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THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN ENGLISH LEARNING CLASSROOM IN SMK TERPADU LAMPANG

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Abstract

Project-based learning is a teaching approach designed for students, enabling them to solve problems through a series of learning activities and real-world tasks. The aims of this research are to find out the implementation process of project-based learning methods in English learning classrooms and the impact of using project-based learning methods in English learning classrooms on student critical thinking. This study uses a qualitative method with a descriptive design. The data sources for this study came from observations and interviews. Based on the results of the study, they show that the English learning process in the classroom using project-based learning has the same aspects as the theory. It can be seen that teachers do preparation, planning, research, conclusion, showing the findings, and evaluation. And using project-based learning also has an impact on students' critical thinking. It can be seen from some aspects that students have reached levels C4, C5, and C6, or High Order Thinking Skills (HOTS), which indicates that they can give examples of what they learn and how they answer questions given by the researcher.

Keywords: *English Learning Classroom, Implementation, Project Based Learning*

I. INTRODUCTION

In the current learning process, students are required to have skills other than academic ones. Therefore, teachers are required to choose appropriate learning methods to achieve the learning objectives. The use of learning methods in teaching and learning process is needed to improve students' interest and achieving the goal of learning (Anggeraini et al., 2022). In addition, an independent curriculum is beginning to be implemented, which requires students to be more active in the learning process. Learning is a transformative process that takes place within each individual and is influenced by both internal understanding and external interactions with the environment. Based on Krajcik and Blumenfeld (2006), cited in Avi *et al*. (2020:2), state that the experience requires students to confront real-life problem statements through activities that are relevant to their interests. Learning is, therefore, a dynamic process, shaped by internal understanding and external interactions with the environment. Engaging students in activities that present real-life problems is key to improving understanding and developing

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problem-solving skills. Therefore, project-based learning can encourage active participation, meaningful connections, and appreciation of the learning experience.

The project-based learning method is related to the four pillars announced by UNESCO. Noah W. Sobe (2021) stated: "Delors is officially known as "Learn: The Treasure Within." It presents a comprehensive framework for education based on the four pillars of learning. However, Delors does not specifically mention "common goods" in its framework. Instead, he focuses on broader aspects of education and learning for personal and societal development. The four pillars of learning outlined in the Delors report are 'learning to know, learning to do, learning to live together, and learning to be.'

This is almost identical to the purpose of 21st-century skills, where Pardede (2020:71) states that there are three types of 21st-century skills: learning and innovation skills, literacy skills, and life skills. The mental processes required to adapt and improve in a modern working environment are referred to as learning and innovation skills. Literacy skills, often referred to as IMT skills (information, media, and technological literacy), are concerned with how people distinguish between facts, publication channels, and the technology behind them. Life skills are concerned with the intangible aspects of an individual's daily life, covering both personal and professional skills.

According to Partnership for 21st Century (2009), cited in Pardede (2020:71), this work focuses on the 4Cs (critical thinking, communication, collaboration, and creativity), which are popular learning and innovation skills. These four skills are needed to prepare students for their future, as they are increasingly recognized as the competence that distinguishes students who are prepared for the increasingly complex life and work contexts of the twenty-first Century from those who are not.

According to Goodman (2010), cited in We (2020:115), project-based learning is an approach to teaching designed for students that enables them to solve problems through a series of learning activities and real-world tasks. Meanwhile, based on Skehan (1998), cited in Tuyen et al. (2022:87), a project can help learners improve their independent learning, and this skill improves as learners take more responsibility for their own learning. According to Baillie & Fitzgerald (2000), cited in Sirisrimangkorn (2021:67), by using project-based learning, students actively participate in meaningful activities and collaborate on projects. The use of project-based learning offers numerous benefits to learners, enhancing their development and skills. These benefits include increased cooperation and responsibility, problem-solving skills, effective communication, innovative and analytical thinking, and the ability to engage in self-directed learning.

As a result, project-based learning is a method that is commonly used today. Project-based learning can make the students interested in the lesson and

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also can help them to promote their skills. Project-based learning engages students in practical, relevant, and collaborative experiences that promote motivation, critical thinking, and preparation for the future.

Project-based learning is a method that is used regularly in the learning process. An example of the use of project-based learning is when the teacher instructs the students to create a small drama in the form of a group, and the students are expected to use their creativity to carry out these instructions. The teacher must also monitor the progress of the instructions given. Whether these pupils have difficulties or not, they may have to present or demonstrate the results of their collaboration with their classmates.

In fact, there are some students who can understand the material better by getting explanations from their friends. There are also many students who feel happier when they are given tasks to do in groups. So, the use of project-based learning can more or less make it easier for students to understand the material.

Based on the above explanation, the researcher is interested in identifying the implementation of project-based learning methods in the English learning classroom in senior high school. So, the researcher focuses on the implementation of project-based learning methods used by teachers and students in English classroom interaction in Senior High School. Specifically, to study the process and impact of implementation of project-based learning methods in English learning classrooms.

II. THEORETICAL FRAMEWORK

Many factors influence student performance during the learning process, including individual ability. At the same time, students understand the lesson differently because they have different cognitive styles, which affect the way they understand what the teacher is teaching. Cognitive style refers to how students acquire, process, and analyze information. Based on the existing problems, the authors believe that it is important to choose a learning method because it can have an impact on the cognitive type of students' performance.

According to Gagne (1977), cited in Risnita & Bashori (2020:334), a methodological strategy is used to achieve these goals. Similarly, Gormally et al. (2009), cited in Risnita & Bashori (2020:334), argue that each method is a way to reach a functional conclusion. On the other hand, based on Sutikno (2014), cited in Munawaroh (2020:434), the method simply means 'way.' The method is defined as a way or procedure used to achieve certain goals. The term "learning" refers to all efforts made by educators to facilitate learning in learners. Thus, learning strategies are ways in which educators communicate subject matter so that the learning process occurs in the learners themselves in order to achieve goals. Studying is the

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effort made by someone to change their behavior as a result of their own interactions with their environment.

In line with the above explanation, student-centered learning is seen as one of the learning processes that involves both cognitive and behavioral aspects. According to Ribeiro et al. (2018), cited in Akrim & Mardiana (2020:181), in general, the methodology of student-centered learning (SCL) is motivated to help students improve their cognitive abilities through the acquisition of knowledge, critical thinking patterns, and metacognitive methods. The components of communicating, questioning, critiquing, and evaluating are practical features of the student-centered learning (SCL) model. The

Project Based Learning

Project-based learning was developed by John Dewey in the 1900s and focuses on learning by doing. According to Stoller & Myers (2020), through PjBL, students can find and explore their own interests, develop higher-order thinking skills, and take responsibility for their own learning. As a result, PjBL paves the way for authentic forms of experience and language, and with all these characteristics, it has the potential to significantly influence the intensity of motivation, engagement, enjoyment, and creativity of learners.

According to Rais, M. et.al (2021:1224), PjBL needs to be implemented in learning activities that aim to develop competences. Various real-world activities have provided sufficient empirical evidence that PjBL is beneficial in adapting learning skills. Furthermore, Fujioka (2011) and Stoller (1997) cited in puangpungsi (2021:4) state that in a PjBL classroom, real-world topics are used to encourage students to participate in realistic tasks that combine integrated skills and real-world information. As PjBL allows students to work in groups, they are able to take advantage of problem solving and team building scenarios.

In Stanley (2016), cited in Puangpungsi (2021:7), it is argued that a series of six essential phases are outlined for the implementation of project-based learning (PBL) in an educational setting. These stages include defining the problem, formulating solutions, planning the project, implementing the plan, monitoring the progress of the project and closing the project. If the project duration is set appropriately, it promotes the acquisition of various skills and knowledge competencies among students. And Patton (2012) cited in Argawati & Suryani (2020) defines PBL as "a method that allows students to design, plan, and execute an extended project that results in a publicly displayed output such as a product, publication, or presentation".

Based on Papandreou (1994), cited in Pham Duc Thuan (2019:331), in "An Application of the Projects Approach to EFL", offers a model that depicts the project work process in six steps: Step 1: Preparation: During this time, the teacher introduces the topic to the students and invites them to discuss and ask questions

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about it. Step 2: Planning: During this time, the teacher and the students decide how to collect and analyse information and assign different tasks. Step 3 Research: In this stage, students work individually or in groups to gather information from different sources. Step 4: Conclusions: Students draw conclusions based on their study of the data they have collected. Step 5: Students must present their final results to the whole class. Step 6: Evaluation: In this section, the teacher comments on the students' efforts and endeavors.

III. RESEARCH METHOD

This research aims to find out how the implementation process of project-based learning and its impact on students' critical thinking in English language learning classroom. This research uses qualitative grounded theory method with descriptive qualitative design. According to Creswell (2018:41), qualitative research involves investigating and evaluating the meaning that individuals or groups attach to a social or human issue. The research process involves emergent questions and techniques, as well as data collected in the participant's environment. Inductive data analysis involves the researcher creating interpretations of the data as they move from particular to general themes. The structure of the final written report is adaptable. Those involved in this form of research advocate a research approach that emphasises an inductive approach, an emphasis on individual meaning and the need to make situations complex. Based on Gall, Gall and Borg (2007) cited in Nassaji (2015) state that the aim of descriptive research is to provide a description of a phenomenon and its characteristics. This type of research focuses primarily on 'what' has happened, rather than investigating 'how' or 'why'. As a result, it often uses methods such as observation and surveys to collect data.

IV. FINDINGS

Below are the results of observations in the process of implementing project-based learning presented with a pie chart. Where the results below are taken by direct observation according to the classroom situation.

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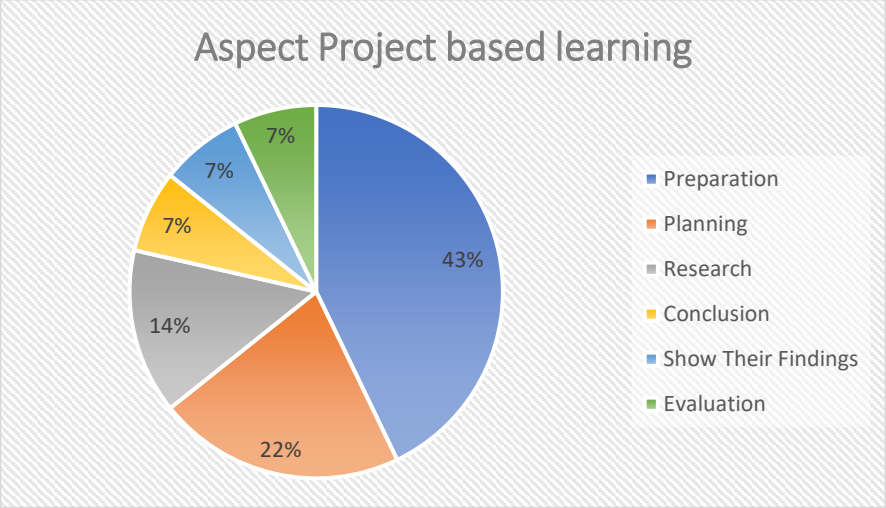

Figure 1

The table above shows that the researcher used 43% in preparation, 22% in planning, 14% in research, 7% in conclusion, 7% in presenting results and 7% in evaluation. Below are the results of the observation data that the researcher encountered in the English learning process using the project-based learning model.

1) Preparation

Preparation is when the teacher introduces the topic to the student and invites them to discuss and ask questions about it. This part includes greetings or openings in the learning process, check student's attendance, remind what was learned at the last meeting, introduce the material, explain the material and discussion about the material. As a result of observations, English teachers in SMK Terpadu Lampang are appropriate in their use of project-based learning models. In the preparation aspect, first the teacher enters the classroom with teaching materials, then says greetings to open the learning process after giving greetings like "hello everyone, good afternoon. How are you today". After that, followed by checking the attendance of students, the teacher checked attendance one by one. If the checking of attendance is done, before going to the material, the teacher reminds students of what they have learned in the last lesson. Next, the teacher begins to provide new material that will be given that day; for that day, the teacher will give caption material. So, the teacher gives an explanation of the material. After the material is successfully explained, the teacher opens a discussion session where students are welcome to ask questions.

2) Planning

Planning is when the teacher and students decide how to collect and analyses information. This part includes giving the tasks and the time period,

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giving students the opportunity to express their opinions and forming a group. After the students have understood all the material provided, the teacher begins to give the tasks and sets the deadline for submitting the tasks. The task given by the teacher is to find pictures and provide information related to the material explained. after the teacher gives the task, the teacher gives the students the opportunity to ask questions or give an opinion. when the task is understood, the teacher asks the students to form groups. In class 12, OTKP (Otomatisasi Tata Kelola Perkantoran) is divided into 6 groups where each group consists of 6 people.

3) Research

Research is when students work on collecting the data for the task. In this part students start to join their groups and start to discuss and collect the data. The results of the research are more focused on the students. where after the task is given, students begin to join their groups and begin to discuss working on the tasks given. From the results of my research, students work on tasks by dividing the task among each member. After the members have found their respective answers, they begin to collect the data they get and then combine them.

4) Conclusion

A conclusion is when the student collects the data and draws a conclusion. In this part, students start to write the data in order to finally present it. After they have collected the data, they combine them. They start to write down the results they have obtained in a file. Once they have compiled it, they start to prepare for the presentation part where they divide who will be the moderator, who will take the minutes and who will be the speakers.

5) Show their findings

Presenting their findings is when the students start to present their findings. Once they had successfully organized their inventions and prepared for the presentation, they were asked to stand in front of the class and start presenting their inventions.

6) Evaluation

Evaluation is when the teacher gives comments or ratings to the students. After all groups have presented their findings, the teacher will evaluate them. At this point, the teacher gives comments to further build confidence so that the voice can be louder, clearer and not joking during the presentation.

This study also uses data from interviews conducted during the study to determine whether project-based learning can improve students' critical thinking. The theory of Bloom's Taxonomy is used to assess critical thinking. It was developed by Bloom et al. (1956) and refined by Anderson and Krathwohl (2001). It comprises six cognitive domains that represent the fundamental elements of critical thinking: remembering, understanding, applying, analyzing, evaluating and

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creating. Based on the results of interviews with students that the use of project-based learning can improve critical thinking. This research is consistent between student responses and Bloom's Taxonomy theory.

V. DISCUSSION

This research is related to one of the previous studies used as a reference in this research; there are similarities, namely the discussion of project-based learning. The results of this observational data can be said to be appropriate because what the researchers find in the field is in line with what the theory says. However, looking at the field conditions during the process, there was one person in each group who did not participate in the discussion process. This obviously has an impact on the students' understanding of the material. During the presentation there were also some students in each group who did not concentrate and joked too much. So it can be concluded that although the process of implementing PBL is in accordance with the existing stages, if there are still students who do not follow the stages or joke too much, then the objectives of implementing PBL will not be achieved. Therefore, good communication and cooperation between teachers and students, and between students and students, is always needed so that the objectives of project-based learning can be fully achieved. The difference with previous research by Pham Duc Thuan (2018) in interpreting the findings is only in the outline, not in the details.

For the research findings through interviews, it shows that the use of project-based learning can have an impact on students' critical thinking. This is proven by using Bloom's taxonomy theory where there are factors that affect a person's cognitive. This includes 6 categories of cognitive domains that represent the basic elements of critical thinking, namely, remembering (C1), understanding (C2), applying (C3), analysing (C4), evaluating (C5) and creating (C6). In this case, critical thinking is included in categories C4, C5 and C6 or better known as HOTS (High Order Thinking Skill) vocabulary. And by conducting the interview process, it is known that project-based learning can have an impact on students' critical thinking.

VI. CONCLUSION

Research on the implementation of project-based learning method in English language learning classroom. The results showed that the process of learning English in the classroom by using project-based learning has the same aspects according to the theory. Here it shows that teachers do preparation 43%, planning 22%, research !4%, conclusion 7%, showing their results 7% and evaluation 7%. The data in this study also shows that the use of project-based learning can have an impact on students' critical thinking. In line with what is said

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in Bloom's Taxonomy, this can be seen in several aspects that show that the students have reached the level of C4, C5 and C6 or HOTS (High Order Thinking Skills), which shows that they can give examples of what they have learned and how they answer the questions given by the researcher.

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