

The Implementation Steps of Project-based Learning in English Language Teaching at Islamic Boarding School

Muhammad Yamin

yamienkumuh@gmail.com

Universitas Negeri Makassar

Abd. Halim

abdhalimhum@yahoo.co.id

Universitas Negeri Makassar

Maemuna Muhayyang

maemarasyid@unm.ac.id

Universitas Negeri Makassar

Abstract

Project-based learning is a student-centered method of organizing learning in projects in which the students drive their learning and the teacher plays as facilitator in a project designed. This research aimed to explore the implementation steps of the Project-Based Learning (PjBL) approach employed by a teacher in an EFL classroom. It used a descriptive qualitative method. For the description of PjBL steps, the researchers administered classroom observation and in-depth interviews taking an English teacher as the informant at Al Ihsan Islamic boarding School, Polewali Mandar, West Sulawesi. The findings revealed that the teacher implemented three major steps of PjBL in English language teaching, that is (1) planning and preparation, (2) the project work, and (3) report and presentation. Planning and preparation steps showed the best sample of previous project work referring to a real-life example of language usage and building the project activities' framework; the project work step guided the project's implementation and monitored the progress of the students' project; and report and presentation step bridged the discussion and encouraged peer assessment among the students' work. Based on these three steps, it is concluded that the implementation of PjBL had a positive impact not only on English language learning as a whole but also on other areas of learning, that is critical thinking, collaboration and communication skills of the students as well.

Keywords: *Project-Based Learning, PjBL steps, critical thinking, collaboration, communication skills.*

INTRODUCTION

Teachers are currently facing complex challenges in the teaching process. The role of teachers in managing the classroom is important to create a conducive learning environment classroom that enhances the learning process successfully (Wahab et al., 2013). In teaching students especially young learners, teachers should have a creative strategy to make the students interested in studying and pay attention to the teacher. When the teachers use their strategy in the teaching and learning process, it is expected to create a fun learning activity during the learning process. To accommodate this, the project-based learning method, abbreviated as PjBL, is one of the strategies to make the student interested and fun in the learning process. Kavlu (2017) discloses that students' boredom in school life becomes more colourful and attractive by implementing PjBL in EFL classroom allowing the students to participate actively in the

classroom. Furthermore, the PjBL approach is able to prepare students' soft skills such as critical thinking, communication, collaboration and creativity as what has been stated by Karyawati & Ashadi (2018) that project-based learning is an effective strategy to achieve the twenty first century skills because it can enhance communication and collaboration skill of the students.

Kraus & Boss (2013) states that project-based learning is a learning approach in which the emphasis is on the students' learning experiences to gain important knowledge and skill by investigating open-ended questions to make meaning that they transfer in purposeful ways. In the process students' learning, the teachers do less direct instruction, however they could design, prepare, and guide projects and learn beside students. The idea behind the application of PjBL is that the students can drive their own learning through inquiry and work collaboratively to research and create projects that reflect their knowledge and understanding (Bell, 2010). The project is conducted in teaching process to achieve the competence or a product by applying skill of researching, analysing, creating until presenting the product of knowledge based on their real experience individually or in a group (Sunardi & Sujadi, 2017). In conducting PjBL, teachers have pivotal role to make projects successfully. Khan & Mohakud (2016) that in the enactment of project-based learning, the teachers may act as a facilitator and sometimes as a manager. In facilitator mode, the teachers work with students to provide relevant and meaningful questions, guide students in seeking the answers and references to provide logical arguments, coach necessary social skill and asses the student progress. As a manager, the teachers can direct the students into a small groups and independent work experience, for example, conducting research in small group or collaborating with other classes in doing a project.

The project-based learning is an important method for the development of student's character because it provides opportunities for students to learn through experience. Besides, students are able to experience for themselves how to tolerate, work together, take care of each other as well as integrate essential competencies from various disciplines. This is line with Alan & Stoller (2015) that through project-based learning, the students are able to experience increased motivation, autonomy, engagement and a more positive attitude towards English. While Khan & Mohakud (2016) emphasize that to achieve the goal of PjBL with its student-centered approach, teachers of PjBL have to be motivated, open to a change in teaching practices and allow the flexibility in planning learning experiences of students. In the context of foreign language, Ravitz et al. (2012) points out several characteristics that should be involved in project-based learning approach such as group work, scaffold and technology support, in-dept inquiry, students self-directed, formal presentation of results, assessments and reflections. Furthermore, the Ministry of Education requires several characteristics in teaching and learning process like learner-centered, collaborative, scientific, interactive, and contextual (Permendikbud No. 22 Tahun 2020).

The application of project-based learning has benefits in teaching English as foreign language (EFL). Kavlu (2017) argues that project-based learning not only provides innovative English language acquisition but also equips learners with twenty first century skill such as communicative competence, critical thinking, lifelong learning, team working and problem-solving skill. In the context of English language teaching, the project-based learning approach is effective to improve students' ability to write descriptive text and able to monitor the progress of the students' ability to write descriptive text and improve students' academic achievement

(Shanti et al., 2018). Furthermore, the implementation of the project-based learning in the classroom has advantages to provide a deep understanding of concepts of knowledge and broader knowledge base. The PjBL also is able to improve communication and interpersonal or social skill, enhance leadership skill, increase creativity and improve writing skill (Khan & Mohakud, 2016).

However, the enactment of project-based learning in teaching process often creates drawbacks and challenges for the teachers and students. According to (Harmer & Stokes, 2014), there are two most significant challenges in implementing PjBL encountered by the teacher. The challenge is non-traditional teaching in which teachers still struggle to adapt unfamiliar student-centered approach, since teachers are more familiar with traditional teaching method applied in the classroom for many years. This traditional method puts teachers as the transmitter of the knowledge while students as the receptor of the information. Another challenge is that teachers are difficult to choose significant content, time management, monitoring, and lack of facilities dealing with the project in teaching and learning process (Aldabbus, 2018). While the significant challenges experienced by the students are group work which is seen as important skill, but it holds the potential for conflict among students in doing their work projects. Furthermore, free-riding by individual is often occurred in group work in which the students do not give contribution to his/her group (Harmer & Stokes, 2014). Although the project-based learning delivers challenges for teachers and students, most project-based learning proponents emphasize that the advantages outweigh the disadvantages (Alan & Stoller, 2015).

Considering the facts of the challenges and benefits in PjBL approach described above, the researchers would like to investigate the process of PjBL implementation applied by the teacher in EFL classroom by formulating one major question as follow: “What are the PjBL steps implemented by an EFL teacher in Islamic boarding school?”

LITERATURE REVIEW

Project-based Learning

Bell (2010) states that project-based learning (PjBL) is a student-driven and teacher-facilitated approach to learning. Learners pursue knowledge by asking questions from their natural curiosity. Furthermore, he argues that project-based learning is an innovative approach to learning that require various strategies to succeed in twenty-first century where the students drive their own learning through inquiry as well as work collaboratively to research and create projects that reflect their knowledge. This is in line with Thomas (2000) that disclosed project-based learning is a model or method that organize learning around the projects. The projects may be complex tasks based on challenging questions or problems that involve the students in design, problem solving, decision making and investigative activities. PjBL opens the door from the disciplinary to authentic. It helps the learners to get the competence needed in the study that relates to theory and practice. PjBL approach is one of ways and solutions that can help the teacher and students to achieve level of concentration and focus on the task. It is hard for the students sitting for hours without movement and often complain about the class being boring particularly young learners who have short attention of span (Kavlu, 2017).

Sunardi & Sujadi (2017) cited in Ministry of Education define that project-based learning is teaching method using a project or activity in teaching and learning process to achieve attitude competence, knowledge and skill. The focus of the method lays on students' activities in order to

create a product (a design, writing project, art project, technological project) by applying skills of researching, analysing, making till presenting the product based on authentic learning experience. This teaching approach demands learners to work individually or in group to create real product. Furthermore, they emphasize that there are five goals of PjBL method: (a) to acquire new knowledge and skill in learning process, (b) to improve the students' ability to investigate and solve a problem in a project, (c) to support students to be more active to tackle a complex project problem in order to produce a real product, (d) to improve students' skills to manage resources available to accomplish a task or project, (e) to increase students' collaborative skills among students especially in doing projects or tasks in group. The goal also is in line with what Larmer et al. (2015) has revealed that project-based learning is powerful teaching method that motivates the students, prepares students for college, careers, and citizenship, helps students meet standard and do well on test that ask the students to demonstrate in dept knowledge and thinking skills, allows teachers to teach in a more satisfying way, and provides schools and districts with new ways to communicate and to connect with parents, communities, and wider world

Features of Project Based Learning

Larmer et al. (2015) introduce the Gold Standard of PjBL. The Gold Standard of PjBL is intended to be an aspirational goal, an essence and a composite of the best research-based and classroom-proven project design elements and instructional practices. In short, the Gold Standard of PjBL is a description of what PjBL looks like when it is conducted really well. The purpose this goal is to enable students to develop the knowledge, understanding and successful school life experience. The key knowledge and understanding means that PjBL an instructional approach is expected to encourage both the students and teachers to dig deeply into a subject, going beyond rote learning and grappling with the concept and fundamental understanding to the subjects. While the key successful skill is meant to develop not only students' understanding but also their ability to use and apply that understanding in the future.

According to Larmer et al. (2015), To achieve the goals of Gold Standard of PjBL, teachers can create and modify the project with seven essential project design elements as follows:

1. *Challenging Problem or Question*: Problem and question make learning meaningful because it gives learning a purpose in which the students do not just gain knowledge in order to remember it, but they acquire the knowledge in order to use it. By focusing on a problem or question, students not only master new knowledge but also learn when and how the new knowledge can be used. Therefore, they will be able to use and apply in the future.
2. *Sustained Inquiry*: Challenging problems and questions are used to launch an inquiry designed to solve the problem and answer the question. Project begins by students asking such as "what do we know?" and what do we need to know?" to solve the problem or answer the driving question. These questions lead the students, under teacher guidance, to identify investigation, task to be completed, and plan the public product that they will create. It is important to note that inquiry does not mean just finding information from the book or internet, but the student might interview an expert and do the field work.
3. *Authenticity*: Authenticity means that make a learning experience as real as possible. First, the context of project has to be authentic for instance the students design and create restaurant menu in their projects. Second, the tasks and tools that the students use can make a project

- authentic. Those tasks and tools should match what people do in the ‘real world, therefore students can gain experience real world performance standard. Third, the project can have authentic impacts, for instance students make a presentation to the school board to propose the redesign of playground. Authentic impact is able to motivate students to work in their project.
4. *Student Voice and Choice*: Encountered with a challenging or question, students must be able to judge and make decision how to resolve the problem or question. Gold Standard PjBL require the students to voice their ideas and make choices over the course of the projects. It is important because the student voice and choice are prerequisite to critical thinking and problem solving. However, teachers have responsibility to determine how much choice students should exercise and what kinds of choices are most beneficial to their learning and to get the project done.
 5. *Reflection*: Teacher and students need to reflect throughout the project on the effectiveness of their inquiry and project activities, the quality of student work, the obstacles confronted, and how they can be overcome. These kinds of reflection keep the project on the track and help minimize the PjBL’ muddle. Furthermore, reflection enables students to determine whether the problem-solving strategies that they use appropriate to the problem being solved or not
 6. *Critique and Revision*: The Gold Standard of PjBL emphasizes the importance of improving student work through critique and revision. It can be done by creating checkpoint, where the students receive feedback on their work from their peers. Students examine the quality of their work and have opportunity to revise and improve it and students are taught how to examine each other’s work and how to provide suggestions for improvement. In the process of critique and revision, it will create of the students’ ability to employ critical thinking or problem solving, collaboration, and self-management skills.
 7. *Public Product*: The Gold Standard of PjBL provides the opportunity for students to create a product and share it with an audience out of the classroom. This opportunity creates positive consequences. First, the product that result from a project are perceived as more real or authentic rather than schoolwork that is only graded by the teacher and returned it to the teacher. It also encourages students to do their best and do not intend to show a poor quality of the product in front of the audience. After the process of public product, this encourages students to feel pride of their product and accomplishment.

Implementation of Project-Based Learning

Various researchers proposed several ways relating to the PjBL implementation in EFL setting which may different form one to another. However, they still shared main essential features in the enactment of the PjBL starting from planning and preparation, carrying out and presentation steps (Stoller in Hamidah et al., 2020). The feasible steps also might help the teacher and students in actual implementation of PjBL, which may become the novelty of this study, finding the pattern used by the teacher in implementing PjBL in the context of Islamic Senior High School. The steps would promote student’s language skill and creative thinking to effectively achieve the project outcome. In the context of English teaching and learning process, the teacher may elaborate their own steps that is suitable for their classroom situation that promotes the student’s language skill to effectively achieve the project’s goal, for example Sutomo et al. (2021) find the feasible model of teaching English using project-based learning

which fit to the teacher to develop their four English skills after the steps are tried out and revised based on the teacher's observation and focus group discussion with the students.

Larmer et al. (2015) have introduced a term named Gold Standard of PjBL dealing with Project-Based Teaching Practices. The following figure and description served the seven essential stages of PjBL implementation in classroom practices.

1. Design and Plan

To begin a project, a teacher and students must either come up with an original concept or modify an existing one. Teachers then design a framework for the project in order to make it function in their context and for the students they are working with. A Project framework includes the project's main emphasis and goals and how they will be showed in public and driving question that makes the tough challenge or question entertaining and attainable.

2. Align to Standards

In the course of the project planning process, this stage is an important instructional technique that should be highlighted separately. It is recommended that the teachers look at their curriculum requirements while formulating an idea for a project at the same time. A project that is aligned with the standard from the beginning ensures that it is a worthwhile attempt for students and that their time is well spent.

3. Build the Culture

In a PjBL classroom, students are encouraged to take ownership of their own learning and to focus on quality. The teacher's job in Gold Standard of PjBL is to cultivate a learning community in which this kind of culture is fostered in a variety of ways. A well-functioning PjBL classroom encourages and values student-generated questions as a means of guiding the investigation. To ensure students are aware that the project is truly open-ended, that there is more than one way to explore a topic, create a product, demonstrate what they know. Therefore, teachers are expected to invite students to express their thought and provide ideas concerning the project.

4. Manage Activities

A project manager's job is to make sure the work gets done by arranging tasks, setting deadlines, and ensuring that everyone is on task and productive. They also monitor quality and take care of other issues. Teaching PjBL allows teachers to give some degree of authority and autonomy over the process in project-based teaching. Many PjBL teachers view themselves as facilitators rather than managers since students handle much of the project management on their own, with the teacher offering only the necessary assistance.

5. Scaffold Students Learning

Traditional teaching methods are combined with project-based learning to help students learn. Structured classes, handouts and readings for students are examples of scaffolding. Because PjBL emphasis on students' autonomy, the term 'scaffolding' is particularly well-suited to other modes of instruction. Teaching strategies known as scaffolding are used to help students develop from a state of limited understanding toward one of increasing mastery and self-direction in their academic pursuits. Students increasingly take on greater responsibility for their own education as teachers gradually eliminate the supporting tactics, just as they would with physical scaffolding.

6. Assess Student learning

Standard-based education involves making sure that the good students produce will require the knowledge and abilities given out in the standards. The same is true for the project's tough challenges or question. Would students need to learn about the standards in order to solve or answer it? In terms of critique and correction, how will this process focus on the standards? In what ways will the project assessment procedures, scaffolding, and coaching be tailored to meet the standards? These questions will be essential to assess student learning.

7. Engage and Coach

Many educators have observed PjBL for its ability to engage students. it is a well-known fact that students are more likely to study hard and learn if they have a meaningful assignment to focus. However, student engagement is not just the responsibility of projects. They have a significant impact as well. A PjBL instructor can show respect for students' individually and appreciate student preferences by learning about their students as the project progress.

PjBL Impact on Language Learning

Project-based learning has significant roles in increasing the target language, in this case English as a foreign language. It helps students to become more capable in the use of the target language and facilitate learner's autonomy and learner motivation (Shepard & Stoller Simpson, 2011). Zaidi (2014) reveals that PjBL is an effective means of teaching English as a foreign language and had positive impact on the acquisition of English language skills in which low achievers improved their writing and reading skills. The PjBL also is able to improve the students' speaking skill because students have a lot of chances to practice speaking and have active involvement in their project (Radjab et al., 2013). Therefore, it can be concluded that the implementation of project-based learning in EFL students could improve English skills such as reading, speaking, and reading skill. Furthermore, this teaching approach makes the students active in the classroom activities.

According to Simpson (2011) there are at least three positive impacts to use PBL in the language classroom; that is (1) gaining language proficiency: PjBL lets the students show their language knowledge through their learning process and the meaningful outcomes that the students get from real-world experiences, (2) using real-life language and experiencing language in meaningful life situation: PjBL activities involve students to communicate in the target language and learn its culture in authentic and meaningful situation, and (3) developing motivation in foreign language: one of PjBL characteristics is students' voice and choice. The students are allowed to choose a theme of study that attract them and to manage their learning in order to achieve their goals. Therefore, the students are motivated to learn the target language, English as foreign language. Besides, the PjBL impacts on language learning, the PjBL has positive impacts in the area other than language learning (Simpson, 2011) which will be discussed in upcoming section.

PjBL Impacts in the Area Other than Language Learnings

Project-based learning is an innovative method in learning that teaches multitudes of strategy to succeed learners in twenty-first century such as collaborative, communicative, and creative skill. The students drive their own learning through inquiry, work collaboratively to research and create projects (Bell, 2010). Simpson (2011) reveals that there are some positive

impacts in implementing PjBL : 1) Enhancing academic achievement and content knowledge. PjBL allows students to have experience of a topic learned through a project in which students can reflect their experience between in-dept project work and the topic of the course, 2) Increasing autonomous learning. PjBL offers students a chance to drive their own learning as well as their voices and choices by setting their own goal, 3) Gaining important life skills. Students are allowed to be actively involved in learning process through projects. During project work, students have opportunities to involve in field work, interview experts, conduct investigations and gather resources needed to develop projects, 4) Developing higher-order thinking skill. To achieve the goal of learning, students are required to think, prepare, plan, analyse, research to successfully complete the outcome of the projects, 5) Increasing motivation. Students are allowed to select their own project work and objectives. Therefore, they are aware of their valuable project and it also creates sense of belonging towards their projects.

From several positive impacts explained above, it is clear that PjBL offer students to take full responsibility to their learning. PjBL is an appropriate approach in teaching and learning process because it offers student to achieve academic, content of subject and other skills such collaboration, communication, critical thinking and creativity skill. In addition, this learning approach is aligned with the teaching and learning characteristics demanded in curriculum 2013, the Ministry of Education, that learning process should be learner-centered, collaborative, scientific, and interactive.

METHOD

The research method employed descriptive qualitative research in which it aims at describing the steps of PjBL employed by an English teacher at Al Ihsan Islamic boarding School, Polewali Mandar, West Sulawesi. To obtain the data, the researchers used two instruments namely observation and interview. Moser & Korstjens (2017) states that the observation is aimed to obtain a close and intimate familiarity with a group and to gain their practices through intensive involvement with people in their environment, usually in certain period of time. Through interview, a researcher was able to investigate the participants' experiences, perception, thought and feelings (Moser & Korstjens, 2017). In this research, the interview also was employed to know the PjBL steps applied by the teacher in implementing PjBL in teaching English as a foreign language at Islamic Boarding School. The data from observation and interview were analysed by using interactive model of data analysis introduced by Miles et al. (2014). In analysing the data, they were presented in four concurrent flows of action; data collection, data reduction, data display, and conclusion drawing or verification.

FINDINGS

Based on the activities gathered from classroom observation and interview, they were noted and divided into several themes due to the three main steps of PjBL implemented by the teacher in EFL classroom, namely (1) planning and preparation, the project work, and report and presentation stages as described in the following lines.

Planning and Preparation Step

The observation revealed that she on this step covered seven stages of implementing PjBL in her classroom, that is (a) preparing classroom, (b) introducing the project, (c) inviting the

students to explore their creativity using some driving questions, (d) showing samples of previous project work, (e) Elaborating on goal, assessment system and language use, (f) creating groups and determining each member's role and responsibility, and (g) Setting the project timeline. These stages are described in the following lines.

a. Preparing classroom

The teacher greeted the students using Islamic greetings followed by greeting in English by saying "good morning every one". They used Islamic greetings because all of them are Muslim, so they used greetings as they everyday greetings before beginning the teaching activity. After that, the teacher then she checked the student's attendances that can be seen in the following extracts.

"Assalamualaikum, good morning, everyone...yang tidak merespon salam dianggap tidak hadir. Zaid ayo disiapkan temannya baru kita mulai belajar. Siapa saja yang tidak hadir hari ini atau hadir semua?"

b. Introducing the Project

The class was started on time. The teacher informed the students that they would do a project for the next few weeks. The teacher explained to the students that they would have a project assignment. She said that the topic would be "procedure text to make recipe". Some students respond her explanations about the topics assigned that is presented in the following extracts.

"Well...baiklah anak-anak mulai hari ini kita akan mengadakan pembelajaran proyek ya...pembelajaran proyek kita ini akan berlangsung selama beberapa minggu, so today I want to inform you about what kind of project that we will do. Jadi tugas proyek nya itu berkaitan dengan text procedure membuat resep, coba lihat di buku textnya ya disitu ada penjelasannya. Jadi nanti ada dua tugas yaitu presentasi di kelas dan membuat video contoh menggunakan procedure text. Jangan lupa saat presentasi bawa bahannya berkaitan tentang topic prosedur teks yang akan dipilih so, you are free to choose the topic based on your interest, but it is related to the theme of our lesson, procedures texts to make recipe"

"What kinds of the project mam?"

"Is it an individual project?"

c. Inviting the students to explore their creativity using some driving questions

The teacher ensured the students whether they comprehend the procedure text or not. The teacher triggered the students' critical thinking through question-and-answer session. The teacher also informed that the project would be in group. Furthermore, the teacher invited students' creativity through brainstorming activities. Most of the students participated in actively in the discussion that can be seen in the following extracts.

"sudah semua dibaca penjelasan mengenai procedure text? Dibaca baik-baik dan pahami ya apa yang dimaksud text procedure. Please read carefully ya... Kalau ada yang kurang paham silahkan bertanya. Jangan sampai salah ya memahaminya karena kita akan buat proyek mengenai procedure teks, so please ask if you do not understand ya...jadi nanti groupnya saya akan bagi ya..."

d. Showing samples of previous project work

The teacher showed a video of previous work. The video entitled “the recipe of making Baje” the teacher explained the video by breaking it down into some segments: opening, main content, and closing. She further invited the students to ask question with no hesitation. Then she continued with teaching procedure texts to the students that is shown in the following extracts.

“untuk lebih memahami bagaimana itu teks procedure, saya akan memperlihatkan contoh hasil proyek teks procedure kakak kelasmu tahun lalu, resep membuat kue tradisional baje. Perhatikan baik-baik bagaimana langkah-langkahnya ya...jangan ada yang lihat buku dulu. lihat videonya baik-baik. jika belum jelas silahkan ditanyakan. Watch the video and pay attention on the steps to make recipe...saya akan putar videonya satu kali lagi ya”

e. Elaborating on goal, assessment system and language use

The teacher elaborated on the project’s goal, the scope, and language usage needed in completing the project work. She gave explanation about assessment system. She focused not only on the final presentation but also students’ effort and involvement in the project supported by the following extracts.

“dalam tugas proyek ini anak-anak diharapkan dapat memahami apa teks prosedur. Untuk bisa menggunakan teks prosedur, anak-anak harus pahami dulu membuat kalimat imperative dan menggunakan kata ganti ya...contohnya she, he, they.

*“pada saat mebuat video perhatikan pengucapan, kosa kata dan grammatical errornya
“ibu akan menilai tugas anak-anak keaktifan di groupnya ya baik itu pertemuan dikelas atau di group WA tiap kelompok, jangan lupa saya di masukkan juga anggota tiap group WA yang nanti kalian buat karena saya akan pantua juga. Jadi penilaian tidak hanya saat presentasi saja. So, your score is not only in the outcome of the projects, but also in the process of doing project”*

f. Creating groups and determining each member’s role and responsibility

She continued the lesson by dividing the class into small group consisting of four to five students. she did it randomly; the students could not choose their group members themselves. She further asked the students to choose the group leader and divided the role and responsibility of each member presented in the following extracts.

“jumlah di kelas ada 30, jadi nanti ibu bagi enam group, so the class will have five members in each of the group that will do the project work. Tidak boleh yang minta memilih group sendiri. Kalau ada yang keberatan kasi tau saya apa alasannya. Nanti kalau groupnya sudah saya bagi dan silahkan posting di group kelas.

“yang groupnya sudah lengkap, sekarang anak-anak tentukan sendiri pembabagian tugasnya masing-masing tiap anggota kelompok, siapa yang ketua kelompoknya, siapa moderator nanti. Untuk pembuatan video, tentukan juga siapa yang bisa membuat video, narrator dan tugas lainnya, Silahkan lakukan sekarang waktu kita terbatas. So, each group decides the leader of the group and decide your roles related to your topic of project work”

g. Setting the project timeline

The teacher and the students made agreement about the submission deadline of their project work. The result was that it would be submitted in three weeks that can be seen in the following extracts.

“baiklah sebelum mengakhiri pembelajaran hari ini, jika nanti ada yang mau ditanyakan silahkan tanyakan di group kelas ya... silahkan anak-anak diskusikan kapan mau tugas mau dikumpul, tiap kelompok silahkan beri masukan masing, waktunya kapan sesuai kesepakatan tiap kelompok ya...”

The Project Work Step

The observation showed that she went with three stages of implementing this second step of PjBL in her classroom, namely (a) Guiding the data collection needed for the project, (b) Guiding the students to scaffold their project and encourage to search information, and (c) Monitoring the progress of the project work. These three stages are described as follows.

a. Guiding the data collection needed for the project

The following week, the teacher opened the class, greeted the students and checked their attendance. She started with the classroom interaction by asking about the student's progress in project. Each of the group shared their progress of the project in turn. Then the teacher facilitated suggestions. She also corrected the mistakes of the language used by the students shown in the following extracts.

“Bagaimana dengan tugas proyeknya apakah ada kendala, apakah sudah ada jadi video presentasinya”

“siapa yang bisa bantu edit video temannya”

“Ingat jangan video presentasinya terlalu panjang maksimal 10-15 menit”. So the maximum length of the video is not more than 15 minutes because more than that, the viewers will get bored. So please pay attention on this.

“perhatikan juga cara pengucapannya, yang tidak tahu cara pengucapannya buka kamusnya atau google translate disitu ada cara pengucapannya”.

b. Guiding the students to scaffold their project and encourage to search information

The teacher informed the students she would post the detailed explanation of this project assignment in WhatsApp group of the class. The students needed to check it asked questions any time they needed. She also offered helps the groups to build framework of the project. The teacher encouraged the members to search for information as much as possible independently strengthened by the following extracts.

“Nanti juga saya akan sampaikan lagi mengenai detail proyeknya di group WA kelas...jadi nanti anak-anakku jangan lupa cek WA nya. Baca-baca baik-baik. Jika belum jelas silahkan ditanyakan di group.” You can also find the examples of procedure text in YouTube to know the example of procedure texts.

c. Monitoring the progress of the project work

The teacher regularly invited the students to post their daily progress in WhatsApp group of the class. She also reminded the students that they had one week left to the project final presentation. They were also asked about the difficulties in doing the project. Some groups have made good progress in project completion. She informed the students that they might contact her anytime to consult their progress that can be seen in the following extracts.

“Bagaimana perkembangan tugasnya sudah berapa persen?”

“kalua ada kendala silahkan ditanyakan ke ibu.”

“kalua ada yang sudah selesai tugasnya cek lagi.”

“harap perkembangan tugas proyek selalu di infokan di group WA ya, WA group kelompok masing-masing saja, tidak usah di group WA kelas. Sebelum mengakhiri pembelajaran hari, I want to inform you that I will monitor the progress of your project work in WA group... Nanti saya akan pantau disitu. Kalua ada kesulitan bisa juga ditanyakan”

Report and Presentation Step

The observation showed that she went with three ways of implementing the last step of PjBL in her classroom, namely (a) preparing public presentation, (b) Facilitating discussion among group, encourage peer assessment and defend the outcome of projects (the product or artefact), and (c) Assigning the students to submit their artefacts. The description of these ways is presented below.

a. Preparing public presentation

It was the week of the project presentation. The lecturer opened the class by Islamic greeting and followed by English greeting “good morning” then asked who was absent in that day. In this stage, the class were ready to present the outcome of their projects. Five groups were ready for the presentation and there were five videos showed supported by the following extracts.

“Assalamualaikum, good morning, everyone...Zaid ayo disiapkan temannya. Baiklah dengarkan namanya masing-masing, yang lewat tidak menyahut dianggap tidak hadir”

b. Facilitating discussion among group, encourage peer assessment and defend the outcome of projects (the product or artefact)

Every group demonstrated their final projects from group one to five. The teacher monitored their presentation, commented, and praised the students. she invited peer to give comments, assessments and recommendations. Furthermore, the teacher facilitated the students to defend the result of their products or artefacts as shown in the following extracts.

“jadi yang nanti yang akan memulai presentasi, akan di undi. Jadi tidak harus kelompok satu.

“give applause to group 3 for the presentation. Group berikutnya tidak usah cepat-cepat ya dalam membawakan presentasi”

“group lain, ada yang ingin memberi masukan kepada temannya?”

“presentasi group 2 sudah bagus mam, cuma urutan resep yang disampaikan kurang teratur jadi kita kurang mengerti urutan yang seharusnya, mungkin tugas videonya nanti bisa edit lagi supaya jelas, thank you mam.”

c. Assigning the students to submit their artefacts

At the end of the meeting, the teacher assigned the leader of the group to submit their artefacts. Then the teacher ended the class by reciting Islamic pray as revealed in the following extracts.

“thank you for all the participants, sudah bagus ya semua...Cuma perlu persiapan matang lagi sebelum presentasi agar supaya hasilnya lebih bagus”.

“tugas presentasinya di kumpul di group WA kelas, jangan lupa dicantumkan namanya masing-masing”

“untuk tugas video, upload di youtube masing-masing ya. Supaya jadi kenang-kenangan. Bisa dilihat kapanpun”

DISCUSSIONS

The steps of PjBL Implementation in Teaching English as a Foreign Language were divided into three main steps; planning and preparation, the project work, and report and presentation stage. As the first step of PjBL implementation approach, the teacher notices the three common learning activities observed from the teacher and participants. The teacher gives the best sample of previous project work, refer to a real-life example of language usage and build the project activities' framework. The researcher then discussed these three elements in following description.

The teacher takes some samples of previous project work completed in different topics. The teacher shows the samples of a video of the project work from the previous class and a video of PjBL process from YouTube as a model of project work in learning process. The samples are aimed to make the students easier by imaging and drawing the concept of assigned project work and to show the teacher expectation of the student's final products or artefacts. In line with this fact, Rooij (2009) highlights that showing samples is beneficial to help students scaffold the project. The students will better comprehend by exploring the samples and fulfilling the teachers' expectations by figuring out what they have to do towards the project work.

Darling-Hammond and Hyler (2020) figure out that students tend to perform better when given many opportunities to engage in more authentic activities in completing their project work. It is similar to the finding in this research that indicates the teacher' effort to encourage the students to employ authentic language use, which means that it may refer to a real-life everyday activities of language expression. In this research, the teacher reviews about how to use imperative sentences and personal pronoun in procedure text such as making food recipe. To select the topic, teacher suggests the students to choose free topics related to their local foods. Sarifah (2017) highlights that the topic selection of the project work will be best since it is based on the students' real-world situation. The students will be highly motivated to accomplished the project since the topic and language expression are familiar with the students. Furthermore, Chandrasekaran et al. (2012) pointed that the students engage with the project when they have their own voice and choice. PjBL instruction must boost the students' creativity in constructing their ideas supported by logical details and explanations (Ravitz et al., 2012).

The teacher helped the students to construct their project work by assisting their project plan in this stage. After showing the project work sample, the teacher helps the students to build the framework, which is in line with one gold standard of PjBL introduced by Larmer et al. (2015) that the teacher is a facilitator in the classroom activities, which is also parallel with the characteristics of PjBL implementation. They help the students without interfering too much in their project plan and assist the students with their language used such as the use imperative sentences and personal pronoun. The teacher avoids interfering the project with their personal opinion and let the students develop self-directed learning. This self-directed learning is one crucial aspect of PjBL features. Simpson (2011) asserts that PjBL approach is closely dealt with students' self-direction in planning, conducting and presenting the project work. It is also in line with the constructivism theory that the learners construct the learning themselves and build self-

independent learning habits. In addition, the students will easily understand the lesson by engaging in learning by doing project activities.

The next stage is the project work activity. It is closely related to how the teacher conduct the PjBL instruction in Islamic senior high school. It includes how they guide the projects' implementation and monitor the progress of students' project works. A brief and detailed guidance is important in implementing PjBL method, particularly for the students who are relatively new to the procedures of PjBL. Therefore, the role of the teacher as PjBL facilitator is very crucial to successfully conduct the PjBL implementation. The researcher observed that the teacher elaborates on the project's goal, the scope, and language usage needed in completing the project work. She gives explanation about assessment system. The teacher and the students make agreement about the submission deadline of their project work. Furthermore, the teacher informed the students that she would post the detailed explanation of this project assignment in WhatsApp group of the class and offered helps to the groups to build framework of the project. The teacher also encouraged the members of the group to search for information as much as possible independently.

Simpson (2011), who studies the integration of PjBL in teaching EFL, reveals that the PjBL facilitator must learn to lessen his control in managing the project activities. The guidance should be given to the students on surface area in order to help the students in understanding PjBL procedures. In addition, Morales et al. (2013) further highlight that the guidance given by the PjBL facilitator must be minimum portion. The students are expected to maximized their potential to develop independent and peer-mentored learning. In contrast with the ideas, Kim et al. (2011) point out that the instructor's intervention was highly suggested to have better project and maximize the group performance, but according to the researcher that high intervention of the facilitator or teacher will reduce the students' creativity and critical thinking in conducting their project work.

One essential part of PjBL implementation is the teacher's activities to monitor the progress of students' project work. Garcia (2016) claim that proper management of monitoring activities in PjBL might increase the effectiveness of project implementation. In line with this opinion, the findings revealed that the teacher in this present research keep asking about the students' problems and difficulties and open WhatsApp chat anytime for those group members who need help. The teacher understands that the project work completion is a bit stressful for her students, thus she eagers to reduce the burden by regularly checking the students' progress and offering solution for their challenges.

As the last stages of PjBL implementation, the researcher notes two emerged attributes derived from the findings; the teacher facilitates the discussion, the students defend the outcome their projects and encourage peer assessment. The teacher conducts the discussion and reflection activities soon after the group have presented the final product. It is usually held in the last week of the project. The deadline of submission and presentation has already been agreed upon at the beginning of the project introduction. The data generated from classroom observation show that the teacher assign each group to present the project work in turn, and comments and suggestion are invited from the participants at the same time the students may defend the products or artefacts that they have made in the project assignment. Kim et al. (2011) emphasizes that the importance of having group reflection activity in last stage of PjBL.

The reflection activity may be in the form self-reflection, group reflection and instructor-facilitated reflection. They emphasize that reflection activities could increase the activeness level contribution and develop the students' critical thinking. In line with this view, this research findings also show that the teacher has paid attention on facilitating the reflection activities. The teacher encourages the students do peer assessment. The findings from classroom observation reveals that the teacher gives students a chance to each group to give some comments or arguments dealing with the presentation of other groups. While the teacher assesses the students' works based on the presentation process and the quality of the product or artefact that the student has been presented. The teacher also scores their performance either individually or group performance in report and presentation stage. Peer assessment is conducted to boost the students' active participation and responsibility in grading other groups' final product. Simpson (2011) states that PjBL has reached its peak effectiveness when frequent comments from peer and facilitator are occurred. In addition, Larmer & Mergendoller (2010) reveal that feedback and revision as one of seven essential keys of PjBL implementation.

Based on the observation and interview, the researcher claims that the technology integration in teaching and learning process is definitely inevitable since the teacher and the students in carrying out PjBL use technological tools such as WhatsApp and YouTube to support her in the process of teaching and learning. The teacher frequently employs WhatsApp application to conduct the PjBL implementation as the asynchronous mode. She creates WhatsApp group to communicate with the students specially to offer the students in consulting their project as well as to monitor the students' progress in project work completion. Ahmed (2019) points out that WhatsApp English medium group provide space for practicing natural language, especially in written communication, keep the students learn and practice English outside the classroom and motivate them to learn from each other. He argues that WhatsApp is able to develop students' language proficiency through natural interaction and contextualized language use that cannot be provided by the classroom.

CONCLUSIONS

The implementation of PjBL in teaching EFL students showed that the teacher had well implemented the project-based learning approach. The teacher applied these standards or features in her teaching stages involving planning, implementation, and evaluation. The researcher also indicated that the teacher employed technology integration, WhatsApp in this case, to support her teaching practices in the PjBL method.

The steps of PjBL Implementation were divided into three main stages; the planning and preparation stage, the project work stage, and the report and presentation stage. In the planning and preparation stage, there are three common learning activities. First, showing the best sample of previous project work, Second, referring to a real-life example of language usage, Third, building the project activities' framework. In the project work stage, there are two common activities First, guiding the project's implementation, Second, monitoring the progress of the student's project work. In the report and presentation stage, there are two common activities. First, facilitating the discussion, Second, encouraging peer assessment.

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