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The Implementation Of Project Based Learning In Teaching English At Senior High School

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Abstrak

Penelitian ini dilakukan bertujuan untuk mengetahui bagaimana cara guru mengimplemnetasikan metode pembelajaran berbasis proyek dalam proses belajar mengajar, khususnya dalam pembelajaran bahasa Inggris di SMA N19 Bungo berbasis Kurikulum Merdeka. Metode yang digunakan di dalam penelitian ini adalah kualitatif (qualitative research). Partisipan dalam penelitian ini adalah guru bahasa Inggris yang mengimplementasikan project based learning. Dalam mengumpulkan data, peneliti memakai observasi ceklis. Hasil observasi tersebut untuk mendeskripsikan cara guru menerapkan penerapan pembelajaran berbasis proyek dalam pembelajaran bahasa Inggris. Dari hasil penelitian ditemukan bahwa hasil dari observasi ceklis ada empat langkah yang sudah diterapkan yaitu *start with the question, planning the project, create the project* dan *monitoring the students*. Adapun dua langkah yang belum diterapkan yaitu *prepare and present* dan *assess and evaluate*. Dapat disimpulkan bahwa secara umum langkah dari pembelajaran berbasis proyek sudah dilakukan oleh guru tetapi masih ada beberapa langkah yang masih tertinggal. Sehingga dapat di interpretasikan bahwa guru bahasa Inggris di SMA N19 Bungo sudah menerapkan pembelajaran berbasis proyek tapi prosedur yang diterapkan belum optimal.

Kata Kunci: *pembelajaran berbasis proyek, pengajaran bahasa Inggris*

Abstract

This research was conducted to find out how teachers implement project-based learning methods in the teaching and learning process, especially in learning English at SMA N19 Bungo based on the Merdeka Curriculum. The method used in this research is qualitative (qualitative research). The participants in this study were English teachers who implemented project-based learning. In collecting data, the researcher used a checklist observation. The result of the observation was to describe how the teacher implemented project-based learning in English learning. From the results of the study, it was found that the results of the observation checklist there are four steps that have been implemented, namely start with the question, planning the project, creating the project and monitoring the students. The two steps that have not been implemented are prepare and present and assess and evaluate. It can be concluded that in general the steps of project-based learning have been carried out by teachers but there are still some steps that are still lagging behind. So it can be interpreted that English teachers at SMA N19 Bungo have implemented project-based learning but the procedures applied are not optimal.

Keyword: *project-based learning, teaching English*

INTRODUCTION

The *Merdeka* curriculum is a curriculum that is applied at the educational level with teaching and learning activities that are more flexible, starting from the aspect of time allocation to subject matter, but still focusing on essential material for character development and student competence. The structure of the *Merdeka* curriculum in senior high school is divided into two phases, namely phase E for class X and phase F for class XI and XII. With this curriculum, students have the freedom to develop their talents, interests and abilities. In addition, the *Merdeka* curriculum also gives freedom to teachers in choosing teaching tools so that they can be adapted to the learning needs and interests of students. The *Merdeka* curriculum encourages implementing project-based, problem-based learning and other methods to support student's free exploration. The change in the 2013 curriculum to the *Merdeka* curriculum makes project-based learning the main character of the *Merdeka* curriculum and with project-based learning student will have the ability and readiness to go to school at the next level. Assessment of student development in project-based learning is carried out by observing the activities and results of projects designed by educators. Learning with the Project-based learning (PBL) method provides opportunities for student for group learning in processing knowledge in each project learning activity as a form of character strengthening. Project learning activities carried out by student can inspire student to contribute and make an impact on the surrounding environment. Learning using the Project Based Learning Method will stimulate student's skills so that each project produced by student increases conceptual understanding and at the same time answers other important issues (Sari et al., 2023).

The project based learning teaching method is often referred to as the teaching method using problems in the system with the aim of facilitating students in the process understanding and absorption of the theory provided. The method uses the method contextual and foster students' skills in critical thinking. So capable consider the best decision taken as a final solution received problem. Considering the good and bad of a decision that is used as solving is also included in the given theory. Project work often interpreted as work that is composed of several tasks and is based on questions and problems that require students to think critically in finding solutions. Step Problem solving carried out by students can be used as a basis for conducting assessments (Anggraini and Wulandari, 2020). Project Based Learning (PBL) is a learning method that involves students in an activity (project) that produces a product. Student involvement starts from planning, designing, implementing, and reporting the results of activities in the form of products and implementation report. This learning method emphasizes the long-term learning process, students are directly involved with various issues and problems of everyday life, learn how to understand and solve real problems, and are interdisciplinary (Sumardiyono et al., 2016). Based on the explanation of the background above, it was clearly stated that at SMA N19 Bungo has implemented an *merdeka* curriculum with one of the methods is project based learning. Project-based learning is a method implement by teacher in the teaching and learning process. It is effective for students because this method can make students more active and involved. In project-based, students will find it easy to investigate topics with group work given by the teacher. In this method, the teacher as a facilitator helps students to increase their knowledge. However, when teacher do not use project-based learning well, it will make students not active and creative. They only focus on the teacher. Given the important role of the teacher in implementing learning, this research will be conducted to answer the question about "how does the teacher implement project based learning in teaching English at SMA Negeri 19 Bungo?"

Merdeka curriculum liberate teachers to be able to create educative and fun learning. According to (Pouw and Mulyanti, 2023) In the process of teaching and learning, curriculum serves as the basis for achieving level of education required. These skills have been used for injuring students with the required skills. *Merdeka* curriculum is designed to be more adaptive and flexible, with an emphasis on essential content and character development and student skills. The government has identified the main features of This curriculum will help students recover their learning skills. These features include focus on helpful project-based learning developing soft skills and character, as well enough time to study important competencies such as literacy and numeration. In addition, teachers are given freedom to customize the lessons based on individual abilities student. One learning method that can be applied in implementing the *merdeka* curriculum is Project Based Learning, a learning method that uses projects/activities

as the core of learning. Students carry out exploration, assessment, interpretation, synthesis and information to produce various forms of learning outcomes. Project-Based Learning is a learning method that uses problems as a first step in gathering and integrating new knowledge based on experience in real activities. PBL is an in-depth investigation of a real-world topic. The steps for implementing project-based learning are determining fundamental questions, compile project plans, compiling schedules, monitoring, testing results, and evaluating experiences (Mujiburrahman et al., 2023). Learning in the *merdeka* Curriculum is designed to take into account the development and level of achievement of students so that they are right on target with the learning needs of students which lead to meaningful and enjoyable learning. This makes the learning method characterized by student centered (student-centered) to be the right choice as a form of implementing the Independent Curriculum. The student-oriented learning methods are quite diverse, such as discussion methods, contextual methods, Problem Based Learning (PBL) methods, Project Based Learning (PBL) methods, and so on (Fahlevi, 2022).

There are several definitions about project based learning method by many experts. According to (Kubiatko and Vaculová, 2011) project based Learning has many definitions. Each of these definitions involves solving a problem by a group of students. This method changes the role of the teacher compared to the traditional method to teach. Teachers must be good facilitators for the successful implementation of this method course. Project-Based Learning (PBL) is a teaching method based on constructivism Learning methods involve constructing knowledge from multiple perspectives in social activities, thereby achieving self-awareness of learning and knowledge Although it is contextual Sets five criteria for PBL: projects should be central to the curriculum, focused on problems that drive the students to struggle with major concepts, involve the students in constructivist investigation, student-driven, and realistic. Discusses that common features to PBL implementation are an anchor of the activity, a task, an investigation, provision of resources, scaffolding, collaboration, and opportunities for reflection and transfer (Tamim and Grant, 2013).

There are several characteristics of project based learning. According to (Markula and Aksela, 2022) the main characteristics of PBL which might be most often displayed are collaboration, artefacts, technology, problem-centered, and outside of medical practice, conducting research, providing results and reflection. The detailed description about the implementation of each of the key characteristics of PBL can be found below: (1) driving question, (2) learning goals, (3) scientific practices, (4) collaboration, (5) using technological tools, and (6) creating an artefact. However, it might also be true that these characteristics are generally commonly implemented at schools, or aspects of social constructivism or PBL familiar to teachers.

Moreover, (Fahlevi, 2022) and (Maudi, 2016) the same opinions state that there are six procedures in project based learning. First, the teacher starts with the question. It means that, the teachers guides the students to ask the question related to the material. Second, planning the project. It means that, the students make some plans the material/problem that teacher given. Third, create the project. It means that, the students investigate the material in group discussion. Fourth, monitoring the students. In this part, the teacher monitors the students' project in their group. Fifth, prepare and present. In here, the students prepare their project and present in the front of the class in each group. Last, assess and evaluate. The teacher assesses and evaluates their project. Based on the explanation above, that there are several project-based learning procedures. It can be concluded that the six project-based procedures above already cover the eight and ten project-based procedures from Hartini and Fatimah's opinion. The researcher selects project based learning procedure from fahlevi for this research.

METHODS

The design of this research is descriptive qualitative study that describes the phenomenon that happens in the field. It is supported by (Fadli, 2021) Qualitative research is carried out with a research design in which the findings are not obtained through statistical procedures or in the form of calculations, but aim to reveal phenomena in a holistic-contextual manner by collecting data from natural settings/settings and utilizing the researcher as a key instrument. The researcher chose this design because the researcher wanted to describe how teacher carry out project-based learning at SMA N 19 Bungo and how to implementation project based learning at SMA N 19 Bungo.

RESULTS AND DISCUSSION

As well stated on the previous chapter, there were some procedures in implementing project based learning method. They were, start with the question, planning the project, create the project, monitoring the students, prepare and present and assess and evaluate. Furthermore, the explain about the finding of this research could be seen as follow:

Table 4.1 the results of observation

No	INDICATORS	SUB INDICATORS	OBSERVATION		
			Meeting 1 (Introduction)	Meeting 2 (Descriptive)	Meeting 3 (Narrative)
1.	Start with the question	1) Teacher asks the students to observe the picture/phenomena	✓	✓	✓
		2) Teacher asks the students to mention that related picture/phenomena	✓	✓	✓
		3) Teacher guides the other students to share knowledge	✓	✓	✓
2.	Planning the project	1) Teacher divides students into groups	✓	✓	✓
		2) Teacher gives the students the project that related the phenomena	✓	✓	✓
		3) Teacher ask the students to make some plans about the project that will be investigated	✓	✓	✓
3.	Create the project	1) Teacher ask the students start to create the project with their group	✓	✓	✓
		2) Teacher guides the students share their ideas to their friends in making project	✓	✓	✓
4.	Monitoring the students	1) Teacher monitors the students	✓	✓	✓
		2) Teacher gives the students helping if they need	✓	✓	✓
5.	Prepare and present	1) Teacher ask the students prepare their result/project	✓	✓	✓

		2) Teacher points the students present their result/project in front of the class	X	X	X
6.	Assess and evaluate	1) Teacher assesses and evaluate their result	X	X	X
		2) Teacher and student conclude material together	✓	X	✓

As a result, by using observation checklist the researcher could gather the data that needed optimally. From the result of the observation checklist, it could be seen that there were all the indicators was done by the participant even though the participant did not implement several procedures, teaching learning process is running well. The teacher conducts learning with start with questions, then project planning, after that creates a project, then the teacher monitors the progress of student projects, after that the teacher asks students to prepare projects and present project results, and finally the teacher assesses and provides an evaluation of today's material. This is supported by (Fahlevi, 2022) and (Maudi, 2016) the same opinions state that there are six procedures in project based learning. First, the teacher starts with the question. It means that, the teachers guides the students to ask the question related to the material. Second, planning the project. It means that, the students make some plans the material/problem that teacher given. Third, create the project. It means that, the students investigate the material in group discussion. Fourth, monitoring the students. In this part, the teacher monitors the students' project in their group. Fifth, prepare and present. In here, the students prepare their project and present in the front of the class in each group. Last, assess and evaluate. The teacher assesses and evaluates their project.

Moreover, learning steps in Project Based Learning (PBL) consist of: 1. Start With the Essential Questions: Learning begins with essential questions, namely questions who can give assignments to students in doing an activity. Take a topic that is in accordance with the realities of the world real and begins with an in-depth investigation. Teacher trying to make the topics raised relevant to the students. 2. Design a Plan for the Project: Planning is carried out collaboratively between the teacher and the participants educate. 3. Create a Schedule: Teachers and students collaboratively arrange schedules activities in completing the project. 4. Monitor the Students and the Progress of the Project: The teacher is responsible for monitoring the student activities while completing the project. Monitoring This is done by facilitating students in each process. In other words, the teacher acts as a mentor for the activity learners. In order to simplify the monitoring process, a rubric that can record all important activities. 5. Assess the

Outcome: Assessment is carried out to assist teachers in measuring achievement of standards, play a role in evaluating progress each learner, giving feedback about the level understanding that students have achieved, helps the teacher in developing the next learning strategy. 6. Evaluate the Experience: At the end of the learning process, teachers and students reflect on project activities and results already run.

CONCLUSIONS

Project based learning method is one of students centered learning method. Project based learning is a *merdeka* curriculum design that identified students not as passive recipients of knowledge also procedure the result that could develop disciplinary knowledge. There are several procedures of project based learning method such as: start with the question, planning the project, create the project, monitoring the students prepare and present and the last assess and evaluate.

By implementing project based learning method in teaching english, the teacher did not teach all the material in front of the class. The teacher just facilitates students in teaching learning process. Also, by implementing project based learning, students are active in learning process because they shared their ideas in group, and improved their vocabularies. To improve it the research conducted the qualitative research at SMA N19 Bungo. With the purpose to describe how the English teacher implement project based learning in teaching English. Doing this research, the researcher used observation checklist and document checklist on gathered the data. Based on the research findings on data in previous chapter, the researcher found some findings that the teachers' implemented project based learning method even though there are several procedures did not implement by English teacher, but the teaching learning process is running well. Therefore, the teacher did not implement some procedure: student present project in front of the class, assess and evaluate, and conclude the material together. In implementing project based learning, the teacher should facilitate students in teaching learning process.

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