

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The findings and discussion are presented in this chapter. The purpose of the results and discussion in this chapter is to address the research question raised by the findings. The results are intended to answer the study question on using Project-based Learning (PjBL) in Islamic high school English instruction and the student's responses to it.

#### **A. Findings**

In the results section, the researcher discusses the information she collected from participant observation and interviews. The data be given in a descriptive format to show how Project-based Learning (PjBL) was implemented in the Islamic high school class and what the students thought of it.

##### **1. The Implementation of Project-Based Learning (Pjbl) in Teaching English for Islamic high school Students**

Several steps are conducted by the English teacher in implementing PjBL in her classroom.

a. Open the lesson with a challenging question

Based on the first observation, which was conducted on July 27th, 2022. The teacher greeted the students, asked how they felt, and started the lesson with *Bismillah*. The teacher asked the student several questions: What was their opinion about online learning and Covid-19. The teacher asked whether the students still remembered the previous topic they had been learning: asking and giving opinions. The teacher explained again about asking and giving an opinion.

b. Planning a project

After that, the teacher introduced the project assignment, a video project about asking and giving opinions. She gives the student example giving examples to students to make it easier to understand the project. XI IPA 2 consisted of 35 students and was divided into five groups. Next, the teacher opened the discussion on what topic they wanted to discuss in their groups. The result of the discussion was that there were three themes or topics that every group needed to pick. There was the virtual relationship, class rules, and classroom cleanliness.

c. Arrange activity schedule.

The teacher explained that there were specific goals or objectives that they needed to meet. The minimum duration used is 3 minutes, the pronunciation and related to the topic of asking and giving opinion

learning as much as three conversations. The deadline for this project was two weeks.

It also in line with the result of the interview with the teacher. She said “*ada beberapa hal yang menjadi penilaian dalam tugas proyek ini yang mana masing-masing grup harus memiliki cara pengucapan yang benar, minimal durasi video project 3 menit, dan yang berhubungan dengan topic pembelajaran asking and giving opinion sebanyak 3 kali percakapan*” (RR, interview result, August, 2022). After the teacher explained the assessment system, she let all of the groups to discuss about what they plan for the video project until the time of English lesson was done.

d. Oversee the project

The second observation was conducted on August 3rd, 2022. The teacher opened the classroom by asking the student how they felt and started the lesson with *Bismillah*. In this meeting, the teacher explained deeply about asking and giving opinions to the students. After explaining it, she asked the student how their projects' progress was. Most of the groups explained that they still had some pronunciation issues. The teacher then asked all the students to repeat after she said some of the words they told that was hard to pronounce correctly.

The teacher walked around the class to check every group's progress. She asked every group member what they were responsible for in

their groups. One of the groups was already done with the video project. The teacher watched the videos with the group and gave some advice on what needed to be fixed before.

e. Assessment of the product produced.

The teacher asked the group to prepare their video project in the final meeting, or third observation, which was conducted on March 28th, 2022. Each group member came to the front of the class to present their project, explained their roles in the project, and watched the videos together. After they watched the video, other groups were asked to comment on the group presenting their project in front of the class. The teacher then gives feedback on content, language skills, grammar, and vocabulary reinforcement. After the teacher gives feedback, she scores each group based on their work collaboration and individual.

f. Evaluate

Base on the observation, after all of the groups finished presenting their project, the teacher gave reflection or feedback on their efforts to complete their project work on what they have been doing during the project they do.

## **2. The Students' Response in Using Project-Based Learning (Pjbl) in English Classroom**

The researcher collected data through interviews to determine students' responses toward using Project-based Learning (PjBL) in English

classrooms. The researcher interviewed ten students of MAN 1 Barabai. The researcher conducted observation and interviews from July 16th, 2022, to September 14th, 2022. The interview was conducted face-to-face with all of the participants

Most of the students the researcher interviewed said they made the video by asking and giving opinions on the theme that their groups have chosen, such as virtual relationships, class rules, and classroom cleanliness. Most of the students started with an open discussion with their group about the theme they wanted to choose. One of the students explained "*Pertama-tama dengan berdiskusi tentang tema yang akan kami lakukan dan bagaimana cara pembuatan video dan mencari materi apa saja yang diperlukan untuk pembuatan video*" (NA, interview result, August, 2022). The other student also added that they gained the materials from looking through their English book and also the internet. As one of the students stated "*Memulainya dengan mencari materi yang ada dibuku, dan lanjut ke internet*" (KZ, interview result, August, 2022)

Each of the members of the groups gives a contribution to their own group. All of the students explained that they discuss with their group face-to-face in the classroom and also in the Whatsapp group. Most of the students said that all of their group mates had a contribution to their groups and also took the initiative, such as searching the material on the internet and correcting the grammar. They also added that they consult

with their teacher and their friend. One of the students explained “*ya, semua anggota grup kami saling berkontribusi. Kami awalnya membahas tugas ini pada saat di kelas dan dilanjutkan melalui Whatsapp. Ada yang tugasnya mencari materi di internet dan ada juga yang mengkoreksi benar salahnya grammar yang akan kami gunakan sebagai teks naskah video kami*” (AF, interview result, August, 2022)

All of the interviewees search the information or material on the internet. They looked for on how to pronoun the words in text or script of their project that they didn’t know before in proper way, how to make video project, and the material of the script of their video project. They also explained that the first step of the preparation was discuss what topic or theme they want to choose. The second was set a schedule for making videos. As one of the students stated “*kami mencari materi di internet, tentang bagaimana membuat video, dan juga mencari tau bagaimana cara mengucapkan kosa kata dalam Bahasa inggris yang ada dalam naskah untuk pembuatan project kami. Pertama tama kami lakukan adaah berdiskusi menentukan tema apa yang kelompok kami ingin pilih lalu membuat jadwal kapan membuat tugas projek ini*” (KZ, interview result, August, 2022). They added that most of them felt nervous since this was their first-time making video in English

The problems they faced in making the project were determining the proper schedule for making the video, not focusing on making the

video, and too much joking with friends while making the video project. one of the students stated "*Ada beberapa kendala yaitu bentrok dengan kegiatan yg lain, dan karena banyak bercanda dengan teman sebaya*" (NA, interview result, August, 2022)

Most of the answers were that no one in their group members ever felt that he or she wanted to withdraw or did not want to do the project anymore. However, one of them explained that one of their group members did not come when they were making the video project because she or he was sick at that time. Then the researcher asked them how they felt about the process making and the result of this project, all of the interviewees were happy about making this project and satisfied with all of the progress and the result they made. Most of them also added that they gained new knowledge while doing this project. One of them stated "*Sangat merasa senang dan bisa menambah pengetahuan baru dengan melakukan projek ini*" (NA, interview result, August, 2022)

Based on the interview with the teacher, she chose PjBL due to the newest curriculum, *Kurikulum Merdeka*. This curriculum needed more of the creativity of the student. The interaction in the preparation stage was the teacher explained what PjBL is to the student and also the example, Giving a little direction to students on what is called PjBL, Dividing groups of students to do the project that will be done. The teacher explains/opens a discussion with the students about what they will choose

as their project. From the results of the discussion, three themes will be chosen.

There are virtual relationships, class rules, and classroom cleanliness. The teacher in the interview also said that the students were free to choose what topic or theme they wanted to choose. The students are also free to choose their group members by the teacher.

## **B. Discussions**

The researcher explained the use of Project-based Learning (PjBL) in teaching English for Islamic high school students, as well as the students' reactions to it, based on the findings from the study that have already been discussed.

From the first meeting or planning stage, the teacher explains the teaching material, then explains the project to the student and assists the student in making their group. It means the teacher became the facilitator while the student was more active in the classroom. The ministry of education advises using the project-based learning approach for teaching higher-order thinking skills. By focusing on the student, project-based learning transforms traditional teacher-centric learning methods. Students actively and independently take responsibility for their projects as part of the design and creation process that drives learning.

Lestari (2015) claimed there are some steps in the Project learning model Based Learning. The first step is to Open the lesson with a



challenging question. The teacher in her classroom opened a discussion about student opinions on how online learning and Covid-19. This topic was related to students' lives before. Students may be given assignments to complete an activity when learning starts with a driving question. The subjects chosen have to start with a thorough examination and be in line with reality in the actual world.

In third step is to arrange an activity schedule. In this stage, the deadline of the project both teacher and student made some agreement due to the deadline of the project. The deadline for the assignment must be specified, and students must be given instructions on how to manage their time. Allow students to experiment, but instructors must continually remind pupils if their actions diverge from the project's goals (Lestari,2015)

In the fifth step, Oversee the project. In the second meeting, or the learning enactment stage, the teacher explains more deeply about asking and giving an opinion. After that, she checked every group's project progress. She opened the discussion with every group and asked what their problems were, which is in line with the interview with the student that the teacher helped them if they got a problem while working on the project. All the students also said that their groups discussed face-to-face and via Whatsapp. They made a group chat and discussed related to their project there. It is interesting to note that the students make the most of WhatsApp, which allows them to collaborate by communicating, sharing

relevant learning resources, and downloading them digitally. They also tried to find some material for their project on the internet, such as the pronunciation of words they didn't know before.

Students' perceptions of accurate or relevant environments, teamwork and communication via telecommunications, and tasks that offered chances for knowledge augmentation and skill development were recognized as characteristics of project-based learning activities (Murphy & Gazi-Demirci, 2001).

The sixth step was the assessment of the product produced. At the last meeting, all of the groups came in front of the class and presented their video project by watching it through the projector. Other groups were asked to remark on the group presenting their presentation to the class once they had finished seeing the video. Afterward, the teacher provides feedback on the subject matter, language abilities, grammar, and vocabulary development. Assessment is carried out to assist teachers in determining the extent to which standards have been met, in gauging each student's development, in providing feedback about the degree of understanding attained by pupils, and in assisting educators in formulating the following learning approach.

The last step is to evaluate. The teacher provides comments or feedback on the efforts made to complete each group's assignment once they have all completed presenting it. There are both personal and group

reflection exercises. Students must convey their thoughts and experiences throughout this stage of the project.

A project-based teacher serves as a mentor, director, and facilitator. It is also in line with what has been found in the interview with the teacher since the newest curriculum, or *kurikulum Merdeka*, was used to make student became more creative and active. Also, in the second step of planning a project, the teacher connects the project and learning material. The teacher let every group open the discussion related to the project theme, agreement, and project adjectives. Project procurement is an important aspect that is simple to recall. Thomas (2000) summarizes the five components of projects that can be used for learning centrality, driving questions, constructive investigations, autonomy, and realism. These five requirements must be met in project-based learning.

Based on the finding that five componets was occurred in the classroom. the first is centrality. The students more active in the classroom, all of them discussing related to the project they have been done. The second is driving questions, the teacher asked some question about student opinions on how online learning and Covid-19. The third is constructive investigations. Based on the findings, the student was able to finding out the material they needed also able to analyze their own project and the teacher became the fasilitator. The fourth is autonomy, every students are given chance to do their own research and material by themselves and also to solve their own problem. The last is realism, the given projects are

focused on activities that are similar to real situations that related to their everyday lives.

The response all of the student they were happy and satiesfied with the project that they were made. Most of the claimed they gained new knowledge and happy working with their group member.

However, there were some difficulties when working in groups to do the tasks in the classroom. It took much work to make sure that each group member participated equally in the process of making the video project. One student in the group might have dominated discussions and disregarded suggestions from other team members. Other team members may feel inferior in this position, limiting their project-based learning opportunities.

Project-based learning allows teachers to modify courses in various ways to fit local settings (Condliffe et al., 2016). This method makes the learning process integral to the classroom setting. Students become more accustomed to the material. Because project-based learning can be customized to each student's needs, primary school kids of all academic levels can participate.

At the final meeting or the report stage, every group plays their video project in front of the class. The teacher gives feedback on content, language skills, grammar, and vocabulary reinforcement. The other groups were also asked to comment on the group result. The teacher gives a reflection on their efforts in finishing the project work. In the interview, all

the students were happy about making this project and satisfied with all of the progress and the result they made. Most of them also added that they gained new knowledge while doing this project.

PjBL may be able to assist students in completing semi-structured problems in the classroom that call for the competencies needed in high-performance work organizations (Lattimer & Riordan, 2011). PjBL has been used in the classroom, giving the students numerous opportunities to work in groups, express ideas, negotiate and comprehend diverse points of view to complete tasks. This partnership could serve as an example of how PjBL can mimic real-world activities, particularly in the twenty-first century (Bell, 2010), which encourages students to learn how to plan, create, and collaborate in pairs or small groups (Davila, 2015). Based on findings, the students discuss both in classroom and in Whatsapp groups. They were share some material that they needed and plan their project together.

Another issue with PjBL is finding a balance between overbearing teacher monitoring and a lack of teacher participation and help while the project is being finished (Dooly & Masats, 2008). It was crucial to have frequent sessions so the instructor could constantly monitor the projects and provide advice on completing them.