**THE IMPLEMENTATION OF PROJECT BASED LEARNING METHOD IN TEACHING ENGLISH AS A FOREIGN LANGUAGE AT SECONDARY SCHOOL**

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**ABSTRACT**

The objectives of the research are to explore the teacher’s way in implementing project based learning (PjBL) method, the teacher’s perception on the used of PjBL method, and the students’ responses to the implementation of project based learning in teaching English as a foreign language at secondary school

This study is conducted by using descriptive qualitative. The data of this research gained by involving an English teacher and 32 number of students of SMP Negeri 36 Makassar. There are two instruments used to collect data in this research, those are observation and interview which were analyzed by using interactive model of data analysis procedure consists of data collection, data display, data condensation, and conclusion-drawing/ verifying

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**INTRODUCTION**

Pedagogic competence is one of the competencies that must be possessed by a professional teacher, that is the ability to understand students, design and implement learning process, assess learning outcomes, and develop students to actualize their various potentials***.*** Teachers who master pedagogical competencies must at least know some learning methods or models in order to make the students learn or engage them into learning process, to guide them in achieving each goal of learning target that have been decided by the teacher before doing the teaching and learning process. Besides, learning does not solely mean how to make the students be smart but the point is how to make them learn. Therefore, using a method is very important for the teachers as the direction in doing learning activities.

 According to Bass (2011) a number of trends have contributed to the adoption of project-based learning as a 21st-century strategy for education. Cognitive scientists have advanced our understanding of how we learn, how we develop expertise, and how we begin to think at a higher level. Fields ranging from neuroscience to social psychology have contributed to our understanding of what conditions create the best environment for learning. Culture, context, and the social nature of learning all have a role in shaping the learner's experience. These insights help to explain the appeal of PjBL for engaging diverse learners.

 Since the implementation of the 2013 curriculum as the official curriculum from the government, there are several learning methods that are highly recommended to be applied in the teaching and learning process. Such as discovery learning method, problem based learning, cooperative learning, and project-based learning method or abbreviated as PjBL. In project-based learning, the students are involved in each learning step that starts from a planning, choosing theme, deciding to finish project schedules, and takes project performance or presentation. Project based learning is the method which is highly correlated to the goal of making students more able to think higher, work collaboratively, and do creatively in terms of the activities carried out in the learning process.

 Considering the fact of all the strengths offered in PjBL, the researcher is eager to explore the ability of the teacher in implementing PjBl method in teaching English as a foreign language. Whether or not the teacher find an easy way or any difficulties and challenges to implement this method. Therefore, the researcher is going to focus this research by finding out on how the teacher implement, what the teacher perception, and what the students’ responses toward the used of project based learning method.

A number of studies have observed PjBL method but the studies just focused on the achievement of PjBL method while in this research, this gap focused on the implementation of PjBL method in teaching English as a foreign language. Based on the illustration above, the objectives of this research were to explore: The teacher’s way in implementing PjBl method, the teacher’s perception on the implementation of PjBL method, and to know the students’ responses to the implementation of PjBL method in teaching English as a foreign language.

**RESEARCH METHOD**

This research employed qualitative research design to explore the teacher’s way in implementing PjBl method, the teacher perception, and the students’ responses to the implementation of project based learning in teaching English as a foreign language.

The subject of this research were an English teacher and 32 students of SMP Negeri 36 Makassar who were involved in the learning process. The observation was held in four meetings.

To gain the data, the researcher applied two instuments, namely observation which is consist of observational checklist, video recording and interview. The researcher observed and interviewed an English teacher related the teacher’s way and perception in implementing PjBL method and then interviewed 18 students from 32 related to their responses to the implementation of project based learning in teaching English as a foreign language.

The data were analyzed by using interactive model of data analysis consisting of data collection, data display, data condensation, and conclusion-drawing/ verifying (Miles, Huberman & Saldana, 2014).

**FINDINGS AND DISCUSSIONS**

After analyzing the recording, the data are presented based on the order of research questions as follow;

1. **How is project based learning (PjBL) method implemented in teaching English as a foreign language at secondary school?**

The teacher’s way to implement PjBL method in teaching and learning English at secondary school showed an outstanding points. The teacher in this case did some amazing things during conducting the teaching and learning process for several meetings. The first greater activity is called fresh opening. It was done at the opening stage of the learning process, before coming to the core activities. It aims to create a good atmosphere and attract the students’ attention tobe involved in the learning activities. The activities consist of asking the students to clap their hand three times, saying unique yel-yel, mentions the six expressions, and asking the students to smile. This extract shows what the students did in the *opening fresh.*

**Extract. 1 : Fresh opening**

*T : Remember our fun game?*

*Ss*  *: Yes, mam.. yel-yel mam*

*T* *: good, now let’s start…one two three ..go…who are you?*

*Ss. :“ we are the smart students”*

 *“we are the creative students*

 *“ we are happy learning English”*

*T* *: Smile..You….(singing)*

*Ss :“don’t Cry (singing)*

*T* *: Okey, thanks students*

*Ss* *: you are welcome, mam*

*T*  *: Okay.. well today we are going to continue our lesson, I still want to make sure the six sentences that we can not say in Indonesia in our classroom. Okay.. what is the first sentence …yak what is your name (sambil menuju ke arah siswa yang ditunjuk). Nasrullah, yes?*

*S* *:“what is the name of …*

 *“may I borrow your …,please.*

 *“may I go to the toilet, please*

 *“may I have a question, please*

 *“what is the English of …*

 *“may I ask a question, please*

*T* *: Good… clap your hand ..don”t forget only three times…1..2…3*

*Ss* *: (clap hand)*

Based on the extract above, it shows that the teacher did fresh opening by doing some fun activities everytime she presented her teaching material. The activities did in fresh opening are doing short game, following by clapping hand three times, saying unique yel-yel, mentions the six expressions, and asked the students to smile. All the activities are done before coming to the core activities. The teacher intension to do *fresh opening* is to make the students fresher, motivated, enjoyable, easy, and be ready to follow the lesson and engage in the learning process for furher step. It is supported by what Ersoz (2000) says and believes that fun activities is very motivating or can be very motivated in teaching a foreign language because it is fun and interesting. So that, the teacher in this case was very creative in inplementing PjBL method by creatnig a good athmosphere before the students coming to a serious activities.

It is also found the second greater way is called *recovering zone.* She did it in the core activities of the learning process. The activities done in this way are the teacher little bit shouted and said “class class, where is your smile, clap your hand three time, English? Having fun having knowledge yes-yes” The teacher then gave a command to continue their work.

The extract below is the activities called *recovering zone.*

***Extract. 2. Recovering zone***

*T : Class class, where is your smile, c’mon clap hand for three time…one,*

 *two, three, …okey, are you still strong? (while the teacher is smiling)*

*Ss : Yes mam ..*

*T : Good, very good. Now let’s continue your work. Sekarang lanjutkan*

 *yaa..semangaat.*

*Ss : OK …(the students get back to fimish their assignment)*

 This extract depicted what the teacher did in recovering zone in the learning activities. This action done when the teaching and learning process was taking place, where the teacher found that the students were starting to get bored, their concentration was breaking in doing their project. The teacher little bit shouted and said “class class” means that the teacher tried to atract the students’ attention. It was done to recover the students’ motivation and spirit to keep doing their project. Recovering zone used by the teacher for some times since the learning process was not alife. So, recovering zone was really helped the teacher to keep the teaching and learning process did exist.

 At the closing session, the teacher also did the third greater way, which is called *racing quiz*, where the students were provided some short questions then all groups must be ready to answer the question as fast as possible. The things that made the students having fun and motivated to join the racing quiz is when they are able to answer well and do it well the group would be the winner, and would get a prize from the teacher. The extract below shows what the teacher did in the racing quiz activities;

 ***Extract. 3. Racing quiz***

 *T : Wow.. thank you ..very good. Ok..eveyone, untuk smua back to*

 *your seat, please.. kmbali ke tempat duduk ta smua.*

 *Now, let; see whar the all group have performed.*

 *Ingat nak, seperti biasa, sebentar ada beberapa pertanyaan pendek,*

 *yang berhubungan dengan apa yang baru saja kita pelajari..ok?*

 *Jawabannya singkat karena smua tentang vocabulary. And there will be*

 *a prize for the winner..yesss*

*Ss : Yes mam, siiap ready mam..*

*T : Ok.. every group? Ready? Listen to the first question..ok?*

 *1. At seven o’clock. What will you say? Apa expresi mu ?*

*Ss : Sya mam…good morning.*

*T : Yess, one hundred for ..group apa nak?*

*Ss : Sun Flower group mam*

*T : Ok, sun flower .. one hundred for you.. clap hand three times one, two,*

 *Three.. Ok next question, Ready???*

*Ss : Yeeesss*

The extract showed how the teacher did her racing quiz enthusastically. This activity done by the end of the teaching and learning process was almost finished.

The teacher’s intention to do this activiy is to recall what the students’s have just learnt. It was formed in the short and simple quiz, so the students were racing to get the answer, because the group that gave the best answer would get the prize.

Skinner (1969) said that the most important element in learning is reinforcement. The point is that the knowledge formed through the stimulus. Stimulus response will be stronger if given reinforcement. Based on Skinner’s opinion, it is clear that when the teacher applied reinforcement in the learning process, the situation would be keeping fresh. Further, Skinner explained that strengthening is to strengthen in the learning process by doing some positive reinforcement like giving a thumb up, preparing a prize, and many others. As the teacher did fresh opening, recovering zone and racing activities in her teaching and learning process. It showed that the teacher was very creative in conducting her teaching and learning process by doing some interesting things. All the improvisation done by the teacher in presenting her material using PjBL method are not break the essential points of PjBL method.

1. **What is the teacher’s perception on the implementation of project based learning (PjBL) in teaching English at secondary school?**

The data shows, the teacher’s perception on the used of PjBL method was found that the teacher really enjoyed, felt comfortable and helpful to use PjBL method, as well as the steps on the learning process used in PjBL method. It was also clearly stated that the teacher has many advantages of using PjBL method in teaching and learning process. It can drive the teacher to be always on the right path when she is doing the teaching and learning process. On the contrary, toward the lesson plan which is suggested in PjBL method it seemed that the teacher needs more time to prepare lesson plan and have more guidance in making lesson plan.

**Extract 4. The teacher’s perception of using PjBL method**

***Interviewer*** *: Ok, I see. ada lagi mam… ini tentang proses pembelajarannya dengan mennggunakan PjBL. Apa pendapat kita tentang proses pembelajaran dengan menggunakan PjBL?*

***Interviewee*** *: Kalo dari prosesnya menurut saya tidak adaji maasalah dilaksanakan karena sangat jelas step-stepnya yang disampaikan dalam model tersebut..masalah yang muncul adalah peserta didik kita yang punya latar bahasa inggris sangat minm, apa lagi sperti di sekolahku ini..hanya satu dua yang bagus.. jadi tadinya yang sudah direncanakan terkadang waktunya tergeser gara-gara ada yang harus dipaham kan lagi misalnya tentang grammar. Iye..*

***Interwiewer*** *: Jadi apa kelebihannya menggunakan PjBL dalam mengajar bahasa Inggris?*

***Interviewee***  *:.Kelebihannya banyk..khusus bagi guru sangat rilex mengajar karena monito per kelompok saja ..tidak harus mengajar dengan suara keras, sifatnya pelayanan kelompok saja yang lagi bermasalah. Berikutnya materi yang kita ajarkan lebih dalam dipahami anak-anak karena diajarkan beberapa kali meetimgs. Pokoknya saya senang dengan pembelajran projek. meetimgs dan yang paling penting adalah hasil karya mereka dalam sebuah project.. Pokoknya saya senang dengan*

 *pembelajran projek. Dan bagi siswa kita, mereka lebih independendbekerja, terjun betul-betul bersama anggota kelompoknya, mereka juga kerjasama menyelesaikan masalah yang dikasih dari awal, kreatif ki juga..pokoknya banyak kelebihannya kalau menggunakan PjBL.*

*“Pokoknya saya senang dengan pembelajran projek, dan yang paling penting adalah hasil karya mereka dalam sebuah project…the point is I really like to use PjBL method and the most important thing they (students) could create something in doing their project..*

 Based on the extract, the reseacher found that the teacher did not have a problem on the learning process required in PjBL method. She said clearly that *“k****alau dari prosesnya menurut saya tidak adaji maasalah dilaksanakan karena sangat jelas step-stepnya yang disampaikan dalam model tersebut, dan tekniknya bagus karena bisa membuat siswa lebih muda memahami pelajaran serta meningkatkan aktivitas peserta didik.”.*** So based on the teacher’s statement indicated that the teacher did not find any difficulties in implementing PjBl method in teaching and learning process. The teacher in this case did not have unconfortable situation during conducting her learning process using PjBL method because she has understood the learning process well and gave more chance to the teacher to be more creative. The six steps required in PjBL has been gone thorough by the teacher well. So that the teacher could be a professional teacher. According to Sanjaya (2008), described that PjBl is one of a good method to make the students easy to understand the lesson, can also help the students to transfer their knowledge to undertand the problem in the rael life. It can be concluded that the perception of te teacher on the learning process required in PjBL gave the teacher an esay way to present their material in teaching and learning process.

1. **What are the students’ responses to the implementation of project based learning method in teaching and learning English as a foreign language**

In this research the researcher found the students raised a strong responses to the implementation of project based learning method in teaching and learning English as a foreign language. It involved the students more active, creative, colaborative, and more critical in solving their problem. The learning process run more intersting, relaxed and make them easy to understand the material presented in the teaching and learning process.

**Extract 5. The students’ responses to the implementation of PjBL method**

***Student 1: Rr***

***R*** *: Apakah kamu suka jika gurumu menggunakan metode PjBL dalam*

*mengajar bahasa Inggris ?*

***S*** *: iya mam..senang. bebaski berpikir*

***R*** *: ya okey,..dan bagian mana yang paling kamu suka e dalam setiap tahapan*

*pembelajaran model pjbl?*

***S :*** *aa bagian yang paling saya suka mam adalah bagian diskusi dan bagian presentasi, kenapa saya suka bagian diskusinya karena bagian dskusinya itu banyak dari kita yang mempunyai pendapat yang berbeda tapi ujung-ujungnya kita akan mendpaatkan suatu mufakat ataupun suatu pendapat yang tetap sama dan bagian presentasinya itu, karena saya suka bagian presentasi karena bagian presentasi dapat mengajarkan kita menjadi pemimpin maupun cara bicara didepan umum*

***Student 2 : Cs***

***R*** *: okey, so I have some question for you cisi, let me say in Indonesia.*

*Bagaimana nak pendapatta tentang penggunaan project based learning*

 *atau pjbl dalam pembelajaran bahasa inggris seperti yang baru saja kita*

 *lalui?*

***S*** *: menurut saya pjbl untuk bahasa inggris itu salah satu ide yang sangat*

*bagus, selain melatih anak-anak dan juga menambah wawasan anak-anak*

 *untuk bekerja dalam kelompok sehingga melatih kepribadian sendiri.*

***R*** *: Apakah kamu suka jika gurumu menggunakan metode PjBL dalam*

*mengajar bahasa Inggris ?*

***S*** *: Pastilah mam.. sangat suka seruuu*

***R*** *: Terus kalau gurumu menggunakan model, model pembelajaran pjbl, kira-*

*kira materinya bisa tidak kamu lebih dalam memahami?*

***S*** *: sepertinya bisa karena selain bisa memahami lebih dalam dan project ini*

*juga seru dan melibatkan kerja kelompok jadi pasti ada yang tinggal*

 *pelajarannya.*

***R*** *: okey, terus apa yang membuat kamu senang dalam , maksud saya*

 *bagian-bagian mana yang membuat kamu senang dalam melalui*

 *tahapan-tahapan pjbl?*

***S*** *: Tahapan yang saya sukai itu yang diskusinya, karena itu seru dan*

*melibatkan teman-teman*

***R*** *: Menurutmu pentingkah untuk selalu menggunakan model itu dalam*

*pembelajaran bahasa inggris.*

***S*** *: Saya rasa itu penting supaya pelajarannya juga lebih bisa masuk .*

***R*** *: Yah karena kita yang alami, oke saya rasa itu saja nak, thank you for your time. Okey*

The extract above shows the students’responses to the implementation of PjBL in teaching English as a foreign language in the classroom. The **student 1** said “***menurut saya ee pjbl ini merupakan salah satu dari yang terbaik.* student 2** said **:*”sangat suka“ Tahapan yang saya sukai itu yang diskusinya, karena itu seru dan melibatkan teman-teman”.***

Based on the extracts, the students’opinion on the used of PjBL indicated that they have strong response because they were stimulated by the teacher by using PjBL method. In this phenomenon the students were interested in joining the learning process, more active, and relaxed.

**CONCLUSION**

1. There are three great ways that the teacher did in implementing PjBL method. The first one is called *fresh opening*. That is the way of the teacher to create a nice athmospere and attract the students’ attention before coming to the core activities. The second one is called *recovering zone* where the teacher tried to make the students back to the cheerful condition. The third one is called *racing quiz* where the teacher gave some short questions before closing the class. The teacher way in imp;ementing PjBL method looks very professional because the teacher knows the method very well. Therefore, the more the teacher know or understand the method the more professional the teacher will be.

 2. PjBL method gives an easy way to the teacher in presenting the material by following every stage offered in PjBL method. It also gives more chance to the teacher to be more creative. One of the obstacles faced by the teacher in making lesson plan is the teacher usually still lack of the time, so some teachers did not have appropriate time to make lesson plan especially when the first day of school begins. The advantages of PjBl method is to make the teacher is always on the track when she is about doing her teaching and learning activities. Besides, the teacher do not have to teach out loud, more relax in monitoring the students in the classroom.

3. PjBL method can make the students more creative, active, collaborative, and build their self confidence, but in term of using PjBL too often, it would definitely made the students get bored.

**SUGGESTIONS**

Based on the conclusion of this research, the researcher put forward some suggestions which is kindly addressed to the English teachers, students and further researchers as follows:

**For the teachers**

By mastering a method or a model, the teacher can be more creative in doing teaching and learning activities. The more learning methods we know the more creative we are as teachers. And the teachers can decrease their busy when they are doing teaching and learning process instead of monitoring and guiding them. So using a method or a model in the learning process is a must for the teahers, no matter what methods or models are.

**For the students**

* The students are hopefully involved actively, creatively, collaboratively, and think more critically in joining the learning process presented by the teacher.

**For the other researcher**

* For other researchers who want to conduct a research about PjBL method in teaching English, the result of the study can be used as an additional reference.
* The next researcher suggested to investigate deeply about PjBl method in the field of students’achievement which can be linked to the learning of higher order thingking skill.

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