



The Analysis of The Project-Based Learning Model Used by The English Teacher of Junior High School Kabupaten Jeneponto

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Abstract

The research aimed to investigate how teachers implemented the Project-Based Learning Model in teaching English, as well as the challenges faced by an English teacher at SMPN 2 Turatea. The researcher employed a Qualitative Research Design Method and collected data through two instruments: lesson plans, teacher recordings, and interview guides. The gathered data underwent analysis involving data reduction, data display, and conclusion drawing. The Project-Based Learning Model consists of six stages: initiating with an essential question, designing a project plan, creating a schedule, monitoring student progress and project advancement, assessing outcomes, and evaluating the overall experience. The findings revealed that the teacher followed all six stages of the Project-Based Learning Model in teaching English. These stages encompassed starting with an essential question, crafting a project plan, establishing a timeline, closely monitoring student progress and project development, evaluating outcomes, and reflecting on the learning experience. Notably, the teacher innovatively employed control cards to oversee students' project progress. The teacher perceived that integrating the Project-Based Learning Model into English instruction not only promoted the development of positive character traits, particularly self-confidence but also encouraged student engagement in meaningful interactions. Significantly, the teacher encountered no significant weaknesses during the implementation of the Project-Based Learning Model. However, challenges

arose in terms of providing the necessary equipment to effectively support students' project work.

Keywords: *Implementation, Project Based Learning, Speaking, Strengths and Weaknesses*

Introduction

English offers several advantages as a language. Firstly, it stands as the most widely spoken language globally, facilitating communication among people from diverse countries. English serves as a common medium for cross-cultural interaction. Secondly, achieving fluency in English enhances career prospects significantly. Proficiency in English creates opportunities to seek international employment and establish business relationships with individuals from different countries. Lastly, English holds the distinction of being the language of international science. The majority of knowledge, instructions, and information available on the internet and in electronic resources are presented in English (Crystal, 1997). This fact is supported by research conducted by Ilyosovna (2020) on the importance of the English language.

Given that English has emerged as the most widely recognized language globally, boasting numerous advantages, it has rightfully secured its place as a pivotal subject within the educational system. It is taught from elementary school through to the university level. In light of this, teachers are tasked with cultivating creativity in their English instruction. This creativity extends to the careful selection of learning media, instructional approaches, and methods employed in the teaching process.

Moreover, the 2013 curriculum mandates the adoption of Student-Centered Learning. This progressive approach to education positions the student at the center of the learning experience and emphasizes contextual understanding. The teaching and learning process is designed to be both student-centered and contextual, aligning with the directives of Standar Proses Permendikbud No. 65, 2013.

The 2013 curriculum offers a diverse array of teaching methods, including Discovery Learning, Problem-Based Learning, and the Project-Based Learning Model. These pedagogical models are considered particularly fitting for successfully implementing Curriculum 2013, given their alignment with societal conditions, developmental needs, and the characteristics of students. These models have been systematically integrated into teacher training programs, such as Diklat Kurikulum 2013, under the guidance of Mulyasa (2014).

One of the learning models previously mentioned is the Project-Based Learning Model (PjBL). This model, recommended for use in education, presents a structured approach to the learning process. PjBL stands out as a method that effectively nurtures

and empowers students to become more independent, creative, and engaged. This effectiveness stems from the fact that within the Project-Based Learning Model, each student assumes a distinct role and responsibility when undertaking tasks or assignments aligned with the model's proposed steps.

According to Simpson (2012), a notable aspect of the Project-Based Learning Model is its ability to position students as self-directed learners. Furthermore, as highlighted by Kosasih (2014), students are allowed to explore their creativity and innovation, fostering the development of their inherent potential. This occurs through individual or collaborative activities and the production of various outcomes based on their learning experiences.

The Project-Based Learning Model, a widely recognized approach, has demonstrated its effectiveness in English education. As highlighted by Hamida et al. (2020), this model comprises six essential components that shape the teaching and learning process: commencing with a fundamental question, devising a project plan, establishing a timeline, overseeing both student engagement and project advancement, evaluating the achieved outcomes, and reflecting on the overall learning experience. These components serve as a comprehensive framework, guiding how lessons are conducted and aligning with the objectives and principles of the chosen learning model.

In support of this notion, Joyce and colleagues (1981) emphasized the significance of incorporating a learning syntax in the teaching process. This syntax acts as a structured reference point, directing the execution of the learning model and ensuring that the teaching strategy is in harmony with the model's intended goals.

The utilization of the Project-Based Learning Model within English classes has gained significant popularity among educators. The preliminary research, which involved discussions with the Deputy Head of School Curriculum at SMPN 2 Turatea, indicated that out of the three English teachers, one was actively employing the Project-Based Learning Model in their classroom instruction. This finding prompted the researcher's interest in understanding the practical implementation of the Project-Based Learning Model in this context. Moreover, the researcher was intrigued by the challenges that the teacher might have encountered while incorporating the Project-Based Learning Model into their teaching methodology.

Method

The researcher employed a qualitative research method, specifically adopting an ethnographic approach. This method aimed to elucidate the strategies employed by English teachers in implementing the Project-Based Learning model for English Speaking classes at SMPN 2 Turatea. Within SMPN 2 Turatea, a total of three English teachers were present. The researcher specifically selected one English teacher who had effectively implemented Project-Based Learning in their speaking classes. Notably, based on observations, it was evident that the chosen teacher had achieved a speaking class performance score higher than the average. This outcome underscored the successful integration of the Project-Based Learning approach

by the English teacher. For data collection, the researcher utilized interview guides during the interview process. These guides were adapted from Sari (2020). As an additional data source, the researcher reviewed the lesson plans utilized by the participating English teacher. The collected interview data were subsequently analyzed based on the teachers' responses. Following the framework proposed by Miles and Huberman (1994), the data analysis encompassed three essential steps: Data Reduction, Data Display, and Concluding.

Results

1. The way of teacher implemented Project Based Learning Model in English teaching in SMPN 2 Turatea

a. Lesson Plan Review

The researcher reviewed the English teacher's lesson plan at SMPN 2 Turatea was about Informative Report Text. The learning topic in the lesson plan is *They Are Made in Indonesia*.

The pre-activities conducted by SMPN 2 Turatea teachers before starting the learning process began with prayer as a form of religious implementation. Following that, the teacher checks on student attendance and conveys the topics to be taught, as well as the objectives and benefits of the material. The teacher finishes the pre-activities by conveying the learning activities to be completed.

In the main activity, the teacher implemented five syntaxes from Project Based Learning Model, namely: starting with the essential question, designing a plan for the project, creating a schedule, monitoring the students and progressing of the project, and assessing the outcome.

1. Starting with the essential question

In the first syntax of the Project Based Learning Model, the teacher divided the students into groups. Then continued by showing a video related to the material *They Made in Indonesia*. Aside from the video, the teacher also showed a picture of Lammang (Jeneponto culinary origin). The teacher conveyed information about the displayed Lammang picture, and students were asked to analyze how the teacher did so. After watching the video and teachers' information related to the Lammang, students were asked to use 5W + 1 H to ask questions regarding the information they had got both in the video and teachers' information.

2. Designing a plan for the project

The second syntax of the Project Based Learning Model began by determining the roles and responsibilities of group members in working on the project. After that, students discussed their projects to work on with their group members. The project was creating a video project containing information about *They Are Made in Indonesia*. Following the discussion, students gathered information about the project to be worked on and proceed by creating a storyboard for video work. The teacher assisted students with planning design activities by perfecting ideas.

3. Creating a Schedule

In the third syntax of the Project Based Learning Model, the teacher set on the deadline for the completion of the project assigned to the students. The teacher created a work timeline that had been mutually agreed upon with the students.

4. Monitoring the students and progress the project

In the fourth syntax of the Project Based Learning Model, the teacher provided a control card as a tool for monitoring the progress of student project work. The following table showed the term that the teacher monitored for in project work.

The fifth syntax of the Project Based Learning Model involved the teacher involving students in evaluating the work of other group projects. As a result, the teacher prepared a scoring rubric for speaking based on the lesson plan reviewed. The rubric score for speaking was provided for students and it was attached to the lesson plan. When the students presented their video project, the teacher and students jointly provided an assessment.

In post-activities, the teacher continued the sixth syntax of Project Based Learning Model implementation, namely evaluating the experience teachers and students reflected on their experiences working on a given project. Students were encouraged to share their experiences by asking questions about what they had learned. The teacher finished the post-activity by demonstrating a lesson plan that would be implemented at the next meeting.

a. Data Display of Interview

The interview was held on June 10th, 2023. There were six main questions to gather information about the implementation of the Project Based Learning Model in speaking English. The interview outcome was explained as follows:

Extract 1.

Extract 1 was about the first syntax of Project Based Learning Model, namely starting with essential questions. The essential question was designed to gather information for students working on projects. However, it remained under the teacher's control so that the questions addressed did not deviate from the topic of learning. The following was a conversation between the researcher and the teacher:

R : How did you keep students under control when determining basic questions as the first step in implementing PjBL?

T : In the pre-activity, I conveyed the learning material and topics to be studied before introducing the type of project to be worked on. For example, after reviewing the attendance list of students, I delivered information report material with the topic They are Made in Indonesia. Following that, I gave an example of the topic I had conveyed after entering the main activity, syntax one. Then I instructed them to construct 5W + 1H questions. I believed that the steps I had implemented controlled and limited the students' essential questions, preventing them from straying off topic and ensuring that the information gathered was relevant.

Extract 2.

Extract 2 was about the second syntax or Project Based Learning Model, namely the design plan for the project. Students discussed the type of project to be worked on in this phase. Students gathered and processed information about the project at hand. Students interacted more with their group members during this phase as they planned the projects they would work on. According to the findings of the interviews, the teacher stated that she was only involved in perfecting the students' plans for designing the projects. The following was a conversation between the researcher and the teacher:

R : How did you assist students in thinking a project plan process?

T : During the design process, I only directed students to identify the project to be worked on and assisted them in gathering information. If students had created a design plan for the project they are working on, I would assist them in refining the concept. However, in terms of percentage involvement, students expressed more of their ideas in this case.

Extract 3.

Extract 3 was about the third syntax of the Project Based Learning Model, namely creating a schedule. The researcher asked two questions about creating a schedule. At this phase, the teacher created a project work timeline and a deadline for project completion to be presented. The maximum project time was determined by the type of project to be worked on. As explained by the teacher to the researcher in the following conversation:

R : What was your role in creating a schedule for the upcoming student project?

T : I am as a teacher, I directly involved in making project completion agreements when creating a schedule. This was done to maximize their work process based on a mutually agreed-upon schedule.

R : How long was the maximum time given in finishing the project?

T : The maximum project time allocation was determined by the type of project to be worked on. However, for the Informative Report, I provided the duration of the work outside of study hours. As a result, fully responsible to students and group members, organize a schedule of joint work. Therefore, it was expected that the student's project was ready to present at the follow-up meeting.

Extract 4.

Extract 4 was about the fourth syntax of the Project Based Learning Model, namely monitoring the students' progress in the project. The researcher asked two questions about the students' project in this syntax. The first question concerned how the teacher monitored the project, while the second concerned how the teacher kept students actively engaged in project work. According to the findings of the interviews, the teacher's unique method of controlling project work was about preparing control cards. There were several activities in the control card that were under the teacher's control, such as discussing and cooperating in groups, group members working on assigned roles in the project, working following the results of planning design, processing information data into the form of

Information Report, identifying the structure, vocabulary, and grammar used, doing practice to present the project, and finishing the project on time. The teacher can control student activity by maintaining an approach with students and asking about the challenges they faced while working on the project. The following was a conversation between the researcher and the teacher:

- R : What plans did you have for monitoring the project's progress?*
- T : I created a control card with a series of descriptions of project activities. This allowed me to conduct monitoring in a more objective and structured manner.*
- R : What steps did you take to ensure that Students were actively involved in the project?*
- T : I maintained an approach with all students in the class by inquiring about the challenges they faced in the work process and directing group members to be solution-oriented in completing the project.*

Extract 5.

Extract 5 was about the fifth syntax of the Project Based Learning Model, namely: assessing the outcome. In assessing the outcome the teacher involved students in the project assessing process. The teacher provided a scoring rubric adjusted to focus on learning skills to evaluate group members who give presentations. This was known as peer assessment. The following was a conversation between the researcher and teacher:

- R : How did the students prepare for the Project Evaluation?*
- T : In this case, students who would give presentations must prepare by mastering the material or project work that would be presented, while other students assessed one another using the scoring rubric that I prepared for them. This scoring rubric was adjusted to focus on the learning skill at the time. For example, in the Informative report, I provided students with a scoring rubric for speaking.*

Extract 6.

Extract 6 was about the sixth syntax of the Project Based Learning Model, namely: evaluating the experiences. Students had the opportunity to share their experiences while working on the project. Students gave positive feedback about the implementation of the Project-Based Learning Model in their speaking class. The teacher concluded that Project Based Learning Model helped students to gain speaking confidence. Furthermore, students gained hands-on experience with real-world work nuances. The following was a conversation between the researcher and the teacher:

- R : What were the outcomes of sharing students' experiences with project implementation in the speaking class?*
- T : Students reported that Project Based Learning Model helped them to gain confidence in improving their speaking skills. The outcomes of the interactive process in making communication more meaningful also can be seen during the presented project. Most of them also stated that*

working on a project was similar to working in the real world, in which students were given responsibility and a work timeline.

2. The Strengths and Weaknesses Faced by the English Teacher During Implementing Project-Based Learning Model in Teaching English

Interviews were used to collect information about the strengths and weaknesses faced by English teachers while implementing Project Based Learning Model. On June 10th, 2023, the related data was collected. The result of the interview was explained as follows:

Data Display of Interview about Project Based Learning Model in Teaching–

The project Based Learning Model helped in the development of students' character in terms of self-confidence when teaching speaking skills. Project Based Learning Model had been shown to strengthen students' confidence and build more meaningful interaction. Students' confidence encouraged them to speak up. Aspects of speaking skills can be met, except for pronunciation. Another advantage had been found that when working on projects, students had creative ideas. The following was a conversation between the researcher the and teacher:

R : What were your thoughts on the benefits of the ing Project Based Learning Model in the speaking class?

T : The benefits of using reject Based Learning Model that y had noticed that's increased students' collaboration and students' character development, particularly self-confidence. Students gained their self-confidence and they became more active in the classroom, ensuring that passive activities do not occur. The necessary aspected of students' speaking skills have been met; nevertheless, the pronunciation was still not optimal. Another benefit I found out that during the project work process, students' creative ideas were channeled. For example, in the Information Report video project, the design of the video storyboard triggered the students' creative ideas, it's very visible.

According to the results of the teacher's interviews, there were no significant obstacles to implementing Project Based Learning Model in teaching. The teacher only had difficulty preparing the equipment needed by students in Project Based Learning Model. The following was a conversation between the researcher and the teacher:

R : What challenges did you face when implementing Project Based Learning Model?

T : I had no issue with the Project Based Learning Model implementation stage, from the initial syntax implementation to the end. In my experience, the only difficulty I had, it's about setting up project equipment as tools to facilitate students in finishing their project

Discussion

1. The way of Teacher Implemented Project Based Learning Model in SMPN 2 Turatea Kabupaten Jeneponto

The teacher carried out teaching and learning activities by implementing Project Based Learning Model using six syntaxes of Project Based Learning Model, namely: starting with the essential question, designing a plan for the project, creating a schedule, monitoring the students, and progressing the project, Assessing the outcome and evaluating the experience. The syntax carried out by the teacher was in line with Hamidah et.al (2020) statement about the six syntaxes of Project Based Learning Model.

a. Starting with essential questions

Several considerations must be taken into account in this syntax, including the fact that students should choose a real-world topic and begin their investigation, and the question must be authentic and situational (Hamidah et al., 2020). These considerations had been met by the SMPN 2 Turatea teacher based on the results of the lesson plan review. This was demonstrated by preparing authentic references to stimulate project ideas. As an example, in the lesson plan (Informative Report), the teacher showed a picture of Lammang which is familiar with the student's daily environment. As a result, because it relates to real-world theory, it makes to be easier for students to ask basic questions. The teacher should require students to have an impact in determining essential questions (Hamidah et al., 2020).

b. Designing a plan for the project

The first step in creating a project plan is deciding on the topics addressed by the teacher (Hamidah et al., 2020). According to the results of the lesson plan review, the teacher delivered the topic in the pre-activity or before entering the main activity, so that in the syntax for designing a plan for the project, students immediately made plans related to the project to be worked on following the material's topic. Another important point raised in this syntax was that in a group, there was a leader who assigns roles and responsibilities to each member.

c. Creating a schedule

According to Hamida et al. (2020), students considered their roles, responsibilities, and collaborative work groups when consulting with the teacher about project completion guidelines. The teacher's implementation of the second syntax did not agree with the previous statement. According to the facts discovered in the lesson plan review, determining the roles and responsibilities of group members was carried out in the second syntax, namely designing a project plan. Furthermore, according to the findings of teacher interviews, when creating a schedule, the teacher directly provides a timeline that adjusts to the type of project being worked on.

d. Monitoring the students and the progress of the project

Hamida et. al. (2020) the monitoring process would be a clear assessment if the teacher monitored by creating project rubrics. In line with what was done by the teacher

in this study, the teacher prepared a control card. Control cards were used to control student project work processes, namely discussing and cooperating in groups, group members working on assigned roles in the project, working following the results of planning design, processing information data into the form of an information report, identifying the structure, vocabulary, and grammar used, doing practice to present the project, and finishing the project on time.

e. Assessing the outcome

The outcome was evaluated by both teachers and students. The teacher created a scoring rubric that was used to evaluate classmates who were giving presentations. The scoring rubric provided is determined by the focus on the skills that had been taught. Teachers should provide feedback on students' projects when assessing the outcome (Hamidah et al., 2020). Teachers in this study also provided feedback in the form of comments or project improvement suggestions.

Evaluating the experiences Teacher and students reflected at the end of the learning process by sharing project-related experiences. The teacher evaluated the experiences in the post-activity. Individual reflection in the form of journaling is another program that can be implemented in the context of sharing experiences (Hamidah et al., 2020). However, in this study, the teacher only used experience sharing in group reflection to guide students in sharing their feelings and experiences.

2. The strengths and weaknesses faced by the English teacher during implementation of the Project Based Learning Model.

During the implementation of the Project Based Learning Model, the English teacher at SMPN 2 Turatea discovered several strengths inherent to this approach. Notably, the Project Based Learning Model wielded a significant impact on students' character development, specifically fostering heightened self-confidence. This surge in confidence translated to improved speaking abilities, empowering students to engage in more meaningful interactions. Katz and Chard (2000) support this perspective, asserting that the Project Based Learning Model effectively empowers students to express themselves. The teacher's belief in the pivotal role of confident speaking in maintaining classroom activity is noteworthy.

Additionally, students who completed the speaking assessment demonstrated advancement in crucial components, including pronunciation, intonation, fluency, and accuracy. Another advantageous aspect is the platform the Project Based Learning Model provides for students to share their experiences. Students articulated that this model instilled a sense of conducting real-world project work. These findings corroborate Fragoulious' (2009) assertion that one of the positive outcomes of implementing the Project Based Learning Model is the creation of an ideal environment for practicing speaking skills.

Students engage in substantial speaking practice, especially before delivering presentations. The practice culminates in their ability to eloquently present or elucidate

the outcomes of their projects in front of their peers. The frequency of practice directly influences their fluency in speaking, aligning with the premise that increased practice positively impacts students' ability to speak confidently and proficiently.

Based on the interview results, teachers exhibited greater enthusiasm when discussing the strengths of implementing the Project Based Learning Model. In contrast, challenges faced by the English teacher in implementing the Project Based Learning Model were primarily linked to difficulties in procuring essential equipment. While the teacher recognized her role as that of a learning facilitator, she acknowledged limitations in providing students with the necessary equipment to complete their projects. The teacher's role within the Project Based Learning Model transcends that of a mere instructor and extends into that of a facilitator, as highlighted by Simpson (2012).

Interestingly, teachers at SMPN 2 Turatea in Kabupaten Jeneponto encountered no other major challenges during the implementation of the Project Based Learning Model. They adeptly navigated through each syntax, from the initial stage to the final one. This stands in contrast to Becket's (2002) assertion that a drawback of the Project Based Learning Model is its demand for a more extended time frame, often spanning several weeks or more. However, the teachers at SMPN 2 Turatea did not encounter such a challenge, given that they directly oversee project work agreements. The teacher's timeline is adaptable, tailored to the nature of the specific project underway.

Furthermore, a counterpoint to this research emerges from Westwood's (2008) claim that within the implementation of the Project Based Learning Model, certain students tend to dominate the work while others contribute minimally. In anticipation of such imbalances, the teacher introduced a control card system to monitor the progress of student project work. This initiative aimed to regulate students' active involvement in project work and address any potential disparities in contribution.

Conclusion

The teacher effectively implemented the six syntaxes of the Project Based Learning Model in teaching speaking. These included initiating an essential question, crafting a project plan, establishing a timeline, monitoring student progress and project advancement, assessing outcomes, and reflecting on the learning experience. However, a noteworthy disparity emerged between the executed activities and the theoretical recommendations.

As per the third syntax theory, students were expected to first acknowledge their roles, responsibilities, and collaborative group work before consulting the teacher regarding project deadlines. In contrast, the teacher appeared to address these aspects during the second syntax, which pertains to designing the project plan. Notably, the teacher took a hands-on approach in formulating a timeline for the completion of student project assignments. This variation between theory and practice highlights the complexity and dynamic nature of implementing the Project Based Learning Model.

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