CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

The chapter provides the explanation about the result and discussion of the research. It provides the results for answering questions that have been stated in the research focus that can be found on the first chapter. The result of this research will focus on the implementation of project based learning used by teacher in teaching English as foreign language and also the advantages and the disadvantages of project based learning used by teacher in teaching English as foreign language. Furthermore, this chapter will also give the discussion related to the implementation of project based learning used by teacher in teaching English as foreign language and also the advantages and the disadvantages of project based learning used by teacher in teaching English as foreign language.

A. **Result**

In this study, the researcher explained some of the findings obtained from the activities being done through observations, interviews, and also documentation in grade 8 of SMPN 1 Rubaru.

Observations were done in this study in order to obtain the data needed to determine the factual conditions that occurred in the field during the process of teaching and learning activities. Through observation, researchers could find out the implementation of project based learning in learning English in the classroom. Observations were made from October 17th, 2022 to November 1st, 2022 in two classes, namely grades 8-1 and 8-2 at SMPN 1 Rubaru with SW as the English

teacher of those classes. Observations were carried out sixth times because they followed the number of meetings in one subject matter.

In addition to observation, researchers also used the interview method to obtain the data. Interviews were conducted to a number of students in each class to ask several things related to English learning activities. The questions asked to the respondents were about their feelings during the learning process and the benefits and obstacles they got during the learning process.

Another method used by researchers in data collection was documentation. This is necessary in order to validate the activities of observations and interviews that had been carried out. In this section, the researcher will explain two points based on the research focus written in the first chapter, which is about the implementation of project based learning used by teacher in teaching English as foreign language and also the advantages and the disadvantages of project based learning used by teacher in teaching English as foreign language.

1. **The implementation of Project Based Learning Model Used by Teacher in Teaching English as Foreign Language**

   The research was taken place at SMPN 1 Rubaru in which it was exactly located in Banasare village, Rubaru District. This study intends to describe and analyze how the implementation of the project-based learning model in learning activities for scientific paper materials. The description in this study was guided by the lesson plan (RPP) that had been prepared by the teacher which was divided into three stages of learning, namely planning, implementation and reporting / evaluation.

Based on the results of observations that had been done by the researcher in the first meeting that had been held on October 17th, 2022, for 8-2 and on October 18th, 2022, the learning activities in the classroom used the PjBL learning model in English subjects with the subject matter, namely about oral and written transactional interaction texts that involved the act of giving and requesting information related to the ability and willingness to perform an action, according to the context in which it is used. The material was constructed for grade 8 which took 6 meetings to complete, this can be seen in the Lesson Plan that has been made by the teacher.

During the first meeting, before the beginning of the class, the teacher prepared the teaching material used such as the teacher's book since the using of other media facilities such as projector in the school was still unavailable or inadequate. So that the teacher still used whiteboard, markers, teacher's handbooks and student's handbooks for class VIII SMPN 1 Rubaru, as well as student attendance lists, in which this was in accordance with the learning media in the lesson plan that had been made. Not only that, based on the observations that had been done by the researcher, the English teacher also used printed-out picture as media which was used to provide stimulation questions for the students. Then the teacher started the lesson by praying and checking the student's attendance, after that the teacher gave motivation to the students to start learning, and delivered a brief introduction to the material for 15 minutes. Then after that the teacher conveyed the basic competencies and learning objectives on that day. (See appendix V)

The core activity in learning activities by using PjBL model was that it contains learning steps, the first was the activity of giving essential questions and determining the project. During the activity of giving essential questions, the questions asked by the teacher were "Have you ever given advice or maybe some of you have been given advice by others?" Then the students answered it by saying "yes, we have". (See appendix V)

Based on the results of observations, during the activity of giving essential questions, the teacher also showed a paper with a picture of traffic signs to the students as an example to give advice and obey the rules. Then the teacher provided and conveyed some language features, the grammar as well as the vocabularies that are often or generally found whenever someone wanted to try to give suggestions, prohibition and conveyed a rule or an obligations. But during the explanation, the teacher could not explain the subject matters completely, so that the teacher might as well continue the discussion on the next meeting.

The second step in the implemantation of PjBL model was to design project plans in which this step was being held on October 18th, 2022, for 8-2 and on October 20th, 2022. In this step, the sudents were asked to make a group consist of two people, but before the students were asked to choose their partner, the teacher contnued the subject matters that had been not completed on the previous meeting. After the activity of pairing with their partners, the students were asked to construct their project plan, the after the planning was done collaboratively between students with the help of the teacher. Thus, students were expected to feel more understanding of the

project or assignment given. Planning contained about how to create a dialogue that could show the expression of giving and requesting information related to the ability and willingness to perform an action, by integrating various authentic examples, and knowing vocabulary or sentence forms that could be used in making dialogues about giving obligation, prohibition, and suggestion.

Based on observations during the designing stage of project planning, the teacher ensured that each student in the group understood the topic that had been determined and knew the procedure for making the dialogue that would be generated. Then the students discussed in pairs to develop a project plan in the form of a dialogue, which included determining the theme and what vocabularies were needed. (See appendix V)

After the students had gathered and discussed with their partners. Next, students together with teachers collaboratively made project completion deadlines. Based on observations at the schedule stage, assignment activities or project creation were carried out on October 24th and 25th, 2022 for class 8-2 and October 25th and 27th, 2022 for class 8-1, then the deadline for submitting assignments was set on October 31st, 2022 for class 8 -2 and for grades 8-1 on 1st November 2022, with two meetings as for performing the dialogue in front of the class.

This was supported by the results of interviews with SW, learning activities were carried out in three meetings. (See appendix IV)

"The first and the second meeting explained about the introduction of material, giving vocabulary and linguistic rules, making groups, and

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assignments, the third and the fourth meeting were working on assignments followed by the student monitoring stage, then at the fifth and the sixth meeting the assignments were completed and displayed in front of the class."[49]

At the third and the fourth meeting, namely at the monitoring stage, the teacher facilitated students in almost every process. In other words, the teacher acted as a facilitator for student activities. The teacher monitored the activity of students while carrying out tasks, monitored their task developments and guided when the students found any difficulties. Based on observations, during monitoring, the teacher facilitated each group that had difficulties in terms of limited vocabulary or difficulties related to the language feature being used, then the teacher also checked the activity and progress of the task by asking each member of the group regarding their duties or responsibilities. given to each group member. (See appendix V)

This was in accordance with the results of interviews conducted with mrs. Sri Wahyuni. (See appendix IV)

"There is one group that is constrained by the lack of vocabulary related to the theme in the group, the solution is that the group and I discuss and tell the correct vocabulary or language feature that must be used. Then for monitoring, I monitor each group, cooperation between groups, because each group member must take part in completing the tasks that have been given. However, due to limited time, I can only monitor them during my class hours

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[49] Sri Wahyuni, The English Teacher of the 8th Grade of SMPN 1 Rubaru, Direct Interview (03rd November 2022)

in one meeting, after that they do group assignments at home and it will be continued on to the next meeting"[50]

The stage of testing the results was carried out to assist teachers in measuring student skills. This stage was carried out at the fifth and the sixth meeting.

Then, based on the interview with the teacher, SW said during the interview.

"During the assessment or evaluation, their task will be performed in front of other group members, then each group member listens, whether the dialogue includes the material that has been explained at the beginning of the meeting or not."[51]

At the end of the learning process, teachers and students evaluated and reflected on the activities and project results that had been carried out. The learning reflection process was carried out after all groups had explained their project assignments. The purpose of the product presentation was in the form of a dialogue, namely to get responses from other groups and reinforcement from the teacher so that students could make improvements according to suggestions given by the teacher or other groups.

Then at this evaluation stage, students were asked to provide feedback or express their feelings and experiences while completing the tasks that had been given and displayed. Based on observations, the teacher guided the project presentation process, responded to the results, then the teacher and

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[50] Sri Wahyuni, The English Teacher of the 8th Grade of SMPN 1 Rubaru, Direct Interview (03rd November 2022)
[51] Sri Wahyuni, The English Teacher of the 8th Grade of SMPN 1 Rubaru, Direct Interview (03rd November 2022)

students reflected or concluded the results and evaluated the learning experience on the material of oral and written transactional interaction texts that involved the act of giving and asking for information related to the ability and willingness to take an action, in accordance with context of use. The results of these observations were supported by the statements from one of the students during the group interview that had been held on November 11th, 2022. (See appendix IV)

"…in making dialogues in pairs, we know better how to give advice and convey a rule in English, we also dare to show our ability to speak English."[52]

Then after the evaluation activity, namely in the closing activity, the teacher concluded the learning material at the meeting, then the class was closed by greeting the teacher.

2. The Advantages and the Disadvantages of Project Based Learning Model Used by Teacher in Teaching English as Foreign Language

During the process of using project based learning in grade 8 SMPN 1 Rubaru, students and teachers found several advantages and disadvantages during the teaching and learning process. Meanwhile, based on observations and interviews that had been carried out by researchers from October 17th, 2022 up to November 11th, 2022, researcher describes the advantages and disadvantages in implementing PjBL, as follows:

a. Advantages of Project Based Learning

Based on interviews that had been carried out with SW thas was held on November 11th, 2022, she explained that the use of PjBL was very helpful for

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[52] Holilur Rahman, The English Student of the 8th Grade of SMPN 1 Rubaru, Direct Interview (01st November 2022)

teacher because in its application the teacher did not explain the material all the time, but the teacher served as a facilitator who helped students in completing the assigned tasks or projects. Not only that, teacher could also easily monitor the activities of completing the task because assignments were given in groups. This was supported by the statements from informants November 11th, 2022. (See appendix IV)

"During the process of teaching activities using project based learning, I don't need to be tired of explaining the material from beginning to the end, but I only serve as a facilitator who can help students complete their assignments"[53]

Meanwhile, based on group interviews conducted with students in grades 8-2 on October 31st, 2022 and in grades 8-1 on November 1st, 2022, they explained that with the learning model applied by SW, they could actively ask about new vocabularies that could help them in completing assignments. Not only that. Students could also boldly ask questions to the teacher regarding difficulties in completing assignments, for example, difficulties in using the correct language rules. This was also supported by the statement of one of the students during the group interview. (See appendix IV)

"During the process of completing the task, I can ask anything related to vocabulary and also the use of correct sentences during the consultation time with my teacher "[54]

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[53] Sri Wahyuni, The English Teacher of the 8th Grade of SMPN 1 Rubaru, Direct Interview (03rd November 2022)
[54] Indah Sri Wahyu Ningsih, The English Student of the 8th Grade of SMPN 1 Rubaru, Direct Interview (01st November 2022)

b. Disadvantages of Project Based Learning

From the results of interviews conducted with teachers on November 11th, researchers found that the lack of facilities and learning media became an obstacle for teachers to introduce the material provided. So this forced the teacher to be thoughtful and to outsmart these lack by providing printed out pictures that can be shown to the students. In addition, the implementation of PjBL took a relatively long time to complete only one task, while students could not only understand one assignment but also need to do other exercises. Not only that, the implementation of PjBL could also overwhelm teachers in monitoring each individual in each group. Because there must be some students who were not active in completing their assignments. Limited time was also becoming a disadvantage of implementing this learning model, so that the consultation time in one meeting was not enough, and it did need to be continued to the next meeting.

The disadvatages above were also supported by the statements of the informants during the interview activities. (See appendix IV)

"... to be honest, the implementation of PJBL in SMPN 1 Rubaru is a bit lacking due to inadequate school facilities, so I as a teacher have to provide my own facilities and media so that it can support the learning process."[55]

"..., sometimes I get overwhelmed during the consultation process because besides I have to help students who have difficulties in completing

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[55] Sri Wahyuni, The English Teacher of the 8th Grade of SMPN 1 Rubaru, Direct Interview (03rd November 2022)

the task, I also have to monitor each individual so that they can be active in completing their assignments..."[56]

In addition to the shortcomings that had been conveyed by the teacher, the researcher also conducted interviews with several students regarding the shortcomings they faced during the learning process taught by SW.

During the interview, one of the students explained that what they lacked in participating in the learning process was that basically students had difficulties learning English since they did not use it daily. So even though they studied English at school, when they were outside the classroom, the vocabulary they had acquired would be unused and they quickly forgot about it. And this was worsened by the statements from those who say that English was a difficult subject for them to understand.

The above disadvantages were also supported by the statement being said by one of the students from class 8-2. (See appendix IV)

"..., English is very difficult for me to understand quickly because English is also rarely used by me everyday, the differences in pronunciation and also writing also sometimes make it difficult and it makes us confused to memorize certain vocabularies."[57]

B. Discussion

In this section, the researcher would explain the answers and gave some points about the focus of the research based on the research findings that had been obtained by the researcher which would then be discussed based on the

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[56] Sri Wahyuni, The English Teacher of the 8th Grade of SMPN 1 Rubaru, Direct Interview (03rd November 2022)
[57] Ahmad Khairul Fawaid, The English Student of the 8th Grade of SMPN 1 Rubaru, Direct Interview (01st November 2022)

theories in the previous chapter. The focuses consist of the implementation of project based learning used by teacher in teaching english as foreign language and also the advantages and the disadvantages of project based learning used by teacher in teaching english as foreign language.

1. **The implementation of Project Based Learning Model Used by Teacher in Teaching English as Foreign Language**

The results showed that the project-based learning model in learning English in grade 8 SMPN 1 Rubaru was implemented to complete the project task of making dialogues. The assignment of this project was a plan carried out by the teacher before learning activities. The teacher also prepared a lesson plan in the form of lesson plans to achieve Basic Competence in making a dialogue by paying attention to vocabulary and linguistic rules. The lesson plans prepared by the teacher included competencies to be achieved, learning objectives, learning methods, learning media, learning resources, learning steps and assessments.

Based on the project-based learning steps developed by Hasanatul, the project-based learning model consisted of three learning steps, namely planning, implementation and reporting.[58] In practice, project-based learning activities carried out in class 8-1 and 8-2 are divided into three stages in the process that were in accordance with the three main stages of the project-based learning model that are already stated by Stoller in Hasanatul. Those main stages included (1) planning, (2) implementation, and (3) reporting. The three stages of learning could be broken down into eight learning activities,

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[58] Hasanatul Hamidah et al., *HOTS-Oriented Module: Project-Based Learning*, 20.

which included choosing project topic, pre-communicative activities, asking essential questions, designing project plans, creating project timelines, finishing the project, assessing the project results, and evaluating the project.[59]

Learning activities using a project-based learning model at the first meeting began with a basic question asked by the teacher in the form of "Have you seen these pictures? What do you know about these pictures?" while showing the pictures of traffic signs to the students. Essential questions given by the teacher are in line with Hasanatul's opinion that the teacher asked questions that leaded to assignment activities that would be carried out by students. Then the determination of project tasks carried out by the teacher was adjusted to the material being taught. Before giving project assignments, the teacher formed students into several groups consisting of two people, in which the groups were formed based on their seats. This was considered efficient, because in group work the teacher could form groups that students could help each other and without leaving their seats, but sometimes smart students paired with their friend who had the same abilty, meanwhile the students whole were lack in ability got a partner with the same ability as well. However, this learning step had been carried out quite well, since the teacher helped the students who got difficulties.

In the implementation of PjBL in class 8 SMPN 1 Rubaru, it can be found that its implementation was based on the principle of Authenticity, more precisely Authentic in project outcome impact, in which the provision

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[59] Hasanatul Hamidah et al., 20.

of material and dialogue assignments must be related to student activities whether inside or outside the school which aimed to the students to be able to know how to give or convey the expressions of obligation, prohibition and also suggestions. This is also in line with what has been conveyed by Larmer in Hasanatul, where he explained that this principle of authenticity has the goal of connecting classroom learning with real-life contexts that students can easily find in everyday life where the project results at the end of the activity are expected to have a significant impact on the environment, for example how to give advice or prohibit smoking in the school environment which has an impact on student discipline.[60] This statements can be supported by the data that the researcher had gotten from the interview with the teacher on 11th November 2022. (See appendix IV)

> "Usually I give them a kind of project or task such as making a dialog, making a text in which it can be descriptive text, telling stories, reporting text and so on according to the subject matters. The task that is given also must be related with their daily activity whther in school or outside the school. So the task must be authentic for the students ir order to make them understans with the materials"

In terms of giving the project or task, the teacher gave assignments or projects that were semi-structured since the concept of the PjBL was using collaborative learning which include the involvement of the teacher and students. This kind of assignment is in line with what has been conveyed by Stoller in Yuni, where he explains that a semi-structured project is defined,

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[60] Hasanatul Hamidah et al., 19–20.

explained by the teacher and the management and work is carried out by students assisted by the teacher as a facilitator.[61] Not only is it semi-structured, the task of making dialogue was also considered as a small-scale project in which the task was classified as a simple task that took approximately one week or two meetings. This type of simple assignment is also in line with what was conveyed by Fried-Booth, where he explained that a small-scale or simple project is a type of project that is done in class that only requires two or three meetings.[62] This statements can be supported by the data that the researcher had gotten from the interview with the teacher on 11th November 2022. (See appendix IV & V)

> "I usually give them the deadline in accordance with the difficulty of the task itself. If it is about making a dialogue or making a long text, then the time that I will give for them to complete the task will be one week or two metings. Meanwhile, if it is about making a short text or just an easy task, then I will give them one day to complete it."

In the activity of designing product plans, students in pairs discussed preparing plans for making assignments, problem solving included division of tasks, each group member was given their respective responsibilities such as preparing the tools, materials, media, and resources needed. Learning at this stage went well. The activity of compiling a schedule, this activity aimed to determine the arrangement of activities that would be carried out by students when working on dialogue assignments. The learning process based on this scheduling ran well according to a predetermined schedule.

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[61] Pantiwati and Permana, "Penerapan Model Pembelajaran Berbasis Proyek untuk Meningkatkan Pemahaman dan Kualitas Media Pembelajaran Buatan Mahasiswa," 10.
[62] Fried-Booth, "Project Work with Advanced Classes," 98.

When students completed the task of making dialogues given by the teacher, the previous teacher had facilitated students in almost every process, such as giving vocabulary, explanations related to linguistic elements and others. The teacher acted as a facilitator and motivator, providing instructions that could guide students to complete assignments and motivate students to be more optimal in carrying out assignments.

The teacher monitored the activity of students while carrying out tasks, monitors the realization of developments and guided if they experience difficulties, in other words, the teacher acted as a mentor for student activities, this procedure was in line with what Hasanatul had conveyed in her book which she explained that in during the process, the teacher acted as a facilitator to keep the project plan rational, logical and could be carried out by students.[63] However, in practice the teacher had not been able to monitor student work as a whole, due to limitations in terms of time where after class hours were over, students and their groups worked on assignments were outside school hours, so that they escaped the teacher's supervision, but the progress of the assignments looks quite good because from the schedule that had been determined each group could complete the task on time.

Based on observations and interviews conducted by researchers in grade 8 of SMPN 1 Rubaru, it can be seen that the concept of implementing PjBL is carried out collaboratively between students and teachers as well as between students and other students. This is in line with what was conveyed by Thomas in Sunardi where he stated that the PjBL model is a learning model

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[63] Hasanatul Hamidah et al., *HOTS-Oriented Module: Project-Based Learning*, 23.

that involves focusing on meaningful questions and problems, problem solving, decision making, the process of finding various sources, providing opportunities for members to work collaboratively, and closes with a real product presentation. Project-based learning not only examines the relationship between theoretical and practical information, but also motivates students to reflect on what they learn in learning in a real project. Students can work in real terms, as if they were in the real world that can produce realistic products. Due to the collaborative nature of project work, the development of these skills should be aimed at all teams.[64] So it can be concluded that in implementing Project based learning, teaching and learning activities are always closely related to the concept of collaborative learning.

Not only using collaborative learning, from the results of observations, it can also be found that in implementing the learning process using PJBL, the teacher applied a type of challenge based learning. In this type of PjBL, the teacher encourages students to make a conversation showing the activity of giving obligations, prohibitions and/or suggestions with their partners. This activity is also in line with what has been conveyed by Kilpatrick in Pecore, where it is explained that challenge-based learning is used to encourage students to be able to solve problems with the real world for example by involving them in approaches to teaching and learning goals.[65]

After completeing the the task, the results of making dialogues would be displayed by each group randomly by the teacher, but the teacher also

[64] Sunardi, M Ihwanudin, and Ferry Dwi Fitrianto, "Pembelajaran Kolaboratif Berbasis Proyek: Inovasi untuk Meningkatkan Kesesuaian Kompetensi Produktif di SMK dengan Kebutuhan Dunia Kerja," *Universitas Negeri Malang*, 2015, 142.
[65] Pecore, "From Kilpatrick's Project Method TO Project-Based Learning," 160–61.

provided opportunities or prioritizes groups that were ready to perform in front of the class, while other groups listen to the results of the dialogue task. At this stage of testing the results, the learning process went quite well, with some input from the teacher regarding pronunciation and grammar from the dialogues judged by each group.

At this testing stage, the teacher used several assessment indicators, such as the language feature and pronunciation which in other words included writing and speaking in which the two skills were translated into several aspects of assessment, which consist of using appropriate vocabulary and grammar, as well as their accuracy in writing. pronunciation. The assessment stage had also referred to indicators of achievement of basic competencies from KI 4, namely about writing simple oral and written texts that involved giving and asking for information related to imperatives, prohibitions, and appeals to maintain the cleanliness of the school environment, taking into account social functions, sentence structure, and language feature that were correct and based on context. The assessment carried out indicated that the teacher had carried out a summative assessment of the students. This was in accordance with what had been conveyed by larmer in Hasanatul where he said that summative assessment could be carried out when the project-based learning process had been completed. But based on the observations that had been done by the researcher, the teacher still had not finished the summative assessment since the techer had not done the daily examination and had not received the exercises of the students so that the teacher could not accumulate

the over all score for the students, in which could not allow the teacher to do the summative assessment yet.

Based on the results of the research conducted, in the implementation of learning, the teacher gave freedom and responsibility to each group in doing their dialogue tasks. This could develop responsible, fair, independent, creative and innovative attitudes in students in compiling dialogue texts with their group friends.

Learning by applying the project-based learning model that had been carried out is also able to increase cooperation between colleagues and mutual help. This could be seen when students complete the task of making a dialogue. The attitudes that were grown in the process of doing the task are one of the purposes obtained from the learning process carried out. This was in line with what was conveyed by Hasanatul, namely where one of the benefits that can be obtained from the use of project based learning is to develop critical thinking skills, data and information processing, problem solving, teamwork, communication, and self-management with the aim that students gained the meaning or benefits that could be felt directly from the lesson of their daily life.[66]

Based on the results of the research conducted, the application of the project-based learning model formed students to build their own knowledge with their group friends in doing the tasks that had been given. This could be seen from the students' activities in the activity of compiling expressions of giving and asking for information related to imperatives, prohibitions, and

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[66] Hasanatul Hamidah et al., *HOTS-Oriented Module: Project-Based Learning*, 30.

appeals in making dialogue texts by paying attention to vocabulary and language feature.

In addition, the implementation of the PjBL model was in accordance with the learning steps developed by Hasanatul and was in accordance with what the teacher had implemented in the classroom. This could be seen in the learning process, the teacher carried out preliminary activities such as opening learning by greeting students, preparing all things needed in the learning process, reviewing learning clearly, conveying competencies and learning objectives. Then at the core activity, the teacher asked essential questions and assigned tasks, designed product plans, arranged schedules, monitored activity and task progress, tested the results, and evaluated experiences. Then in the closing activity the teacher concluded the learning that had been done.

2. The Advantages and the Disadvantages of Project Based Learning Model Used by Teacher in Teaching English as Foreign Language

When the researchers conducted interviews with students in grades 8-1 and 8-2 of SMPN 1 Rubaru, the researchers found that there were several advantages and disadvantages of using project based learning in teaching English as a foreign language.

a. The Advantages of Project Based Learning

Based on the results of observations and interviews that had been carried out, the researchers found that the significant advantages of using project-based learning are as follows:

1) Project based learning can improve team work

   The use of PjBL could improve teamwork. This could be seen from the completion of tasks carried out in groups. With teamwork where each person in a group had their own task so that the completion of the dialogue task could be completed quickly. This advantage was in line with the opinion expressed by Hasanatul where he explained that PjBL could develop critical thinking skills, data and information processing, problem solving, teamwork, communication, and self-management.[67]

2) The teacher only acts as a facilitator

   The teacher's position as a facilitator was also an advantage in the use of PjBL, this was because, during the learning process, the teacher only provided the material not in its entirety and the teacher was only tasked with monitoring and providing consultation for students who found difficulties. This was also in line with what hasanatul explained that the teacher's role in implementing PjBL was as a facilitator for students.[68]

3) PjBL give students a wider knowledge of EFL

   In addition to the advantages of PjBL mentioned above, the researcher also found several significant benefits from using PjBL in learning English in grade 8 of SMPN 1 Rubaru, in which tudents could find out how to pronounce the expression telling or forbidding someone to do something in English. This was very

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[67] Hasanatul Hamidah et al., 30.
[68] Hasanatul Hamidah et al., 23.

useful according to one student because they could use it when they met native speakers in the future. This benefit was in line with what had been explained by Broughton that by learning English, students could realize that some everyday expressions could be spoken in other ways, namely by using English, thus encouraging them to the world more.[69]

b. The Disadvantages of Project Based Learning

The position of English as a foreign language taught in schools was because students did not use English as a language of communication with colleagues or other people or did not use it as a daily necessity. This was in line with the theory presented by Broughton who explained that English was called a foreign language because the language did not play an important role in social life or for everyday life so that language was only taught or could be found only in schools as one of the lessons.[70]

A further disadvantage of using PjBL in English learning is that PjBL has limited time for consultation. This causes the consultation time is not enough to be done in one meeting so that the consultation time needs to be done at the next meeting, this is because the tasks given to students are not only to make dialogues but also include homework such as exercises and others. This shortcoming has also been conveyed by hasanatul in his book, in which he explains that due to the large number of tasks, the consultation time for one meeting is not enough, so the teacher needs to arrange a consultation schedule so that it does not become an obstacle during project creation.

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[69] Broughton et al., *Teaching English as a Foreign Language.*, 6–7.
[70] Broughton et al., 6–7.

In addition to the disadvantages above, the researchers also found several factors that became the shortcomings of the use of PjBL in learning English, as follows[71]: (See appendix IV)

    1) Lack of motivation to learn English.

    From the group interview conducted by the researcher, one of the 8th students of SMPN 1 Rubaru said that learning English was very difficult because he was not really interested in learning English. This is in line with what was conveyed by Rajuin in Sri, where he explained that a lack of motivation could be an obstacle to learning EFL in the classroom.

    2) Lack of vocabulary

    In line with what had been conveyed by Fen in Sri, the lack of English vocabulary was also one of the factors for students having difficulty in completing projects making dialogues so that this caused students to need more attention from the teacher whom acted as facilitator to overcome these problems.

    3) Students' anxiety in speaking English

    One of the other reasons why the use of PjBL is somewhat hampered in its implementation in grade 8 of SMPN 1 Rubaru was because students were too hesitant to speak English. This was because they were not confident and afraid of making mistakes related with their own English pronunciation.

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[71] Sri Puji Hapsari, "Students' Difficulties in Learning English at a State Vocational High School," 3–7.