

Implementation of The Project Based Learning Model in Teaching English of Students at SMK Negeri 1 Tanjung Raya

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Abstrak

Proses pembelajaran guru Bahasa Inggris belum memenuhi kategori pembelajaran khususnya penerapan project based learning. Pembelajaran berbasis proyek adalah strategi pembelajaran di mana siswa harus membangun sendiri representasi pengetahuan konten yang memiliki 6 langkah: 1) pertanyaan penting, 2) mengembangkan perencanaan proyek, 3) membuat jadwal, 4) memantau siswa dan kemajuan proyek, 5) menilai hasilnya, dan 6) mengevaluasi pengalaman. Pembelajaran ini sangat berpengaruh terhadap hasil presentasi siswa dimana siswa memiliki keterbatasan kosa kata untuk mengungkapkan ide secara lisan dalam bahasa Inggris dan rendahnya nilai siswa berada di bawah standar nilai minimal pada saat belajar bahasa Inggris. Penelitian ini dilakukan untuk mengetahui bagaimana penerapan pembelajaran berbasis proyek dalam pengajaran bahasa Inggris di SMK Negeri 1 Tanjung Raya. Informan yang digunakan adalah 2 orang guru untuk ikut serta dalam penelitian ini. Purposive sampling digunakan untuk pengambilan sampel. Desain penelitiannya adalah observasi dan wawancara, jenis penelitiannya adalah kualitatif, dan metode penelitiannya adalah deskriptif kualitatif. Berdasarkan hasil penelitian diketahui terdapat perbedaan pelaksanaan pembelajaran proyek berbasis yang dilakukan oleh 2 orang guru bahasa Inggris. Hasil penelitian tergambar bahwa terdapat perbedaan aktivitas siswa dalam proses pembelajaran dengan penerapan model pembelajaran Project Based Learning. penilaian siswa sangat tinggi dibandingkan dengan nilai siswa yang hanya menggunakan beberapa langkah pembelajaran Project Based Learning dalam meningkatkan pengajaran bahasa Inggris.

Kata kunci : *Model Project Based Learning*

Abstract

The learning process the teacher English does not fulfill the learning category, especially the application of project based learning. Project based learning is a learning strategy in which students must build their own content knowledge of representation which has 6 steps: 1) essential questions, 2) develop project planning, 3) create schedule, 4) monitor the students and progress of the project, 5) assess the outcome, and 6) evaluate the experience. This learning is very influential on the results of student presentations where students have limited vocabulary to express ideas orally in English and students' low scores are below the minimum standard score when learning English. This research was conducted to find out how is the implementing of project-based learning in teaching English at SMK Negeri 1 Tanjung Raya. The informants used were 2 teachers to participate in this study. Purposive sampling is used for sampling. The research design is observation and interview, the type of research is qualitative, and the research method is descriptive qualitative. Based on the results of the research it is known that there are differences in the implementation of the project based learning carried out by 2 teachers in English. The results it is illustrated that there are differences in the activity of students in the learning process by implementation the Project Based Learning learning model. student ratings are very high compared to student

scores that only use a few Project Based Learning learning steps in improving teaching English.

Keywords: *Project Based Learning*

INTRODUCTION

The 2013 curriculum is a strategies step in responding to educational problems and anticipating challenges with open competition globally. The policies taken are related to subjects, learning objectives, and learning strategies, including learning models. The learning model is a conceptual framework about systematic procedures in organizing learning experiences to achieve learning objectives, both for students and for teachers. There are 4 learning that are suggested. It includes, the discovery learning model, the inquiry learning model, the problem-based learning model and the project-based learning model. One of learning model that help students to be more active and creative is Project Based Learning. Project Based Learning (PjBL) is a learning model that uses projects/activities as the core of tutoring. The students learn to explore, assess, interpret, synthesize to produce various forms of learning outcomes. Project-Based Learning uses problems as the first step in gathering and integrating new knowledge based on experience in real activities. However, project-based learning can be implemented in teaching and learn English by considering two factors, namely well-designed planning and highly qualified teachers (Kemdikbud,2014). Good planning is one of them necessary key to the success of project-based learning. Again, project-based learning can be very useful in EFL (English as a Foreign Language) program if the project is developed through carefully planned and managed instructional benchmarks.

According to Brown states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand the lesson (Brown, H-Douglas, 2000). According to Hutchinson and Waters in Melyann Melani, English for specific is explained as an approach to the teaching of language where all decision regarding the content and method are made on the basis of students' reason for learning (Melani, Melyann,2021). Teaching English to students is challenging. Sometimes teachers have to act and think like children to feel the same way and encourage them. Plus, there's a lot teachers should know about young learners.

Based on preliminary research by conducting observations and interviews at SMK Negeri 1 Tanjung Raya, researchers found several problems. First, teachers have difficulty implementing PjBL because of limited teaching hours, and Project Based Learning has a lengthy procedure. Second, students have limited vocabulary to express their ideas orally in English, and find it difficult to English. The final problem that the researchers found was that students' English scores were below the Minimum Standard Score or KKM.

METHODS

The researcher used descriptive qualitative research. According to Gay in MP Dewi states that the descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study (Dewi, Merry Prima, 2019). In descriptive research, the research tried to describe the phenomena's based on the current status found in the field. According I. Gunawan in Reflinda, qualitative research is research conducted to find out human problems by providing an overall picture and complex ideas using words or linguistic or language from sources in research settings (Sya'ban,Wira & Reflinda R, 2021). It means that in qualitative research, the researcher to give the treatment to the object of the research. Informants in research must be people who have the desired information and will to provide it (L.R.Gay, 1990). The informants of this study were English. Teachers of class XI students using Project Based Learning at SMK N 1 Tanjung Raya. Researchers used purposive sampling in determining informants. Purposive sampling will be used if the sample has certain criteria related to the purpose of the study (Margono, 2007). The teacher said that the teacher used a project-based learning model in the process of

teaching English, then the researcher chose one of the teachers as the key informant in this study.

The research instruments are observation and interviews. Observation is an activity to take a note systematically for symptoms that appears in the research object (Margono, 2007). The observation was arranged with name of the teacher who teach English subject, observation place, time, and items to observe. The researcher gave checklist to each item which occur during observation. In this research, the researcher interviewed the teacher to get the information from the teacher related about Implementation of The Project Based Learning Model in Teaching English of Students at SMK Negeri 1 Tanjung Raya.

Based on data was collected through observation and interviews, then the research used qualitative methods. The observation is a technique data collection was done in a systematic and deliberate through the observation and recording of symptoms were investigated (Sugiyono, 2007). The observation was arranged with name of the teacher who teach English subject, observation place, time, and items to observe. Interview is a process of communication or interaction to collect information by a question and answer researcher and informants or researcher subject (Sugiyono, 2007). It means interview is conversation between interviewer and interviewee in order to get the information through some question and responses.

RESULT AND DISCUSSION

Result

Description of the data

The data in this research were collected from the XI SMK Negeri 1 Tanjung Raya. There was one information of this research that was the English teacher of SMK Negeri 1 Tanjung Raya. Instrument of this research was observation and interview. Observation consist of six procedure of implementation the project-based learning model. The interview consist of five question about project-based learning model. The research found that the teacher used project-based learning in teaching English. When the researcher comes to the class, the researcher looked two teacher's implementation of project-based learning in invitation letter. From the observation conducted, the researcher found that two teachers's carried out some these procedures of the project-based learning. However, based on the intevieew with the teacher, the teacher said that implemented the project-bosed learning. The, during the learning process, the project-based learning made students active in express ideas or opinion in presenting the result of the project.

Data Analysis

Based on observation, the teacher used two meetings in implementing the project based learning model of in teaching English. The researcher entered class XI RPL. Where at this meeting the teacher used six steps which were applied, namely essential questions, design a plan for the project, create a schedule, monitor the students and progress of the project, assess the outcome and evaluate the experience. First stage, opening the essential question. Before entering teacher learning, the teacher greeted the students, asked the students' readiness, and took attendance. The teacher explains the material invitation. Then the teacher asks students to note material about the invitation that has been explained. Second stage, plan the project. After that, the teacher introduces project assignments, namely the project of making invitation cards. The teacher gives groups to students to make it easier to understand the project. In class XI RPL who attended consisted of 17 students and was divided into four groups. The teacher distributes HVS paper to make invitation card designs. Each group is free to choose the invitation design and theme. Next, the teacher opens a discussion about what topic he wants to discuss in his group, be it in terms of the theme or the body of the invitation. The teacher gives an example of how to make an invitation card, be it a body invitation to design an invitation. Third stage, create a schedule of activities. The teacher explains the time limit for this project is one week. The teacher explained that there were a number of things that were assessed in this project assignment

where each group had to make an invitation card design as attractive as possible. Fourth stage, monitoring the students and progress of project . The group determines the theme to be made and the body of the invitation. Meanwhile the teacher walked around the group by observing students if they had difficulties in making invitation cards. in Class XI RPL, where teachers continued activities to assess the results and evaluate the experience. Each group member came to the front of the class to present their project, clearly stated the theme and body that would be displayed in front of the class. In the next activity, the teacher asked other groups to comment on the group that presented their project in front of the class. Where the results of the researchers found that group 1 explained the theme of the invitation, namely Happy Birthday, group 2 namely weeding party, group 2 namely weeding party, and group namely baby shower. The last stage, evaluate the experience. After all of the groups finished presenting their project. Then the teacher provides feedback on the results of the presentation in each group. The next activity, the teacher collects projects that have been presented. The teacher 50 gives information to students that next week they will enter new material. The last activity, the teacher according to learning.

Several steps for one meeting were carried out by the English teacher in implementing PjBL in class XI DPIB. The first stage, the opening of the lesson in the form of challenging questions. Before entering teacher learning, the teacher greets the students, and took attendance. The teacher explains the invitation material. The teacher asks several questions to the students, Then, the teacher shows the wedding invitation card. Second stage, planning projects. After that the teacher gave a project assignment, namely the project of making invitation cards. The teacher asks students to work individually. The teacher gives instructions to students what to make on invitation cards, namely the name of the recipient and sender, day/date, time of place and the contents of inviting people to go to the event. Third stage, monitoring the students and 49 progress of the project. In the next activity, students are given time to determine what invitations to make. Meanwhile the teacher goes around the group by observing students if they have difficulty in making invitation cards. Fourth stage, assessment of the products produced. The teacher does not ask students to presentation the invitation that the students made. The teacher only assesses student assignments in their respective benches while walking around. The last stage, evaluate the experience. The teacher provides feedback to students regarding invitation learning, namely the definition of invitation and the structure of invitation. The last activity, the teacher closed the lesson.

Researchers conducted interviews with two teachers, namely teachers who taught in Class XI RPL and XI DPIB. Some questions have been provided, especially about the implementation of project based learning model in teaching English. The researcher began the interview by first asking permission from the teacher concerned to be interviewed. Table is a display of data collected from interviews with teachers in class XI DPIB and XI RPL.

Table Teacher interview result

Class	Researcher Question	Answer Teacher
XI DPIB	In the 2013 curriculum, it is recommended to use a learning model, one of which is the PjBL model. Do you apply the learning model?	Yes, ms used the project based learning model.
	Based on the RPP, do you usually use the PjBL model? If Yes, Why? If No, Why?	Ms does not apply the entire project based learning model, because project-based learning has 6 stages that take a long time to complete.
	How is PjBL implemented in English	I don't really understand what the PjBL method is, in my opinion the way to apply this model is to frequently use project-based learning steps in class so that it makes it easier for teachers

<p>learning activities?</p> <p>How is the average in teaching English ability of students in receiving learning materials using the PjBL model?</p> <p>What are the teacher's problems and solutions in using the PjBL model with students' English?</p>	<p>to teach English. This can be seen from the participation of students in learning English.</p> <p>According to Ibuk, the average English learning ability of the Pjbl model is not too bad.</p> <p>The problem that occurs to Ibuk when using the project-based learning model is the mismatch 52 between the selection of the model and the characteristics of the material. Meanwhile, the implementation of PjBL steps cannot be carried out in 1 meeting but in 4 meetings. The solution to this problem is to make lesson plans to expedite the learning process using the PjBL model.</p>
<p>XI RPL In the 2013 curriculum, it is recommended to use a learning model, one of which is the PjBL model. Do you apply the learning model?</p> <p>Based on the RPP, do you usually use the PjBL model? If Yes, Why? If No, Why?</p> <p>How is PjBL implemented in English learning activities?</p> <p>How is the average in teaching English ability of students in receiving learning materials using the PjBL model?</p> <p>What are the teacher's problems and solutions in using the PjBL model with students' English?</p>	<p>Yes, Ms implementation the project based learning model, it's very good to implement. With this model students can think actively in the classroom.</p> <p>Yes, based on the learning implementation plan this model has a positive impact on students in expressing their ideas by generating creative ideas, because project-based learning is suitable for use in Vocational High Schools.</p> <p>According to Ms. the application of this model by frequently using these project-based learning steps in the classroom thereby making it easier for teachers to teach English. This can be seen from the participation of students in learning English. Students' English ability is assessed from students' understanding of the material, so far using the project based learning model, the average student's English ability has increased.</p> <p>The obstacle that occurs is the ability to understand and apply the PjBL model in learning. The solution to this problem is to know the advantages and disadvantages of the PBL learning model, we give projects to students, this will generate ideas,</p>

enthusiasm, and students' interest in learning and can encourage English, and they also learn in teamwork, share information with each other and encourage them to be responsible people.

The researcher asked about the application of the project based learning model applied by teachers in English Language Teaching, based on interviews of class XI RPL teachers in implementing the project based learning model allows teachers to improve students' understanding in expressing ideas or critical thinking. While the teacher in class XI DPIB only a few steps are applied to implement the model of project based learning affect students are not active in expressing ideas.

Discussion

Researchers explain the use of Project Based Learning (PjBL) in teaching English for class XI RPL and XI DPIB at SMK Negeri 1 Tanjung Raya. Based on observation and interview of the research that has been done already discussed. Project-based learning has several stages of implementation, namely essential question, designing project plans, create a schedule, monitoring student and progress, assessing result, and evaluating (Thomas J.W, 2000).

The first step is giving essential question

The teacher in his class opened a discussion about students' opinions about how learning is done, this topic is related to the students' daily environment. Students can be given assignments to complete activities when learning begins with questions. That the subjects chosen must begin with a thorough examination and be consistent with realities in the real world. However, teachers who teach in class XI RPL do not use media to ask questions. Media is anything that can be used to convey messages from the sender to the recipient of the message. In this case, it is the process of stimulating students' thoughts, feelings, attention, and interests so that the learning process can be established. Based on this statement, it can be concluded that learning media is a tool that teachers use as a teaching aid.

The second step is planning the project

The teacher introduces the project assignment, namely the invitation card making project. The teacher gives groups to students to make it easier to understand the project. Each group is free to choose the invitation design and theme. The teacher gives examples of how to make invitation cards, including the body of the invitation and designing the invitation. Learning centers, with their various themes and topics, allow children to expand their learning experiences and experiment with new material. According Rahayuningsih in Kardena Absharini, dkk. Explain teacher construct their own knowledge on the basis of experiecnce highlight the roles of school in teacher education program and opens the door to organizing teacher education according to the principle of learning through participation (Kardena, Absharini,ect, 2022). It refers to teachers task to develop th material by considering such factor. Teachers can utilize tools and materials available in their environment to make open materials varied.

The third step is create a schedule

At this stage the teacher who teaches in class XI DPIB does not yet have a project completion schedule, while the teacher who teaches in class Teachers who teach in class XI RPL must determine the deadline for giving assignments, and students must be given instructions on how to manage their time. Allow students to experiment, but the instructor should still remind students if their actions deviate from the project goals (Lestari T, 2015).

The fourth step monitoring the students and project progress

In the fourth step, gather students and project progress. At this stage, the teacher checks the project for each group's progress. The teacher opens the discussion by asking each group about the problems faced by students. Teachers help them if they have difficulties while working on projects. According to Alfian in V.Roza, teacher as the facilitator in the classroom needs to encourage students and raise their awareness to use some various strategies to speak and learn a language (Roza,Veni, 2019). Classroom discussion keeps running as long as students take parts and interact in their own repertoires to negotiate meaning by applying some strategies as expressed previously.Each group shares the task of making invitations and may also ask other groups if they don't understand. Accurate or relevant student perceptions of the environment, team work offers opportunities for increased knowledge and skill development that are recognized as characteristics of project-based learning activities.

The fifth step is assessing the results

The teacher who taught in class XI DPIB, the students did not present the results of their project in front of the class. In contrast to teachers who teach in class XI RPL, all groups explain the results of the project and group representatives come to the front of the class and deliver invitations. The other groups are asked to provide comments on the group making their presentation in front of the class after they have finished. Then the teacher provides feedback to each group. Assessments are carried out to assist teachers in determining the extent to which standards have been met, in measuring the development of each student.

The six steps evaluate the experience

Each teacher provides comments or input regarding the efforts made to complete each group's after they have all completed them. There are individual and group reflection exercises. Students must convey their thoughts and experiences through all stages of this project, because evaluation is a process that determines the conditions under which an objective has been achieved. Evaluation is also a process of understanding, giving meaning, obtaining and communicating information for decision making purposes (Amri,Sofan, 2013). The project-based learning model is very well implemented to implement. With this model students can think actively in class which is used to make students more creative and active. In addition, in teachers who link projects and learning materials. Project-based learning allows teachers to modify courses in various ways to suit local conditions.⁴⁹ This model makes the learning process inseparable from the classroom environment. Students become more familiar with the material. Because Project Based Learning can be tailored to each student's needs, elementary school children of all academic levels can participate. Teachers who teach in Class XI RPL using PjBL may be able to help students in solving class problems that require the required competencies. PjBL has been used in the classroom, providing many opportunities for students to work in groups, channel ideas, negotiate and understand points of view to complete projects.

CONCLUSION

Based on research the implementing of project-based learning model, it can be concluded that there are several steps used in class XI RPL and XI DPIB, the implement of project based learning model for teaching English. The teacher in class XI RPL uses six stages in teaching and learning activities in implementing project-based learning in class XI SMK Negeri 1 Tanjung Raya, namely essential questions, designing project plans and making schedules, monitoring students and project progress, assessing results, evaluating experiences. Meanwhile, teachers who teach in class XI DPIB only use 4 steps, namely essential questions, design a plan, monitoring the students and progress of the project, and evaluate the experience. Teachers who teach PjBL may be able to assist students in solving class problems that require the required competencies. PjBL has been used in the

classroom, giving students many opportunities to work in groups, express ideas, negotiate and understand points view to complete the task.

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