

CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

This chapter describes the results from the perspectives of teachers and students regarding the Project-Based Learning model in learning writing skills at MAN II Kab. Serang. As it is known that there are two research objectives stated in Chapter 1, including the purpose of this research is to find out the teacher's perspective regarding the implementation and the strengths and weaknesses of the Project-Based Learning model and also to find out the students' perspectives regarding the performance of the Project-Based Learning model in learning writing skills. As for achieving the research objectives, the researchers describe it into several points as follows.

1. The teacher's perspective in implementing the Project-Based Learning model in learning writing skills

To find out the teacher's perspective on the implementation of the Project-Based Learning model in learning writing skills, the researchers divided it into 3 categories, namely teaching planning for teachers, the process of learning activities and evaluating learning outcomes with the implementation of the Project-Based Learning

model. As for knowing the results of the three categories, the researchers used interview, observation and documentation techniques. Interviews were conducted by researchers on English subject teachers as many as 2 respondents at MAN II Kab.Serang. As for knowing the results of the three categories, the researchers described them into several points as follows

a. Teaching plan

Based on the results of the interviews that have been conducted, the researchers found that the two English teachers, namely the English teacher A and the English teacher B, before teaching only prepared several things for training such as making a lesson plan and preparing the media and learning tools needed. Based on the observations that have been made, the researchers found that only English teacher A did not prepare a lesson plan.

This is in line with the opinion of the two English teachers who stated that:

Guru Bahasa Inggris A : *“Kalo persiapan pembuatan RPP yang udah fix misalnya itu udah pasti wajib sih. Ya itu balik lagi tadi kayak siapin text ya apalagi ini untuk writing terus juga siapin media paling. Kan kadang kita ngga harus pake*

text juga sih kadang pake gambar juga bisa pake video juga bisa atau bahkan pake cerita mereka sendiri juga bisa yang penting mereka kita arahin aja. Terus paling catatan atau note-note mereka yang kemarin disiapin lagi terus media-media pembelajaran juga dibawa aja terus kita bisa kasih tau boleh make apa aja”.

English Teacher A : *"If the preparation for making RPP has been fixed, for example, it is definitely mandatory. Yes, it's back again, like preparing text, especially if it's for writing, then also prepare the most media. Sometimes we don't have to use text, sometimes we can use pictures, we can also use videos or we can even use their own stories, the important thing is that we direct them. Then at least their notes or notes were prepared yesterday, and the learning media were also brought and we can tell you what you can use."*

Thus from English teacher B stated that:

Guru Bahasa Inggris B : *“Pesiapannya menyiapkan lesson plan of course, kemudian yang kedua medianya apa yang mau dipakai gitu kan disiapin, terus setelah media perangkatnya apa aja. Kayak worksheetnya kah ada worksheet atau picture atau videonya kah gitu”.*

English Teacher B : *"The preparation is to prepare a lesson plan of course, then the second is what media you want to use, right, then what are the media tools. Like in the worksheet, does it have a worksheet or a picture or a video?"*

Based on interviews related to the design of the lesson plans, English teacher A designed the lesson plans according to the existing syllabus and only made one sheet. English teacher A also adapts the lesson plans to the Project-Based Learning model by providing activities for students in the form of problem-solving when learning to write and has a system of delivering experiences to students. However, based on observations, English teacher A did not design lesson plans when preparing learning activities. This is in line with his opinion which states that:

Guru Bahasa Inggris A : *"Iya 1 lembar aja biasanya."*

Guru : *"Iya benar sesuai dengan yang ada di silabus."*

T: *"Yes, just 1 sheet usually."*

T: *"It's true according to what is in the syllabus."*

Guru Bahasa Inggris A : *"Ya jadi kita buat sistemnya tuh seperti problem solving aja sih sebenarnya untuk writing ini ya atau sistemnya itu pengalaman."*

T: *"So, we made the system like problem solving, actually for this writing, or is the system an experience."*

Meanwhile, based on documentation, English teacher B makes an ordinary and informal Lesson Plan that only describes a few components that do not include Basic Competencies (KD), Core Competencies (KI), and indicators that the students achieve. And the adjustment of the Lesson Plan with the Project-Based Learning model, English teacher B provides different and varied activities that adapt to students' abilities. The researcher found that English teacher B made a lesson plan according to the syllabus related to the interview results. The syllabus adjusts the learning materials, in which the teacher changes the learning materials based on the ability and level of student learning. This is in line with his opinion which states that:

Guru : *"Jadi kalo yang mau based on syllabus, that's based on syllabus. Silabusnya pake yang SMP berarti. Kalo yang SMA sederajat itu sudah tidak mempelajarinya ya ngga balik lagi karena mereka dianggapnya sudah bisa."*

T: *"So if you want to be based on syllabus, that's based on syllabus. The syllabus uses the SMP means. If those in high*

school or equivalent have not studied it, they won't come back because they think they can do it."

Based on the results of interviews related to the use of media, English teacher A usually provides learning media in the form of powerpoints, projectors and also pictures and facilitates students with learning tools in the form of a sheet of paper for students to write down their answers about the tasks that the teacher has given. However, at the time of observation, the teacher only facilitated the students by only showing the students a piece of paper to write down their answers regarding the assignments given by the teacher. This is in line with his opinion which states that:

Guru Bahasa Inggris A: *"Medianya biasanya saya make PowerPoint juga, terus pake infocus juga, terus juga saya kasih kertas terpisah juga untuk mereka menulis jawaban kayak tadi. Abis itu karena udah make power point ya jadi gambar atau video bisa ditampilin juga seperti itu. Dan juga medianya biasanya berupa kamus sih."*

English Teacher A : *"I usually use PowerPoint as the medium, I use Infocus as well, and I also give them a separate paper for them to write their answers like before. After that, because I've*

made power point, so pictures or videos can be displayed like that too. And the medium is usually a dictionary anyway.”

Meanwhile, English teacher B facilitates students with various kinds of media and learning tools such as laptops, projectors, PowerPoint, LCDs, speakers, etc. that adapt the learning materials. Based on the results of the interview, it was stated by the teacher that:

Guru : *“Ohh laptop, LCD, ada speaker tadi juga, kemudian white board, marker, worksheet, hmm apa lagi...udah kayaknya. Oh iya handphone tadi buat nyari gambarnya kan.”*

T: *“Oh, laptop, LCD, there were speakers too, then white board, markers, worksheets, hmm what else... I guess. Oh yeah, the cellphone was just looking for pictures, right.”*

Based on the results of the interviews in choosing learning materials, English teachers A and B had similarities in selecting materials, namely by adjusting the students' abilities. Both teachers chose learning materials that were easy and suitable to teach students. And English teacher A also chooses learning materials by following the appropriate syllabus. This is in line with his opinion which states that:

Guru Bahasa Inggris A : “Kalo, paling menyesuaikan apa yang harus kita sampaikan dulu”

Guru Bahasa Inggris A : “Kalo pemilihan materi mudah aja sih ikutin yang di silabus aja. Kalo writing mah Insya Allah bisa ikutin yang di silabus aja”.

English Teacher A : "If, at most adjust what we have to say first"

English Teacher A : "If the choice of material is easy, just follow what is in the syllabus. If I write, God willing, I can just follow what's in the syllabus."

Thus from English teacher B stated that:

Guru Bahasa Inggris B : “kan mau pake Project-Based Learning jadi harus mikirin nih kira-kira materi yang seperti apa yang memang ehh cocok untuk siswa saya gitu”.

Guru Bahasa Inggris B : “Iya disesuaikan materinya sama yang tadi itu, I see my student’s background. Saya melihat kemampuan siswanya dulu nih kira-kira cocoknya dikasih apa gitu.”

English Teacher B: "I want to use Project-Based Learning, so I have to think about what kind of material is really suitable for my students."

English Teacher B: "Yes, the material is adjusted to the same as the previous one, I see my student's background. I saw the ability of the students first, what do you think is appropriate for that."

Based on the interviews, English teachers A and B took learning resources from textbooks compiled by the Ministry of Education and Culture. English teacher A sometimes takes learning resources from textbooks or softcopy file books that can be downloaded at the Ministry of Education and Culture. Meanwhile, English teacher B took relevant learning resources from the 7th-grade junior high school textbooks from the Ministry of Education and Culture. And the two teachers also took learning resources through websites that could be searched on the internet. This is in line with the opinion of the two teachers who stated that:

Guru Bahasa Inggris A: "Saya mah kadang pake yang paket kadang juga pake softcopy itu dari download di Kemendikbud juga ada."

English Teacher A : "I sometimes use the package, sometimes I also use the softcopy from the download at the Ministry of Education and Culture, too."

Thus from English teacher B stated that:

Guru Bahasa Inggris B : “*Yang relevan ada itu yang buku dari Kemendikbud yang kelas 7 itu tadi SMP kelas 7.*”

English Teacher B : “*There is something relevant, it's a book from the Ministry of Education and Culture, the 7th grade was a 7th grade junior high school.*”

b. The teaching process in implementing the Project-Based Learning model

1) The steps of the Project-Based Learning model of learning activities

In the implementation of the Project-Based Learning model, there are several stages of learning carried out by both teachers and students. The stages used to adjust the writing learning activities and also the students' abilities. The stages of learning carried out based on observations and interviews are as follows.

a) Giving Essential Question

Questions Essential are the initial questions given by the teacher to students, which must be answered to determine what project the students will make. It aims

to provide students with an understanding of the focus of the project, decide on the type of project and guide the investigation process.⁸⁷ Based on the observations, English teacher A did not carry out initial activities in the stages of the Project-Based Learning model, namely giving initial questions to students. At this stage, the teacher does not give examples of topics or materials with pictures or videos and asks students initial questions about the topics that have been given. In the process of these activities, the teacher only gives directions to students to make groups of three each. Each group gets a worksheet containing project assignments given by the teacher and also a separate sheet of paper to write down student answers on the topic of the problem given. Then the teacher will explain the project task to students by giving directions on how to solve the problem from the topic that has been given.

In the results of the interview, the reason why English teacher A did not do the initial questioning

⁸⁷ Sri Purwanti, et al., "Model Project Based Learning (PjBL) dalam Pembelajaran Mandiri Pada Program Paket C", 20.

stage was that the time for learning activities was very limited and not enough so that the teacher immediately gave assignments and directions to students regarding the project assignments they would be working on. This is in line with his opinion which states that:

Guru Bahasa Inggris A : *“Ya kembali lagi. Awalnya juga saya kan begitu bahkan harusnya nyiapin dulu terus doa dulu gitu kembali lagi dengan waktunya karna terbatas banget. Jadi otomatis mau ngga mau ya kita harus to the point aja ngasih apapun tuh langsung aja biar ngga kelamaan.”*

English Teacher A : *"Yeah, back again. At first, I was like that, even if I had to prepare first and then pray first and then come back with time because it was really limited. So automatically, whether we want it or not, we have to get to the point, just give whatever it is, so it doesn't take too long."*

And based on the observations, English teacher B did the first stage in the Project-Based Learning model, which was to give initial questions. At this stage, the teacher provides examples of topics or learning

materials to students based on real-life or those around them. The teacher directs students to look at the objects around them, namely objects in the classroom and mentions them by linking the learning material, namely the Preposition of place. After students see and say things around, the teacher will explain the material to students and ask some questions about the learning material. After presenting a little material and asking some questions, the teacher directed the students to make groups, and each group consisted of 4 groups. Then after students have made groups, the teacher distributes 1 worksheet to each group and explains the task to students.

From the results of the interview, English teacher B said the same thing related to the first stage, which was to give initial questions according to the observations that had been made. This is in line with her opinion which states that:

Guru Bahasa Inggris B : *“Jadi ehh awal-awalnya ini mereka kan dikasih simulation dulu ya. Kayak misalkan ini pelajarannya tentang apa nih gitu kan.*

Nah mereka disuruh liat dulu nih beberapa contoh-contohnya dulu. Mereka boleh melihat, ehh I give them saya memberikan ke mereka atau bisa juga mereka mencari sendiri. Kayak yang tadi di awal- awal itu kan coba liat di sekeliling kalian gitu kan. Sudah belajar kosa kata preposition kan. Kemudian lihat di sekeliling kalian kemudian coba sebutin gitu kan ehh apa namanya benda-benda yang ada dimana kemudian gunakan kosa kata preposition itu."

English Teacher B : *"So, at first, they were given a simulation, right? Like for example, what is this lesson about? So, they were asked to see some examples first. They can see, ehh I give them to them or they can find it themselves. Like earlier, try to look around you, right? Have you learned prepositional vocabulary? Then look around you and try to say that, right, what are the names of the objects that are there, then use the prepositional vocabulary."*

b) Project Creation and Completion

This stage is the main stage in the Project-Based Learning model because implementing the project is to

complete all project steps. The purpose of this stage is to help students improve their ability to process data and information, solve problems, and improve independence, teamwork, and communication skills between groups and communities participating in the project.

Based on observations, English teacher A asked students to do project assignments to analyze and solve problems from a text. The learning material raised is about Recount Text, and the teacher takes the topic of learning, namely text that tells about everyday life and school holidays. The teacher asks students in groups to analyze related texts whose grammar is still not right and solve problems in the form of writing answers or rewriting the text that is good and correct. In contrast to the interview results, English teacher A explained the steps of learning with the Project-Based Learning model that the steps taken were to provide the learning materials that were taught. In planning, the teacher did not direct students to plan project activities, but the teacher gave planning activities to students. Students

like basic exercises to make it easier to understand the learning material. After that, students will give presentations on the results of the projects that have been made if time allows. This is in line with his opinion which states that:

Guru Bahasa Inggris A : *“Untuk menulis ya? Oke, kalau misalkan yang kelas 12 mereka biasanya emang ya tentu aja pasti kalo rencana pasti ada mereka itu ya poin-poinnya dulu. Misalnya kalo di text Recount nih ya kalo di recount kan berarti ada orientation, event sama apa lagi ya..Kalo yang orientation biasanya kalo dari saya tuh rencana itu mereka saya suruh buat teks Bahasa Indonesianya dulu dibuat dalam per kelompok nah kita mau nyeritain apa aja terus poin-poin misalnya di orientation tuh ada 2 poin terus di event itu ada berapa poin gitu ya sama seperti itu. Nah rancangannya udah ada. Abis itu, kalo bisa dikasih gambar juga boleh sih mereka nanti nyari gambar juga boleh. Kalo mau yang komplit ya. Nah, abis itu harusnya di presentasikan abis itu. Nah kalo*

sudah jadi dengan tugasnya harusnya mereka presentasikan kalo ada waktu ya hehe.”

English Teacher A : *“To write? Okay, for example, those in grade 12 are usually yes, of course, if there is a plan there must be them, then the points are first. For example, if it's in the Recount text, if it's recounted, it means there is an orientation, what kind of event is it? If it's orientation, usually from me, I ordered them to make the Indonesian text, first made in groups, so we want to tell you what Then the points, for example in the orientation, there are 2 points, and in the event, how many points are there, it's the same as that. Well, the plan is there. After that, if they can provide pictures, they can also look for pictures later. If you want a complete one, yes. Well, after that, it should be presented after that. So when they have finished their assignment, they should present it if they have time, hehe.”*

Based on the observations of English teacher B, he gave 3 different activities and tasks. In the first activity, the teacher will direct students to make

groups. Each group was assigned 1 worksheet on the questions that students had to fill out. In this 1 worksheet, there are 4 different problem models so that students are expected to work together and discuss practice questions on learning topics that the teacher has given. After students discuss and work on the practice questions, the teacher again discusses the answers they have written and directs them to correct the wrong answers. Then the teacher does the second activity. This dual activity is still in groups, but students are only asked to work individually. The teacher gives a different question, which is to complete a sentence. In this activity, the teacher plays a kind of game where students in each group member must complete sentences in accordance with the learning material, and the teacher has given different answer options than before. And the last activity is to make a text that describes an image and relates it to the learning topic that the teacher has given. This task is in the form of a project in which students work individually. The teacher directs students to look for

pictures on the internet, but it should not be the same. And the teacher requires students to use media such as the internet, dictionaries, etc.

c) Assessment of Project Results

In this assessment stage, students will present and share the results of the project assignments they have made. The purpose of this stage is to find out the level of student achievement and ensure students are responsible for what they have made and designed so that it becomes maximum results.

Based on the observations, English teachers A and B did not direct students to present the results of the project assignments they had made. Because there was no presentation, there was also no teacher providing suggestions and comments regarding the results of the students' works presented and asking them to improve the project assignments. And for project assessment, the teacher only assesses the effects of students' project assignments or the results of their writing and sets several assessment criteria in writing skills.

2) **The atmosphere of learning activities with the Project-Based Learning model.**

Of course, in the atmosphere of learning activities with the Project-Based Learning model, it will feel different from other learning models. Based on the results of the interview, English teacher A said that during learning activities, students were not conducive during learning so that students found it difficult to follow the material, and students enjoyed doing project assignments from the teacher because they could work together. This is in line with his opinion which states that:

Guru Bahasa Inggris A : *“kurang kondusif juga siswa-siswanya”*

Guru Bahasa Inggris A : *“Otomatis mereka itu lebih enjoy sih ya. Lebih enjoy karena mereka bisa saling bekerja sama”.*

English Teacher A : *“Not conducive to students either”*

English Teacher A : *“Automatically, they enjoy it more. It's more fun because they can work together.”*

Meanwhile, based on the results of interviews, English teacher B said that according to her, the atmosphere of learning activities with the Project-Based Learning model is quite interesting. According to her, it also looks interesting or not. It can be seen from how students can follow learning activities. Suppose students feel sleepy, bored, not enthusiastic. In that case, the atmosphere of the learning activities is increasingly not conducive. Still, if they look like they are enjoying the learning process, the learning activities also look very fun. This is in line with her opinion which states that:

Guru Bahasa Inggris B : *“Kalo menurut saya sih kayak menarik menarik aja gitu kalo menurut saya gitu ya ngga tau menurut mereka gitu kan. Menarik atau ngganya sih itu menurut saya itu terlihat dari mereka ngantuk ngga di kelas gitu kan, mereka enjoy ngga di kelas. Kalo mereka terlihat ngantuk gitu kan terus lesu terus apa kalo kepala di taro di atas meja gitu kan berarti mereka itu udah bosan gitu kan. Tapi kalo mereka menikmati terus tau tau terus apa namanya pulang gitu kan yaudah gitu. And if*

they smile and looks happy that's the important thing gitu."

English Teacher B : *"If I think it's interesting, it's just interesting, if I think so, I don't know what they think, right. Interesting or not, in my opinion, it can be seen from the fact that they don't sleep in class, don't they, they don't enjoy it in class. If they look sleepy, they're still lethargic, and if they put their heads on the table, it means they're bored, right? But if they enjoy it, they know what it's called going home, that's fine. And if they smile and look happy that's the important thing."*

3) The teacher's role in the Project-Based Learning model

In the Project-Based Learning model, the role of the teacher is very important; namely, the teacher will act as a facilitator and guide for students. Based on the interview results, English teacher A believes that the teacher's role as a facilitator is only to prepare learning materials, prepare learning media or tools, prepare assessment techniques, etc. Meanwhile, English teacher B thinks that the teacher acts as a facilitator, advisor, and

motivator. This is in line with his opinion which states that:

Guru Bahasa Inggris A : *“Kalo peran saya disini paling ya menyiapkan materi berupa text, nyiapin kunci juga ya sebagai evaluasi, nyiapin rubrics juga kalo mereka kan misalnya bikin text gitu kan otomatis ada rubricsnya juga”*.

Guru Bahasa Inggris B : *“Teacher, fasilitator, advisor apa lagi tuh....motivator?”*

English Teacher A : *"If my role here is mainly to prepare material in the form of text, prepare the keys as well as evaluations, also prepare rubrics, if they make text, for example, there will be rubrics automatically."*

Thus from English teacher B stated that:

English Teacher B : *“Teacher, facilitator, advisor, what else... a motivator?”*

c. Evaluation of the results of learning activities in the Project-Based Learning model for learning writing skills

One of the skills seen in the Project-Based Learning model is writing skills. Based on the interviews, English teachers A and B evaluate student learning outcomes by

making an assessment rubric based on students' writing results. In the rubric, the teacher must assess the students' writing outcomes, such as the grammar used, vocabulary, punctuation, and spelling of words used in students' writing results. However, based on the documentation, only English teacher B makes a rubric for assessing student's writing results. The teacher describes several aspects of the assessment based on the students' writing results, namely the author's authenticity, the suitability of the content with the title, the coherence of the text, the choice of vocabulary, the choice of grammar, the writing of language, and the neatness of handwriting. In addition, English teacher B also scores on the criteria according to the aspect to be assessed. This is in line with the opinion of the two teachers who stated that :

Guru Bahasa Inggris A: *“Iya biasanya kalo untuk writing itu berarti pake writing rubrics. Biasanya saya pake itu.”*

Guru Bahasa Inggris A: *“misalnya kalo nilai 75-80 misalnya apa kayak mistaken wordnya banyak , trus ada grammatical errornya misalnya seperti itu, atau kalau yang paling bawah tuh vocabularynya misalnya less vocabulary.”*

English Teacher A : *"Yes, usually for writing, it means using writing rubrics. I usually wear that."*

English Teacher A : *"For example, if the value is 75-80, for example, if there are a lot of mistaken words, then there is a grammatical error, for example like that, or if the lowest vocabulary is, for example, less vocabulary."*

Thus from English teacher B stated that:

Guru Bahasa Inggris B : *"Rubric writingnya seperti hmm apa namanya tuh punctuation nya ada ngga, terus abis itu tulisannya itu berdasarkan spellingnya tuh correct atau ngga gitu kan, terus abis itu pemilihan kosa katanya juga sih."*

English Teacher B : *"The rubric writing is like, hmm, is there a punctuation or not, after that the writing is based on the spelling, is it correct or not, and after that the vocabulary is chosen."*

2. The teacher's perspective on the strengths and weaknesses of the Project-Based Learning model in learning writing skills.

a. The advantages of the Project-Based Learning model

There are several advantages in applying the Project-Based Learning model as a learning model. Based on the interviews, English teacher A implementing the Project-Based

Learning model into students' writing skills learning activities has several advantages in using this learning model, one of which can make it easier for teachers to teach. With this learning model, the teacher makes it easy and hassle-free in teaching. The teacher is also simpler in education because the teacher only gives assignments to students, and the teacher invites students to play an active role in the class. In addition, English teacher A also mentioned other advantages: students become more involved in participating in group learning activities, increasing enthusiasm in learning, and training students' skills. This is in line with his opinion which states that:

Guru Bahasa Inggris A : *“Kitanya juga ngga jadi terlalu repot sebenarnya.”*

Guru Bahasa Inggris A : *“keuntungannya dapat memudahkan guru juga.”*

English Teacher A : *"We don't really bother too much."*

English Teacher A : *"The advantage is that it makes it easier for teachers too."*

Guru Bahasa Inggris A : *“Ya ada kelebihan dan kekurangannya. Kelebihannya apa? Kelebihannya ya mereka*

ya bisa aktif gitu ya dengan berkelompok kan lebih aktif tentunya”.

Guru Bahasa Inggris A : *“siswa lebih antusias juga dan juga melatih keterampilan siswa.”*

English Teacher A : *“Yes, there are advantages and disadvantages. What's the advantage? The advantage is that they can be active, yes, in groups, they are more active, of course.”*

English Teacher A : *“Students are more enthusiastic as well and also practice student skills.”*

From the results of interviews, English teacher B in implementing the Project-Based Learning model into activities into students' writing skills learning activities also has several advantages in using this learning model; namely, students have a lot of experience obtained when solving problems on the topic of the problem because the teacher has made different activities. And students also become more independent because they don't just depend on the teacher. They can also develop their creative thinking skills to become innovative and effective learning activities. This is in line with his opinion which states that:

Guru Bahasa Inggris B : *“Students lebih hmm pasti apa namanya... banyak pengalamannya ya. Maksudnya lebih banyak pengalaman kayak mengerjakan gitu apa sih namanya aktifitas –aktifitas kan saya bikin berbeda.”*

Guru Bahasa Inggris B : *“Students kita kan semakin mandiri sama semakin apa sih namanya they can devalued they creative thinking gitu.”*

English Teacher B : *“Students are more sure what they're called... a lot of experience, huh. It means more experience like doing that, what is the name of the activities – I'm going to make different activities.”*

English Teacher B : *“Our students are getting more independent, the more what is called, they can devalued they creative thinking.”*

As for the benefits obtained from implementing the Project-Based Learning model based on the results of interviews, English teacher A said that the benefits received are to train teamwork and have a big impact in real life so that it can prepare students' social skills. And from the results of the interview, English teacher B also stated that the benefits obtained were that

students understood the material more deeply and could study it repeatedly because the teacher had provided varied activities so that students did not feel bored in learning. This is in line with his opinion which states that:

Guru Bahasa Inggris A : *“Terus buat merekanya untuk melatih kerja sama tim karena kan di dunia kerja juga ngga mungkin kerja sendiri pasti juga mereka belajar bersosialisasi, terus teamwork juga.”*

Guru Bahasa Inggris A : *“Iya dapat memberikan dampak besar kalo untuk di dunia nyata buat mereka untuk belajar bersosialisasi.”*

English Teacher A : *“Then for them to train teamwork because in the world of work it's also impossible to work alone, of course they also learn to socialize, continue to work together as well.”*

English Teacher A : *“It can have a big impact in the real world for them to learn to socialize.”*

Thus from English teacher B stated that:

Guru Bahasa Inggris B : *“.....bisa buat siswa itu semakin mengerti nih sama materi yang kita ajarkan gitu. Semakin bervariasi aktivitasnya kan semakin mereka hmm apa namanya*

diulang lagi diulang lagi repetition gitu kan semakin paham nantinya gitu.”

English Teacher B : *“.....can make the student understand more about the material we teach. The more varied the activities, the more they are, hmm, what's the name repeated, repeated repetition, so the more they understand later.”*

b. Weaknesses of the Project-Based Learning model

In addition to the advantages in implementing the Project-Based Learning model for learning writing skills, there are several weaknesses in implementing this learning model. The opinions of English teachers A and B regarding the weaknesses of the Project-Based Learning model are very different. From the interview results, English teachers A and B have the same weaknesses; namely, one of the weaknesses in applying this model is the lack of time for learning activities. At the school, namely MAN II Kab. Serang, learning time only lasts about 1 hour 10 minutes and is not enough for students to work on project assignments with that time. Due to time constraints, the teacher immediately gave directions and tasks to students directly. In addition, the weakness felt by the two teachers was the ability of students

who were still lacking in learning English. Because every student has different skills, this is a challenge for teachers where teachers also have to adjust to the skills of students. This is in line with his opinion which states that:

Guru Bahasa Inggris A : *“Yang paling kesulitan kalo dibarengi hambatan ya paling waktu aja. Kalo bisa sih ya 2 jam pelajaran.”*

English Teacher A : *“The most difficult thing when accompanied by obstacles is the time. If possible, 2 hours of lessons.”*

Guru Bahasa Inggris A : *“Masalahnya kalo mereka misal dapet kelompok yang bagus atau emang mereka kurang gitu ya dari masalah akademiknya di Bahasa Inggris itu kebetulan dapetnya gitu ya itu bakalan jadi bencana bagi mereka.”*

English Teacher A : *“The problem is that if they get a good group, for example, or if they really don't, it's because of their academic problems in English that they get it by chance, it's going to be a disaster for them.”*

Thus from English teacher B stated that:

Guru Bahasa Inggris B : *“Menantang itu ya dari segi ehh teacher gives the instruction to the student itself itu kayak agak agak kesulitan gitu. Karena memang, kan basicnya masih kurang gitu kan kosa katanya dan sebagainya dan kadang tingkat pemahaman mereka kan juga kurang.”*

English Teacher B : *“That's challenging, in terms of teacher gives the instruction to the student itself, it's a bit difficult. Because indeed, the basics are still lacking, vocabulary and so on and sometimes their level of understanding is also lacking.”*

Guru Bahasa Inggris B : *“Kalo waktu iya tentu. Kalo project itu kan lama harusnya tapi kalo ini dibuat 1 meeting ya jelas we lack of time kurang waktunya gitu jadi seadanya saya bikinnya gitu dengan Project-Based Learningnya.”*

English Teacher B : *“If the time is yes, of course. If the project takes a long time, but if it is made into 1 meeting, it's clear that we lacked time, so I made it as simple as possible with the Project-Based Learning.”*

Another weakness of the Project-Based Learning model based on the results of interviews according to English teacher A is another weakness, namely the individual abilities of students

who are still lacking. As stated above, each child's ability is different because the level of understanding and enthusiasm is still standing, so their interest in learning English is less visible. Thus, teachers also need to guide and direct students to learn English in a variety and depth so that students' abilities can be seen and in accordance with their interests. In addition, another weakness is that students are still less active in groups and rely on each other. There may be a lack of discussion between students to share tasks and roles in groups so that less active students only rely on it or wait for the results. This is in line with his opinion which states that:

Guru Bahasa Inggris A : *“Kekurangannya ya itu kembali lagi, jadi mereka kemampuan individunya itu kurang terlihat gitu”.*

English Teacher A : *"The weakness is that it's back again, so their individual abilities are less visible."*

Guru Bahasa Inggris A : *“Kelemahannya ya itu siswanya saling mengandalkan aja jadi mereka yang kerja ya itu itu aja ngga semuanya gitu. Walaupun mereka udah dikasih job gitu masing-masing tapi realitanya di lapangan ujung-ujungnya yang kerja 1 2 orang. Ya itulah klasikal maksudnya pekerjaan yang dikerjakan*

oleh berkelompok itu klasiknya yang ngerjain segelintir orang aja ngga semuanya.”

English Teacher A : *"The weakness is that the students rely on each other, so those who work are not all like that. Even though they have been given a job like that, the reality is that in the field, in the end, 12 people work. Yes, that's classical, meaning that the work done by groups is classic, only a handful of people do it, not all of them.”*

Thus the weakness of the Project-Based Learning model based on the results of interviews, English teacher B stated that the weakness in this model is that students are still lacking in knowing vocabulary. The ability of students to learn vocabulary is still lacking because students do not memorize and practice it so that they forget and do not even know the vocabulary used. When they do project tasks related to writing, students become difficult and confused because of the vocabulary they do not understand. And their ability to remember vocabulary also varies according to their level of enthusiasm in learning. Considering that students are still confused and have difficulties, the teacher also said that students still did not understand the learning material and were also still confused in understanding the

instructions given by the teacher so that when students carried out instructions from the teacher, students were still confused and still felt wrong to do it.. This is in line with his opinion which states that:

Guru Bahasa Inggris B : *“Kayak tadi kan dalam teamwork kan ngga semuanya itu sebenarnya paham dengan maksudnya bukan paham ya..hmm ck masih inget dengan kosa katanya gitu. Ada yang bener-bener inget sama kosa katanya sama ada yang ngga. Nah ketika mereka melakukan work it together projeknya itu tadi, jadi mereka kayak apa sih ya ada yang bener ada yang ngga gitu.”*

English Teacher B : *“Like earlier, in teamwork, not all of them actually understood what it meant, didn't they understand... hmm, tsk, I still remember the vocabulary. Some of them really remember their vocabulary, some don't. So, when they did the work it together project, what were they like, some were right, some weren't.”*

Guru Bahasa Inggris B : *“Paling ketika kita sudah memberikan instruksi kepada siswa tapi kadang siswanya masih apa namanya masih bingung mungkin sudah mereka bilang sudah mengerti*

tapi pada kenyataan pas doing the project, mereka masih kebingungan atau mungkin merasa salah gitu untuk melakukannya.”

English Teacher B : *"At least when we give instructions to students but sometimes the students are still confused, maybe they said they understood but in reality when they did the project, they were still confused or maybe they felt it was wrong to do it."*

3. Student's perspective in implementing the Project-Based Learning model in learning writing skills.

To find out students' perspectives on the implementation of the Project-Based Learning model, the researcher used a questionnaire technique with open-ended questions. The questionnaire has 10 questions but the researcher categorizes them into 4 categories. To find out these categories, the researcher will write them down into several points as follows:

a. Student responses regarding the implementation of the Project-Based Learning model

This category aims to find out students' responses or opinions about teachers in implementing the Project-Based Learning model in learning writing skills based on open-

ended questionnaire questions, namely: *How would you respond if your teacher gave an assignment in the form of making a project in learning to write in English lessons?*

Of the 20 students, they had different responses regarding implementing the Project-Based Learning model. There are some similar opinions from some students. Of the 20 students, 4 students had the same answer regarding implementing the Project-Based Learning model; namely, they thought that if the teacher gave them an assignment, they would only do it if they were not given a task, they would not do it. This is common for students as teachers provide assignments for students in general. In addition, it also depends on the teacher giving project assignments to students, and they do it. Therefore, these 4 students have the same opinion on implementing the Project-Based Learning model, which is neutral or normal because assignments can depend on the teacher.

Of the 20 students who expressed their opinion regarding implementing the Project-Based Learning model, 5 students gave the same positive thought on implementing this learning model. They also think that this learning model is fun. They

also give reasons why this learning model is fun because in doing their assignments, they can work together in groups and give the impression of exciting learning. In addition, some of them did not provide specific reasons why this learning model was very enjoyable.

And some students expressed their opinion regarding implementing the Project-Based Learning model. With the teacher implementing this learning model, students increasingly understand what the teacher has conveyed and given to students based on the project assignments. The rest think that this Project-Based Learning model can hone their ability to know and complete projects, and also think that this Project-Based Learning model is just okay and doesn't give a specific reason.

b. Student interest in the implementation of the Project-Based Learning model

This category aims to determine students' interest in learning when the teacher implements the Project-Based Learning model in learning writing skills based on the questions in the questionnaire, namely: *With the teacher*

giving project assignments, do you feel more interested in learning to write more in English lessons? If yes/no, why?

From this question, 13 students felt interested in writing when the teacher implemented this Project-Based Learning model. They gave different positive reasons. 5 out of 20 students said they were interested in learning to write when the teacher implemented this learning model so that they could speak English in depth. In addition, they also have a strong desire to learn English and can write better. What's more, 4 out of 20 students said they were interested in learning to write in this Project-Based Learning model because they gained broad insights and new knowledge that they did not know. With the teacher implementing the Project-Based Learning model as a learning model, students learn more and grow a sense of knowledge about a problem they face. Therefore, students get new knowledge that they did not know before.

Some students also stated different reasons regarding students' interest in learning to write; namely, they felt this learning model was very fun because this model could allow students to learn to solve a problem in groups, and the teacher

also had a great influence on students so that they felt interested in learning writing. In addition, some of them also stated that they were interested because the learning material provided could be easily understood and studied in depth.

c. Challenges faced by students in implementing the Project Based Learning model in learning writing skills.

This category aims to find out the difficulties faced by students when the teacher implements the Project-Based Learning model in learning writing skills based on the questions in the questionnaire, namely: *Do you like having a hard time when your teacher gives you a project? If yes/no, explain why!*

From this question, almost all students had difficulty in doing project assignments. The reasons given are almost the same. Some of them gave excuses that they did not understand the English given or taught by the teacher or did not understand the assignments given. This makes them feel confused about how they can work on and solve a problem if the students themselves still do not know what is being taught by the teacher. In addition, some of them also gave reasons about the difficulties they experienced when the teacher gave

assignments in the form of projects; namely, they still had problems in doing the assignments. They also said that they still had difficulty understanding how the task should be done or solved correctly and did not understand the instructions given by their teacher.

Some of them also gave reasons about the difficulties they faced because they were not used to working on project assignments given by the teacher so they still found it difficult to solve problems from the topic problems that had been given by the teacher.

d. Benefits obtained in implementing the Project-Based Learning model

This category is to find out the benefits felt by students when teachers implement the Project-Based Learning model in learning writing skills based on questions from a questionnaire, namely: *What benefits do you get if your teacher gives you an assignment in the form of a project to learn to write in English lessons?*

From this question, some students gave positive opinions and benefited from learning by implementing this Project-Based Learning model. 8 students shared their views about

the benefits of implementing the Project-Based Learning model, namely that students understand more and more what they have learned. They also stated that they could gradually realise what they had learned and that students knew a lot about the knowledge they had acquired. In addition, some students also gave the same reason, namely that they could also gain a lot of knowledge and gain a lot of broad insight. It is also that students can find out what has been taught by the teacher and increase their understanding of the learning material.

Some of them also gave different reasons, namely so that their writing skills could improve again and become more fluent in learning to write. In addition, some of them also stated that the benefits they experienced were that they could hone their mindset and they also gained a lot of experience.

B. Discussion

In this discussion section, researchers will discuss the results of research related to the perspectives of teachers and students regarding the Project-Based Learning model in learning writing skills. As such, this study aims to determine the perspectives of teachers and students

regarding the Project-Based Learning model in learning writing skills. Therefore, researchers will discuss the results of the study as follows.

1. Teacher's perspective in implementing the Project-Based Learning model

To find out the teacher's perspective on the Project-Based Learning model in learning writing skills, the researchers found out about the teacher's implementation in using the Project-Based Learning model and the advantages and disadvantages of the Project-Based Learning model. In implementing the Project-Based Learning model, the researchers divided it into 3 categories, namely teacher planning, the process of learning activities and evaluation of learning outcomes.

a. Teaching Plan

Based on the results of the research in the interview technique, the researcher found that the two English teachers prepared and planned learning activities so that the learning objectives could be achieved. English teachers A and B prepare things before teaching, namely by making and designing lesson plans, preparing the required learning media and tools and preparing other teaching materials. In addition, the two teachers also prepared several worksheets or practice questions that

students would work on the topic of the problem that the teacher had determined.

In making and designing the Lesson Plan, based on the results of the interviews, the two English teachers designed the Lesson Plan itself by connecting the lesson syllabus. The two lesson syllabuses are seen based on the learning materials to be taught and also adjust the students' abilities. However, based on the documentation, only English B teachers make and design a Lesson Plan which only includes a few components, does not contain Basic Competencies (KD), Core Competencies (KI), and Indicators. In the design of the Lesson Plan, the teacher only focuses on the process of learning activities that relate to the Project-Based Learning model. This is related to the theory put forward by Chapter II that the Project-Based Learning model is a learning model that emphasizes students to process and analyse information related to the sources of problems that exist around the rest. Therefore, one of the provisions in making the Lesson Plan taken from Kemendikbud No.103 of 2014 is a student-centred and context-based activity process. With this provision, students are increasingly motivated in learning and improve their

creative abilities and become more independent and teachers make the surrounding environment a source of learning.⁸⁸

In addition to making lesson plans, teachers also prepare media and other learning tools. From the results of the interviews, the two English teachers prepared media and learning tools that adapted to the learning materials. The two teachers also use several learning media that make it easier and help students understand the learning material that will be given, such as using PowerPoint, laptops, speakers, etc. In addition, the teacher also prepares several learning tools such as worksheets, sheets of paper and also several other tools that support learning materials and topics.

And also in determining learning materials, the two English teachers are not arbitrary in determining learning materials that are suitable for students. In Project-Based Learning, students are faced with several sources of problems that exist in real life and in the environment around students, therefore the teacher provides material related to everyday life and the environment around students. However, English teachers A and B also look at learning materials that match students' academic

⁸⁸ HM. Musfiqon and Nurdyansyah, *PENDEKATAN PEMBELAJARAN SAINTIFIK*, (Sidoarjo: Nizami Learning Center, 2015), 149.

abilities because only the teachers themselves know the students' abilities in learning English. In addition, in using learning resources that are relevant to the material in writing learning activities, English teachers A and B adapt them to textbooks from the Ministry of Education and Culture and several learning websites that are easily accessed and obtained by teachers as references for the material being taught.

With the statement above, the researcher concludes that in this teaching plan, English teachers A and B prepare and plan several learning tools that adjust the achievement of learning objectives. However, in adapting it to the Project-Based Learning model, the English teacher A missed several things in teaching planning such as not designing a Lesson Plan, not facilitating students' learning media, and lack of thorough preparation in teaching.

b. The teaching process in implementing the Project-Based Learning model

In this section, researchers will discuss the results of research regarding the process of learning to write with the implementation of the Project-Based Learning model. Researchers will discuss it into several things.

In the process of learning activities using the Project-Based Learning model in learning writing skills, there are steps for learning activities carried out by both teachers and students themselves. Based on the results of the study, the researchers triangulated data from observations and also interviews with English teachers A and B. From the research results for English teachers A, the teacher immediately gave directions to students in making groups and gave directions about the project assignments they would be working on. The teacher skips several stages of the Project-Based Learning model. But the teacher directs students to try to analyse and solve problems from the topic of the problem that has been given. This is related to the purpose of the stages in project completion, namely to increase the ability to process information, solve problems, and improve skills in working together, and communicating in making project assignments.⁸⁹ However, this does not match the teacher's statement from the results of interviews that have been carried out because it does not adjust the steps of the learning activities with the statements in the interview. In addition, the role of the teacher here is only as a facilitator who only prepares a few things in teaching.

⁸⁹ M.Hosnan, "Pendekatan Saintifik dan Kontekstual Dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013", 325.

Meanwhile, in the research results of English teachers B, teachers also missed several stages of learning activities. From the interview results, the English teacher stated that the steps of learning activities were in accordance with what the teacher did in class. In the process of learning activities, the teacher provides different activities to see the level of students' understanding of the learning material. However, the teacher gives project assignments to students at the end of the learning activity in the form of making text by describing pictures that adapt to the learning material, namely Preposition of place. In addition, the role of the teacher here is concurrently as a mentor, facilitator, advisor and motivator.

Therefore, from the statement above, it can be concluded that the two English teachers still have not followed the stages of activities in the Project-Based Learning model properly. Both teachers focus on seeing students' abilities in solving problems related to the surrounding environment. This relates to several things in implementing the Project-Based Learning model, namely involving students in problems that exist in real life and also exploring learning topics so that they can increase existing

knowledge and skills.⁹⁰ In addition, teachers act as mentors and facilitators for students who direct and assist students in completing projects for learning writing skills. This statement relates that the teacher's role in the Project-Based Learning model is as a facilitator and also a partner for students.⁹¹

In the Project-Based Learning model, the atmosphere in the process of learning activities is also very important so that students feel motivated and have fun while learning. Based on the results of the research by English teacher A, the atmosphere of learning writing skills using the Project-Based Learning model of students is not conducive because some of them do not really follow the learning activities carefully, but they look comfortable and enjoy doing the assignments given by the teacher because project assignments can work together in groups. Meanwhile, from the results of the research by English teacher B, the atmosphere of writing skills learning activities with the Project-Based Learning model is quite interesting for the teachers themselves, but it can be quite interesting if students can participate in the learning activities themselves happily or

⁹⁰ Ridwan Abdullah Sani, "Pembelajaran saintifik : untuk implementasi kurikulum 2013", (Jakarta: Bumi Aksara, 2014).

⁹¹ Melda Fajra et.al, "Project Based Learning: Innovation To Improve the Suitability of Productive Competencies in Vocational High Schools With the Needs of the World of Work", Vol. 1, 4.

enthusiastically because if they look tired or sleepy then students already feel bored with the process of learning activities.

Therefore, with the statement above, the researcher can conclude that the two teachers provide a perspective on the atmosphere of learning activities with the Project-Based Learning model, namely the atmosphere of learning activities becomes interesting and comfortable, but if students can follow the process of learning activities carefully, students will enjoy and participate in activities more. study carefully. This is stated by the theory that one of the advantages of the Project-Based Learning model is that this learning model can provide an atmosphere of interactive learning activities so that students can learn comfortably when studying.⁹²

c. Evaluation of the results of learning activities in the Project-Based Learning model for learning writing skills

Based on the results of the study, the researcher would triangulate data from the results of interviews and documentation. From the research results of teachers of English A and B, it can be found that in evaluating the Project-Based Learning model in

⁹² Abdul Majid and Chaerul Rochman, "*Pendekatan ilmiah dalam implementasi kurikulum 2013*", 164.

learning writing skills, the two teachers create an assessment rubric based on students' writing results. The two teachers also stated that there were several aspects of the assessment that were assessed based on the learning outcomes of students' writing skills. These aspects are in the form of the use of grammar, vocabulary, use of punctuation and spelling of words. However, in making the assessment rubric, only English teacher B makes the writing skill assessment rubric for students. The teacher gives an assessment aspect based on the students' writing results and also gives a score on the criteria according to the aspect to be assessed. This is related to Harris that there are several categories of assessment for evaluating student writing outcomes, namely grammar, content, fluency, mechanics, and form or organization and style .⁹³

In the evaluation of the Project-Based Learning model there are 3 aspects of the assessment that are assessed from students, namely: aspects of attitude, knowledge and skill assessment. These three aspects can include several things related to the process of learning to write using the Project-Based Learning model. However, the researcher did not examine the three aspects

⁹³ Jeremy Harries, *“Introduction Writing”*, 69.

of the assessment so that the English teachers A and B did not provide explanations and made an assessment rubric with the three assessment aspects (attitudes, knowledge, and skills) for students.

2. Teacher's perspective on the strengths and weaknesses of the Project-Based Learning model in learning writing skills

As a learning model, it certainly has advantages and disadvantages to its implementation. As for the results of the research, it can be seen that the advantages of the Project-Based Learning model in learning writing skills according to English teachers A and B are:

- a. It can make it easier for teachers to teach so that teachers don't bother giving learning materials anymore.
- b. Students become more active in participating in the process of learning activities.
- c. Students are more enthusiastic in learning and can improve their writing skills.
- d. Students gain more experience.
- e. Students become more independent and can develop creative thinking skills.

- f. Can make the process of learning activities innovative and creative.

This is related to Majid and Chairul's statement as quoted by Fitria et al. which is similar about the advantages of the Project-Based Learning model, namely it can provide enthusiasm and high enthusiasm for learning, make students active in solving problems, make students creative individuals, gain experience in making projects and make the atmosphere of interactive learning activities so that students become more comfortable in learning.⁹⁴

In addition, this Project-Based Learning model can also provide benefits to teachers and students. From the research results, it can be seen that the benefits of the Project-Based Learning model in learning writing skills according to English teachers A and B are to train teamwork and improve social skills and students can understand the learning material again in depth. This is related to Shin's statement that one of the benefits of the Project-Based Learning model is that it can increase cooperation so that it can build

⁹⁴ Abdul Majid and Chaerul Rochman, "*Pendekatan ilmiah dalam implementasi kurikulum 2013*", 164.

students' potential in learning and shape students' attitudes and skills.⁹⁵

In the Project-Based Learning model as well, this model has several weaknesses of its own. Based on the results of the study, it can be seen that the weaknesses of the Project-Based Learning model in learning writing skills according to English teachers A and B are:

1. Lack of time for learning activities used so that learning activities are not completed directly.
2. The basic ability of students in memorizing vocabulary and understanding the material is still lacking in learning English.
3. The ability of students in individualism is still lacking.
4. Students are still less active in collaborating with groups and still rely on each other.
5. Students' abilities vary based on their enthusiasm for learning.

This is related to Majid and Chairul's statement which is similar about the weaknesses of the Project-Based Learning model, namely it can waste time, students still have difficulty

⁹⁵ Myeong-Hee Shin, "Effects of Project-Based Learning on Students' Motivation and Self-Efficacy", Vol. 73,97.

understanding learning topics and students are still less active in doing assignments in groups.⁹⁶

Therefore, with the statement above, the researcher concludes that the strengths and weaknesses of the Project-Based Learning model for learning writing skills according to English teachers A and B have several advantages and disadvantages themselves and with this learning model, both teachers can expects students' skills to improve in terms of academics and students' basic abilities.

3. Student's perspective in implementing the Project-Based Learning model in learning writing skills.

a. Student responses regarding the implementation of the Project-Based Learning model

Based on the results of research using an open-ended question questionnaire technique in student responses regarding the implementation of the Project-Based Learning model in learning writing skills, different responses showed different responses. They showed a normal response, positive and also of them showed a negative response. Some of the students answered

⁹⁶ Abdul Majid and Chaerul Rochman, "*Pendekatan ilmiah dalam implementasi kurikulum 2013*", 164.

their responses regarding the implementation of the Project-Based Learning model in learning writing skills only depending on the teacher. They stated that if the teacher gave assignments to students, they would just do it according to the directions the teacher had given. Some of them also stated that learning writing skills with this learning model is also fun because it can be done in groups so that they can enjoy and feel comfortable in participating in learning activities. In addition, they also feel that learning activities are different from the usual learning model, which is only teacher-centered. And other student responses stated that students were increasingly able to understand the learning material in depth and could hone their writing skills through project assignments that had been given.

b. Student interest in the implementation of the Project-Based Learning model

Based on the results of the research using an open-ended question questionnaire technique, students' interest and interest in learning writing skills with the implementation of the Project-Based Learning model showed a positive response. Almost all students stated that learning to write with the implementation of the Project-Based Learning model can make them interested and

interested in learning more deeply when they learn to write. They said that with the Project-Based Learning model in learning writing skills, students can improve their English skills and can also deepen their knowledge. On the other hand, students also get many benefits that they can get because of the willingness to be able to learn English more deeply and can learn to write better. In addition, they stated that they were interested in learning to write using the Project-Based Learning model because it could foster broad knowledge and could provide new knowledge that they did not know. This can provide students with ease in learning to write by implementing the Project-Based Learning model.

That way, this is related to previous research from Syarifah and Emilia which in their research revealed students' perceptions in the implementation of the Project-Based Learning model in learning to write, that this learning model is more effective and fun because they can find the interests and abilities they acquire from the final result.⁹⁷

⁹⁷ Eva F. Syarifah and Raynesa N. Emiliyasi, "Project-Based Learning To Develop Students' Ability and Creativity in Writing Narrative Story", Indonesian EFL Journal (IEFLJ), Vol. 5, 91-92.

c. Challenges faced by students in implementing the Project

Based Learning model in learning writing skills.

Based on the results of research using an open-ended question questionnaire technique in the challenges faced by students in learning to write with the implementation of the Project-Based Learning model, it showed that some of the students said they had difficulties if the teacher implemented this Project-Based Learning model. The difficulty faced by students in most cases is that they say that they still do not understand and find it difficult to do project assignments. The difficulty they face by almost all students is that they still do not understand. They stated that they still did not understand the assignments given and the direction from the teacher that had been given by the students. Therefore, students do not understand because they still find it difficult with the given project assignments and consider the task difficult so that they find it difficult to do it. In addition, students also still do not understand the language used by the assignments given by the teacher.

Therefore, this is related to the theory according to Majid and Chairul which in the weakness of the Project-Based

Learning model, that students still have difficulty understanding learning topics because the possibilities in each group of topics given are different and also still have difficulty in collecting information.⁹⁸

d. Benefits obtained in implementing the Project-Based

Learning model

Based on the results of research using an open-ended question questionnaire technique, the benefits obtained by students in learning to write in the implementation of the Project-Based Learning model showed some positive responses. From all students, there were several answers from those who had something in common, namely that they became more aware of what they had learned. Students also said that they could also understand the learning material that had been taught or had just been taught by the teacher at that time and they could also master some basic things in English lessons. In addition, of all the students who answered there were also some answers that were the same, namely that they could increase their knowledge. They also said that they could know more than what was taught so that what they did not know became

⁹⁸ Abdul Majid and Chaerul Rochman, "*Pendekatan ilmiah dalam implementasi kurikulum 2013*", 164.

known and can also provide broad insight from the results of project assignments that have been taught.

This is related to previous research by Fajra et al. that this model can help students to develop abilities and can make students as individuals who can make decisions and can solve a problem from the context.⁹⁹

⁹⁹ Melda Fajra et,al, “Project Based Learning: Innovation To Improve the Suitability of Productive Competencies in Vocational High Schools With the Needs of the World of Work”, Vol. 1, 2.