

**ENGAGING EFL STUDENTS IN EXPLORING AUTHENTIC MATERIALS
IN PROJECT-BASED LEARNING**



THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirements for the
Degree of Education in English Department*

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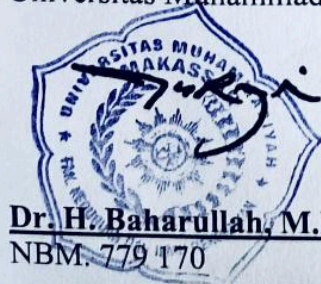
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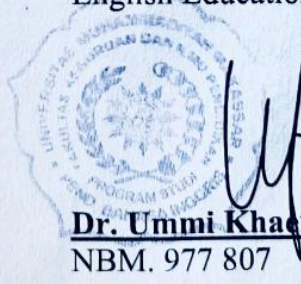
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MOTTO AND DEDICATION

MOTTO

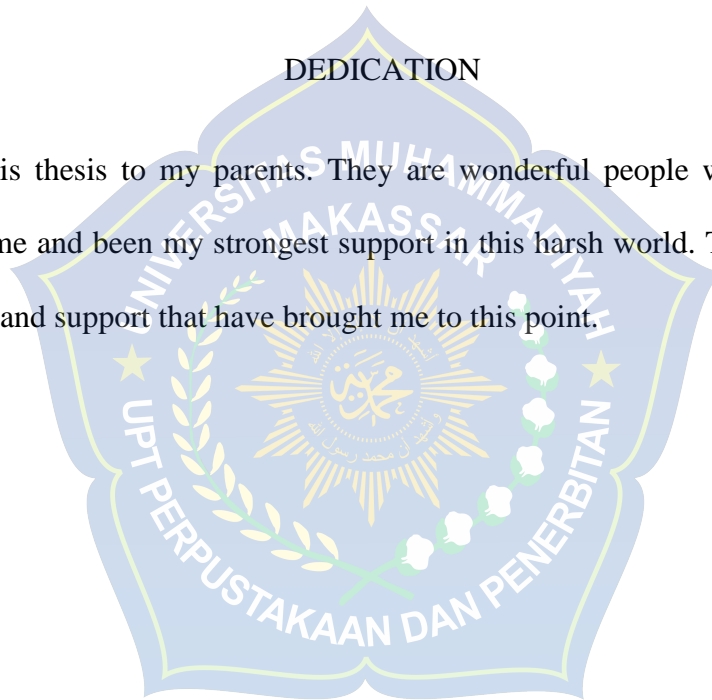
“Sesungguhnya bersama kesulitan ada kemudahan.”

(Q.S Al-Insyirah:5)

“Every drop of my parents' sweat is my motivation to keep moving forward.”

DEDICATION

I dedicate this thesis to my parents. They are wonderful people who have always encouraged me and been my strongest support in this harsh world. Thank you for all your prayers and support that have brought me to this point.



ABSTRACT

Rasmi, 2025. *Engaging Efl Students in Exploring Authentic Materials in Project-Based Learning*. Thesis, English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. First consultant Ummi Khaerati Syam and second consultant Sujariati.

This study aims to identify the kinds of authentic materials provided by teachers and analyze how these materials were used in the implementation of PjBL activities. The method used in this research is qualitative descriptive. Data was collected through classroom observation, structured interviews, and documentation. The study focused on the class X IPA, where students worked in groups to produce a flipbook project on the theme of “Sports and Health.” The results of the study showed that teachers use three kinds of authentic materials songs, videos, and podcasts which are shared with different student groups. These materials were applied in the six main stages of the PjBL model: formulating essential questions, designing projects, scheduling, monitoring implementation, evaluating results, and reflecting on learning experiences.

The findings indicate that the use of authentic materials can enhance students' motivation, collaboration, critical thinking, and contextual understanding of English. This study underscores the importance of teachers' role in facilitating material exploration and selecting relevant learning resources to create more meaningful, contextual, and student-centered English language learning.

Keywords: *Authentic Materials, Project-Based Learning, EFL Student Engagement*

ABSTRAK

Rasmi, 2025. *Engaging Efl Students in Exploring Authentic Materials in Project-Based Learning*. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Pembimbing pertama Ummi Khaerati Syam dan pembimbing kedua Sujariati.

Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis materi otentik yang disediakan oleh guru serta menganalisis bagaimana materi tersebut digunakan dalam pelaksanaan kegiatan PjBL. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data dikumpulkan melalui observasi kelas, wawancara terstruktur, dan dokumentasi. Penelitian difokuskan pada kelas X IPA, di mana siswa bekerja secara berkelompok untuk menghasilkan proyek berupa flipbook dengan tema “Sports and Health.” Hasil penelitian menunjukkan bahwa guru menggunakan tiga jenis materi otentik lagu, video, dan podcast yang dibagikan ke kelompok siswa yang berbeda. Materi-materi tersebut diterapkan dalam enam tahap utama model PjBL: merumuskan pertanyaan esensial, merancang proyek, menyusun jadwal, memantau pelaksanaan, mengevaluasi hasil, dan merefleksikan pengalaman belajar.

Temuan menunjukkan bahwa penggunaan materi otentik mampu meningkatkan motivasi, kolaborasi, berpikir kritis, serta pemahaman kontekstual siswa terhadap bahasa Inggris. Studi ini menegaskan pentingnya peran guru dalam memfasilitasi eksplorasi materi dan memilih sumber belajar yang relevan guna menciptakan pembelajaran bahasa Inggris yang lebih bermakna, kontekstual, dan berpusat pada siswa.

Kata Kunci: Materi Otentik, Project-Based Learning, Keterlibatan Siswa EFL

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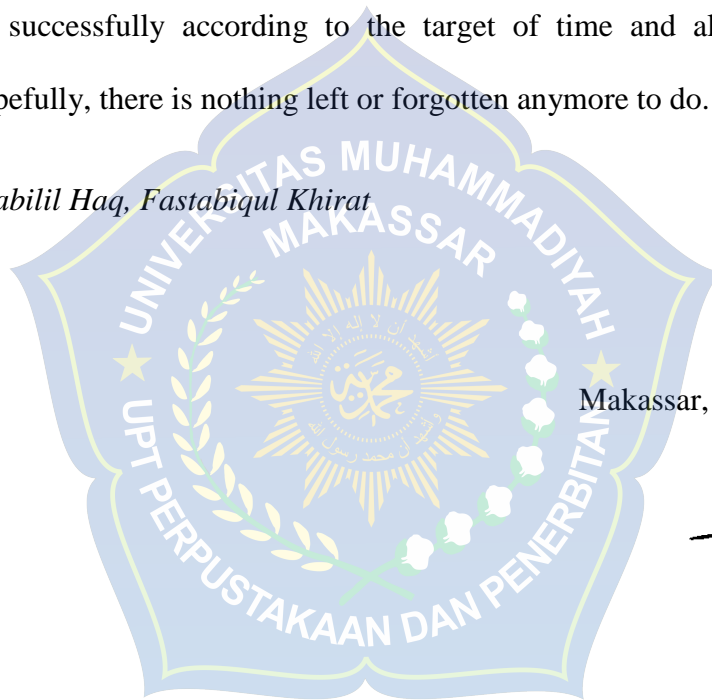
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Makassar, 12 Agustus 2025

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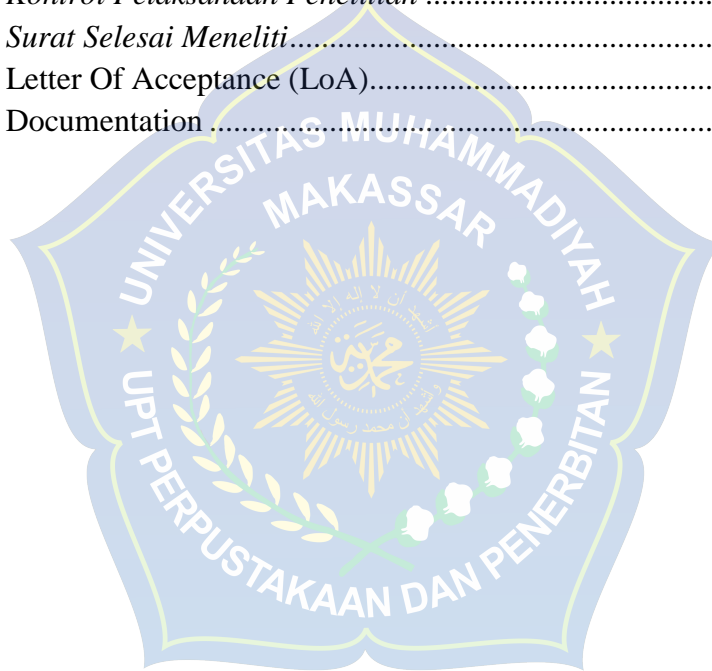
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CHAPTER I

INTRODUCTION

A. Background

English language learning for EFL students is a multifaceted process influenced by a wide range of elements, including social, cultural, and educational context. With the correct technique and assistance, EFL students may gain the English language skills required to communicate effectively in an increasingly interconnected world. To improve student engagement, educators must provide an engaging and participatory learning environment. Innovative teaching methods and the use of appropriate learning tools are critical for successful learning. With the right technique, students will not only comprehend English better, but they will also be more confident in utilizing it in everyday life as well as in academic and professional settings.

However, English language learning in schools still faces several challenges. One major issue is students' disinterest in the subject, which can be created by repetitious teaching methods and the usage of teaching materials that are irrelevant to their everyday lives. Students fail to understand real-world English situations when the materials provided are excessively rigid and theoretical, reducing the efficiency of learning. One of the most difficult aspects of teaching English is a lack of methods that are engaging and relevant to students' needs, making it difficult for them to comprehend and apply English in their daily lives. As a result, learning methodologies must be

innovative in order to deliver a more participatory and contextual learning experience while also focusing on theoretical issues. One strategy is to employ authentic resources that reflect real-world English use, such as news stories, videos, and daily conversations. Students can not only enhance their language abilities more organically, but they will also be more motivated to learn because the materials used are more relevant to their daily life.

According to Mandarsari (2023) authentic materials are viable learning tools because of their authenticity, and they provide learners with various significant benefits, including great motivation and passion for language acquisition. The use of authentic resources in English education is crucial because it allows students to understand how English is utilized in real-world situations, not just in grammatical structures. Finding materials from everyday situations allows students to see the practical application of the language they are learning, making the learning process more relevant and engaging. In addition, real resources inspire kids to learn actively and independently. Thus, the use of authentic materials not only improves students' language understanding, but it also develops the communication skills required to interact in real-world circumstances, preparing them to adapt and contribute in a global society. This shows that including authentic materials in language learning affects not only cognition but also students' positive attitudes toward the learning process.

Based on pre-observations of students at MA Muallimin Muhammadiyah Makassar, the researcher found some significant problems in

English language learning. The main problem identified was students' difficulty in understanding the English subject matter, which negatively affected their academic performance. This was caused by the lack of relevant and interesting teaching materials, as well as monotonous learning approaches, which led to students' boredom and lack of motivation. The impact of this problem not only hinders students' understanding, but also reduces their interest in learning English, which is essential for their future communication skills. Given the growing importance of English proficiency for global communication and academic success, it becomes essential to find innovative solutions to improve students' learning experiences. As a result, teachers must create a pleasant learning environment in order to minimize boredom throughout the teaching and learning processes. Currently, teaching and learning activities include not only lectures, group projects, and discussions, but also the utilization of intriguing learning models. Various strategies and models have been used to support school-based learning activities, including Problem-Based Learning (PBL), Task-Based Language Teaching (TBLT), cooperative learning, blended learning, and others. PjBL is one of the most widely used learning models due to its ability to create a more contextual and relevant learning experience, so that students can see first-hand the application of English in their daily lives.

Project-based learning (PjBL) is an educational technique that involves students actively participating in real-world and individually relevant projects (Halim et al., 2023). This method enables students to apply

knowledge in a more practical setting by encouraging active learning through the completion of subject-related projects. PjBL gives pupils the opportunity to work in groups, solve problems on their own, and explore information. Students gain valuable real-world skills by working together on projects, such as listening to others' viewpoints and offering comments. As a result, PjBL not only enhances students' educational experiences but also gets them ready for challenges in the future.

Actually, there have been studies on the implementation of project-based learning (PjBL) technique in teaching English as a Foreign Language (EFL). One of them is a study conducted by Ngadiso et al. (2021) which found that the classroom situation improved positively after the introduction of PjBL. The teaching and learning process goes smoothly and is well-managed. In addition, Wijayanti & Budi (2023) found that the stages of PjBL implemented by teachers increased students' English learning. The findings add to our understanding of the use of PjBL in EFL contexts, provide light on young learners' experiences with this method, and emphasize PjBL's potential to improve language skills and engagement. However, limited studies have specifically explored the integration of authentic materials within PjBL models in EFL classrooms at the senior high school level.

Based on the challenges that students frequently face when learning English as a foreign language, the researcher was interested in investigating the use of authentic materials in project-based learning at MA Muallimin Muhammadiyah Makassar. This study investigated how teachers used the

Project-Based Learning (PjBL) method with authentic materials when teaching English. The findings of this study are expected to provide insights into the success of the PjBL technique, as well as practical advice for teachers seeking to construct more engaging and relevant learning experiences. Therefore, this study is expected to contribute to the existing body of knowledge and offer a new perspective on enhancing EFL learning through authentic and meaningful project activities. As a result, this study tackles the topic of "Engaging Efl Students in Exploring Authentic Materials in Project-Based Learning".

B. Research Question

Based on the previous background, this study proposes to answer the question :

1. What kinds of Authentic Materials in Project-Based Learning are provided by teachers at MA Muallimin Muhammadiyah Makassar?
2. How are the Authentic Materials in Project- Based Learning used by teachers at MA Muallimin Muhammadiyah Makassar?

C. Research Objectives

Based on the research question above, the objective of this study are :

1. To explain the kinds of Authentic Materials in Project-Based Learning are provided by teachers at MA Muallimin Muhammadiyah Makassar.
2. To explain how the Authentic Materials in Project-Based Learning used by teachers at MA Muallimin Muhammadiyah Makassar.

D. Significance of Study

The researcher thinks that this study will help with the teaching and learning process for teachers, students, and researcher. The following are the study's theoretical and practical benefits of this study are:

1. Theoretically

This study can serve as a resource for the teachers and other scholars studying the process of teaching and learning, particularly in engaging EFL students in exploring authentic materials through project-based learning and making the study process more enjoyable and simple.

2. Practically

a. For Teachers

The researcher hopes the study's results will offer teachers an alternative approach to teaching English, enabling them to assess the impact of using authentic materials through project-based learning for EFL students and adjust their teaching strategies accordingly.

b. For Students

The researcher expects this study to enhance students' skills and increase their engagement in learning English, as students involved in project-based learning will be better able to understand and evaluate their own learning processes.

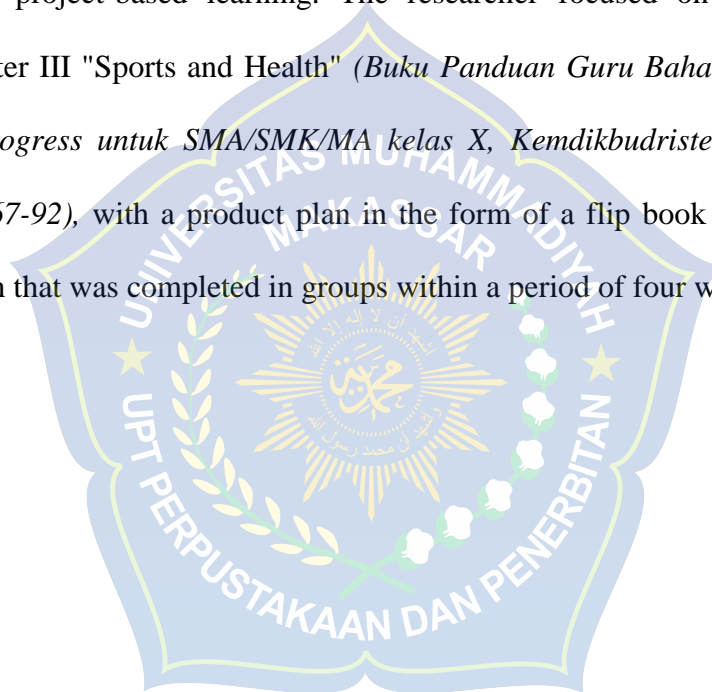
c. For Researchers

The study's findings will assist the researcher in learning and developing a deeper comprehension of engaging EFL students in

exploring authentic materials through project-based learning. It is envisaged that this research would be useful for future studies in the same subject.

E. Scope of The Study

Based on the formulation of the problem above, this study focused on involving students of class X IPA MA Muallimin Muhammadiyah Makassar in exploring authentic material through making interesting learning media using project-based learning. The researcher focused on the material in Chapter III "Sports and Health" (*Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA kelas X, Kemdikbudristek, Jakarta 2022, hal. 67-92*), with a product plan in the form of a flip book about sports and health that was completed in groups within a period of four weeks.



CHAPTER II

LITERATURE REVIEW

A. Previous Research Findings

There have been various research on project-based learning. The first study was conducted by Chang et al. (2024) titled “*Undergraduate Students’ Engagement In Project-Based Learning With An Authentic Context*”. This research places undergraduates in a technology integration course in a genuine setting to boost student engagement. The project, which was requested by real-world clients from an elementary school, enabled kids to construct learning tools on topics of need that were aligned with state standards. Our mixed-methods study found that authentic, real-world contexts resulted in higher student engagement than non-real-world contexts. The utilization of real-world context not only boosted student interest in the project and strengthened group dynamics, enhance students’ engagement and deeper understanding, but it also allowed for a more in-depth understanding of technology integration and service learning. This research is consistent with the current study in that it emphasizes the importance of incorporating real-world situations into PjBL to actively engage students and develop deeper learning, particularly through authentic and meaningful project work. In contrast to the current study, which focuses on EFL students in a high school environment, Chang’s research was done in a university-level technology

course and does not explicitly address language learning or the use of authentic resources for linguistic development.

The second study was conducted by title *“Improving Language and Business Education: The Effectiveness of Project-Based Learning and Authentic Materials Integration in Enhancing Critical Thinking and 4Cs Skills”* (Zhang, 2023). This study looks into the effectiveness of project-based learning and authentic material integration in promoting critical thinking and 4Cs skills in language and business education. The study begins with a background and context for language and business education, followed by an overview of project-based learning and the integration of real resources. It also highlights the importance of developing critical thinking and the 4Cs skills in language and business education. This finding validates the current study's method, which combines PjBL and authentic materials to improve students' 21st-century skills, including teamwork, communication, critical thinking, and creativity, through meaningful project-based learning. The significant distinction is in the educational focus: Zhang's study is larger in scope, focusing on language and business education, whereas the current study focuses on EFL instruction in a senior high school setting.

The third study conducted by Cahyono et al. (2023) the title is *“Development of Authentic Assessment with Project Based Learning Approach in Primary School Students”* This study included both quantitative and qualitative data. Assessment specialists, learning experts, and practitioners all contribute quantitative data. Qualitative data includes

comments and suggestions for product adjustments from assessment specialists, learning experts, and practitioners. This research and development resulted in project task books and authentic assessment instruments for project-based learning. Theme 8. The Project Project, Project Book product is an authentic evaluation tool for project-based learning. The Project Task Book is used in Theme 8 and Subtheme 3. Students must complete two project assignments. The results of the product feasibility test show that the Project Task Book is highly practical to deploy. This tool can help teachers measure students' competence in project assignments. This study is comparable to the current research in that it uses the PjBL approach and emphasizes the importance of practical and relevant learning aids in facilitating student-centered project development. In contrast, Cahyono et al. focus on building authentic assessment tools in elementary education, whereas the current study focuses on how teachers implement and encourage the use of authentic materials in high school EFL classrooms.

The fourth conducted based on the findings of Nukak et al. (2021) the title is *“Project Based Learning (Pjbl) Integrated With Realia Media Towards Learning Outcomes On Students’ Creativity And Learning Interest In Classification Of Living Things At Sma Negeri 3 Tondano”*. The purpose of this study was to look into how the Project-Based Learning (PjBL) learning paradigm, along with realia media, affected students' creativity and learning interest in the classification of living things at SMA Negeri 3 Tondano. The study design was quasi-experimental, including a non-equivalent pretest-

posttest control group. The results showed that there was an increase in learning outcomes in the experimental class for the pre-test 8.00 and the post-test 10.84 due to students' ingenuity in working on realia media (herbariums). This study complements the current study by combining PjBL with realia or authentic media to encourage students' creativity and increase their intrinsic interest and involvement in the learning process. Nonetheless, the primary distinction is in the subject matter and discipline: whereas Nukak's study focuses on biology content and uses realia for scientific classification, the current study emphasizes language learning through the exploration of audio-visual and spoken authentic materials in EFL instruction.

The Fifth was conducted by titled “*The Effectiveness of the Project-Based Learning (PjBL) Approach as a Way to Engage Students in Learning*” (Almulla, 2020). This research aims to expand on the usefulness of the PjBL approach as a means of engaging students in learning, as well as to incorporate literature on the PjBL method for educational reasons. To achieve the research goal, a questionnaire was distributed to 124 instructors who were implementing the PjBL technique. Structural equation modeling (SEM), a quantitative research tool, was used to get the results. The PjBL technique was found to be significantly related to collaborative learning, disciplinary subject learning, iterative learning, and authentic learning, all of which resulted in student engagement. The findings suggest that the PjBL technique increases student participation by facilitating knowledge and information sharing and discussion. As a result, the PjBL technique is strongly recommended for

educational use by students and should be encouraged at institutions. This validates the current study's conclusions that the PjBL strategy effectively enhances student engagement by enabling collaborative, iterative, and meaningful learning experiences based on authentic situations. However, Almulla's study uses a quantitative technique using teacher respondents to analyze PjBL in general educational contexts, whereas this study uses qualitative data from high school EFL classrooms to evaluate teacher-guided authentic material use in PjBL.

Based on previous research findings, it is possible to conclude that this study has several similarities and differences. Overall, past research has shown that implementing Project-Based Learning (PjBL) in conjunction with real-world situations or authentic materials improves student engagement, creativity, and motivation. This is consistent with the study's objective, which focuses on exploring authentic materials in project-based learning to provide more meaningful and contextual learning experiences for EFL students. However, there are disparities in environment, approach, educational level, and subject of research among the prior studies. Some research focused on subjects other than language, used quantitative methods, or were carried out at different educational levels. Therefore, this study aims to close the gap by contributing to the practice of using authentic materials in PBL in EFL classrooms at the secondary level. It investigates not only student engagement outcomes, but also the role of teachers in encouraging direct exploration of authentic materials in the classroom.

B. Some Pertinent Ideas

1. Concept of Teaching English

a. Definition of Teaching English

According to Biesta (2024) Teaching is the practice of assisting others in learning to execute specific tasks. It is an everyday activity in which many individuals participate on a regular basis and assist students in learning and providing material. Teachers can educate using a combination of art, science, and skill.

Dogani (2023) argues teaching is an effort to employ ideally the component of teaching to from the pupils who have ability and knowledge. It suggests that teaching is a methodical process, and the teacher, as an organizer, must be innovative in order to keep students engaged in the subject. Teaching is not just about guiding student activities, but also about assisting students in developing themselves and adapting to their surroundings. Teachers play critical responsibilities and maintain tight relationships with students when imparting messages or knowledge in classroom activities.

In teaching, the teacher is the principal component responsible for overseeing the teaching-learning process. It can be stated that the teacher, as the center of education, is faced with a variety of decisions to make in the classroom. (Allen, 2023). As a classroom manager, a teacher must exert influence over the pupils by deciding what they are expected to accomplish and learn.

From the above explanation it can be clear that teaching is an interactive activity between the teacher and the learner. The teacher assisted the learner in learning by offering materials and whatever else they needed to know or comprehend.

b. Components of Teaching English

According to Vanjinayaki & Gayathri (2024) in teaching process, there are some components of teaching, the components are:

1) The objective

The objective is an educational aim that is derived from an institution's vision and mission. The design of curriculum, techniques, and assessments is guided by objectives to ensure that learning is aligned with the established direction. It is an important component of teaching since it is a goal that will be achieved at the end of the teaching process.

2) The students

During the teaching and learning process, students play important roles. In the learning process, students are expected to be more engaged and creative. Without complete information, students should actively seek meaning and attempt to discern order and regularity in the world's occurrences.

3) The teacher

In the teaching-learning process, the teacher not only does/holds the teaching process technically, but also carries out his

or her work and responsibilities to the fullest. As a result, the success of the teaching/learning process is determined by the instructor responsibilities. Teacher quality is very important in determining instructional success.

c. Procedure of Teaching Process

According to Nursabila et al. (2024) basically there are three components of procedures applied in teaching learning process, namely:

1) Opening activity/Introduction

This element is an exercise designed to increase students' motivation, provide information for objective learning, and enhance their thinking skills.

2) Main activity/Presentation

This component involves presenting the subject, assisting students in exploring their minds, and guiding them through exercises. The interest strategy should be used by the teacher to make sure that the pupils comprehend the content.

3) Closing activity/Conclusion

This part involves the teacher summarizing the content, asking pupils to assess it, and providing encouragement and feedback.

d. Students Engagements in Teaching English

According to Maulida (2023) several indicators that often represent interest in learning are:

- 1) Active Engagement: A person who is eager to learn is more likely to take an active role in the process, which includes asking questions, contributing to discussions, and looking for more knowledge.
- 2) Interest Development: By learning more about a subject, a feeling of curiosity might grow into a deeper interest in that sector.
- 3) Time Spent: Those that are interested in the subject matter may find that they study it for longer than allotted.
- 4) Extracurricular Activity Participation: Participating in organizations or activities pertaining to a certain passion or subject can also be a sign of a desire to study.
- 5) Satisfaction: A sense of accomplishment or contentment following a successful comprehension or mastery of a certain subject or ability.

2. Concept of Authentic Materials

a. Definition of Authentic Materials

Authentic materials are resources or materials intended for natural speakers of a language rather than specifically for language learners. These resources take diverse forms, such as text, audio, video, and photographs, and reflect language use in real-world circumstances. According to Lafta (2024) authentic materials are typically more engaging than phony ones since their primary objective is to convey a message rather than to emphasize the target language.

Authentic materials fall into three categories: authentic hearing things, such as radio news, cartoons, music, etc. Authentic materials are texts, videos, audio recordings, or photographs that are intended for native speakers of the language rather than language learners. By introducing authentic resources into foreign language instruction, educators present students with real-life examples of language usage in context, assisting them in developing a more natural and practical knowledge of the language. Exposure to authentic materials enables students to gain a deeper understanding of the culture, background, and nuances of the target language (Huseynli, 2024). Authentic visual resources, such as street signs, magazine and newspaper images, postcards, and so on. Genuine printed documents, such as sports reports, newspapers, restaurant menus, train tickets, etc (Mufarrohah et al., 2022).

In addition, Future (2024) define that authentic materials are real-world resources designed for native speakers of the target language. These materials may include academic journals, research papers, professional articles, films, podcasts, and more states. Authentic materials are useful resources that have a big impact on English language education and the learning process, because they make teachers and learners creative in understanding various topics, which reinforces reading abilities. Saleh (2022) also argue that, "authentic material gives students a taste of 'real' language in use, and provides them with valid linguistic data for their unconscious

acquisition processes to work on" . As a result, employing real resources can drive learners to study the English language. Sources of authentic material might be given via newspapers, magazines, television, dialogue or speeches (Natsir et al., 2021).

Authentic material is real material that has been collected with the goal of being utilized as teaching materials to help the learning of a relevant subject. Furthermore, using actual materials in class such as videos that provide both visual and contextual input might help encourage students. This is because it may incorporate real-life components into the student learning experience (Azis & Subki, 2023). Authentic materials are resources designed for native speakers of a language for actual communication purposes, such as newspapers, periodicals, ads, websites, and social media posts. Authentic material in the classroom is critical, as there is a significant gap between the learning material and the students' real lives. Authentic material promotes meaningful learning, proper background knowledge, and confidence and comfort in practice (Hariri et al., 2023).

b. Types of Authentic Materials

Authentic materials according to Juita (2023) have the following types:

- 1) The first category comprises actual audio-visual resources, such as movies, TV ads, quizzes, and more.

- 2) The second group includes audio-taped and visual assets. This includes short stories, radio advertisements, brochures, picture cards, and etc.
- 3) The last category includes real written elements, such as articles and music lyrics.

According Fitria (2022) there are several types of authentic materials that can be used in EFL classrooms are:

1) Realia (real-world objects/miniatures)

Dolls, puppets, money, key rings, scissors, folded paper, toothpaste, toothbrushes, balloons, stuffed and toy animals, wall clocks, combs, walkie-talkies, candles, fly swatters, glue, thread, chewing gum, string, rulers, tacks, paper clips, rubber bands, trays, aprons, plastic forks and wallets, balls, glasses, bowls, spoons, purses, dishes, and umbrellas.

2) Authentic listening materials

Silent movies, radio news, drama, and commercials; television commercials, quiz programs, cartoons, news tidbits, comedies, plays, movies, podcast, and soap operas. EFL teachers can use professionally recorded short stories and novels; pop, rock, country, folk, and children's music; home videos; and professionally produced trip logs, documentaries, and sales pitches.

3) Authentic visual materials

Slides, sketches, paintings, photographs, children's drawings, stick-figure drawings, wordless picture books, silhouettes, popular magazines, trip pictures, news, calendar pictures, ink blots, postcard photos, and wordless street signs.

4) Travel magazines

Books on science, arithmetic, and history; short stories; novels; picture books; lyrics to children's, rock, folk, and popular music; cereal boxes; street signs; menus at restaurants; candy wrappers; guides and brochures with travel information; university catalogs.

According to Setyowati & Sukmawan (2021) instructors can employ a variety of authentic resources to teach English, which are divided into four major categories:

1) Audio materials

Viewing Materials include TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally recorded short stories and novels, radio commercials, songs, documentaries, and sales pitches.

2) Visual materials

Wordless street signs, magazine photos, ink blots, postcards, wordless picture books, stamps, X-rays, stick-figure drawings, silhouettes, slides, pictures, paintings, children's artwork, and ink blots.

3) Printed materials

Articles, movie ads, astrological columns, sports reports, obituary columns, advice columns, song lyrics, street signs, restaurant menus, cereal boxes, candy wrappers, brochures with information for tourists, university catalogs, phone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, bus schedules, and movie advertisements.

Zatullaeva & Bahriddinova (2022) mention the types of authentic materials are:

- 1) Online videos
- 2) Commercials
- 3) Advertisements
- 4) Podcasts
- 5) Documentaries

c. Advantages And Disadvantages of Authentic Materials

According to Abdilkadimovna (2023) authentic materials in the classroom are known to have the following advantages and disadvantages:

- 1) Advantages of using authentic materials
 - a) Students gain confidence in their language skills when they know they are meeting expectations. Authentic texts equip learners with words and expressions that are commonly used in

everyday situations. When challenged with identical situations, pupils do better in informal, face-to-face interactions.

- b) Real-life materials are informal, socially focused, and often used. They can be a useful resource for supplementing textbook rules and patterns. Fourth, authentic resources encourage more innovative approaches to teaching and learning.
- c) Students are given real resources that show how the language is used by native speakers or the great majority of target language users.

2) Disadvantages of using authentic materials

- a) Authentic material may reflect unique and unusual native speaker usage.
- b) Newspaper stories are not usually written at the A2 or B1 level.
- c) The information can quickly become outdated.
- d) Authentic materials may be copyrighted.
- e) Authentic resources feature more unfamiliar language that learners may be able to cope with. Frequently, they are overly long, dense, and/or complicated.

Ruzievna (2022) listed following pluses and minuses:

1) Advantages

- a) Students are exposed to real language.
- b) Textbooks do not include inaccurate language.

- c) They can motivate students to read for pleasure
- d) There is factual acquisition from most of them.
- e) Authentic materials may inspire some students.
- f) One piece of text can be used for multiple activities and tasks.
- g) Authentic writing offers diverse styles, genres, and formality.

2) Disadvantages

- a) They are rather difficult for beginners.
- b) Materials might become old soon (news).
- c) The vocabulary may not meet the pupils' needs.
- d) Preparing texts and activities might be time-consuming.
- e) There are many various accents and dialects in listening.
- f) Authentic literature may be difficult to grasp due to cultural differences.

According to Bila (2020) employing authentic materials in language learning has the following advantages and disadvantages:

- 1) Advantages of using authentic materials in language learning
 - a) Authentic materials boost learners' self-esteem and motivation.
 - b) They may keep pupils updated about what is going on in the globe, so they have instructional value.
 - c) Authentic materials can foster communication skills and engage pupils in real-life scenarios.
 - d) Learners are likely to find topics relevant to their interests.

e) These materials can help learners increase their cultural awareness of the English language since they represent cultural aspects of the language.

2) Disadvantages of using authentic materials in language learning

a) Using authentic materials can cause confusion and demotivation among lower-level pupils due to the complexity of language and performance conditions.

b) Authentic materials may not have a clear pedagogical focus, making it difficult for teachers to construct structured lessons around them.

c) Teachers must typically devote additional time to adapting or supplementing resources for classroom usage.

d) The vocabulary may not be applicable to the pupils' needs.

d. Kinds of Authentic Materials

According to Anugrah (2019), there are many kinds of authentic materials:

1) Song

Songs are one of the most popular authentic materials because they contain vocabulary, idioms, and sentence structures used in real life. Songs also help students understand English pronunciation, intonation and rhythm, and improve listening skills in a fun way.

2) Radio News

News from the radio presents factual information with a formal and fast-paced delivery style. It trains students to understand various accents, natural speaking speed, and improves their ability to capture important information quickly.

3) Video

Videos can include many things, such as documentaries, vlogs, or short clips. Videos display visual and audio contexts simultaneously, which greatly helps understanding real meaning and communication situations. It also supports cultural understanding.

4) Movie

Movies combine complex visual and verbal elements, and often use colloquial language. Through movies, students can learn about accents, language styles, cultures, and authentic communication situations comprehensively.

5) Podcast

A podcast is a type of digital media that includes recorded programs from radio, television, and interviews. Podcast materials can increase students' motivation and help them become more self-reliant and confident speakers. Teachers can use podcast media to help students develop their self-confidence and make learning more enjoyable.

6) Audio

Audio materials such as podcasts, interviews, or lectures help students practice listening without visual aids. It increases focus on intonation, word stress, and clarity of pronunciation.

7) Dramas

Dramas usually feature natural dialog with emotional expressions. Dramas also reflect daily life or certain social situations, which can help students understand language in a cultural and social context.

8) News

News in print or online such as from newspapers and news websites provide examples of formal and informative language usage. This type of material helps students expand their vocabulary and understand the structure of informative texts such as reports and articles.

3. Concept of Project-Based Learning

a. Definition of Project-Based Learning

Project-Based Learning is a teaching technique in which students confront real-world difficulties using an inquiry-based instructional method to complete meaningful projects, thereby engaging in knowledge production. Inquiry-based competences are essential for individuals to think for themselves and engage critically with meaningful publically available information on relevant issues (Santos et al., 2023). Project-based learning (PjBL) allows students to

apply geometric concepts in real-world projects including garden design, architectural modeling, and geometric artwork. This technique helps students understand that geometry is more than just an abstract theory; it is also a useful tool for solving real-world problems (Ibrahim & Yew, 2023). Project-based learning is a teaching approach in which students work on a project over an extended length of time (from a week up to a semester) that engages them in addressing a real-world problem or answering a challenging question (Bytyqi 2022).

Project-based learning is an educational technique that engages students in complicated and meaningful projects, allowing them to examine real-world problems and find inventive solutions. A student-centered methodology known as "project-based learning" is a dynamic classroom approach where students gain knowledge and abilities by working for an extended amount of time on a real-world, interesting, and challenging issue, problem, or challenge. Students can so acquire a wide range of academic knowledge in addition to critical thinking, teamwork, creativity, and communication skills. Project-based learning paradigm is student-centered, actively analyzes real-world problems, and employs an inquiry approach (Firdausih & Aslan, 2024). Project-Based Learning is a teaching approach that employs a real-world, authentic project that is based on an extremely engaging and motivating question, task, or problem to teach students academic material. Students collaborate to solve the problem by offering a

method that enables them to independently pursue content knowledge and showcase their newly acquired knowledge using a range of presentation formats. The classroom atmosphere improves when teachers act as facilitators in project-based learning, guiding and supporting the learning process (Angelina et al., 2020).

According to Royani et al. (2024) project-based learning is a teaching strategy that places students in authentic situations by giving them worthwhile tasks, challenges, or projects to complete or develop. Students' active participation and deeper comprehension are emphasized as they apply their knowledge and abilities to real-world scenarios. By promoting students' exploration, investigation, and teamwork on projects, PjBL develops their critical thinking, creativity, and problem-solving skills. Wulandari & Nawangsari (2024) claims that project-based learning approach is a student-centered teaching style. This technique allows students to communicate their thoughts and concepts through projects, which encourages creativity and active participation in task fulfillment. Project-based learning is a learning style that allows students to gain understanding and skills via hands-on experience doing real-world projects. One of the features of project-based learning is learning that is relevant to students' real-world experiences. Project-based learning enables students to be active learners, develop critical thinking skills, and collaborate with their classmates (Dewi & Arifin, 2024).

Rahman et al. (2024) argues that project-based learning is a teaching method that enables students to acquire a variety of vital abilities, including critical, creative, communicative, and collaborative thinking, as well as the ability to solve issues autonomously. Project-based learning (PjBL) requires students to design, solve problems, make decisions, and conduct self-reflection in order to complete a project (Resmanti et al., 2024). Project-Based Learning (PjBL) is one of the most prominent methodologies that have encroached on the traditional systems and their negative everyday activities that kill the spirit of creativity (Issa & Khataibeh, 2021). Project-based learning (PjBL) is a student-centered learning in which the lecturer/teacher facilitates the students to get the learning. It starts with questions, and they inquire about the solution with their curiosity, as monitored by their lecturer. The core element of the Pjbl is collaborative work which fosters individual learning (Pratami et al., 2024).

b. Characteristic of Project-Based Learning

Wahyudin (2023) mention that characteristics of Project-based learning model, namely:

- 1) Learners as decision makers, and create a framework.
- 2) Learners as designers of the process to achieve the outcome.
- 3) Learners are responsible for obtaining and managing the information collected.
- 4) Conduct continuous evaluation.

- 5) Learners regularly look back at what they are doing.
- 6) The final product and its quality are evaluated.
- 7) The classroom has an atmosphere that tolerates mistakes and changes.

According to Kinanti (2021) project-based learning has some characteristics. Here are some key characteristics of PjBL:

- 1) Project-based learning is authentic learning

Students are exposed to real-world scenarios as they complete their project through project-based learning. In the twenty-first century, this strategy is both familiar and appropriate.

- 2) Project-based learning is cooperative.

This strategy exposes students to promoting and competing in activities that provide collaborative skills such as motivation. It is possible to hold a group conversation while adhering to the instructions and procedures of project-based learning.

- 3) The integration of skills are leads by project-based learning.

All project-based learning techniques will receive a positive response and increase student involvement, causing them to listen, write, read, and talk. Finally, it leads to the integration of skills.

- 4) Project-based learning is student-centered.

It signifies that the instructor is merely a facilitator, not a controller. Students are the primary characters in the learning process.

According to Nurhidayah et al. (2021) the characteristics of the Project Based Learning Model are:

- 1) Students create decisions and structures.
- 2) The problem has no preset solution.
- 3) Students create a process to reach the result.
- 4) Responsible for collecting and organizing information.
- 5) Students undertake continuous evaluations.
- 6) Regularly reflect on their actions.
- 7) Quality testing is performed on the final product.
- 8) The learning environment is tolerant of mistakes and modifications.

The characteristics of PjBL are improving students' thinking skills, allowing them to be creative, motivating them to collaborate, and helping them to find and exhibit facts independently. PjBL often needs students to freely participate in the relevant learning activities, which are primarily cooperative.

c. The Advantages And Disadvantages of Project-Based Learning

According to Ma'rufah et al. (2024) there are various advantages of implementing Project-Based Learning in the classroom to teach speaking. As follows:

- 1) Project-based learning encourages more enjoyable and effective learning.

- 2) Project-Based Learning engages pupils in meaningful and pertinent learning.
- 3) Project-Based Learning helps students enhance their collaboration and communication skills.
- 4) Project-Based Learning may offer students a wonderful opportunity to improve their speaking skills.
- 5) Project-Based Learning encourages social learning, which improves teamwork skills.
- 6) Project-based learning promotes self-motivation and responsibility in the classroom.

According to Fujita (2023) learning methods also have some disadvantages, including:

- 1) Taking too long to complete the work.
- 2) Requiring a lot of equipment, which must be provided.
- 3) Potential students who are less active in group projects
- 4) Students' lack of experimentation and knowledge-gathering skills..
- 5) Students' fear that comprehending the problem as a whole would be difficult.
- 6) The teacher being comfortable in the traditional classroom, which is crucial in the classroom.

Zhang (2023) mention the several advantages and disadvantages to using Project-Based Learning in the classroom,are:

- 1) Advantages

- a) Innovation
- b) Stimulating creativity
- c) Improving critical thinking
- d) Increasing student engagement
- e) Encouraging teamwork and collaboration
- f) Offering authentic learning experiences

2) Disadvantages

- a) Being time-consuming
- b) Requiring extra resources
- c) Not covering all the necessary material
- d) Demanding high levels of student motivation.

d. The Steps of Project-Based Learning

Kurniawan et al. (2024) state that the Project Based Learning Model must be implemented in six stages. Here are the specifics:

1) Starting with essential question

The question that the project-based learning approach poses needs to pique students' interest. Because the issue is open-ended, students can reply to it by offering explanations and gathering different types of information. Several factors must be considered during this phase: (1) the students should begin with a real-world topic and investigate it thoroughly; (2) the questions should be authentic; (3) the teacher should insist that the students resolve the problem or answer the question in order to make an impact; and

(4) the teacher should relate the relevant question to the students' lives or the real world.

2) Designing a plan for the project

Selecting the topic standards that the instructor will cover in order to involve the students in the planning process is the first crucial step in project design. After choosing a topic, the teacher and students choose the final outcomes of the projects, which can include role-playing, written reports, debates, letters, manuals, oral presentations, and films.

3) Creating a schedule

The teacher and students work through the project in detail, from the starting activities to the finish, after the topic and ultimate outcome have been determined. In this level, students consider their roles, responsibilities, and collaborative workgroups. They then talk with the teacher about the project's completion date. Finally, the students and their group discuss when to acquire, distribute, and assemble information, as well as when to submit their completed work.

4) Monitoring students projects

The roles of the teacher and the students are distinct at this point. The students are ready to work in groups on their project, organize the data, and discuss the importance of the chosen information. While the students are working on their project, the

teacher monitors their actions and project progress to determine the information required for its completion. The lecturer then reminds the students that every phase of the procedure is their responsibility and requires their full participation. It may be a simple review if the teacher used project and team rubrics to evaluate the process. Rubrics for teams are used to analyze project requirements.

5) Assessing the outcome

The students present their project's final product based on their prior agreement before the results are evaluated. In order to develop the kids' critical thinking skills, they discuss their peers' work, offer critique, and ask the children presenting their projects a series of questions or remarks. The students then reflect on the language and subject they learned throughout the project.

6) Evaluating the experience

The busy schedule of a school day usually leaves little time for reflection, which is essential to the learning process. In actuality, the instructor allows for both private reflection activities like journaling and group reflection and discussion. Along with helping the students communicate their emotions and experiences, the teacher also helps them talk about what is working and what needs to change.

C. Conceptual Framework

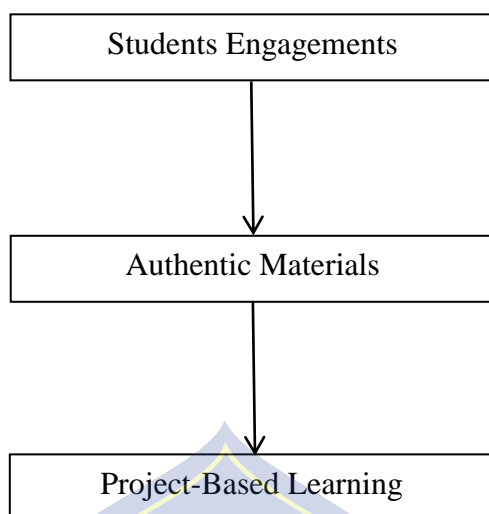


Figure 2.1 Conceptual Framework

The conceptual framework above described the study that was conducted by the researcher. This study was a qualitative descriptive study that aimed to explore classroom management applied by English teachers in the learning process. In this qualitative descriptive study, the researcher investigated the kinds of authentic materials that were used by the teacher as well as how the use of Authentic Materials in the Project-Based Learning (PjBL) approach was implemented. The data collection process was conducted through observation and interview when the teacher gave a project to the students. The project produced a product in the form of a flip book related to the material “Sports and Health.”

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed the descriptive qualitative method. Furidha (2024), stated that descriptive research is a kind of research which has a basic form of describing phenomena that happen either naturally or fictionally. The researcher used the descriptive qualitative method because this study focused on describing the data which were obtained from observation and interview. This research focused on exploring authentic materials used in project-based learning in class X IPA at MA Muallimin Muhammadiyah Makassar. Interview results were transcribed and analyzed thematically to identify patterns and themes that emerged from the collected data. Thus, this research was expected to provide valuable insights into how authentic materials were used in project-based learning.

B. Research Subject

The study was carried out at MA Muallimin Muhammadiyah Makassar, with the participation of English teachers as research subjects chosen through the purposive sampling technique. One English teacher with experience teaching in inclusive classrooms and implementing Project-Based Learning (PjBL) was chosen as a research participant; the teacher had at least two years of teaching experience and a solid understanding of the PjBL method. Additionally, the study focused on class X IPA, which had integrated

PjBL into English lessons, making it a suitable context for the study. The purposive sampling technique ensured that the chosen instructor possessed qualities and experiences related to the research aims, allowing the collected data to provide significant insights into the implementation of PjBL in English language education.

C. Research Instrument

The researcher used two research instruments as tools to ensure that the study activities are systematic and structured. These tools helped data collecting in numerous ways, including the following:

1) Observation

Observation in this study is defined as a systematic data collection method that aimed to understand the kinds of authentic materials provided by teachers in the implementation of Project-Based Learning (PjBL) to increase student engagement. The kind of observation used was checklist observation, which allowed the researcher to record and analyze various aspects during the learning process. The function of this observation was to obtain detailed information on the kinds of authentic materials provided by the teacher and how these materials were used in the implementation of Project-Based Learning (PjBL). The observation focused on material selection, integration into project tasks, and the teacher's role in guiding and supporting student learning.

2) Interview

Interview guide is a list of the high level topics of the plan on covering the interview in certain topic needed. The interview guide was a list of the high-level topics used to structure the interview on certain topics needed. The interview guide was used to collect data relevant to the purpose of this study. The type of interview that was used in this research was structured interviews, where a fixed set of predetermined questions was asked to participants without deviation. In this case, the researcher interviewed the English teacher for class X IPA at MA Muallimin Muhammadiyah Makassar, selected purposively. The purpose of this interview was to obtain detailed and consistent information from the interviewee, so that the researcher could gather their ideas and opinions regarding the kinds of authentic materials provided in the Project-Based Learning (PjBL) classroom.

D. Data Collection

In the procedure of collecting data, the researcher conducted four kinds of step in collecting data namely:

1) Observation

The researcher observed the learning process in class X IPA at MA Muallimin Muhammadiyah Makassar firsthand for four weeks. The purpose of the observation was to see the kinds of authentic materials provided by the teacher and how Project-Based Learning (PjBL) was implemented using these materials. The researcher observed and

documented the behavior of both teachers and students during the weekly learning sessions. This observation was complemented by field notes and checklists. The kinds of real materials that were utilized, including podcasts, songs, and video, as well as how teachers introduced and facilitated their use in the classroom, were meticulously documented by the researcher. Responses from students were also noted, especially with regard to how engaged they were in group projects and how well they comprehended and utilized the materials provided.

2) Interview

Interviews were conducted to explore more information from teachers as important participants in this study. Direct and structured interviews were conducted by the researcher with the English teachers of the classes under observation. These interviews were conducted once and lasted between 10 and 15 minutes. The interviews were recorded using a voice recorder with the consent of the teachers involved. The interview questions aimed to find out the kinds of authentic materials used, the reasons for using them, how they were integrated into project-based learning (PjBL), the tactics of implementing PjBL, problems in the learning process, and the impact on student engagement. The interview data were manually transcribed and processed as part of the study's qualitative data collection. as part of the study's qualitative data collection.

3) Documentation

The researchers collected information from supporting documents used in the learning process in addition to observations and interviews. Lesson Plans (RPP) and student work in the form of flipbooks produced during project activities were among the materials gathered. These records served as tangible proof of the use of authentic materials in PjBL and to support the information gleaned from observations and interviews. While the students' flipbooks reflected their investigation of the content, the RPP gave a summary of the teacher's strategy for creating project-based learning activities with authentic materials.

4) Field Note

During the observation procedure, researchers gathered field notes to document significant events that were not addressed in the formal observation sheet. These notes were written in a narrative style after each observation session. The content of the field notes captured the sequence of classroom activities from the beginning to the end of the day, including what happened throughout the session. The recorded information also included students' spontaneous reactions to the content presented, group dynamics, questions raised during the exploration process, and teacher support or direction in completing the assignment. These field notes offered additional contextual information that was extremely useful in understanding the overall classroom scenario and bolstering the quality of the obtained data.

E. Data Analysis Techniques

1) Data Reduction

During the data reduction stage, the researcher thoroughly read all of the obtained data, including interview transcripts, observation notes, documentation, and field notes. This method was carried out to choose and focus on data that was actually relevant to the research objective, namely student engagement in exploring authentic materials in the PjBL approach. Information not directly linked to the main theme, such as general remarks from teachers regarding school procedures or issues unrelated to the use of actual materials, was removed. Meanwhile, data describing the types of materials used, student reactions, teacher strategies and the project's exploration process were emphasized and organized around distinct themes that supported the research topic. This technique simplified information while keeping important insights from teacher replies and classroom observations.

2) Data Display

After the data had been reduced, the next step was to present it in a more structured and understandable manner. The data was presented in the form of descriptive narratives, tables, and direct quotes from interviewees that addressed the study topic. Data from observations, for example, were compiled into tables that displayed the kinds of authentic materials utilized by each group of students, such as songs, video, or podcasts. Tables illustrating the stages of Project-Based Learning

implementation by teachers, from planning to project evaluation, were also provided. To supplement the data, the researcher provided interview extracts that described why teachers picked specific kinds of materials or how teachers assisted students' engagement of those items. The purpose of this presentation was to enable readers visually and logically see the relationship between the data discovered and the research's focus and objectives.

3) Conclusion

The final step in the data analysis process was to develop conclusions. After completing the data reduction and presentation steps, the researcher began to analyze the significance of the emerging findings. Conclusions were reached based on patterns and trends discovered in the data, such as better student engagement when using videos versus podcasts, or the effectiveness of the teacher's role in enabling the investigation of real materials in group projects. The researcher further compared these findings to relevant theories to ensure that the conclusions had a solid conceptual base. The conclusions reached were tentative and could change if new data was discovered during the verification process or additional data collecting. This process ensured that the findings were valid, reflective, and directly relevant to the study topics.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings include information about the kinds of authentic materials were provided by the teacher and how these authentic materials were used in an EFL classroom as part of Project-Based Learning (PjBL). This study's participants were English teacher from MA Muallimin Muhammadiyah Makassar, specifically those teaching class X IPA. The data were gathered through classroom observation, interviews with the teacher, and documentation of the learning process, which included students' participation in developing project-based outputs such as a flipbook on the topic of "Sports and Health".

1. Kinds of Authentic Materials in Project-Based Learning are provided by teachers at MA Muallimin Muhammadiyah Makassar

a) Result of Classroom Observation

The results of this element was to determine the kinds of authentic materials used by teachers in implementing Project-Based Learning (PjBL) at MA Muallimin Muhammadiyah Makassar. Classroom observations in the class X IPA were used to collect data. The researcher monitored the learning process once a week for four weeks, with a focus on the development of a flipbook project on "Sports and Health." The findings reveal that teachers employed three kinds of authentic materials used by teachers to assist the project: such as song,

video, and podcast, which are integrated into learning activities to help students investigate the use of language in real life.

Table 4.1 Result of Observation Checklist A

Group	Authentic Materials Provide by Teacher
I	Song
II	Video
III	Podcast

Table 4.1 above demonstrates that the teacher used three kinds of authentic materials in implementing Project-Based Learning (PjBL) in Class X IPA at MA Muallimin Muhammadiyah Makassar: songs, videos, and podcasts. These were divided among three groups. Each group was given a different kinds to explore as a reference in completing the final project, a flipbook on "Sports and Health."

Group I were employed songs as the primary source. Students listened to an English song on healthy habits and were asked to select vocabulary related to physical health. The lyrics were used as input for the content of their flipbook, encouraging kids to connect language use with everyday health practices.

Group II utilized videos, notably a YouTube video titled "Healthy Lifestyle." After watching the video, students examined the content and collected relevant information to integrated into their flipbook. The video gave students visual and contextual cues that helped their understanding and organize the information.

Group III used a podcast episode that addressed how to build a healthy lifestyle tips. While listening, students took notes and chose the most relevant

parts for their flipbook. This method improved students' listening comprehension and allowed them to practice with authentic spoken English in a real-world setting.

The teacher's decision to use only three kinds of authentic materials was mainly based on effectiveness and practicality. Songs, videos, and podcasts were selected because they are accessible, relevant to the project theme, and able to train students' language skills in an integrated way. By limiting the materials to these three kinds, the teacher ensured that the learning process remained focused, manageable, and not overly demanding for the students.

b) Data Display of Interview

The interview was held on June 4th, 2025. Ten key questions were asked to obtain information about the kinds of authentic materials provided by teachers and the criteria used in selecting them in the context of Project-Based Learning. The interview results were explained as follows:

Extract 1

Extract 1 was about the kinds of authentic materials used. Teachers execute project-based learning by providing a variety kinds of authentic materials, such as videos from YouTube, English songs, short podcasts, and audio interviews. All of these resources are chosen depending on the topic being studied, such as "Sports and Health." The researcher and teacher had the following conversation:

R : What kinds of authentic materials do you usually provide to students in project-based learning projects?

T : In addition to YouTube videos, I use English songs, short podcasts, and interviews related to the topic, such as “Sports and Health”.

Extract 2

Extract 2 discussed the criteria for selection of authentic materials by teachers. The teacher considers numerous criteria while picking authentic resources, including the level of difficulty of the language, connection to the theme, and student interest. She also prefers materials with visual and auditory features since she believes they are easier to understand and more exciting for students. The researcher and teacher had the following conversation:

R : How do you select authentic materials that are appropriate and interesting for students to explore?

T : I consider language difficulty, theme relevance, and student interest, choosing materials with visual and audio elements for better understanding and engagement.

2. Authentic Materials in Project- Based Learning used by teachers to engage students at MA Muallimin Muhammadiyah Makassar

a) Result of Classroom Observation

This section describes how English teachers used authentic materials in the context of Project-Based Learning (PjBL) specifically to engage students during the learning process at MA Muallimin Muhammadiyah Makassar. Data were collected through classroom observations and teacher interviews. The analysis highlights not only how the materials were

implemented, but also how they stimulated students' active participation, curiosity, and collaboration throughout the project.

The findings are presented according to the six key stages of Project-Based Learning: (1) Starting with Essential Questions, (2) Designing a Project Plan, (3) Creating a Schedule, (4) Monitoring the Project, (5) Assessing the Outcome, and (6) Evaluating the Experience.

Table 4. 2 Result of Observation Checklist B

No	Stage of PjBL	Key Activities Observed	Result/Outcome
1	Starting with Essential Question	The teacher asks questions about “Sports and Health”; students answer and discuss.	Students showed high interest; curiosity and topical awareness emerged.
2	Designing a Plan for the Project	Teachers and students design flip books and select authentic materials (videos, songs, podcasts).	Project planning is systematic; students are actively involved.
3	Creating a Schedule	Teachers and students create a project timeline and divide tasks and roles within the group. Teachers and students create a project timeline and divide tasks and	Students are organized and understand the stages of the project. Students are organized and understand the stages

		roles within the group.	of the project.
4	Monitoring the Project	Teachers monitor progress, help students understand the material, and answer questions.	Students explore authentic materials independently and ask questions actively.
5	Assessing the Outcome	Students present flip books; explain the content and sources of the material.	The students' products are varied and engaging; the students are confident in their presentations.
6	Evaluating the Experience	Students reflect on their experiences and challenges during the project. Students reflect on their experiences and challenges during the project.	Students feel that learning is more relevant and meaningful.

The table 4.2 reveals six key stages of Project-Based Learning: (1) Starting with Essential Questions, (2) Designing a Project Plan, (3) Creating a Schedule, (4) Monitoring the Project, (5) Evaluating the Results, and (6) Evaluating the Experience.

1) Starting with Essential Questions

In the first stage, the teacher begins the learning process by asking contextual questions that are relevant to the students' daily life, such as “Why do you think you need to stay healthy?” and “Can you mention one

creative way of staying healthy?’. These questions are designed to raise students' awareness and curiosity, encouraging them to respond actively. This stage promotes critical thinking and creates an interactive learning atmosphere. After the discussion, the teacher explains the main project task, which is to create a flipbook on "Sports and Health," making the questions a motivating starting point for students' engagement.

2) Designing a Project Plan

At this stage, the teacher collaborates with students to plan the structure of the project and select authentic materials. Students are divided into small groups and given the freedom to choose relevant content such as YouTube videos, English songs, and short podcasts within the project theme. This step highlights students' active participation and decision-making, fostering collaboration and ownership of their learning process.

3) Creating a Schedule

Teachers and students work together to create a clear timeline for the entire project, including material selection, group discussions, flipbook development, and presentation preparation. Roles and responsibilities are clearly distributed, and students are encouraged to explore credible sources independently. This stage strengthens students' time management skills and sense of responsibility for completing the project.

4) Monitoring the Project

Throughout the project, teachers monitor students' progress, support their exploration of authentic materials, and provide assistance when

difficulties arise (such as unfamiliar vocabulary, cultural references, or pronunciation issues). Students are actively engaged in discussions, ask questions, and research materials independently. Their involvement shows that they are not passive recipients of information, but active participants and explorers.

5) Evaluating the Results

After completing the project, each group presents their flipbook to the class, explaining the topic, authentic materials used, and reasons for their choices. Students demonstrate creativity and confidence during presentations. The teacher provides feedback based on evaluation criteria, and peer feedback sessions are held to encourage constructive criticism and appreciation of each group's work, helping students develop critical thinking skills.

6) Evaluating the Experience

In the final stage, students are encouraged to reflect on their learning process, share their experiences, and discuss the challenges faced during the project. Many students reported that using authentic materials made learning more enjoyable and meaningful. Although some found difficulties in understanding native speakers' speech, they appreciated the opportunity to overcome these challenges. This reflection helps students recognize the benefits of active engagement and guides teachers in improving future learning activities.

b) Data Display of Interview

The interview was held on June 4th, 2025. There were ten key questions to gain information on how teachers use authentic materials in Project-Based Learning. The interview results were explained as follows:

Extract 1

Extract 1 described how the teacher encourages students to explore authentic materials. The teacher divides students into small groups and gives them a list of credible sources to refer to. She also helps students select authentic materials. Throughout the project, the teacher monitors progress and encourages group discussions to keep students on pace with their learning objectives. The researcher and teacher had the following conversation:

R : How do you encourage and guide EFL students to explore and use these authentic materials during the project?

T : I divide students into groups to find theme-related videos or articles, provide trusted sources and guidelines, and regularly monitor their progress through discussions.

Extract 2

Extract 2 discussed the students answers and difficulties with authentic materials. The teacher indicated that using authentic materials piqued students' interest. However, some students struggle to understand new language and native accents in videos or podcasts. To address this, teachers schedule specific time in class to review and discuss the materials together. The researcher and teacher had the following conversation:

R : In your experience, how do students engage with authentic materials? Do they show interest or face challenges?

T : Very relevant, though some students struggle with vocabulary or accents. So, I review the material with them in class.

Extract 3

Extract 3 was on teacher strategies for increasing student involvement. Teachers allow students to choose materials that suit their interests as long as they are pertinent to the project theme. Furthermore, the material is closely related to the project's end result, such as creating a flipbook, so that students feel accountable for the outcome of their efforts. The teacher stated this to the researcher in the following conversation:

R : What strategies do you use to increase students' engagement with authentic materials in project tasks?

T : I let students choose relevant materials based on their interests and link them to real projects, like creating a flipbook. This builds their sense of responsibility.

Extract 4

Extract 4 discussed the teacher's role and the impact of authentic materials on learning. The teacher facilitates the exploration of authentic materials. She assists students in understanding the context of the content, explains difficult language, supervises the information search process, and evaluates the final project product. According to her, using authentic materials enhances students' motivation and learning outcomes. The teacher stated this to the researcher in the following conversation:

R : What is your role as a teacher in facilitating student

exploration of authentic materials in project-based learning?

T : As a facilitator, I help students understand context, explain vocabulary, guide their research, and evaluate their final product.

Extract 5

Extract 5 discussed the effect of authentic materials on student motivation and learning results. The teacher indicated that using authentic materials in the project-based learning model improves students' motivation and learning outcomes. According to her, students feel more challenged and passionate about participating in learning because the materials used are based on real-life situations that they encounter on a daily lives. The learning process no longer feels like a chore to memorize, but rather as an enjoyable and purposeful exploratory experience. This improves students' comprehension of the topic because they learn in a real-world setting. Teachers also noticed an improvement in the quality of students' project results, such as more innovative and informative flipbook material and presentation. The researcher and teacher had the following conversation:

R : In your opinion, how does using authentic materials in project-based learning impact students' motivation and learning outcomes?

T : In my view, authentic materials in PjBL boost motivation. Students feel more challenged and engaged, as learning becomes exploration rather than memorization, leading to better understanding and outcomes.

B. Discussion

The discussion in this study is consists into two parts. The first was about the kinds of authentic materials that teachers provide in Project-Based Learning. The second topic was teachers' used of authentic materials in project-based learning.

1. Three Kinds of Authentic Materials provided by Teachers in Project-Based Learning at MA Muallimin Muhammadiyah Makassar

Based on classroom observations, teachers used a variety kinds of authentic materials to learning objectives and student characteristics. Although the kinds of materials used ranged, such as songs, videos, and podcasts, all students were required to complete the same final project, a flipbook with the theme "Sports and Health." This technique reflects the spirit of the Project-Based Learning (PjBL) method, which allows for the differentiation of learning materials while retaining a common goal.

Each kinds of authentic materials serves a different teaching function. Songs are particularly successful in increasing student engagement and vocabulary by providing relevant context and emotional nuances. Videos use visual and narrative elements to help students relate learning subject to real-life situations, enhancing their knowledge. Meanwhile, podcasts encourage students to practice active listening and summarizing skills while also exposing them to natural pronunciation, different accents, and real-world language. These three kinds of materials compliment one another and can accommodate to a variety of student learning styles.

These findings align with Anugrah's (2019) view that songs are a popular form of authentic material because they contain vocabulary, idioms, and sentence structures, and can improve students' listening skills in a fun way. In this study, authentic materials like songs can also enhance students' motivation and independence in learning a foreign language. The use of videos and podcasts in this study also reflects the nature of authentic learning described by Bila (2020), who states that authentic materials boost learners' motivation and expose them to real language, though they may pose challenges for lower-level students due to complex vocabulary and lack of structured focus. Furthermore, active learning with meaningful materials helps students develop critical thinking and creativity. This corresponds to how students were able to interpret and respond to video content during their group work. In relation to podcast use, Ma'rufah et al. (2024) found that podcast-assisted project-based learning is effective in improving students' speaking skills an insight also reflected in how students explored spoken texts throughout the project. Lastly, Azis and Subki (2023) highlight that authentic materials such as videos can support students' comprehension by providing visual and contextual input, while also fostering their genre awareness and improving their listening skills.

This study provided new information by concentrating not just on the impact of authentic materials, but also on how teachers facilitate the process of exploring, comprehending, and applying such materials. The teacher's adaptive role emerged as critical not just in material selection, but also in understanding support, group dynamics management, and timely feedback delivery. The researcher assumes

that the teacher's mediation is an important predictor of student performance when using authentic materials, particularly in heterogeneous classrooms with varying competency levels. This demonstrates that the success of using authentic materials depends heavily on teacher mediation, particularly in courses with different skill levels.

Practically, employing a variety kinds of authentic materials makes learning more fun, contextualized, and meaningful. Students were more motivated when learning materials were related to their daily lives and interests. However, limits were discovered, such as students difficulty with fast-paced speech or complicated vocabulary, especially in podcasts. These problems underline the importance of specific strategies and continuous teacher support, particularly in resource-limited environments. From a theoretical aspect, this study contributes to our understanding of authentic materials in EFL classrooms, particularly their instructional usefulness and differentiation potential. While this study does not focus on the structure of PjBL, it does establish the groundwork for how these materials can eventually be usefully integrated into larger instructional models. This emphasizes the significance of choosing, combining, and customizing authentic content based on learners' needs and classroom circumstances.

In conclusion, the used of songs, videos, and podcasts in the language classroom highlights the adaptability and importance of authentic materials. Their impact is determined not just by their authenticity, but also by how they are explored, supported, and connected with meaningful learning objectives.

2. Authentic Materials in Project- Based Learning used by teachers at MA Muallimin Muhammadiyah Makassar

Teachers conduct teaching and learning proses utilizing the Project-Based Learning (PjBL) model, which includes six syntaxes: starting with essential questions, designing a project plan, creating a schedule, monitoring the project, evaluating the results, and evaluating the experience. The syntax used by teachers is consistent with that given by Kurniawan et al. (2024) for the six stages of the PjBL. This finding answers the second study question, which is how teachers at MA Muallimin Muhammadiyah Makassar used authentic materials within the Project-Based Learning framework.

In practice, teachers not only follow the syntactic sequence formally, but also make adaptations based on the classroom situation and student characteristics. Learning begins with important questions relevant about real life, such as the importance of a healthy lifestyle. These questions not only serve as the project's starting point, but they also inspire students' personal involvement in studying the issue using authentic materials such as health motivation videos on YouTube and positive-themed songs. This is consistent with the viewpoint of Kurniawan et al. (2024) that the initial stage of PjBL should build connections between students and the real-world context. In addition, this is supported by Almulla (2020), who states that authentic learning combined with PjBL significantly increases student engagement, especially when learning is built on real-life relevance.

During the project planning step, teachers and students work together to construct projects such as flipbooks carrying health information. In this process,

students are able to choose authentic materials related to the theme, such as songs with encouraging lyrics, short podcasts on health tips, or inspirational videos. This demonstrates a student-centered learning strategy as described by Royani et al. (2024), which emphasizes engaging students in meaningful, real-world tasks that foster active participation and the development of critical thinking, creativity, and collaboration. This flexibility also aligns with Zhang (2023) findings, which show that the integration of authentic materials in PjBL enhances 21st-century skills such as creativity and collaboration.

Next, teachers and students collaborate to create a project work schedule. Teachers assign deadlines for video exploration, listening to songs and podcasts, and creating flipbook content. At this stage, students learn not only time management, but also teamwork and personal responsibility. This is consistent with the ideas of Rahman et al. (2024), who suggest that Project-Based Learning nurtures students' higher-order thinking skills and autonomy through active engagement in collaborative and meaningful tasks.

The involvement of teachers in monitoring project development is also very important. Teachers assist in explaining new vocabulary from songs and podcasts, guiding comprehension of YouTube video content, and ensuring that the selected material is consistent with the project objectives. In this context, the researchers conclude that the success of PjBL depends not just on student creativity but also on the teacher's capacity to provide adaptive guidance throughout the project process. It is founded on the researcher's assumption that effective PjBL implementation is influenced not just by student participation, but also by how

teachers frame and encourage the usage of authentic materials throughout each stage. This is consistent with the findings of Angelina et al. (2020), who discovered that teachers who act as facilitators in project-based learning improve the classroom environment.

The assessment stage focused on the final output, which was a flipbook, the clarity of information obtained from real materials, and student presentations. Teachers evaluated the flipbook content's creativity and relevancy to the material from videos, songs, or podcasts. This approach represents the idea that assessment in PjBL is based on students' actual work products rather than rote memorization. Furthermore, this is congruent with Cahyono et al. (2023), who created an authentic assessment tool emphasizing students' output and creativity in project activities.

After completing the project, students are encouraged to reflect. Most students are more motivated when they study from authentic and relevant content. Despite challenges such as difficulty understanding accents in podcasts or videos, they believe the experience helps them comprehend English in a more contextualized manner. Nevertheless, the researcher notes that the language complexity and lack of accessible scaffolding in many authentic materials may provide ongoing challenges for students who have had little exposure to local speech patterns. This is consistent with Chang et al.'s (2024) theory, which emphasizes that authentic learning contexts enhance students' engagement and deeper understanding, especially when they face real-world difficulties in important projects.

According to researcher observations, the strength of this implementation stemmed from the teacher's ability to embed authentic materials within all six PjBL syntaxes. However, several kids struggled with linguistic complexity, highlighting the need for continued teacher help and differentiated solutions. Overall, this implementation not only reinforces Kurniawan et al.'s (2024) PjBL theory, but also helps to the development of a more flexible, student-centered PjBL model in English language teaching.



CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Based on the data and discussions, the researcher found that teachers employed three kinds of authentic materials in project-based learning (PjBL) in the Class X IPA at MA Muallimin Muhammadiyah Makassar: songs, videos, and podcasts. These materials were offered to student groups in various ways as resources for constructing a final project in the form of a flipbook titled "Sports and Health." Each piece of material provides a distinct instructional purpose: songs present vocabulary in an emotional context, videos reinforce comprehension through visual context, and podcasts train listening skills for spoken language in a realistic setting. The variety of these tools enables students with diverse learning styles to participate more actively and meaningfully in the learning process. The selection of materials that are relevant to real-life situations and student interests is thought to increase motivation and curiosity. The teacher's method of tailoring materials to student characteristics has resulted in a more contextualized and engaging learning experience.

In practice, teachers implement the six stages of the PjBL learning model, beginning with the design of essential questions, followed by the development of projects and schedules, and finally evaluating and reflecting on learning. Students actively participate at each step, including group discussions and independent exploration of authentic materials. Teachers serve as facilitators, guiding the selection of materials, explaining the content of the material, and accompanying the project

development process to the final presentation. This technique promotes students independence, responsibility, and confidence in utilizing English. The flipbook project's outcomes reflect inventiveness, contextual understanding, and effective collaboration. Students' reflections show that using authentic materials makes learning feel more relevant to their life. Thus, the systematic incorporation of authentic materials into PjBL has shown helpful in increasing EFL students' engagement in meaningful language exploration while also connecting academic learning to the real world.

B. Suggestion

Based on the conclusion above, the researcher proposed some suggestion as follows:

1. For Teachers

Teachers are encouraged to further expand the use of authentic materials in the classroom, notably through the Project-Based Learning approach. Materials that are relevant to students' life, such as songs, videos, and podcasts, have been shown to improve engagement and comprehension. Teachers are also expected to be judicious in selecting materials that are appropriate for their students' skills and to provide assistance to ensure that the exploration process works smoothly. Teachers should also look into additional authentic materials, such as news stories, brochures, commercials, or vlogs, that are relevant to the class topic. This variety enriches learning tools and increases students' exposure to English in real-world settings.

2. For Students

Students are required to actively explore the authentic materials offered. Active participation at each level of the project will not only help them enhance their English language skills, but will also make learning more interesting and meaningful. Students are also encouraged to work well in groups and use authentic materials to learn language in real-life contexts.

3. For Future Researchers

The scope of this study is limited because it only included one high school class and one teacher. As a result, future researchers should broaden the study's scope to include both participants and the school context. Furthermore, future research could focus on the impact of authentic materials on specific language skills, such as speaking or writing abilities, so that the findings can be applied more generally to the growth of English language learning in schools.

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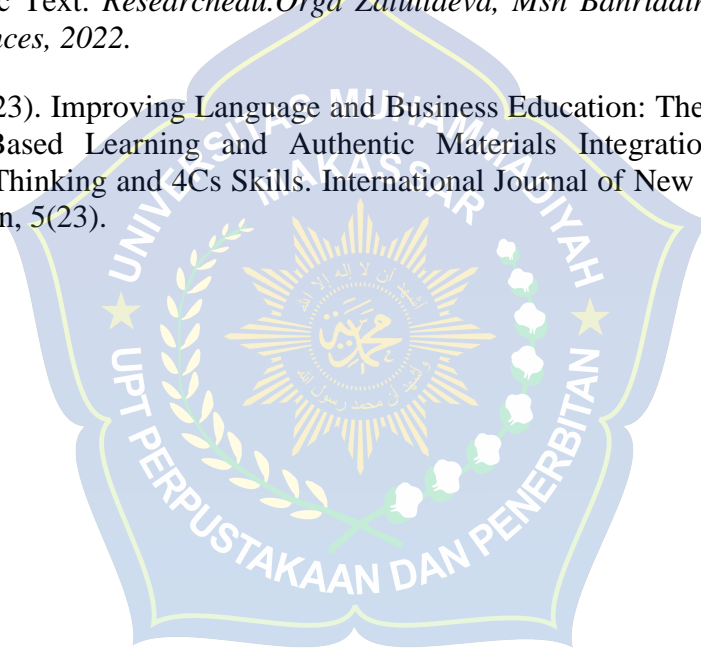
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APPENDICES



Appendix 1 Observation Checklist

Observation Checklist A

Research Title :

Observed Name :

Observation Date :

Observation Location :

Class / Kelas :



Kinds of Authentic Materials	Yes (✓)	No (✗)
Song		
Radio News		
Video		
Movie		
Podcast		
Audio		
Drama		
News		

Adapted from Anugrah (2019)

Observation Checklist B

Research Title :

Observed Name :

Observation Date :

Observation Location :

Class / Kelas :

No	Observed Aspect	Activities	Yes (✓)	No (X)
1.	Starting with Essential Question	<ul style="list-style-type: none">• The teacher starts the learning by asking questions about sports and health material.• The questions are authentic and related to real problems experienced by students.• Students answer the teacher's questions about the sports and health material.• The teacher challenges students to produce a tangible product (flip book) in response to the main question.		

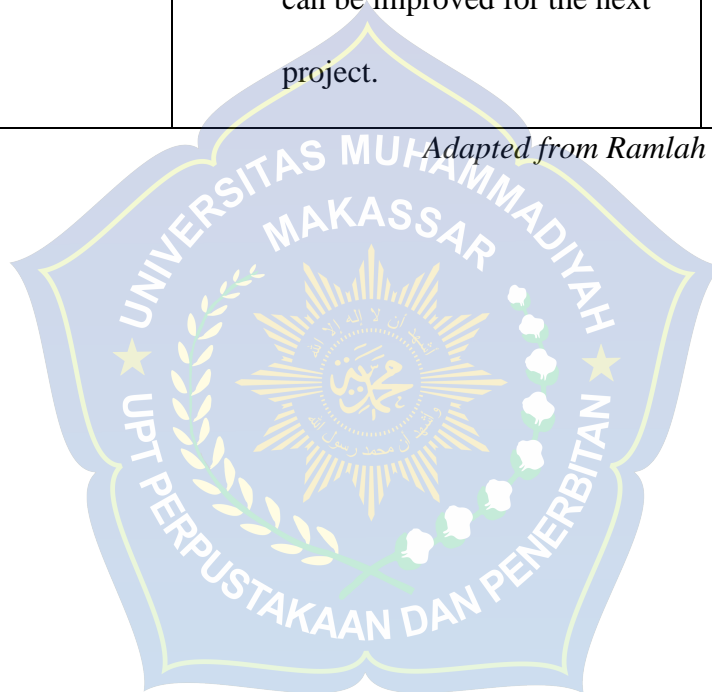
2.	Designing a Plan for the Project	<ul style="list-style-type: none"> • The teacher selects a sports and health topic that matches the curriculum standards. • The teacher develops the theme and plans the project that the students will work on. • The teacher involves the students in project planning, including the collection of authentic materials such as (Audio, Video, and Song). • The teacher and students together determine the final product, which is a flip book. • The teacher develops a structured work plan with clear roles, tasks, and time. 		
3.	Creating a Schedule	<ul style="list-style-type: none"> • The teacher and students develop a complete schedule from the beginning to the presentation of the project. • The teacher directs students to 		

		<p>look for references on the internet and YouTube.</p> <ul style="list-style-type: none"> • Students create projects by looking for references on the internet, youtube, etc. • The teacher guides students to divide roles and responsibilities within the group. • The teacher and students set a date for the completion of each stage of the project. • The teacher helps students set the time for the final presentation of the project. 		
4.	Monitoring Students Projects	<ul style="list-style-type: none"> • The teacher monitors whether students use authentic materials in making their flip books. • Students work on the project according to the plan that has been made together between 		

		<p>the teacher and students.</p> <ul style="list-style-type: none"> • Students can ask questions to the teacher if they have difficulties in doing the project. 		
5.	Assessing the Outcome	<ul style="list-style-type: none"> • Students present the project flip book as agreed. • Students explain the authentic materials they processed in the flip book. • The teacher facilitates reflective discussion and peer feedback after the project presentation. • The teacher assesses the project based on criteria that include the use of authentic materials and creativity. 		
6.	Evaluating the Experience	<ul style="list-style-type: none"> • The teacher facilitates students to orally share their experiences related to the use of authentic materials and project work. 		

		<ul style="list-style-type: none"> • The teacher encourages students to discuss the successes and challenges in using authentic materials (video, song, audio). • The teacher and students together identify things that can be improved for the next project. 		
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Adapted from Ramlah & Nappu (2023)



Appendix 2 Interview Sheet

INTERVIEW SHEET

Interview With the Teacher

Research Title / Judul Penelitian :

Observed Name / Nama Pengamat :

Observation Date / Tanggal Observasi :

Observation Location / Lokasi Observasi :

Teacher's Name / Nama Guru :

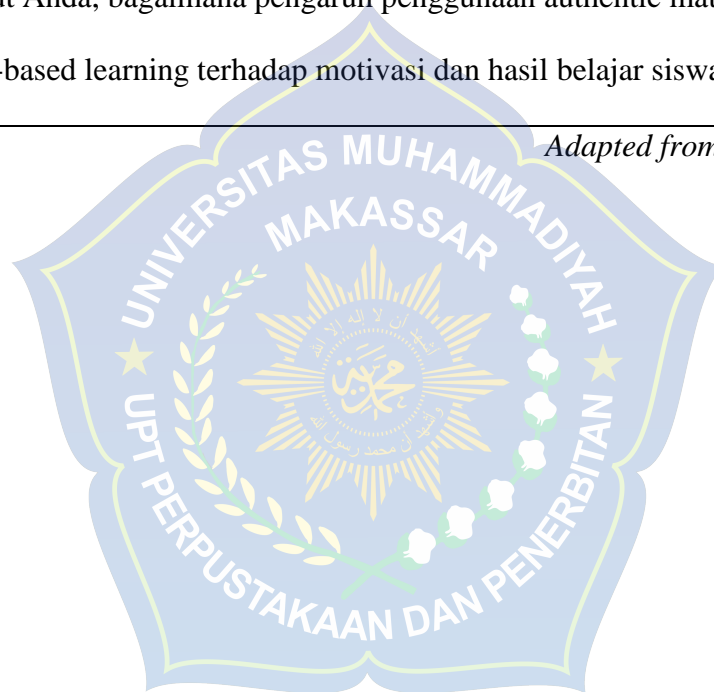
Class Taught / Kelas yang Diajarkan :

No	Interview Questions/ Pertanyaan Wawancara
1	<p>How long have you been teaching English, and how familiar are you with project-based learning?</p> <p>Sudah berapa lama Anda mengajar bahasa Inggris dan seberapa familiar Anda dengan model pembelajaran berbasis proyek (project-based learning)?</p>
2	<p>What do you understand about authentic materials, especially in the context of project-based learning?</p> <p>Apa yang Anda pahami tentang authentic materials, terutama dalam konteks project-based learning?</p>
3	<p>When did you start using authentic materials in project-based learning, and what</p>

	<p>motivated you?</p> <p>Kapan Anda mulai menggunakan authentic materials dalam pembelajaran berbasis proyek, dan apa yang mendorong Anda untuk menggunakannya?</p>
4	<p>What kinds of authentic materials do you usually provide to students in project-based learning projects?</p> <p>Jenis authentic materials apa saja yang biasanya Anda sediakan untuk siswa dalam tugas proyek?</p>
5	<p>How do you encourage and guide EFL students to explore and use these authentic materials during the project?</p> <p>Bagaimana cara Anda mendorong dan membimbing siswa EFL untuk mengeksplorasi dan menggunakan authentic materials dalam proyek mereka?</p>
6	<p>In your experience, how do students engage with authentic materials? Do they show interest or face challenges?</p> <p>Berdasarkan pengalaman Anda, bagaimana respons siswa terhadap authentic materials? Apakah mereka tertarik atau mengalami kesulitan?</p>
7	<p>What strategies do you use to increase students' engagement with authentic materials in project tasks?</p> <p>Strategi apa yang Anda gunakan untuk meningkatkan keterlibatan siswa terhadap authentic materials dalam tugas proyek?</p>
8	<p>How do you select authentic materials that are appropriate and interesting for students to explore?</p> <p>Apa saja kriteria yang Anda gunakan dalam memilih authentic materials yang</p>

	sesuai dan menarik untuk dieksplorasi oleh siswa?
9	<p>What is your role as a teacher in facilitating student exploration of authentic materials in project-based learning?</p> <p>Apa peran Anda sebagai guru dalam memfasilitasi eksplorasi authentic materials oleh siswa dalam project-based learning?</p>
10	<p>In your opinion, how does using authentic materials in project-based learning impact students' motivation and learning outcomes?</p> <p>Menurut Anda, bagaimana pengaruh penggunaan authentic materials dalam project-based learning terhadap motivasi dan hasil belajar siswa?</p>

Adapted from Anugrah (2019)



Appendix 3 Observation Checklist Transcribe

Observation Checklist A

Research Title : Engaging Efl Students In Exploring Authentic Materials In Project-Based Learning

Observed Name : Rasmi

Observation Date : 20 Mei 2025

Observation Location : MA Muallimin Muhammadiyah Makassar

Class / Kelas : X IPA



Kinds of Authentic Materials	Yes (✓)	No (✗)
Song	✓	
Radio News		
Video	✓	
Movie		
Podcast	✓	
Audio		
Drama		
News		

Observation Checklist B

Research Title : Engaging Efl Students In Exploring Authentic Materials In Project-Based Learning

Observed Name : Rasmi

Observation Date : 20 Mei 2025

Observation Location : MA Muallimin Muhammadiyah Makassar

Class / Kelas : X IPA

No	Observed Aspect	Activities	Yes (✓)	No (X)
1.	Starting with Essential Question	<ul style="list-style-type: none">• The teacher starts the learning by asking questions about sports and health material.• The questions are authentic and related to real problems experienced by students.• Students answer the teacher's questions about the sports and health material.• The teacher challenges students to produce a tangible product (flip book) in response	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	

		<ul style="list-style-type: none"> Students work on the project according to the plan that has been made together between the teacher and students. Students can ask questions to the teacher if they have difficulties in doing the project. 	✓	
5.	Assessing the Outcome	<ul style="list-style-type: none"> Students present the project flip book as agreed. Students explain the authentic materials they processed in the flip book. The teacher facilitates reflective discussion and peer feedback after the project presentation. The teacher assesses the project based on criteria that include the use of authentic materials and creativity. 	✓ ✓ ✓ ✓	
6.	Evaluating the Experience	<ul style="list-style-type: none"> The teacher facilitates students to orally share their 	✓	

		<p>experiences related to the use of authentic materials and project work.</p> <ul style="list-style-type: none"> • The teacher encourages students to discuss the successes and challenges in using authentic materials (video, song, audio). • The teacher and students together identify things that can be improved for the next project. 	<p>✓</p> <p>✓</p>	
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Appendix 4 Interview Transcript

INTERVIEW SHEET

Interview With the Teacher

Research Title / Judul Penelitian : Engaging Efl Students In Exploring Authentic Materials In Project-Based Learning (Melibatkan Siswa Efl Dalam Mengeksplorasi Materi Otentik Dalam Pembelajaran Berbasis Proyek)

Observed Name / Nama Pengamat : Rasmi

Observation Date / Tanggal Observasi : 04 Juni 2025

Observation Location / Lokasi Observasi : MA Muallimin Muhammadiyah Makassar

Teacher's Name / Nama Guru : Musdalifah Y, S.Pd., M.Pd

Class Tought / Kelas yang Diajarkan : X IPA

Researcher	:	Selamat sore, Mam. Hari ini saya ingin menanyakan beberapa pertanyaan yang berkaitan dengan observasi saya sebelumnya. Pertanyaan pertama yaitu Sudah berapa lama Anda mengajar bahasa Inggris dan seberapa familiar Anda dengan model pembelajaran berbasis proyek?
Teacher	:	Saya telah mengajar bahasa Inggris selama kurang lebih 19 tahun. Saya cukup familiar dengan PjBL atau dengan Project-

		Based Learning karena sudah lama saya mulai menerapkan model ini dalam pembelajaran.
Researcher	:	Berarti sudah cukup lama ya mam. Apakah anda hanya mengajar disekolah ini?
Teacher	:	Saya mengajar di sekolah lain seperti di SMK.
Researcher	:	Okay. Berkaitan dengan observasi saya dikelas, saya melihat anda menggunakan salah satu jenis Authentic Materials pada saat mengajar yaitu anda menggunakan video youtube. Pertanyaannya, Apa yang Anda pahami tentang authentic materials, terutama dalam konteks PjBL?
Teacher	:	Authentic materials itu materi yang berasal dari kehidupan nyata, jadi seperti video, lagu, artikel berita, dan audio percakapan asli. Dalam konteks PjBL, authentic materials juga digunakan itu supaya siswa bisa mengerjakan proyek berbasis situasi nyata dan membantu mereka agar memahami bagaimana bahasa Inggris itu digunakan dalam konteks sehari-hari.
Researcher	:	Okay. Sejak kapan Anda mulai menggunakan authentic materials dalam pembelajaran berbasis proyek, dan apa yang mendorong Anda untuk menggunakannya?
Teacher	:	Mulainya itu sekitar dua tahun yang lalu, tapi secara tidak langsung itu sudah lama sih sebenarnya. Motivasi saya itu karena siswa terlihat kurang tertarik dengan buku teks saja. Saya ingin

		mereka merasa lebih dekat dengan materi dan melihat bagaimana bahasa Inggris digunakan dalam kehidupan yang nyata.
Researcher	:	Selain penggunaan video youtube, apasaja jenis authentic materials lainnya yang biasanya Anda sediakan untuk siswa dalam tugas proyek?
Teacher	:	Selain video youtube ada juga lagu-lagu berbahasa Inggris yang relevan dengan tema, podcast pendek, biasa juga audio wawancara. Semua materi itu dipilih sesuai dengan topic yang sedang berlangsung, seperti “Sports and Health”.
Researcher	:	Selanjutnya. Bagaimana cara Anda mendorong dan membimbing siswa EFL untuk mengeksplorasi dan menggunakan authentic materials dalam proyek mereka?
Teacher	:	Saya membagi siswa ke dalam kelompok, lalu meminta mereka mencari referensi dari video atau artikel terkait tema. Saya memberikan daftar sumber terpercaya dan panduan untuk memiliki keautentikan materi. Saya juga memfasilitasi diskusi kelompok atau memantau progres mereka secara berkala.
Researcher	:	Okay. Berdasarkan pengalaman Anda, bagaimana respons siswa terhadap authentic materials? Apakah mereka tertarik atau mengalami kesulitan?
Teacher	:	Sangat relevan. Namun, beberapa siswa memang mengalami kesulitan dalam memahami kosakata atau aksen dalam

		video/audio. Oleh karena itu, saya menyediakan waktu untuk meninjau materi bersama di kelas.
Researcher	:	Selanjutnya. Strategi apa yang Anda gunakan untuk meningkatkan keterlibatan siswa terhadap authentic materials dalam tugas proyek?
Teacher	:	Biasanya saya memberikan kebebasan bagi siswa untuk memilih materi sesuai dengan minat mereka, selama masih relevan. Saya juga mengaitkan materi tersebut dengan proyek nyata yang harus mereka hasilkan, seperti membuat flip book. Ini juga membantu atau membuat mereka merasa bertanggung jawab atas hasil kerja mereka.
Researcher	:	Okay. Apa saja kriteria yang Anda gunakan dalam memilih authentic materials yang sesuai dan menarik untuk dieksplorasi oleh siswa?
Teacher	:	Saya mempertimbangkan tingkat kesulitan mereka seperti kesulitan bahasa, kemudian relevansi dengan tema, dan minat siswa. Saya juga memilih materi yang memiliki elemen visual dan audio karena lebih mudah dipahami dan menarik perhatian siswa.
Researcher	:	Selanjutnya. Apa peran Anda sebagai guru dalam memfasilitasi eksplorasi authentic materials oleh siswa dalam project-based learning?

Teacher	:	Sebagai fasilitator, saya membantu siswa memahami konteks materi, menjelaskan kosakata sulit, membimbing proses pencarian informasi, dan mengevaluasi produk akhir mereka.
Researcher	:	Okay. Pertanyaan terakhir, Menurut Anda, bagaimana pengaruh penggunaan authentic materials dalam project-based learning terhadap motivasi dan hasil belajar siswa?
Teacher	:	Menurut saya, penggunaan authentic materials dalam PjBL secara signifikan meningkatkan motivasi belajar. Mereka juga itu bias merasa lebih tertantang dan lebih senang karena belajar tidak terasa seperti menghafal, tetapi lebih seperti mengeksplorasi sesuatu yang nyata. Jadi hasil belajarnya juga lebih baik karena mereka benar-benar memahami konteks materi yang dipelajari.
Researcher	:	Okay thank you mam. Saya rasa cukup interviewnya. Terima kasih atas waktunya dan atas jawaban-jawabannya.
Teacher	:	Iye sama-sama.

Appendix 5 Teacher's Interview Recording

<https://drive.google.com/file/d/10VVo3vKRJk7IDWWiE-RlaMwumj4G5Nd>



Appendix 6 Field Note

Observer : Rasmi

Location : Teachers' Room

Date Observation : 14 Mei 2025

At 09.00 AM the researcher came to the school to meet with the head of the madrasah. The researcher met with the Deputy Head of Curriculum who was also an English teacher in class X IPA, then the researcher explained the need to come to school, namely to ask permission to conduct research at MA Muallimin Muhammadiyah Makassar. Then the researcher explained about the action research that would be carried out, namely student involvement in project-based learning, using authentic materials. The vice principal ordered the research to be carried out on Tuesday to coincide with the schedule of English class X IPA and before entering the class asked permission directly to the principal because on Wednesday he was unable to enter the school. Then the researcher went to class X IPA to explain the purpose of the research to students and make plans related to research before starting research in the classroom.

Observer : Rasmi

Location : Classroom of X IPA

Date Observation : 20 Mei 2025

At 07.30 AM the researcher and the subject teacher went to class X IPA. When the teacher arrived, the teacher greeted the students and checked the students' attendance to make sure every student came and joined the lesson. At that time all students seemed to be present. At the beginning of the lesson, the teacher opened the class with a sparking question related to the topic of sports and health. The questions asked were authentic and relevant to the situation faced by the students, such as the importance of maintaining a healthy body and the sports activities they do daily. Some students responded enthusiastically, showing engagement in the initial discussion. The teacher then explains that the students will make a flip book as the final product of this project. Next, the teacher together with the students develops a complete schedule for the implementation of the project from the beginning to the presentation stage. The teacher directs the students to look for references from the internet, including videos, songs, and podcasts as authentic materials. Students show interest and start looking for these references. The teacher also guides the division of roles in the group, and they agree on the deadline for completion for each stage, including the final presentation time.

Observer : Rasmi

Location : Classroom of X IPA

Date Observation : 27 Mei 2025

At 07.30 AM the researcher made an observation that focused on monitoring students' projects. The teacher actively went around between groups, monitoring the extent to which students used authentic materials in making flip books. Some groups showed the reference materials they got from the internet. The work process seemed to be in accordance with the plan that had been previously developed with the teacher. Students seemed to work in groups collaboratively. If they encountered difficulties, they asked directly to the teacher who readily provided guidance and clarification. This interaction shows a good relationship and open communication between teachers and students in the context of project-based learning.

Observer : Rasmi

Location : Classroom of X IPA

Date Observation : 03 Juni 2025

In the last observation, students presented the flip book projects they had created. Each group explained the content of their flip book, including how they processed and used authentic materials such as videos and songs in their project. After the presentation, the teacher facilitated a reflective discussion. Students are given the opportunity to give feedback to each other, and the teacher provides assessment based on agreed criteria: use of authentic materials and creativity in presentation. At the end, the teacher invites students to share their experiences orally. Some students expressed challenges in finding authentic materials, while others found the experience fun and insightful. The teacher encourages discussion on what could be improved for future projects, and students openly give suggestions.

Observer : Rasmi

Location : Teachers' Room

Date Observation : 04 Juni 2025

The researcher conducted an interview directly with the English teacher of class X IPA at MA Muallimin Muhammadiyah Makassar, namely Mrs. Musdalifah Y., S.Pd., M.Pd, after previously conducting a class observation. The interview took place in a relaxed but structured atmosphere, with the researcher asking questions related to the teacher's experience in implementing project-based learning and the use of authentic materials such as YouTube videos, songs, and podcasts in the learning process. The teacher gave detailed and reflective answers, explaining how she guided students in exploring authentic materials, strategies used to increase student engagement, as well as students' responses to the approach. During the interview, the researcher recorded relevant key points to be further analyzed in the study.

Observer : Rasmi

Location : Teachers' Room

Date Observation : 01 Juli 2025

At 1:00 PM, I visited MA Muallimin Muhammadiyah Makassar to complete the final administrative process related to my research. I first met with the Head of Administration to arrange a letter confirming that I had completed my research at the school. The process went smoothly and I received helpful assistance. After that, I met with the Principal to request a signature on the necessary documents and to personally present the results of my research. During the meeting, I also handed over a hard copy of my thesis to be kept at the school as part of their archive. At the end of the visit, I expressed my gratitude for the support and cooperation provided during the research process and formally took my leave from the school.

Appendix 7 Lesson Plan

MODUL AJAR

BAB 3 : SPORTS AND HEALTH

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Musdalifah Y, S.Pd., M.Pd
Satuan Pendidikan	: MA Muallimin Muhammadiyah Makassar
Kelas / Fase	: X (Sepuluh) - E
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 4 JP (2 x45)
Tahun Penyusunan	: 2025

B. KOMPETENSI AWAL

A procedure text is a text that gives instructions for doing a particular activity. It can also serve to explain how something works. It aims to give instruction or to explain how something can be done. It uses imperative and consists of goal or purpose, may or may not contain materials, and steps.

C. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

D. SARANA DAN PRASARANA

- | | | |
|-----------------------|----------------|------------------------------|
| 1. Laptop/Komputer PC | 3. Buku Teks | 5. Akses Internet |
| 2. Handphone | 4. White Board | 6. Infokus/Proyektor/Pointer |

E. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PjBL).

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Memproduksi teks prosedur lisan dan teks prosedur tulis multimoda tentang cara menjaga dan mempertahankan kesehatan isik dan mental sesuai dengan konteks dan tujuan yang hendak dicapai.

B. PEMAHAMAN BERMAKNA

A procedure text is a text that gives instructions for doing a particular activity. It can also serve to explain how something works. It aims to give instruction or to explain how something can be done. It uses imperative and consists of goal or purpose, may or may not contain materials, and steps.

C. PERTANYAAN PEMANTIK

- Why do you think you need to stay healthy?
- Can you mention one creative way of staying healthy?

D. KEGIATAN PEMBELAJARAN

<p>PENDAHULUAN (15 Menit)</p>	<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 • Guru memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan <i>Profil Pelajar Pancasila</i>; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
--	--

<p>KEGIATAN INTI (105 Menit)</p>	<p>Menentukan Pertanyaan Mendasar</p>	<ul style="list-style-type: none"> • Guru kemudian dapat memulai pembelajaran dengan mengingatkan peserta didik pada Covid-19 sebagai bahaya dan tantangan kembali. • Guru menanyakan pada peserta didik kegiatan yang dapat dilakukan untuk membuat tubuh sehat dan lebih tahan dari serangan Covid-19. • Guru mengajukan pertanyaan-pertanyaan pemantik lainnya seperti yang ada dalam Buku Siswa. • Guru menyimak jawaban yang diberikan peserta didik dan memberi masukan kata/ungkapan Inggris bila diperlukan peserta didik untuk menjawab pertanyaan. • Peserta didik mengamati dan menganalisa video yang ditampilkan oleh guru yaitu menayangkan sebuah video singkat yang berjudul “Promoting Healthy Lifestyle” dari tautan https://www.Youtube.com/watch?v=Fi4RKAxmW-A. • Guru menanyakan dan merespon pendapat peserta didik tentang isi video dengan mengajukan pertanyaan-pertanyaan seperti berikut ini: <ul style="list-style-type: none"> - <i>What did you see in the video?</i> - <i>Do you think you can do what the girl was doing? Why?</i> - <i>Do you learn anything from the video? What are they?</i> • Peserta didik menganalisa dan menjawab pertanyaan dari guru • Guru menyampaikan bahwa siswa akan mengerjakan
---	---	---

		sebuah proyek berupa <i>Flip Book about Sports & Health</i> tentang materi pembelajaran yang berlangsung
	Perencanaan Desain Proyek	<ul style="list-style-type: none"> • Guru membagi peserta didik kedalam sebuah kelompok heterogen (4-5) siswa • Peserta didik berdiskusi dengan teman kelompoknya menentukan proyek yang akan dikerjakan • Peserta didik mengumpulkan informasi terkait proyek yang akan dikerjakan • Peserta didik mendesain flip book project yang akan dikerjakan.
	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"> • Siswa menyelesaikan proyek dengan difasilitasi dan dipantau guru, yaitu mencari atau mengumpulkan data/material dan kemudian mengolahnya untuk menyusun/mewujudkan bagian demi bagian sampai dihasilkan produk akhir. • Guru memfasilitasi siswa dalam membuat laporan, termasuk melaporkan proses berlangsungnya tugas proyek serta menceritakan hambatan dalam mengerjakan tugas proyek sebagai bentuk refleksi kegiatan dalam pembelajaran
		<ul style="list-style-type: none"> • Guru Menyiapkan lembar penilain kepada setiap

	Menilai Hasil	<p>kelompok</p> <ul style="list-style-type: none"> • Setiap kelompok mempersentasikan Flip Book yang telah dikerjakan terkait dengan Sports & Health • Peserta didik dan guru melakukan penilaian dari hasil proyek yang ditampilkan oleh kelompok lain.
PENUTUP (10 Menit)	Evaluasi Pengalaman Belajar	<ul style="list-style-type: none"> • Siswa dan guru merefleksikan pengalaman belajar terkait pengerjaan proyek • Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. • Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

E. ASESMEN / PENILAIAN

- Guru menjelaskan bahwa untuk mengukur pengetahuan dan keterampilan peserta didik tentang materi yang disampaikan pada bab, mereka harus membuat sebuah proyek yang akan mereka sajikan di depan kelas.
- Guru menyampaikan bahwa peserta didik akan bekerja dalam kelompok untuk menyelesaikan proyek tersebut.
- Guru menyampaikan bahwa peserta didik dapat menyelesaikan proyek ini di luar kelas (atau secara *asynchronous*, apabila kelas dilakukan secara daring).
- Guru menjelaskan langkah-langkah pembuatan proyek itu dan rubrik penilaian yang akan digunakan untuk menilai pekerjaan peserta didik seperti dijelaskan di Buku Siswa.
- Guru menyampaikan bahwa peserta didik dapat bertanya atau berkonsultasi selama penyelesaian proyek itu.
- Guru memberikan masukan, atau revisi apabila diperlukan selama peserta didik menyelesaikan proyek mereka.
- Ketika proyek sudah selesai dikerjakan, guru meminta peserta didik untuk menyajikan proyek mereka pada kelas dan melakukan penilaian berdasarkan rubrik yang ada di Buku Siswa.

F. PENGAYAAN DAN REMEDIAL

Pengayaan

- Guru meminta peserta didik untuk membaca potongan teks laporan penelitian dan merambah tautan laman yang disediakan untuk mengetahui lebih jauh tentang hasil penelitian tersebut dan teks yang digunakan untuk menggambarannya.
- Guru meminta peserta didik melakukan hal berikut (setidaknya selama satu minggu):
 - Membuat jurnal harian, termasuk akhir pekan, dari kehidupan sehari-hari mereka.
 - Menggunakan bahasa Inggris dalam menulis jurnal mereka.
 - Mencantumkan emosi, perasaan, dan pikiran serta peristiwa apa yang terjadi.
- Guru meminta peserta didik mendiskusikan pertanyaan berikut: (Setelah satu minggu peserta didik menulis jurnal):
 - Menurut mereka, mengapa membuat jurnal dapat membantu mereka mengurangi stres.
 - Bagian mana dari penulisan jurnal yang paling membantu kesehatan mental mereka?
 - Bagaimana menulis jurnal dalam bahasa Inggris membuat stres mereka menjadi berkurang jauh?

Remedial

- Guru menjelaskan bahwa peserta didik perlu melakukan pengecekan terhadap pemahaman mereka pada materi yang diajarkan pada bab ini.
- Guru meminta peserta didik untuk menjawab pertanyaan yang disediakan di Buku Siswa.
- Guru menyampaikan bahwa peserta didik perlu melakukan revidi bab itu secara individu dan dapat dilakukan di kelas atau di luar kelas.
- Guru menyampaikan bahwa peserta didik perlu melakukan revidi bab itu secara mandiri dan jujur menilai pemahaman dirinya.
- Guru menjelaskan bahwa dengan mengerjakan *progress check* itu peserta didik dapat mengukur sejauh mana mereka telah memahami materi yang diajarkan pada bab itu dan mengetahui bagian yang mereka belum pahami dan kuasai.

G. REFLEKSI

- Guru menjelaskan bahwa peserta didik perlu melakukan refleksi atas apa yang telah mereka pelajari.

- Guru menjelaskan bahwa releksasi yang mereka lakukan tidak saja penting bagi mereka tetapi juga penting bagi guru karena releksasi peserta didik memberikan gambaran bagi guru bagaimana perasaan peserta didik tentang materi yang sudah dijelaskan, cara guru menyampaikan pembelajaran dan hal-hal yang sudah dipelajari peserta didik.
- Guru meminta peserta didik menuliskan hal-hal yang tidak dipahami dari materi pelajaran yang telah mereka pelajari.
- Guru menginformasikan pada peserta didik bahwa releksasi yang mereka lakukan mengikuti arahan yang disediakan pada Buku Siswa.

H. DAFTAR PUSTAKA

- *Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X*, Kemdikbudristek, Jakarta 2022.
- *Buku Panduan Siswa Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X*, Kemdikbudristek, Jakarta 2022

Mengetahui,

Makassar, Mei 2025

Kepala Madrasah

Guru Mata Pelajaran

(Muhajir Basri, S.Pd.I)

(Musdalifah Y, S.Pd., M.Pd)

NPK. 9822400155094

NPK. 6826090130013

Appendix 8 Surat Keterangan Bebas Plagiat



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

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

Nama : Rasmi
Nim : 105351101421
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	6%	10 %
2	Bab 2	17%	25 %
3	Bab 3	8%	10 %
4	Bab 4	1%	10 %
5	Bab 5	4%	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 21 Juli 2025

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



Muhammad Chum., M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

Appendix 9 Surat Pengantar Penelitian



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837 / 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id



Nomor : 0371 / FKIP / A.4-II/IV/1446/2025
Lamp : 1 Rangkap Proposal
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di,

Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa benar mahasiswa tersebut di bawah ini:

Nama : Rasmu
NIM : 105351101421
Prodi : Pendidikan Bahasa Inggris
Alamat : Mallengkeri
No. HP : 082343431890
Tgl Ujian Proposal : 27 Maret 2025

akan mengadakan penelitian dan atau pengambilan data dalam rangka tahapan proses penyelesaian Tugas Akhir Kuliah (Skripsi) dengan judul :
"Engaging Efl Students In Exploring Authentic Materials In Project-Based Learning"

Demikian Surat Pengantar ini kami sampaikan kepada Bapak/Ibu, atas perhatian dan kerjasamanya ucapkan terima kasih
Jazaakumullahu Khaeran Katsiraan.
Wassalamu Alaikum Warahmatullahi Wabarakatuh.

30 Syawal 1446 H
Makassar -----

29 April 2025



Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934



Terakreditasi Institusi

Appendix 10 Surat Permohonan Izin Penelitian



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 6838/05/C.4-VIII/IV/1446/2025

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

29 April 2025 M

01 Dzulqa'dah 1446

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 0371/FKIP/A.4-II/IV/1446/2025 tanggal 29 April 2025, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **RASMI**

No. Stambuk : **10535 1101421**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"ENGAGING EFL STUDENTS IN EXPLORING AUTHENTIC MATERIALS IN PROJECT
BASED-LEARNING"**

Yang akan dilaksanakan dari tanggal 1 Mei 2025 s/d 1 Juli 2025.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LPSM,

Dr. Muhsin Arief Muhsin, M.Pd.
NBM 1127761

Appendix 11 Surat Izin Penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : 8992/S.01/PTSP/2025
Lampiran : -
Perihal : Izin penelitian

Kepada Yth.
Walikota Makassar

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 6838/05/C.4-VIII/IV/1446/2025 tanggal 29 April 2025 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : RASMI
Nomor Pokok : 105351101421
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Slt Alauddin No 259 Makassar

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" ENGAGING EFL STUDENTS IN EXPLORING AUTHENTIC MATERIALS IN PROJECT-BASED LEARNING "

Yang akan dilaksanakan dari : Tgl. 06 Mei s/d 01 Juli 2025

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 06 Mei 2025

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth

1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*

KETENTUAN PEMEGANG IZIN PENELITIAN :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/Walikota C q. Kepala Bappelitbangda Prov. Sulsel, apabila kegiatan dilaksanakan di Kab/Kota
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) eksamplar hardcopy dan softcopy kepada Gubernur Sulsel. Cq. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Prov. Sulsel
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

REGISTRASI ONLINE IZIN PENELITIAN DI WEBSITE :

<https://izin-penelitian.sulselprov.go.id>



NOMOR REGISTRASI/ 20250504860260



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 'Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah.'
- Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**
- Surat ini dapat dibuktikan keasliannya dengan melakukan scan pada QR Code



Appendix 12 Kontrol Pelaksanaan Penelitian



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Rasmi
NIM : 10535101421
Judul Penelitian : Engaging Efl Students in Exploring Authentic Materials in Project- Based Learning
Tanggal Ujian Proposal : 27 Maret 2025
Tempat/Lokasi Penelitian : MA Muallimin Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu/14 Mei 2025	Penyampaian surat penelitian dari kampus kepada kepala sekolah	Musdalifah Y, S.Pd., M.Pd	
2	Rabu/14 Mei 2025	Menyampaikan tujuan penelitian pada guru pamong	Musdalifah Y, S.Pd., M.Pd	
3	Rabu/14 Mei 2025	Menjelaskan tujuan penelitian kepada siswa sebelum memulai penelitian dikelas	Musdalifah Y, S.Pd., M.Pd	
4	Selasa/20 Mei 2025	Observation 1	Musdalifah Y, S.Pd., M.Pd	
5	Selasa/27 Mei 2025	Observation 2	Musdalifah Y, S.Pd., M.Pd	
6	Selasa/03 Juni 2025	Observation 3	Musdalifah Y, S.Pd., M.Pd	



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

7	Rabu/04 Juni 2025	Interview	Musdalifah Y, S.Pd., M.Pd	
8	Selasa/01 Juli 2025	Penelitian selesai	Musdalifah Y, S.Pd., M.Pd	
9				
10				

Mengetahui,

Makassar, 01 Juli 2025

Ketua Program Studi,
FKIP Prasmuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Kepala Sekolah/Instansi

M. Muallimin, S.Pd.I
NPK. 9822400155094



Appendix 13 Surat Selesai Meneliti



MAJELIS PENDIDIKAN DASAR MENENGAH DAN PENDIDIKAN NONFORMAL

MADRASAH ALIYAH SWASTA (MAS)

MUALLIMIN MUHAMMADIYAH CABANG MAKASSAR

JL. Muhammadiyah No. 51 B. Makassar 90171 NPSN 40320491

Website : <http://mamualiminmks.madrasahebat.com/> e-mail : ma_muallimin_makassar@madrasahebat.com

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT SELESAI MENELITI

NOMOR: 174/IV.4.AU/F/2025

Yang bertanda tangan di bawah ini :

Nama : Muhajir Basri, S.Pd.I

NUPTK : 9822400155094

Jabatan : Kepala Madrasah MAS Muallimin Muhammadiyah

Alamat : Jl. Muhammadiyah No. 51 B

Dengan ini menerangkan bahwa mahasiswa dibawah ini :

Nama : Rasmi

No. Stanbuk : 105351101421

Universitas : Universitas Muhammadiyah Makassar

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Program Studi : Pendidikan Bahasa Inggris

Alamat : Jl. Sultan Alauddin No 259

Benar-benar telah selesai melakukan penelitian di MAS Muallimin Muhammadiyah Cabang Makassar selama 3 (Tiga) bulan, terhitung mulai tanggal 06 Mei s/d 01 Juli 2025 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **“Engaging Efl Students In Exploring Authentic Materials In Project – Based Learning”**.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 05 Muharram 1447 H

01 Juli 2025 M

Mengetahui,

Kepala Madrasah,

Muhajir Basri, S.Pd.I

NUPTK. 9822400155094



Appendix 14 Letter Of Acceptance (LoA)

	UNIVERSITAS PASUNDAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PENDAS : JURNAL ILMIAH PENDIDIKAN DASAR Jl. Tamansari No. 4 s.d. 8 Kota Bandung. e-mail : jurnalilmiahpendas@unpas.ac.id Web OJS 3.0: http://journal.unpas.ac.id/index.php/pendas HP (085223970654)		
SURAT KETERANGAN PENERBITAN ARTIKEL (LOA)			
Nomor Surat : 13804 / DR / Pendas / VII / 2025			
Saya yang bertandatangan di bawah ini sebagai Pemimpin Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar, menyatakan dengan sesungguhnya bahwa artikel dengan judul : ENGAGING EFL STUDENTS IN EXPLORING AUTHENTIC MATERIALS IN PROJECT-BASED LEARNING dan identitas penulis sebagai berikut.			
Nama Penulis	: Rasmi, Ummi Khaerati Syam, Sujariati		
Asal Institusi	: Universitas Muhammadiyah Makassar		
Penerbitan	: Volume 10 No. 3, September 2025		
Artikel yang bersangkutan akan diterbitkan pada jurnal Pendas: Jurnal Ilmiah Pendidikan Dasar paling lambat Awal September Tahun 2025 . Demikian agar yang berkepentingan maklum. Terima kasih.			
Bandung, 28 Juli 2025			
Ketua Dewan Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar			
			
Acep Roni Hamdani, M.Pd. NIDN. 0418048903			
INDEXING			
			
			
ISSN Cetak : 2477-2143 (SK ISSN CETAK PDII LIPI 0005.24772143/JI.3.1/SK.ISSN/2015) http://u.lipi.go.id/1446425139			
ISSN Online : 2548-6950 (SK ISSN ONLINE PDII LIPI : 0005.25486950/JI.3.1/SK.ISSN/2016.12) http://u.lipi.go.id/1457947422			

Appendix 15 Documentation







CURRICULUM VITAE



Rasmi. She was born in Mundan, Enrekang Regency, on December 1, 2003. She is the daughter of Mr. Muktar Tato and Mrs. Sanuria and the youngest of six children. She began her formal education at SDN 155 Lombok in 2009 and graduated in 2015. That same year, she continued her studies at SMPN 7 Alla from 2015 to 2018. After completing junior high school, she attended SMAN 11 Enrekang and graduated in 2021. She then enrolled at the University of Muhammadiyah Makassar as a student in the English Education Department, Faculty of Teacher Training and Education. In 2025, she completed her undergraduate studies by writing a scientific work entitled *"Engaging EFL Students in Exploring Authentic Materials in Project-Based Learning"*.

