

**TEACHER'S REFLECTIONS ON IMPLEMENTING
PROJECT-BASED LEARNING APPROACH TO ENHANCE
STUDENTS' CREATIVITY AND COMMUNICATION SKILLS**

**By
AYUNDA FEBRIYANI TRAYUMADA**



**ANTASARI STATE ISLAMIC UNIVERSITY
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**TEACHER'S REFLECTIONS ON IMPLEMENTING PROJECT-BASED
LEARNING APPROACH TO ENHANCE STUDENTS' CREATIVITY
AND COMMUNICATION SKILLS**

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By

**Ayunda Febriyani Trayumada
SRN. 200101030674**

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
BANJARMASIN
2024 AD / 1445 AH**

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Banjarmasin, 14th May 2024

The writer,



Ayunda Febriyani Trayumada

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FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

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Nama : Ayunda Febriyani Trayumada
NIM : 200101030674
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APPROVAL

Title : Teacher's Reflections on Implementing Project-Based Learning Approach to Enhance Students' Creativity and Communication Skills

Name : Ayunda Febriyani Trayumada

SRN : 2001030674

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Education Department

Academic Year : 2023/2024

Place/Date of Birth : Kumai, 02 Februari 2001

Address : Komp. Pesona Persada Blok F No.32 Sungai Andai

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

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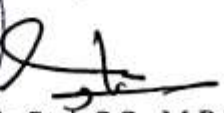
Advisor



Dr. Raida Asfihana, M. Pd
NIP. 198311302006042003

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,




Afifah Lmda Sari, S.S., M.Pd
NIP. 198711102015032004

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Title : Teacher's Reflections on Implementing Project-Based Learning Approach to Enhance Students' Creativity and Communication Skills. Name Ayunda Febriyani Trayumada. SRN 200101030674, has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Monday
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Score : 84,3 (A)

Dean Faculty of Tarbiyah and Teacher Training



Dr. H. Hamdan, M.Pd
NIP. 196604051993031005

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ABSTRACT

Ayunda Febriyani Trayumada. 200101030674. *Teacher's Reflections on Implementing Project-Based Learning Approach to Enhance Students' Creativity and Communication Skills.* Thesis. English Education Department., Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin. Advisor: Dr. Hj. Raida Asfihana, M. Pd. 2024

Keywords: 4C's, Creativity Skill, Communication Skill, PjBL, Teacher's Reflection

Teachers' ability to reflect on their classrooms has a huge impact on the success of their classroom learning. The reflection done by teachers on the implementation of Project-Based Learning approach helps teachers to know whether the approach is successful in improving creativity and communication skills in students as 21st century abilities. The results of teacher reflection can be used as a reference in determining the next learning steps according to the problems or needs of students. That is, the researcher seeks findings on how teacher reflection in the implementation of Project- Based Learning in English language learning helps improve 4C's, teacher experience, procedures, and challenges faced. The researcher focuses on 2 point skills, namely creativity and communication. This research was processed using narrative inquiry method. This research has been conducted at MTsN 2 Kotawaringin Barat. The researcher conducted in- depth interviews with one English teacher at the school. The researcher also asked the teacher to fill out a journal about the reflection done by the teacher in class as supporting data for this research. The results of this study state that the implementation of Project-Based Learning is based on project procedures set by the teacher in the form of estimated project time, project material and type, and project monitoring to monitor project progress. Project-Based Learning is considered to improve creativity and communication skills in students. Reflection conducted by teachers provides information on the strengths and weaknesses in the implementation of Project-Based Learning. Through reflection, teachers can find out the success and problems faced by students. Students managed to create their projects with various ideas, which means they managed to explore themselves in the project. However, many of the students are still not qualified in communicating. Students are still not confident in presenting their projects and are reluctant to give comments or suggestions when in class. This is based on the lack of mastery of vocabulary and pronunciation which reduces students' courage and confidence.

ABSTRAK

Ayunda Febriyani Trayumada. 200101030674. *Teacher's Reflections on Implementing Project-Based Learning Approach to Enhance Students' Creativity and Communication Skills*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Hj. Raida Asfihana, M. Pd. 2024

Kata kunci: Keterampilan 4C, Keterampilan Kreativitas, Keterampilan Komunikasi, PjBL, Refleksi Guru

Kemampuan guru dalam merefleksikan pembelajaran di kelas memiliki dampak yang sangat besar terhadap keberhasilan pembelajaran di kelas. Refleksi yang dilakukan oleh guru terhadap implementasi pendekatan Project-Based Learning membantu guru untuk mengetahui apakah pendekatan tersebut berhasil meningkatkan kreativitas dan keterampilan komunikasi pada siswa sebagai kemampuan abad ke-21. Hasil refleksi guru dapat digunakan sebagai acuan dalam menentukan langkah pembelajaran selanjutnya sesuai dengan permasalahan atau kebutuhan siswa. Artinya, peneliti mencari temuan tentang bagaimana refleksi guru dalam implementasi Project-Based Learning pada pembelajaran bahasa Inggris membantu meningkatkan 4C's, pengalaman guru, prosedur, dan tantangan yang dihadapi. Peneliti memfokuskan pada 2 poin keterampilan, yaitu kreativitas dan komunikasi. Penelitian ini diolah dengan menggunakan metode inkuiri naratif. Penelitian ini dilakukan di MTsN 2 Kotawaringin Barat. Peneliti melakukan wawancara mendalam dengan satu orang guru bahasa Inggris di sekolah tersebut. Peneliti juga meminta guru tersebut untuk mengisi jurnal tentang refleksi yang dilakukan guru di kelas sebagai data pendukung penelitian ini. Hasil dari penelitian ini menyatakan bahwa pelaksanaan Pembelajaran Berbasis Proyek didasarkan pada prosedur proyek yang telah ditetapkan oleh guru berupa estimasi waktu proyek, materi dan jenis proyek, serta monitoring proyek untuk memantau kemajuan proyek. Pembelajaran Berbasis Proyek dinilai dapat meningkatkan kreativitas dan kemampuan komunikasi siswa. Refleksi yang dilakukan oleh guru memberikan informasi mengenai kelebihan dan kekurangan dalam pelaksanaan Pembelajaran Berbasis Proyek. Melalui refleksi, guru dapat mengetahui keberhasilan dan permasalahan yang dihadapi siswa. Siswa berhasil membuat proyek mereka dengan berbagai ide, yang berarti mereka berhasil mengeksplorasi diri mereka sendiri dalam proyek tersebut. Namun, masih banyak siswa yang belum mumpuni dalam berkomunikasi. Mahasiswa masih kurang percaya diri dalam mempresentasikan proyek mereka dan enggan untuk memberikan komentar atau saran ketika di kelas. Hal ini didasari oleh kurangnya penguasaan kosakata dan pengucapan yang mengurangi keberanian dan kepercayaan diri siswa.

MOTTO

Bila banyak masalah hidupmu
Kuharap dirimu tak usah mengeluh
Percaya dan yakinkan dirimu
Kau bisa mengubah keluh jadi senyum

Tak ada satupun manusia
Yang tak pernah disinggahi masalah
Mungkin inilah cara yang kuasa
Menjadikanmu lebih dari dewasa

Senyumlah syukuri hidupmu
Tunjukkan pada dunia bahwa kau mampu
Masih banyak yang lebih susah hidupnya
Senyumlah syukuri hidupmu

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وَصَحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

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May, 14th, 2024 A.D



Ayunda Febriyani Trayumada

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