalam pengajaran bahasa Inggris membantu siswa untuk mengembangkan karakter dalam hal kepercayaan diri. Akibatnya, siswa menjadi aktif dalam belajar dengan terlibat dalam interaksi yang bermakna. Guru tidak menemukan kelemahan yang signifikan saat menerapkan Pembelajaran Berbasis Proyek. Namun, guru mengalami kesulitan dalam menyediakan peralatan yang diperlukan untuk memfasilitasi proyek siswa.

Kata Kunci : Sintaks Pembelajaran Berbasis Proyek, Kelebihan dan Kelemahan

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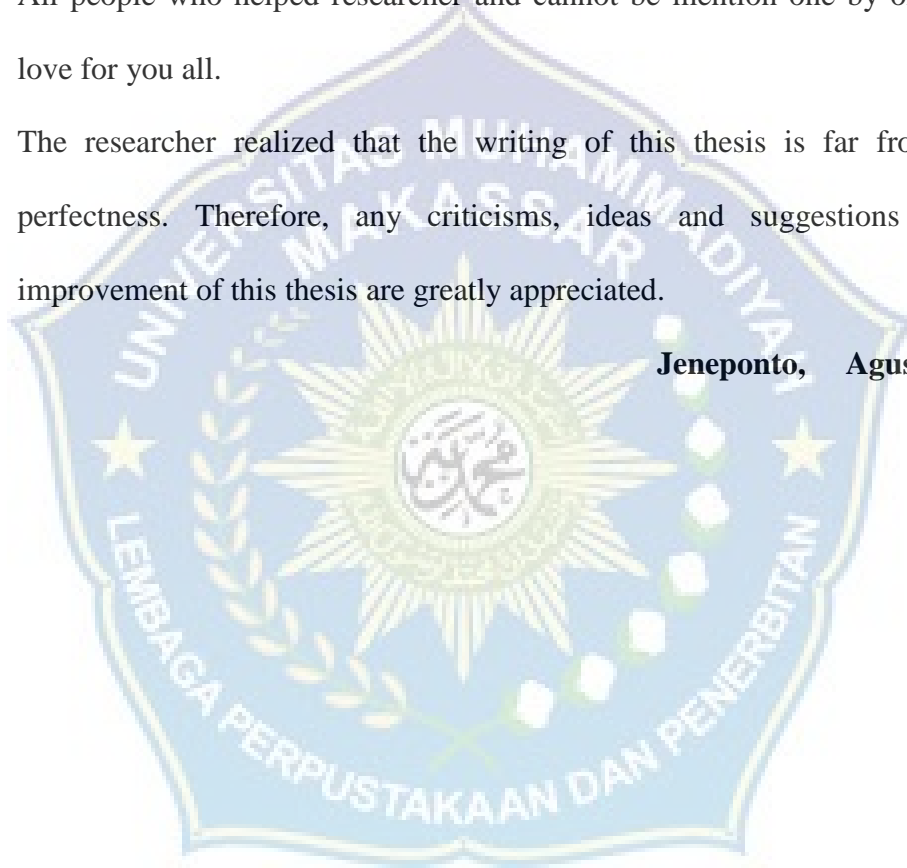
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The researcher realized that the writing of this thesis is far from being perfectness. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Jeneponto, Agustus 2023

Ramlah



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CHAPTER I

INTRODUCTION

This chapter discusses the research background that leads to research questions, objectives, significances, and scopes of the research.

A. Background

English has some advantages as a language. Firstly, English is the most public language used among people all over the world. Since people from different country want to communicate each other they commonly use English as the tool of communication. Secondly, being able to communicate by using English fluently will open and up the career because English can give opportunities to apply for international job or build a business relation with the foreigners. The last, English is known as the language of science as internationality because most of the knowledge, instructions and information of the internet and in the electronic are using English (Crystal, 1997). It supports in a research done by Ilyosovna (2020) about the Importance of English language.

Since English become the most familiar language in the world and has many advantages, therefore English has become an essential subject at schools which is taught from elementary school to the university level. In this case, the teacher must be creative in teaching English, such as in the selection of learning media, approaches, and methods used. Furthermore, in the 2013 curriculum, teachers are required to use Students-Centred Learning. The

teaching and learning process is conducted as student-centered learning and contextual learning (Standar Proses Permendikbud No. 65, 2013). There are various methods offered in the 2013 curriculum such as Discovery Learning, Problem-Based Learning, and Project Based Learning Model. Those learning models are assumed to be suitable to realize and succeed in implementing Curriculum 2013, appropriate to society's condition and development and with students' characteristics. Those models have been practiced to step by step with teachers in Diklat Kurikulum 2013 (Mulyasa, 2014).

One learning model mentioned previously is Project Based Learning Model Project Based Learning Model (PjBL), as one of the suggested learning models to use, viewed its every step in learning process, clearly that PjBL as one of the methods that can educate and guide the students to be more independent, creative and active. It happens because each student has their position and responsibility in doing their works or assignments through the steps proposed in Project Based Learning Model. As stated by Simpson (2012) that one of students role in Project Based Learning Model is as a self-directed learner. In addition by Kosasih (2014) Students can be creative and innovative and develop their potential through activities or products from what they learn individually or collaboratively.

Project Based Learning Model, as a well-known learning model, has been shown to be effective in the teaching and learning of English. According to Hamida et al. (2020), there are six syntaxes of Project Based Learning Model in the teaching and learning process, including: starting with the

essential question, designing a plan for the project, creating a schedule, monitoring the students and project progress, assessing the outcomes, and evaluating the experience. The learning syntax is a general reference for how a lesson is carried out in accordance with the rules and desired outcomes of the learning model being used. Joyce and colleagues (1981) suggested utilizing syntax implemented the learning model in the teaching process.

Teachers have widely used Project Based Learning Model in English classes. Based on the preliminary research conducted with the Deputy Head of School Curriculum for SMPN 2 Turatea, one of three English teachers used Project Based Learning Model in the classroom. The researcher was concerned about how the Project Based Learning Model was implemented. The researcher was also curious about the challenges had been faced by the teacher when implementing Project Based Learning Model. Therefore, the researcher conducted a study titled "The Analysis of Project Based Learning Model Used by the English Teacher of SMPN 2 Turatea Kabupaten Jeneponto".

B. Problem Statement

Based on the background above, the researcher formulated the problem statements as follows:

1. How did the teacher implement Project Based Learning Model in teaching English at SMPN 2 Turatea Kabupan Jeneponto?
2. What were the strengts and weaknesses faced by the teacher in implementing Project Based Learning Model in teaching English?

C. Objective of the Research

The main purpose of the research is to find out:

1. The way of teacher implemented Project Based Learning Model in teaching English at SMPN 2 Turatea Kabupaten Jeneponto
2. To find out the strengths and weaknesses faced by the teacher in implementing Project Based Learning Model in teaching English.

D. Significance of the Research

This research increased importance both theoretically and practically. Theoretically the result of the research expected to be useful information for many people in learning process especially those who work in the field of education, such as: the first is theoretical significance. This significance of the research can contribute to the theory Project Based Learning Model in terms of challenges in implementing Project Based Learning Model. Meanwhile practically, the result of the research expected that Project Based Learning Model could be implemented in accordance with the syntax.

E. The Scope of the Research

The researcher conducted the study at SMPN 2 Turatea Kabupaten Jeneponto. This research used a qualitative research method. Subject in this study was an English teacher who had been chosen based on the study's objectives. The main selection criteria had been a teacher that used Project Based Learning Model in the learning process. The study analyzed teacher's

implementation of Project Based Learning Model and analyzed the callenges faced in implementing Project Based Learning Model.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Al-Qur'an and Hadist Related to the Research

This chapter is divided into four main points, namely review of related research finding, pertinent idea, theoretical framework, and hypothesis.

Allah swt states in the Al-Quran surah Al-Ma'idah verse 2nd

وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ. وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَى

Wa ta'amanuu alalbirri wattaqwaa walaa ta'awanuu a'lal izmi wa 'udwan

“And help you in (doing) goodness and piety and do not help in sin and transgression” [QS Al-Ma'idah: 2]

الْمُؤْمِنُ لِلْمُؤْمِنِ كَالْبُنْيَانِ يَشُدُّ بَعْضُهُ بَعْضًا

Al mu'minu lil mu'mini kalbun yaani yasyuddu ba'duhu ba'dan

“A believer with another believer is like a building, one with the other supported each other, then he wove his fingers” [HR. Al Bukhari & Muslim).

The relation between the research and the verse of Al-Qur'an and hadist above is to explain that people in this world cannot stay alone. People as a social human being should help each other in doing goodness and piety. In this research, the researcher needs help and support of some people, some pretend researchers, some lecturers, some friends, some teachers, etcetera to finish this research. People should have communication each other about what is good, what is better, what is the best and what is not good, etc. Especially, in this research, the researcher needs advices and suggestions very much.

B. Review of Related Research Finding

In order to support this research, the researcher looked for any references related to the effect of Project Based Learning Model method in learning process. Some of them are as follow:

Pablos et al (2016) in his research on the Project Based Learning Model (PjBL) through the incorporation of digital technologies: an evaluation based on the experience of serving teachers. The majority of teachers indicated that the project promoted active participation by the students (95%), motivated them to learn (96%), and helped to acquire various curricular skills (90%).

Adriani (2017) found that there is significant with t-test 7,32 and t-table 2,086 while the value of t-test ($7,32 > 2,086$). It means that the method could improve the students' achievement in comprehending the reading material.

Afifah (2016) found that biology students' speaking skill improve by the Project Based Learning Model (PjBL) by the increase of mean score of experimental class that is 33,98 in the pretest and 53,92 in the post test. The significance different between the experimental classed are showed through the collected data the post test. The post-test outcomes were very satisfied in the experimental classed. The more students were more active in speaking and they were not are shy as before. They showed their confidentiality and make a big progress even thought they were not from the English department. The result of the t-test also shown that the Project Based Learning Model (PjBL)

that have effect to improve the students' speaking skill specially the present tense and past tense in a low level because the t-test 2,06 is higher than t-table 2,04 ($2,06 > 2,04$).

Besides that, there is a previous research on Project Based Learning Model under the title of "Project Based Learning Model: Building Communities of Reflective Practitioner" from Ford Company. In this research, the result of effect of Project Based Learning Model is successful. The previous finding indicates 60% performance of the workers and 75% for the wish performance of the workers. After conducting the Project Based Learning Model, a significant different is found 92% for wished performance. This result indicate the while project members had reached their initial wished performance rate 75%, they no longer found this a desirable level of performance.

Another research from Iryani (2019) found that the use of Project Based Learning Model in teaching reading improve the students' reading comprehension of the second year at SMK Muhammadiyah 4 Tallo Makassar. It is proved with the higher mean score of students' post-test (83,22) for experimental group that the mean score of students' post-test (77,83) for control group. The asymptotic significance result between using and not using Project Based Learning Model method and students reading comprehension. So, the use Project Based Learning Model method is better than three phase technique in teaching reading comprehension.

Project Based Learning Model (PjBL) is very relevant to the teaching and learning process where in the Project Based Learning Model according to some researcher before, said that PjBL is good to be used in learning and teaching process, strongly encourages students to have a higher think ability and creatively because the final process of project learning is creating or making products. While the students are creating, they really insist and educating to think creatively and communicatively. Besides, when discussing this method, it is very closely related to the 21st century learning programs that involve four main points, namely: creative, collaborative, communicative, and critical thinking. In addition, according Boss (2011) a number of trends have contributed to the adoption of Project Based Learning Model as the 21st century strategy for education. Cognitive scientists have improved our understanding of how we learn, how we develop skill and ability, how we begin to think at a higher level and how we communicate well.

The fifth researchers above focused their investigation on the use of PjBL method related to the students' achievement. In previous studies, the majority of them directly implemented Project Based Learning Model, so the research method was designed using quantitative. Furthermore, there is research looking for the percentage of benefits from Project Based Learning Model implementation. The similarities both previous research and the current research focussed on the implementation of Project Based Learning Model. However, the current research conducted direct interviews with teachers who had successfully implemented Project Based Learning Model.

C. Pertinent Ideas Related to the Research

1. The Definition of Project Based Learning Model

Project Based Learning Model (PjBL) is students designing, planning, presenting, showing and carrying out an extended project that produces a publicly exhibited output such as Creating a product, publication and presentation in Patton (2017). Smith and Dodds in Defillippi (2001), according to them, Project Based Learning Model is refers to the theory and practice of using real-world works and assignments on time-limited projects to achieve mandated performance objectives and to facilitate individual learning and collective learning. On the other hand, Ayaz and Zeniuk in Scarbrough (2004), the formulation of Project Based Learning Model is used here inclusively to include both of the creation, Design and achievement of knowledge by using projects. According to Brends (2003), the special focus here is on project work that is conducted by planed project teams.

The teacher in a communicative classroom is not only an instructor but also a facilitator (Simpson, 2012:45). There are many tasks for the teacher to perform, such as organizing activities, establishing a learning environment for students and promoting the use of a target language for communicative purposes. When students need assistance or advice, the teacher can be an advisor and a co-communicator who participates with students in Project Based Learning Model.

A teacher in Project Based Learning Model is a facilitator and advisor. As a facilitator, the teacher generates activities, and students have opportunities to draw and strengthen their skills in inquiry, critical thinking and problem solving. Thomas (2000) inputs five criteria for PjBL: project should be central to the curriculum, focus on problem that drive the students to struggle that major concepts, involve the students in constructivist investigation, students-driven, and realistic.

Project Based Learning Model (PjBL) has been familiar for many years and be represent to another method to students-centered learning that can be used in teaching and learning process based on constructivist of principles. Project Based Learning Model offered as an interesting model implemented in teaching and learning process. One way to become successful in teaching English is to pay attention to how big the student interest is in learning English (Asriati, 2021). Besides that Project Based Learning Model also suits in any parts of the curriculum whether in the KTSP or in the 2013 Curriculum or in University Syllabus and Curriculum. Therefore, it can be taught in any subjects, any levels, and any classes or even out of the class hour.

2. Steps in Conducting Project Based Learning Model

Based In conducting PjBL, there must be a guidance to straighten the research. According to Hamidah et.al (2020) there are six stages must be done in implementing Project Based Learning Model. Below are the details:

a. Starting with the essential question

The question that will be offered in Project Based Learning Model must be engaged the students. It is an open-ended question which means that the students may explain and find out different information to answer the question. In this stage, there are several considerations such as: (1) the students should take a real world topic and begin for in depth investigation; (2) the question must be authentic topics and situations; (3) the teacher should require the students to make an impact by answering the question or solving the problem; (4) the teacher should take the relevant question to the students in their live or real world.

b. Designing a plan for the project

In the designing the project, the first essential part is select the content standards to be addressed by the teacher to involved the students in the planning process. After selecting the topic, the teacher and students determine the final outcomes after the projects such as written report, debate, letter, handbook, oral presentation, video, and performance of role play.

c. Creating a schedule

After the topic and final outcome of the projects are determined, the teacher and students are workout the project in details for opening activities to the completion of the project. In this step, the students consider their roles, responsibility, and collaboratively work

groups then they consult a deadline for projects completion with the teacher. Finally, the students with their group discuss on the timing for gathering, sharing and compiling information, and presenting their final projects.

d. Monitoring the students and progressing of the project

In this stage, the teacher and students have different role. The students are ready to work to their project in groups, organize the information and discuss the value of the data that they have selected. The goal is to identify the information that is crucial for the completion of their project, while the students are working on their project, the teacher monitors the students' activities and their project progress. After that the teacher reminds the students in every part of the process belongs to them and needs their total involvement. It can be a clear assessment if the teacher assessed the process through creating team rubrics and project rubrics. Team rubrics state to evaluate the requirements of projects.

e. Assessing the outcome

Before assessing the outcome, the students present the final outcome of their project based on their agreement before. They discuss about their friends' project, give feedback on it and provide several questions or comments to the students who are presenting their project in order to build the students' critical thinking. After that, the students reflect on the language mastered and the subject matter

acquired during the project. In addition, the students are asked to make recommendations that can be used to enhance similar projects in the future. Moreover, during this stage, the teacher also provides the students with feedback on their language and content learning about how they understand the information and what they need to improve on their skills.

f. Evaluating the experience

In the busy schedule of a school day, there is often little time for reflection which is a very important of the learning process. Indeed, the teacher allows the students to do individual reflection such as a journaling, as well as group reflection and discussion. The teacher also guides the students to share their feelings and experiences, and discuss what work well and need to change.

3. Strengths and Weaknesses in Implementing Project Based Learning Model

a. Strengths of Project Based Learning Model

Project Based Learning Model (PjBL) offers much strength. Fragoulis (2009) stated that there are some positive outcomes of implementing PjBL method in teaching and learning of speaking skill. There are as follows: 1) PjBL provides contextual and meaningful learning for the students, 2) it can create an optimal environment for practicing speaking English, 3) make the students actively engage in project learning. 4) Enhances the students' interests, motivation,

engagement, and enjoyment, 5) promote social learning that can enhance collaborative skills; 6) and can give an opportunity to improve the students' language skills. Thus, PjBL gives many benefits in teaching and learning of English, especially for speaking skill.

b. Weaknesses of Project Based Learning Model

In the teaching and learning through PjBL particularly claimed as an effective method because it is aimed at enhancing the students' speaking skill. In fact, in the implementation of PjBL, the students and teacher had to consider several problems emerge during the activities in the class, Harianto (2018). According to Westwood (2008) stated that the students have lost interest and motivation to English because when they get difficult projects in group, some students dominate the works while other students do little work. In addition, at the beginning of the project work, some students felt uncomfortable with being given choices or topics and they are apprehensive about project work, Fragoulis, (2009). Moreover, Beckett (2002) stated that the implementation of PjBL generally the projects will be conducted in a long term such as several weeks or more than a month because it required several stages to be accomplished in teaching and learning process.

D. Theoretical Framework

This study examined the description of the way of teacher in implementing-Project Based Learning Model in teaching English in SMPN 2

Turatea Kabupaten Jeneponto. In addition, the researcher also investigated the challenges faced by the English teacher during implementing the Project Based Learning Model. Therefore, the conceptual framework of this research as follows:

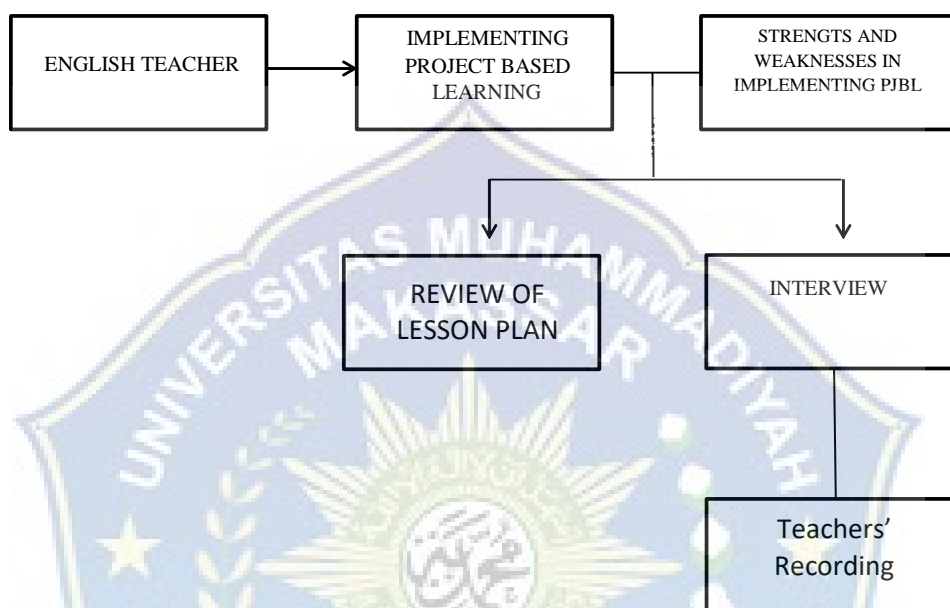


Figure 2.1. Conceptual Framework

The researcher chose an English teacher who used Project Based Learning Model based on the conceptual framework presented above. Then, the researcher studied how teacher implemented Project Based Learning Model in English teaching. The researcher also analyzed the teacher experience in terms of strengths and weaknesses of in implementing Project Based Learning Model as further information.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used Qualitative Research design method. It described the way of the English teacher implemented the Project Based Learning Model in teaching English in SMPN 2 Turatea Kabupten Jeneponto. Qualitative method is a form of social sciences analysis that gathers and work with non-numerical data in order to explain the significance and better understand social life by studying specific populations or locations. The researcher collected the data by conducting an interview with the English teacher of SMPN 2 Turatea Kabupaten Jeneponto.

B. Subject of the Research

SMPN 2 Turatea has three English teachers. Meanwhile there only one teacher applied Project Based Learning Model in teaching and learning process. Therefore, the subject of the research was only one teacher who had implemented Project Based Learning Model.

C. Research Instrument

There were two kinds of instrument used in this research, namely: lesson plan and interview guide. Both of the instruments were used to find out the objective of the research.

1. Lesson Plan

The lesson plan is an important component used in the teaching and learning process to determine whether the curriculum's objectives are being met (Irham et al., 2013). As a result, a teacher must create a comprehensive and systematic lesson plan (Permendikbud, 2013). Lesson plans is used by the researcher to observe how the Project Based Learning Model syntax is implemented by the teacher. The English teacher of SMPN 2 Turatea was allowed to research a class 9th lesson plan with Informative Report teaching material on the topic of the made in Indonesia.

2. Interview Guide

Bungin (2012) Interview guide is a list of the high level topics of the plan on covering the interview in certain topic needed. The interview guide used to collect data relevant to the purpose of this research, which is to explain how implemented Project Based Learning Model as well as the benefits and challenges that teacher faced while implementing it. The interview guide was used adopted from Sari (2020) that had been used in her research, (*see appendix 3 page 58*).

3. Teacher Recording

One of the research instruments used in qualitative research is voice recordings (Arikunto, 2006). The researcher in this case use the recording tool feature on the smartphone that is used when conducting interviews with the teacher. The recording contains interviews on the

implementation of Project Based Learning, which have been detailed in the transcript in the appendix (*See Appendix 4 page 59*).

D. Data Collection Procedure

In the procedure of collecting data, the researcher conducted two kinds of step in collecting data namely: Review of Lesson Plan and Interview

1. Review of Lesson Plan

- a. The researcher requested permission from the Headmaster of SMPN 2 Turatea to conduct research on June 10th, 2023
- b. The researcher communicated with the Deputy Head of School Curriculum regarding information on English teachers at SMPn 2 Turatea
- c. The researcher hold a meeting with the three English teachers at SMPN 2 Turatea and explaining the purpose of the meeting
- d. The researcher and English teacher who used Project Based Learning Model in teaching make meeting agreements for data collection
- e. The researcher conducted review of the Leson Plan used by the teacher on June 13rd, 2023
- f. The researcher recorded the important things that were found during the literature review
- g. The researcher asked for permission to make a copy of the lesson plan that the teacher used for the research attachment.

2. Interview

An interview is the communication between two persons that aimed to get information for the purpose of the research (Ulum, 2018). The researcher would collect any information through interview related to the research questions. Therefore, the interview was useful to complete the data about the way of English teacher implementing the Project Based Learning Model in speaking class and also about the strengths and weaknesses related to its implementation. Below were the procedures in conducting the review:

- a. The researcher prepared a guide of interview which was adopted from Sari (2020), which consisted of 10 numbers. 8 question numbers related to teacher implementation in Project Based Learning Model, while the other 2 numbers related to the strengths and weakness of Project Based Learning Model
- b. The researcher requested permission to record the interview
- c. Researcher conducted interview after reviewing the lesson plan on June 13rd, 2023

E. Data Analysis Technique

The data collection analyze based on the literature review and teachers' answers through in interview. The researcher analyzed the result of interview based on the interview recording. The result revealed how teacher implemented the Project Based Learning. According to Miles and Huberman (1994), there were three steps in analyzing the data:

1. Data reduction meant summarizing, selecting basic things, focusing on important things, and looking for themes and patterns
2. Data display, the data from interview displayed in a transcript that reveals things related to the teachers' way in implementing Project Based Learning Model, included the strengts and weaknesses
3. Concluding, The researcher concluded and obtained answers from the research conducted based on the data that had been reduced and displayed.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The study sought to discover how English teacher at SMPN 2 Turatea implemented Project Based Learning Model and the challenges faced by the English teacher when implementing Project Based Learning Model in SMPN 2 Turatea. The researcher collected data by analyzing the lesson plan and interviewing the teacher's lesson plan syntax.

1. The way of teacher implemented Project Based Learning Model in English teaching in SMPN 2 Turatea

a. Lesson Plan Review

The researcher reviewed the English teacher's lesson plan at SMPN 2 Turatea was about Informative Report Text. The learning topic in the lesson plan is *They Are Made in Indonesia*.

Table 4.1. Pre-Activities in Implementing Project Based Learning Model

PENDAHULUAN	<ul style="list-style-type: none"> • <i>Guru memberi salam dan mengajak peserta didik berdoa bersama (Religious)</i> • <i>Guru mengecek kehadiran peserta didik</i> • <i>Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</i> • <i>Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</i>
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See appendix 2 Page 53

The pre-activities conducted by SMPN 2 Turatea teachers before starting the learning process began with prayer as a form of

religious implementation. Following that, the teacher checks on student attendance and conveys the topics to be taught, as well as the objectives and benefits of the material. The teacher finishes the pre-activities by conveying the learning activities to be completed.

Table 4.2. Main Activities in Implementing Project Based Learning Model

KEGIATAN INTI	<i>Menentukan pertanyaan mendasar</i>	<ul style="list-style-type: none"> • Guru membagi peserta didik ke dalam sebuah kelompok. • Peserta didik mengamati dan menganalisa video yang ditampilkan oleh guru https://youtube.com/watch?v=wc-k9ldPJeQ&feature=share7. • Guru menampilkan gambar Lammang sebagai contoh They are made in Indonesia • Peserta didik menganalisa cara penyampaian guru terkait informasi tentang Lammang • Guru memandu siswa untuk menentukan pertanyaan mendasar dari video dan gambar yang ditampilkan 5W+1H terkait materi pembelajaran They Are Made in Indonesia
	<i>Perencanaan Desain Proyek</i>	<ul style="list-style-type: none"> • Peserta didik membagi peran dan tanggungjawab dalam pengerjaan project • Peserta didik berdiskusi dengan teman kelompoknya menentukan proyek yang akan dikerjakan • Peserta didik mengunpulkan informasi terkait proyek yang akan dikerjakan • Peserta didik mendesain storyboard video project yang akan dikerjakan • Guru membantu menyempurnakan ide yang telah direncanakan oleh masing-masing kelompok
	<i>Penyusunan Jadwal</i>	Guru dan peserta didik bersama-sama menentukan jadwal pengerjaan dan

<i>Pelaksanaan Proyek</i>	<i>penyelesaian project (time line)</i>
<i>Penyelesaian Proyek dengan Fasilitas dan Monitoring Guru</i>	<ul style="list-style-type: none"> • <i>Guru menyediakan Kartu Kontrol pengerjaan project</i> • <i>Peserta didik dipandu oleh guru membuat laporan terkait informasi (Information Report) yang termasuk They are Made in Indonesia</i> • <i>Peserta didik berlatih melafalkan naskah Information Report yang telah disusun bersama</i>
<i>Menilai Hasil</i>	<ul style="list-style-type: none"> • <i>Guru Menyiapkan lembar penialain kepada setiap kelompok</i> • <i>Setiap kelompok menampilkan video Informative Report yang telah dikerjakan terkait dengan They are Made in Indonesia</i> • <i>Peserta didik dan guru melakukan penilaian dari hasil projet yang ditampilkan oleh kelompok lain.</i>

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In the main activity, the teacher implemented five syntaxes from Project Based Learning Model, namely: starting with the essential question, designing a plan for the project, creating a schedule, monitoring the students and progressing of the project, and assessing the outcome.

1) Starting with the essential question

In the first syntax of Project Based Learning Model, the teacher divided the students into groups. Then continued by showing a video related to the material They Are Made in Indonesia. A side from the video, the teacher also showed the picture of Lammang (Jeneponto culinary origin). The teacher conveyed information about the displayed Lammang picture, and students were asked to analyze how the teacher

did so. After watching the video and teachers' information related to the Lammang, students were asked to use 5W + 1 H to ask questions regarding to the information they had got both in the video and teachers' information.

2) Designing a plan for the project

In the second syntax of Project Based Learning Model began by determining the roles and responsibilities of group members in working on the project. After that, students discussed their projects to work on with their group members. The project was creating a video project containing information about *They Are Made in Indonesia*. Following the discussion, students gathered information about the project to be worked on and proceed by creating a story board for video work. The teacher assisted students with plan design activities by perfecting ideas.

3) Creating a Schedule

In the third syntax of Project Based Learning Model, the teacher stated on the deadline for the completion of the project assigned to the students. The teacher created a work timeline that had been mutually agreed upon with the students.

4) Monitoring the students and progressing of the project

In the fourth syntax of Project Based Learning Model, the teacher provided a control card as a tool for monitoring the progress of student project work. The following table showed the term that the teacher monitored for in project work:

Table 4.3. Control Card for Monitoring Students' Project

<i>No.</i>	<i>Kegiatan</i>	<i>Paraf</i>		<i>Ket.</i>
		<i>Iya</i>	<i>Tidak</i>	
1.	<i>Berdiskusi dan bekerjasama secara berkelompok</i>			
2.	<i>Anggota kelompok mengerjakan peran yang ditugaskan dalam proyek</i>			
3.	<i>Bekerja sesuai dengan hasil Planning Design</i>			
4.	<i>Mengolah data informasi ke dalam bentuk Information Report</i>			
5.	<i>Mengidentifikasi keruntutan teks, pilihan kosa kata dan pilihan tata bahasa</i>			
6.	<i>Berlatih menyampaikan hasil proyek</i>			
7.	<i>Menyelesaikan proyek sesuai dengan timeline</i>			

See Appendix 3 page 63

5) Assessing the outcome

The fifth syntax of Project Based Learning Model involved the teacher involving students in evaluating the work of other group projects. As a result, the teacher prepared a scoring rubric for speaking based on the lesson plan reviewed. The rubric score for speaking was provided for students and it was attached to the lesson plan. When the students presented their video project, the teacher and students jointly provided an assessment.

Table 4.4. Post-Activities in Implementing Project Based Learning Model

<i>PENUTUP</i>	<i>Evaluasi Pengalaman Belajar</i>	<ul style="list-style-type: none"> <i>Guru bersama peserta didik merefleksikan pengalaman belajar terkait pengerjaan proyek</i> <i>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa</i>
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See Appendix 2 page 53

In post-activities, the teacher continued the sixth syntax of Project Based Learning Model implementation, namely evaluating the experiences. Teacher and students reflected on their experiences working on a given project. Students were encouraged to share their experiences and asking questions about what they had learned. The teacher finished the post-activity by demonstrating a lesson plan that would be implemented at the next meeting.

b. Data Display of Interview

The interview was held on June 10th 2023. There were sixth main questions to gather information about the implementation of Project Based Learning Model in speaking English. The interview outcome was explained as follows:

Extract 1.

Extract 1 was about the first syntax or Project Based Learning Model, namely starting with essential questions. The essential question was designed to gather information for students working on projects. However, it remained under the teacher's control so that the questions addressed did not deviate from the topic of learning. The following was a conversation between researcher and teacher:

R : How did you keep students under control when determining basic questions as the first step in implementing PJBL?

T : In the pre-activity, I conveyed the learning material and topics to be studied before introducing the type of project to be worked on. For example, after reviewing the attendance list of student, I delivered Information report material with the topic They are Made in Indonesia. Following that, I gave an example of the topic I had conveyed after entering the main

activity, syntax one. Then instructing them to construct 5W + 1H questions. I believed that the steps I had implemented have been controlled and limited the students' essential questions, preventing them from straying off topic and ensuring that the information gathered was relevant.

Extract 2.

Extract 2 was about the second syntax or Project Based Learning Model, namely design plan for the project. Students discussed the type of project to be worked on in this phase. Students gathered and processed information about the project at hand. Students interacted more with their group members at this phase as they planed the projects they would work on. According to the findings of the interviews, the teacher stated that she was only involved in perfecting the students' plans for designing the projects. The following was a conversation between researcher and teacher:

R : How did you assist students in the designing a project plan process?

T : During the design process, I only directed students to identify the project to be worked on and assisted them in gathering information. If students had created a design plan for the project they are working on, I would assist them in refining the concept. However, in terms of percentage involvement, students expressed more of their ideas in this case.

Extract 3.

Extract 3 was about the third syntax of Project Based Learning Model namely creating a schedule. Researcher asked two questions about creating a schedule. At this phase, the teacher createed a project work timeline and a deadline for project completion to be presented.

The maximum project time was determined by the type of project to be worked on. As explained by the teacher to the researcher in the following conversation:

R : What was your role in creating a schedule for the upcoming student project?

T : I am as a teacher, I directly involved in making project completion agreements when creating a schedule. This was done to maximize their work process based on a mutually agreed-upon schedule.

R : How long was the maximum time given in finishing the project?

T : The maximum project time allotment was determined by the type of project to be worked on. However, for the Informative Report, I provided the duration of the work outside of study hours. As a result, fully responsible to students and group members, organize a schedule of joint work. Therefore, it was expected that the students' project was ready to present at the follow-up meeting.

Extract 4.

Extract 4 was about the fourth syntax of Project Based Learning Model, namely monitoring the students and progressing of the project. The researcher asked two questions about the students' project in this syntax. The first question concerned how the teacher monitored the project, while the second concerned how the teacher kept students actively engaged in project work. According to the findings of the interviews, the teacher's unique method of controlling project work was about preparing control cards. There were several activities in the control card that were under the teacher's control, such as discussing and cooperating in groups, group members working on assigned roles in the project, working in accordance with the results of planning design, processing information data into the form of

Information Report, identifying the structure, vocabulary, and grammar used, doing practice to present the project, and finishing the project on time. The teacher can control student activity by maintaining an approach with students and asking about the challenges they faced while working on the project. The following was a conversation between researcher and teacher:

R : What plans did you have for monitoring the project's progress?

T : I created a control card with a series of descriptions of project activities. This allowed me to conduct monitoring in a more objective and structure manner.

R : What steps did you take to ensure that Students were actively involved in the project?

T : I maintained an approach with all students in the class by inquiring about the challenges they faced in the work process and directing group members to be solution-oriented in completing the project.

Extract 5.

Extract 5 was about the fifth syntax of Project Based Learning Model, namely: assessing the outcome. In assessing the outcome the teacher involved students in the project assessing process. The teacher provided scoring rubric adjust to focus on learning skill in order to evaluate group members who give presentations. This was known as peer assessment. The following was a conversation between researcher and teacher:

R : How did the students prepare for the Project Evaluation?

T : In this case, students who would give presentations must prepare by mastering the material or project work that would be presented, while other students assessed one another using the scoring rubric that I prepared for them. This scoring rubric adjusted to focus on the learning skill at the time. For example, in the Informative report, I provided students a scoring rubric for speaking.

Extract 6.

Extract 6 was about the sixth syntax of Project Based Learning Model, namely: evaluating the experiences. Students had the opportunity to share their experiences while working on the project. Students gave positive feedback about the implementation of Project Based Learning Model in their speaking class. The teacher concluded that Project Based Learning Model helped students to gain speaking confidence. Furthermore, students gained hands-on experience with real-world work nuances. The following was a conversation between researcher and teacher:

R : What were the outcomes of sharing students' experiences with project implementation in the speaking class?

T : Students reported that Project Based Learning Model helped them to gain a confidence in improving their speaking skills. The outcomes of the interactive process in making communication more meaningful, it also can be seen during they presented the project. Most of them also stated that working on a project was similar to working in the real world, in which students were given responsibility and a work timeline.

2. The Strengths and Weaknesses faced by the English Teacher During Implementing Project Based Learning Model in Teaching English

Interviews were used to collect information about the strengths and weaknesses faced by English teacher while implementing Project Based Learning Model. On June 10th 2023, the related data was collected. The result of interview was explained as follows:

Data Display of Interview about of Project Based Learning Model in Teaching

Project Based Learning Model helped in the development of students' character in terms of self-confidence when teaching speaking skills. Project Based Learning Model had been shown to strengthen students' confidence and build more meaningful interaction. Students' confidence encouraged them to speak up. Aspects of speaking skills can be met, except for pronunciation. Another advantage had been found that when working on projects, students had creative ideas. The following was a conversation between researcher and teacher:

R : What were your thoughts on the benefits of using Project Based Learning Model in the speaking class?

T : The benefits of using Project Based Learning Model that I personally had noticed that's increased students' collaboration and students' character development, particularly self-confidence. Students gained their self-confidence and they became more active in the classroom, ensuring that passive activities do not occur. The necessary aspect of students' speaking skills have been met; nevertheless pronunciation was still not optimal. Another benefit I found out that during the project work process, students' creative ideas were channeled. For example, in the Information Report video project, the designing of video story board triggered the students' creative ideas, it's very visible.

According to the results of the teacher's interviews, there were no significant obstacles implementing Project Based Learning Model in teaching. The teacher only had difficulty preparing the equipment needed by students in Project Based Learning Model. The following was a conversation between the researcher and the teacher:

R : What challenges did you face when implementing Project Based Learning Model?

T : I had no issue with the Project Based Learning Model implementation stage, from the initial syntax implementation to the end. In my experience, the only difficulty I had, it's about setting up project equipment as tools to facilitate students in finishing their project

B. Discussion

The discussion of this research consists of two parts. The first was about the implementation of Project Based Learning Model in speaking achievement. The second was about the strengths and weaknesses faced by the English teacher in implementing Project Based Learning Model.

1. The way of Teacher Implemented Project Based Learning Model in SMPN 2 Turatea Kabupaten Jeneponto

The teacher carried out teaching and learning activities by implementing Project Based Learning Model using six syntax of Project Based Learning Model, namely: starting with the essential question, designing a plan for the project, creating a schedule, monitoring the students and progressing of the project, Assessing the outcome and evaluating the experience. The syntax carried out by the teacher was in line with Hamidah et.al (2020) stated about the six syntaxes of Project Based Learning Model.

a. Starting with essential questions

Several considerations must be taken into account in this syntax, including the fact that students should choose a real-world topic and begin their investigation, and the question must be authentic

and situational (Hamidah et al., 2020). These considerations had been met by the SMPN 2 Turatea teacher based on the results of the lesson plan review. This was demonstrated by preparing authentic references to stimulate project ideas. As an example, in the lesson plan (Informative Report), the teacher showed a picture of Lammang which is familiar with the students' daily environment. As a result, because it relates to real-world theory, it makes to be easier for students to ask basic questions. The teacher should require students to have an impact in determining essential questions (Hamidah et al., 2020).

b. Designing a plan for the project

The first step in creating a project plan is deciding on the topics that addressed by the teacher (Hamidah et al., 2020). According to the results of the lesson plan review, the teacher delivered the topic in the pre-activity or before entering the main activity, so that in the syntax for designing a plan for the project, students immediately made plans related to the project to be worked on in accordance with the material's topic. Another important point raised in this syntax was that in a group, there was a leader who assigns roles and responsibilities to each member.

c. Creating a schedule

According to Hamida et al. (2020), students considered their roles, responsibilities, and collaborative work groups when consulting

with the teacher about project completion guidelines. The teacher's implementation of the second syntax did not agree with the previous statement. According to the facts discovered in the lesson plan review, determining the roles and responsibilities of group members was carried out in the second syntax, namely designing a project plan. Furthermore, according to the findings of teacher interviews, when creating a schedule, the teacher directly provides a timeline that adjusts to the type of project being worked on.

d. Monitoring the students and progressing of the project

Hamida et. al. (2020) the monitoring process would be a clear assessment if the teacher monitored by creating project rubrics. In line with what was done by the teacher in this study, the teacher prepared a control card. Control cards were used to control student project work processes, namely discussing and cooperating in groups, group members working on assigned roles in the project, working in accordance with the results of planning design, processing information data into the form of information report, identifying the structure, vocabulary, and grammar used, doing practice to present the project, and finishing the project on time.

e. Assessing the outcome

The outcome was evaluated by both teachers and students. The teacher created a scoring rubric that was used to evaluate classmates who were giving presentations. The scoring rubric providing is

determined by the focus on the skills had been taught. Teacher should provide feedback on students' projects when assessing the outcome (Hamidah et al., 2020). Teachers in this study also provided feedback in the form of comments or project improvement suggestions.

f. Evaluating the experiences

Teacher and students reflected at the end of the learning process by sharing project-related experiences. The teacher evaluated the experiences in the post-activity. Individual reflection in the form of journaling is another program that can be implemented in the context of sharing experiences (Hamidah et al., 2020). However, in this study, the teacher only used experience sharing in group reflection to guide students in sharing their feelings and experiences.

2. The strengths and weaknesses faced by the English teacher during implementing Project Based Learning Model.

During the implementation of Project Based Learning Model, the English teacher at SMPN 2 Turatea discovered much strength. Project Based Learning Model has an impact on students' character development, particularly in terms of self-confidence. This boosted students' confidence speaking, allowing them to engage in meaningful interactions. According to Katz and Chard (2000), Project Based Learning Model is a very effective method that allows students to express themselves. The teacher believes that students' confidence in speaking is important for maintaining class activity. Furthermore, students who met accomplished the

components of the speaking assessment, namely, pronunciation, intonation, fluency, and accuracy.

Another advantage is the opportunity for students to share their experiences. Students stated that Project Based Learning Model gave them the impression that they were doing project work in the real world. These findings support Fragoulius' (2009) claimed that one of the positive outcomes of implementing a Project Based Learning Model Model is the creation of an optimal environment for speaking practice. Students must do a lot of speaking practice before giving a presentation. The intended practice is how they present or explain the results of their project in front of their classmates. The more students practice will influence their ability to speak fluently.

According to the results of the interviews, teachers were more enthusiastic talking about the strengths in implementing Project Based Learning Model. Meanwhile, the English teacher's obstacles implemented Project Based Learning Model are related to the difficulty in providing necessary equipments. The teacher recognized that her role in class is to facilitate learning, but she is limited in providing students with the equipment needed to complete student projects. The teacher's role in Project Based Learning Model as a communicative classroom is not only that of an instructor but also that of a facilitator (Simpson, 2012).

Teacher at SMPN 2 Turatea Kabupaten Jeneponto faced no other significant challenge when implementing Project Based Learning Model.

Starting with the first syntax and progressing to the last syntax of Project Based Learning Model. This was in contrast to Becket's (2002) claimed that one of the disadvantages of Project Based Learning Model is the need for a long term, such as several weeks or more. Teachers at SMPN 2 Turatea, on the other hand, do not face the same issue because, when working on a project, the teacher is the direct director who makes project work agreements. The teacher's timeline adjusted to the type of project being worked on.

A further weakness that contradicts this research is Westwood's (2008) stated that in the implementation of Project Based Learning Model, some students dominated the work while others did little. In anticipation of the above-mentioned image, the teacher provided a control card to monitor the process of student worked on projects. One of them controled the students' activeness involvement of project work in control

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and discussing the finding in the previous chapter, this chapter came up with a conclusion and suggestion.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher would like to summarize some conclusion follow:

1. Teacher implemented six syntaxes of Project Based Learning Model in teaching speaking namely: starting with the essential question, designing a plan for the project, creating a schedule, monitoring the students and progressing of the project, assessing the outcome and evaluating the experience. However, contrary activities had been found in the implementation done and theory suggestion. According to the third syntax theory, at this stage, students considered their role, responsibility, and collaborative work group before consulting with the teacher about a project deadline. Meanwhile, the teacher completed those in the second syntax, namely designing a project plan. The teacher took full direction in making a timeline for completing student project assignments.

An additional finding concerned the control card created by the teacher during the Project Based Learning Model implementation. The control card was used to monitor the progress of the students' projects.

There were several activities in the control card that was under the teacher's control, such as discussing and cooperating in groups, group members working on assigning roles in the project, working in accordance with the results of planning design, processing information data into the form of Information Report, identifying the structure, vocabulary, and grammar used, doing practice to present the project, and finishing the project on time.

2. The teacher was enthusiastic in talking about the strengths of the implementation Project Based Learning Model. The teacher felt that Project Based Learning Model helped students to build their character development in term of self-confidence. Therefore, students were active to do speaking with a meaningful interaction.
3. The teacher did not face any significance obstacles in implementing Project Based Learning Model. The teacher only got obstacles about the students had not many vocabularies and they had not a good structure but it's not the main point in this case. It's just about how to gain the students' self-confidence in speaking. The only weakness faced by the English teacher was difficult to provide necessary equipment for students' project.

B. Suggestion

Based on the data analysis and conclusion, the researcher proposed some suggestion as follows:

1. Teacher should be involved students in making a timeline for the project completion. In order to ensure students' capacity and the timeline was match well.
2. For the next researcher was suggested to conduct the further research about the using of control card in monitoring students' progress of Project Based Learning Model. Addinitional suggestion, this research can be used as thesis references about the implementation of Project Based Learning Model in speaking achievement.



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CURRICULUM VITAE



The researcher, Ramlah, was born on 10th July 1977 in Jeneponto, South Sulawesi. She is the seventh daughter from eight siblings of H. Yudja Gea and Fatima Memang. She began her study at SD No. 133 Mangepong in 1991.

Then, she continued her education at SMPN Pokobulu in 1994. Afterwards, she continued her study at SMAN 2 Binamu in 1997. In 2004, the researcher continued for her bachelor's degree in IAIN Alauddin. Then, in 2019, the researcher registered for master's degree in post graduate program of Universitas Muhammadiyah Makassar.



APPENDICES

Appendix 1 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(Sesuai Edaran Kemdikbud No 14 Tahun 2019)

Sekolah	: SMPN 2 TURATEA	Kelas/Semester	: IX / 2	KD	: 3.9 dan 4.9
Mata Pelajaran	: B. INGGRIS	Alokasi Waktu	: 2 x 40 menit	Pertemuan ke :	
Materi	: Teks Information Report				

A, TUJUAN PEMBELAJARAN

- Mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX
- Mengidentifikasi bagian-bagian struktur teks report
- Mengidentifikasi cara penggunaan teks report melalui contoh
- Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda
- Membuat teks information report terkait mata pelajaran lain di Kelas IX
- Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatangi
- Menuliskan booklet tentang flora fauna lokal

B, KEGIATAN PEMBELAJARAN

MEDIA	<ul style="list-style-type: none"> • Whatsapp, Google classroom, Telegram, zoom, google form dll • Slide presentasi (ppt) 	ALAT	<ul style="list-style-type: none"> • Laptop, Handphone, tablet dan lain lain 	SUMBER	<ul style="list-style-type: none"> • Buku guru dan siswa • Modul, bahan ajar, internet, dan sumber lain yang relevan
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PENDAHULUAN	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak peserta didik berdoa bersama (Religious) • Guru mengecek kehadiran peserta didik • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran 		
KEGIATAN INTI	<table border="1"> <tr> <td>Menentukan pertanyaan mendasar</td> <td> <ul style="list-style-type: none"> • Guru membagi peserta didik ke dalam sebuah kelompok. • Peserta didik mengamati dan menganalisa video yang ditampilkan oleh guru https://youtube.com/watch?v=wc-k9ldPJeQ&feature=share7. • Guru menampilkan gambar Lammang sebagai contoh They are made in Indonesia • Peserta didik menganalisa cara penyampaian guru terkait informasi tentang Lammang • Guru memandu siswa untuk menentukan pertanyaan mendasar dari video dan gambar yang ditampilkan 5W+1H terkait materi pembelajaran They Are Made in Indonesia </td> </tr> </table>	Menentukan pertanyaan mendasar	<ul style="list-style-type: none"> • Guru membagi peserta didik ke dalam sebuah kelompok. • Peserta didik mengamati dan menganalisa video yang ditampilkan oleh guru https://youtube.com/watch?v=wc-k9ldPJeQ&feature=share7. • Guru menampilkan gambar Lammang sebagai contoh They are made in Indonesia • Peserta didik menganalisa cara penyampaian guru terkait informasi tentang Lammang • Guru memandu siswa untuk menentukan pertanyaan mendasar dari video dan gambar yang ditampilkan 5W+1H terkait materi pembelajaran They Are Made in Indonesia
Menentukan pertanyaan mendasar	<ul style="list-style-type: none"> • Guru membagi peserta didik ke dalam sebuah kelompok. • Peserta didik mengamati dan menganalisa video yang ditampilkan oleh guru https://youtube.com/watch?v=wc-k9ldPJeQ&feature=share7. • Guru menampilkan gambar Lammang sebagai contoh They are made in Indonesia • Peserta didik menganalisa cara penyampaian guru terkait informasi tentang Lammang • Guru memandu siswa untuk menentukan pertanyaan mendasar dari video dan gambar yang ditampilkan 5W+1H terkait materi pembelajaran They Are Made in Indonesia 		

	Perencanaan Desain Proyek	<ul style="list-style-type: none"> • Peserta didik membagi peran dan tanggungjawab dalam pengerjaan project • Peserta didik berdiskusi dengan teman kelompoknya menentukan proyek yang akan dikerjakan • Peserta didik mengumpulkan informasi terkait proyek yang akan dikerjakan • Peserta didik mendesain storyboard video project yang akan dikerjakan <p>Guru membantu menyempurnakan ide yang telah direncanakan oleh masing-masing kelompok</p>
	Penyusunan Jadwal Pelaksanaan Proyek	Guru dan peserta didik bersama-sama menentukan jadwal pengerjaan dan penyelesaian project
	Penyelesaian Proyek dengan Fasilitas dan Monitoring Guru	<ul style="list-style-type: none"> • Guru menyediakan Kartu Kontrol pengerjaan project • Peserta didik dipandu oleh guru membuat laporan terkait informasi (<i>Information Report</i>) yang termasuk <i>They are Made in Indonesia</i> • Peserta didik berlatih melafalkan naskah <i>Information Report</i> yang telah disusun bersama
	Menilai Hasil	<ul style="list-style-type: none"> • Guru Menyiapkan lembar penialain kepada setiap kelompok • Setiap kelompok menampilkan video <i>Informative Report</i> yang telah dikerjakan terkait dengan <i>They are Made in Indonesia</i> • Peserta didik dan guru melakukan penilaian dari hasil proyek yang ditampilkan oleh kelompok lain.
PENUTUP	Evaluasi Pengalaman Belajar	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar terkait pengerjaan proyek • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

C, PENILAIAN (ASESMEN)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja/hasil karya atau proyek dengan rubrik penilain sebagai nilai ketrampilan.

D. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya:

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

- Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
- Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
- Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
- Kode nilai / predikat :

75,01 – 100,00	= Sangat Baik (SB)
50,01 – 75,00	= Baik (B)
25,01 – 50,00	= Cukup (C)
00,00 – 25,00	= Kurang (K)

- **Penilaian Jurnal**(Lihat lampiran)

2. **Penilaian Pengetahuan**

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	

2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:**MAHIR** mendapat skor 3**MEMUASKAN** mendapat skor 2**TERBATAS** mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 1 Semester
 Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____
 : _____

Kelas

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4	
		Keruntutan teks tepat	4	3	
		Keruntutan teks cukup tepat	3	2	
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan	2	1

		Keruntutan teks tidak tepat	judul	1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hampir tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3
		Ada beberapa kesalahan dan mengganggu makna	3	2

		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Mengectahur
Kepala Sekolah SMN 2 TURATEA

H. PARIDAH, S.Pd., MM
NIP.19630606-198903 2 020

Bululoe , 2 Januari 2023

Guru Mata Pelajaran


IRNAWATI, S.Pd

NIP.19800313 201001 2 028



Appendix 2 :Interview Guide

1.	How did you keep students under control when determining basic questions as the first step in implementing PJBL?
2.	How did you assist students in the designing a project plan process?
3.	What was your role in creating a schedule for the upcoming student project?
4.	How long was the maximum time given in finishing the project?
5.	What plans did you have for monitoring the project's progress?
6.	What steps did you take to ensure that students was actively involved in the project?
7.	How did the students prepare for the project evaluation?
8.	What were the outcomes of sharing students' experiences with project implementation in the speaking class?
9.	What were your thoughts on the benefits of using Project Based Learning Model in the speaking class?
10.	What challenges did you face when implementing Project Based Learning Model?

Adopted from Sari (2020)

Appendix 3 : Interview Transcript

Interview Trascript

Day/date : Saturday, June 10th 2023

Venue : Meeting room in SMPN 2 Turatea, Kaupaten Jeneponto.

Profile of Source Person

Name : Irnawati, S.Pd.

Civil Servant ID Number : 19800313 201001 2

Position : English Teacher in SMPN 2 Turatea

Researcher	:	Terima kasih atas kesedianya dek untuk melakukan wawancara dengan saya terkait dengan penerapan Project Based Learning Model yang kita implementasikan dikelatsa.
Teacher	:	Iye sama-sama kak, semoga saya bisa memberikan informasi yang bermanfaat untuk penulisan tesista'
Researcher	:	Iye Aamiin, kita pakai Bahasa non-formal saja ya dek Irna dan mohon izin dek saya rekamki ini supaya bisa kudengarkan kembali nanti jawabanta. Jadi anggap saja kita <i>sharing</i> pengalamanta dengan saya dalam mengaplikasikan Project Based Learning Model
Teacher	:	Iye kak, non-formal maki saling bagi penglamanta juga siapa tahu ada masukan untuk pengembangan implementasi yang kuterapkan selama ini
Researcher	:	Iye, jadi disini ada sepuluh pertanyaanku dek, selain mau menulis tesis juga sekalian mau belajar carata implementasikan PjBL. Saya lihat di RPPta tadi sudah runtun pelaksanaan <i>syntax</i> PjBL kita terapkan. Pertanyaanku untuk <i>syntax</i> pertama <i>starting with essential question</i> bagaimana carata dek supaya tetapki terkontrol siswa dalam membuat pertanyaan mendasar?
Teacher	:	Kalau saya caraku kak, kusampaikan memangmi materi ajarku dengan topik yang akan dipelajari sebelum saya kasih tahu siswa jenis proyek yang akan mereka kerjakan. Misalnya kak contoh ini, setelah saya cek kehadirannya siswa, saya sampaikanmi materinya itu tentang <i>Informative Report</i> dan topikx itu tentang <i>They are Made in Indonesia</i> . Setelah itu, saya kasih contoh dari topik entahkah dalam bentuk video, gambar ataupun contoh langsung dari saya.

		Setelah itu, saya instruksikanmi siswa pada <i>syntax</i> pertama untuk membuat pertanyaaan dalam bentuk 5W+1H. Menurutku dengan begini terkontrolmi siswa dalam membuat pertanyaan mendasar karena sudah ada topik yang disampaikan jadi tidak melencengmi pada saat mengumpulkan data terkait
Researcher	:	Iye baik dek, saya lanjut di pertanyaanku nomor dua, terkait <i>syntax</i> kedua PjBL. Kan sudah kita pahami ini dek sama-sama sekarang dituntutki agar siswa itu menjadi <i>student centre learning</i> dalam belajar. Jadi bagaimana carata membantu siswa dek dalam proses mendesain proyek yang akan mereka kerjakan?
Teacher	:	Kalau di bagian kedua itu, saya memang perannya mengarahkan siswa untuk mengidentifikasi keperluan apa yang mereka butuhkan untuk pengerjaan pyek dan juga membantu mereka untuk mengumpulkan informasi. Kalau mereka sudah punya perencanaan saya sisa memberikan penyempurnaan ide atau rencana dari yang akan mereka lakukan kak. Tetapi, kalau dihitung secara persentase pada tahap ini siswa lebih dominan mengekpresikan idenya mereka
Researcher	:	Oiya dek, jadi kita membantu untuk menyempurnakan rencana proyeknya mereka saja. Kalau di <i>syntax</i> kedua dari penjelasanta tadi sama hasil review RPP yang kulakukan tampak sekali lebih dominan siswata yang beraktifitas, artinya alhamdulillah, sudah terealisasikanmi <i>Student Centre Learning</i> melalui PjBL yang kita terapkan. Tapi bagaimana peranta di <i>syntax</i> ketiga dalam penjadwalan penyelesaian proyek?
Teacher	:	Kalau masalah jadwal penyelesaian proyek kak, saya sendiri langsung yang tetapkan deadline pengerjaanya supaya proses kerjanya mereka mengacu dari jadwal yang sudah disepakati bersama.Intinya kak, disini berperan penuhkan dalam penentuan jadwalnya.
Researcher	:	Berapa lama biasa maksimal waktu yang kita kasih untuk menyelesaikan proyek?
Teacher	:	Waktu yang kutetapkan itu kak mengikuti jenis proyeknya yang mereka kerjakan. Tapi sebagai contoh misalnya <i>Informative Report</i> saya kasih mereka waktu pengerjaan diluar jam pembelajaran setelah materi diajarkan. Jadi kemudian, siswa yang harus bertanggungjawab mengatur waktunya sendiri untuk menyelesaikan proyek.
Researcher	:	Jadi intinya kita sesuiakn saja dengan proyeknya di? Oke dek, kita lanjut ke <i>syntax</i> selanjutnya <i>monitoring students</i> '

		<i>and progressing project.</i> Bagaimana carata untuk memonitor siswa?
Teacher	:	Caraku saya kak, ada kusiapkan kartu control untuk memonitor mereka mengerjakan proyek. Dalam kartu control itu ada uraian kegiatannya siswa, apakah dilakukan atau tidak. Lebih objectiveka memberikan penilaian dan terstrukturki pengontrolan kalau ada patokanta sprit kartu control. Ada itu contohnya kak dilembar penialainku setelah RPP.
Researcher	:	Oiye tawwa bermanfaat sekali ini informasita siapa tahu teman-teman guru yang lainnya tidak pakaiki beginian. Terus bagaimana itu dek misalya dalam satu kelompok pasti ada satau satu atau dua siswa yang tidak aktif bekerja. Bagaimana langkah yang kita ambil kalau ada yang seperti itu?
Teacher	:	Kalau saya pribadi kak kujaga teruski pendekatanku dengan siswa, biasanya kutanya-tanyaki apa kendalanya dalam mengerjakan proyek. Tapi, kembali lagi haruski student centre learning jd tdk langsungka kasih solusi, selalu saya kembalikan ke teman kelompoknya atau siswa lain supaya mereka bekerja secara solutif dalam menyelesaikan proyek
Researcher	:	Iye sudah seharusnya memang begitu dek, supaya mereka bisa berpikiri kritis juga. Ini tossing keunggulannya PjBL. Oke saya lanjut dek pertanyaanku. Bagaimana persiapan siswa pada proses Evaluasi Project?
Teacher	:	Ya sudah pasti kak siswa harus menguasai tentang proyek yang mereka kerjakan karena kan ini proyek nantinya akan dipersentasikan oleh masing-masing kelompok. Dan dalam syntax ini saya juga melibatkan siswa melakukan penilaian, jenis penilaian yang saya terapkan itu peer-assesment. Jadi ada yang persentasi ada yang sambal menilai. Saya sediakan siswanya rubtik penilaian, dan rubriknya itu tergantung dari fokus skill yang dipelajari. Misalnya di <i>informative report</i> saya siapkan itu <i>scoring rubric</i> untuk speaking karena di sini kami memfokuskan speaking, meskipun sebenarnya ini <i>integrated learning</i> .
Researcher	:	Bagus juga carata sudah sangat merepresentasikan esensinya PjBL yang selalu dikaitkan dengan seperti kerja real-world, jadi ada tawwa pengalaman tambahannya siswa atau bagaimana dek biasanya hasil penyampaian pengalamannya siswa setelah proses persentasi dan evaluasi selesai?

	:	Kalau di speaking khususnya siswa-siswaku bilang begini tidak malu-maluu bicara dan menyalurkan ide karena topik materinya sangat dekat dengan lingkungan, jadi meskipun terbata-bata bicara atau lupa Bahasa Inggrisnya mereka tetap sampaikan pendapatnya pada saat sesi QnA setelah persentasi proyek. Dan betul kita bilang kak, siswa merasa kayak mengerjakan proyek seperti orang kerja betulan katanya. Bahasanya siswaku begini kak kayakki kerja-kerja proyek orang kantor karena buatki rencana, ada tanggungjawabta terus diikatki sama waktu pengerjaan. Tampak sekali kak ada makna setiap mereka melakukan persentasi proyek jadi tidak asal bunyiki kayak persentasi biasanya.
Resercher	:	Wah bagus itu, yang beginimi susah dicari siswa yang aktif, bahkan sampai dicarikan metode atau pendekatan apa bagus supaya mereka senang dalam belajar. Jadi kira-kira kalau pendapatta pribadi bagaimana kita rasakan ini selama implementasiki Project Based Learning Model dalam kelas yang berfokus speaking khususnya?
Teacher	:	Kalau pengalaman saya pribadi kak, saya sudah rasakan itu melalui PjBL melihat siswa bekerja sama jadi terbangun kedekatan antar mereka, kemudia juga pembanguan karakter dalam diri siswa, dalam speaking khususnya adalah sel-confidence. Seperti yang dikatakan tadi kak, alhamdulillah yang namanya kelas pasif atau <i>silent period</i> siswa itu tidak pernah saya rasakan selama implementasi PjBL. Mereka sangat percaya diri berinteraksi. Aspek-aspek speaking yang menjadi penilaianku di rubrik kak, tercapai semua cuman memang untuk pronuciatinya belum terlalu. Sesuai yang kita lihat di penilaianku. Sebagai tambahan kak, siswa juga sangat super kreatif, misalnya tugasnya mereka mengerjakan video project, kekreatifannya mereka sangat terlihat dalam menyusun story board.
Researcher	:	Mantap sekali dinda, mereka ini bagian Gen Z yang memang harus punya kreatifitas yang tinggi mengikuti kemajuan teknologi yang ada. Cocokmi sepertinya siswa menyusun story board video untuk youtuber youtuber dek. Tapi pernah tidak atau ada tidak masalah yang kita rasakan selama diimplementasikan ini PjBL ?

Teacher	:	Secara penerapan syntax kak dari awal sampai akhir tidak adaji masalah yang terhitung serius selama pengalamnku menerapkan ini. Cuman biasanya saya disini kodong sebagai guru pastinya mauka fasilitasi siswa dalam pengerjaan proyeknya nah itu yang biasa sulit untuk saya menyediakan peralatan atau perlengkapan pengerjaan proyeknya siswa kak
Researcher	:	Beararti bisa dibilang untuk implementasi aman-aman jaki dari kendala apa pun?
Teacher	:	Iye kak tenaji.
Researcher	:	Oiye terima kasih banyak atas informasita, ada banyak hal baru yang saya pelajari dari carata menerapkan Pjbl termasuk itu tadi kartu control dalam memonitor siswa mengerjakan proyek. Semoga informasi yang kita kasihka bisa saya olah dengan baik ke dalam tesisku aga bermanfaat bagi banyak orang dek, terutama kita ini para guru
Teacher	:	Iye kak sama-sama. Aamiin.



Appendix 4 : Documentation



Researcher conducts interview with the English Teacher of SMPN 2 Turatea who implemented Project Based Learning Model in teaching



Informative report by grade 9th SMPN 2 Turatea (GROUP 1)



Informative report by grade 9th SMPN 2 Turatea (GROUP 2)



Informative report by grade 9th SMPN 2 Turatea (GROUP 3)



Informative report by grade 9th SMPN 2 Turatea (GROUP 4)

Appendix 5 : Surat Keterangan Penelitian



PEMERINTAH KABUPATEN JENEPONTO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UNIT PELAKSANA TEKNIS SATUAN PENDIDIKAN FORMAL

SMP NEGERI 2 TURATEA

NPSN : 40313698

Alamat : Bululoe, Kec. Turatea, Kab. Jeneponto, Sulawesi Selatan 90244

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Saya yang bertanda tangan dibawah ini, Kepala Sekolah UPT SMP Negeri 2 Turatea :

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Menerangkan bahwa

Nama : Ramlah
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Makassar

Bahwa nama tersebut diatas benar-benar sudah melaksanakan penelitian dengan judul "The Implementation of Project Based Learning In Speaking Achievement of SMPN 2 Turatea" terhitung mulai tanggal 10 Juni 2023 – 15 Juni 2023 tahun pelajaran 2023/2024.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



Appendix 6 : Surat Keterangan Bebas Plagiasi



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

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Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	16 %	25 %
3	Bab 3	9 %	15 %
4	Bab 4	7 %	10 %
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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 26 Juli 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



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