

**PROJECT-BASED LEARNING IMPLEMENTATION IN
ENGLISH TEACHING FOR ISLAMIC HIGH SCHOOL
STUDENTS**

**By
ILHAM SAPUTRA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
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**PROJECT-BASED LEARNING IMPLEMENTATION IN ENGLISH
TEACHING FOR ISLAMIC HIGH SCHOOL STUDENTS**

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in partial fulfillment of the requirements for the degree of
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by
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I, the undersigned, *Ilham Saputra*, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purpose. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, December 28th 2022

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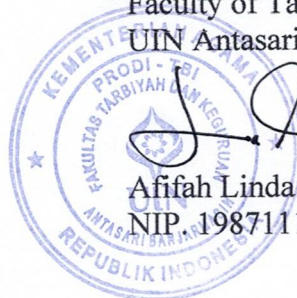
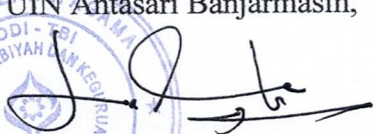
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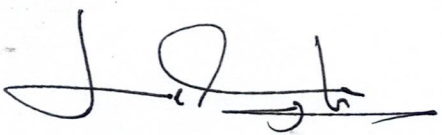
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ABSTRACT

Ilham Saputra, 2022. Project-Based Learning Implementation in English Teaching for Islamic High School Students Thesis. English Language Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: (I)_Dr. Hj. Raida Asfihana, M.Pd (II) Afifah Linda Sari, S.S., M.Pd

Keywords: Project-Based Learning, Teaching English, Islamic High School Students

The learning model is a technique that teachers can use to organize learning more efficiently. If the learning model employed matches the subject matter taught, learning becomes routine, and student knowledge progresses more quickly. Learning objectives are anticipated to be met by teachers and students with the help of their engagement and comprehension of the subject matter. This study aims to discover more about how project-based learning is implemented by teachers who teach English, as well as how students react to it.

This study utilized Yin's (2002) qualitative research with a case study. One English teacher and ten XI IPA 2 students from MAN 1 Barabai were the study's participants. To obtain it, the researcher must gather information through observation and interview with ten students and one English teacher.

Based on findings, project-based learning (PjBL) happened in six stages: opening the lesson with a challenging question, planning a project, setting up an activity schedule, supervising the project, evaluating the finished product, and assessing the project. At each level, the instructor took on the roles of mentor and facilitator while the pupils got more involved in the project they were working on. Each group was allowed to put their 21st-century talents into practice while finishing their assignment. The student's response to Project-Based Learning (PjBL) in the English classroom was that they were happy with it. The students work together with a member of their group to create their project.

ABSTRAK

Ilham Saputra, 2022. *Project-Based Learning Implementation in Teaching English for Islamic High School Students*. Thesis. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin
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Kata kunci: Project-based learning, Mengajar bahasa Inggris, Siswa SMA Islam

Model pembelajaran merupakan alat untuk memudahkan guru dalam menyelenggarakan pembelajaran. Pembelajaran menjadi teratur dan pemahaman siswa lebih cepat jika model pembelajaran yang digunakan sesuai dengan materi yang diajarkan. Dengan keaktifan dan pemahaman siswa terhadap materi, diharapkan tujuan pembelajaran dapat dicapai oleh guru dan siswa. Dalam penelitian ini, peneliti mencoba untuk mengetahui bagaimana implementasi guru yang telah menggunakan model pembelajaran berbasis proyek dalam pengajaran bahasa Inggris dan juga tanggapan siswa terhadapnya.

Penelitian kualitatif dengan studi kasus yin (2002) digunakan dalam penelitian ini. Responden penelitian ini adalah seorang guru bahasa Inggris dan sepuluh siswa kelas XI IPA 2 MAN 1 Barabai. Peneliti perlu mengumpulkan data melalui observasi dan wawancara dengan satu guru bahasa Inggris dan sepuluh siswa untuk memperolehnya.

Penelitian ini menunjukkan implementasi pembelajaran berbasis proyek (PjBL) dalam pengajaran bahasa Inggris di tingkat SMA terjadi dalam tiga tahap yaitu tahap perencanaan, tahap pelaksanaan pembelajaran, dan tahap laporan. Dalam setiap tahapan, guru menjadi fasilitator, mentor dan siswa menjadi lebih aktif dalam proyek yang mereka kerjakan. Setiap kelompok mampu mempraktekkan keterampilan abad 21 dalam proses penyelesaian proyek kelompoknya. Respon Siswa dalam Menggunakan Pembelajaran Berbasis Proyek (Pjbl) di Kelas Bahasa Inggris adalah mereka puas dalam melakukan Pembelajaran Berbasis Proyek. Siswa berkolaborasi dengan anggota kelompoknya untuk membuat proyek mereka

MOTTO

“man jadda wa jadda”

(Whoever strives shall succeed)

DEDICATION

I dedicated this thesis for:

1. I am grateful to Allah Almighty, who has provided everything for me to complete this thesis. To whom I dedicate this thesis:
2. My family, who always hopes for the best for me, constantly gave me mental, moral, and material support when I was studying and writing this thesis.
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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ ، نَبِيِّنَا وَحَبِيبِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ ، أَمَّا بَعْدُ

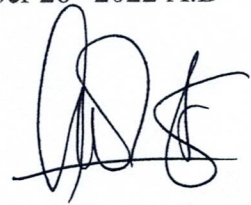
Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “Project-Based Learning Implementation in Teaching English for Islamic High School Students”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

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Ilham Saputra

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