

PJBL-BASED COLLABORATIVE LEARNING AT HIGH SCHOOL EFL

SETTING : TEACHER'S AND LEARNER'S PERSPECTIVE

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Teacher's and Learner's Perspective

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PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "PjBI-Based Collaborative Learning at High School EFL Setting: Teacher's and Leaner's Perspective" adalah bersifat asli (original) bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

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ABSTRACT

Prasetya, Muhammad Reynaldi. 1902050027. PJBL-Based Collaborative Learning at High School EFL Setting : Teacher's and Learner's Perspective. Skripsi. English Education Department, Faculty of Teacher Training and Education, University Muhammadiyah Sumatera Utara. Medan. 2024

This study was aimed to determine teacher and learners' perspective in using the Project Based Learning or group-based learning model. The population of this study was 10 learners and 1 teacher at SMP PERTIWI MEDAN. The sampling technique uses a semi-structured interview method with EFL (English as Foreign Language) learners who have experience using Project Based Learning. The research design used in this study was qualitative. Most of students experienced are happy and satisfied with this learning method, besides that the role of the teacher does not rule out the possibility that the teacher will act as a facilitator for students to achieve the desired learning. However, researcher still found their disinterest in this Pjbl learning some of them still think that individualized learning is more preferred.

Keyword: Project Based Learning, EFL, and Perspective

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Finally, the researcher hoped that this study would be beneficial from the academic perspective, or others. The researcher also fully realized that this research is far from perfect, and thus any positive criticism is absolutely acceptable for the improvement of this research in the future.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

The learning paradigm in Indonesia has changed from Teacher Centered Learning (TCL) to Student-Centered Learning at the same time as the curriculum. The role of the instructor in the 2013 curriculum is that of a facilitator. Students must be able to think critically and come up with their answers to the problems and material being covered to complete the learning process.

Most of the learning procedures used in are still teacher-centered. Students participate in the learning process as communicators without providing feedback. Students' cognition is restricted to the information supplied, and they do not comprehend the significance or point of the content they are studying because they merely function as information receptacles. Only whiteboards are used by teachers during class because there currently need to be more facilities and teaching resources available.

Based on the findings derived from my observations in the school at SMPS PERTIWI Medan, where this school has implemented an independent curriculum where one of the characteristics of learning focuses more on implementing experiments and making projects and honing students' soft skills such as communication skills, cooperation, leadership, critical thinking, and time management. So students do not just memorize a concept, but are involved to observe a phenomenon about a concept and one of the learning models that is often used based on discovery or solution is

Project Based Learning (PjBL). This school the students have applied the project based learning method so it can make it easier to find the perspectives that exist between teachers and students supported by teachers who are experienced in explaining learning material in class using Project Based Learning.

PjBL as an active learning approach, employs projects as a medium to foster the development of various skills in learners, thereby enhancing the value of their learning process. PjBL as an active learning approach, employs projects as a medium to foster the development of various skills in learners, thus enhancing the value of their learning process, where in project based learning, students will carry out exploration, assessment, interpretation, synthesis and other information processing to produce various forms of learning.

Project based learning is one of the most powerful learning models, because it will increase student competence holistically, both in terms of attitudes, knowledge and skills, through a contextual approach that is close to real work in the field. These skills, according to Grant, (2002), encompass project management, effective communication and collaboration, critical and creative thinking, problem-solving abilities, negotiation skills, and the ability to resolve conflicts.

Previous research indicates that PjBL-based collaborative learning can enhance student engagement, motivation, and language proficiency in the EFL classroom. For example, a study conducted by Almulla, (2020) The findings indicated that Project-Based Learning (PjBL) was shown to impact the enhancement of learners' knowledge and skills positively. The students also expressed that Project-based Learning (PjBL) fostered their engagement in collaborative efforts and facilitated their ability to engage in discussions within their groups. Nevertheless, some pupils expressed a need for more motivation for collaborative efforts. Similarly Guo et al., (2020) examined the effects of Project-based Learning (PjBL) on developing collaborative skills. The findings indicated that students who participated in PjBL projects showed enhanced teamwork, communication, and critical thinking abilities.

Project-Based Learning (PjBL) In the context of English as a Foreign Language (EFL) learning in high schools, implementing PjBL-based collaborative learning methods can offer significant benefits to both teachers and learners. This background of the study aims to provide context and highlight the importance of exploring PjBL-based collaborative learning from the perspectives of both teachers and learners in the high school EFL setting.

Furthermore, teachers' perspective are crucial to the successful implementation of PjBL-based collaborative learning. Teachers' beliefs, attitudes, and experiences significantly influence their instructional practices and ultimately impact student learning outcomes. Exploring how teachers perceive PjBL-based collaborative learning, their willingness to adopt this instructional approach, and the challenges and

facilitators they encounter can provide valuable insights for effective implementation strategies and professional development initiatives.

Moreover, students' perspectives on PjBL-based collaborative learning in the high school EFL setting are equally important. Exploring learners' attitudes, motivations, and experiences can shed light on their engagement, perceptions of language learning, and understanding of the benefits of PjBL. Understanding how students perceive their roles, their preferences for collaborative learning structures, and the impact of PjBL on their language proficiency and overall learning experiences can guide instructional design and implementation strategies to better meet their needs.

In the realm of English as a foreign Language (EFL) education, Project-Based Learning (PjBL) has emerged as an innovative approach to enhance language acquisition while fostering essential skills. PjBL integrates language learning with real-world projects, offering students the opportunity to apply language skills in authentic contexts. However, teachers' perspective of PjBL in the EFL context can be influenced by various factors, including cultural considerations, language proficiency levels, and instructional resources. Understanding teachers' viewpoints regarding the effectiveness, challenges, and potential adaptations of PjBL in the EFL context is crucial for optimizing its implementation and impact on language learning outcomes.

Furthermore, students learn primarily by constructing knowledge and making meaning through interactive processes of questioning, active learning, sharing and reflection. The learning environment offers interdisciplinary situation, collaborative learning and integrated with real-world issues and practices. Students are able to move from novices to experts in the domain of knowledge (Grant & Maribe Branch, 2005).

While there is a growing body of research on PjBL in various educational contexts, there is a need for more studies that specifically examine PjBL-based collaborative learning in the high school EFL setting from the perspectives of both teachers and learners. This study aims to fill this research gap by examining the teacher and learner perspectives on PjBL-based collaborative learning in the high school EFL setting. The objectives include exploring teachers' perceptions, challenges, and facilitators of implementing PjBL-based collaborative learning, as well as examining learners' attitudes, motivations, and learning outcomes in this instructional approach.

According to the statement above, my research discuss about teachers' and students' perceptions of project based learning method. With the aim of knowing the causes of student problems and knowing whether the project based learning used by teachers can help students' understand learning materials especially at SMP PAB 2 and found the solutions to increasing student interest in Project Based learning.

Based on the description above, the researcher is interested in expressing further problems in this paper entitled "**Pjbl-Based Collaborative Learning at High School EFL Setting : Teacher's and Learner's Perspective**"

B. The identification of the Study

Relating to the background above, the problems are identified below :

1. Students are less enthusiastic in project-based learning
2. Students have difficulty using one type of instruction, like project-based learning.

C. The Scope and Limitation

The scope of this research is focused on the Pjbl-based Collaborative learning at High School EFL setting. This research is conducted in SMPS PERTIWI Medan. The limitation of the research is focused on the teachers' and learners' perspective in that school.

D. The Formulation of Problem

1. What are students' perspective of PjBl based collaborative learning method?
2. How are teachers' perspective of PjBl based collaborative learning method?

E. The Objective of the Study

1. How were the students' perspective of the PjBL learning method based collaborative learning
2. How were the teachers' perspective of the PjBl learning method based collaborative learning

F. The Significance of the Study

1. Theoretically

The result of the research is expected to be beneficial and can be used for further references in future studies on the same field. Moreover the result of the research is also expected can be a good source of information for the readers, either students, scientiest, lecturers, and many other parties.

2. **Practically**

- a. For student, can modify the inefficient learning method to be the suitable and efficient one.
- b. For teacher, can find out the students' perspective of the use of PjBL.
- c. For researcher, can add information about students' and teachers' perspective related to the use of PjBL.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of Project –Based Learning (PjBl)

Project-based learning is a learning technique that aims to engage students in actual work in the real world to enhance their learning. An new educational model or methodology called project-based learning places an emphasis on learning the context of tual through challenging activities (Cord, 2001); (Thomas, J.W., Margendoller, J.R., & Michaelson, 1999); (Moss, D, & Van Duzer, 1998).

Project-based learning prioritizes the context of learning on the ideas and core principles of a study discipline, it involves learning through problem-solving investigations and other meaningful task activities that give students the chance to work independently by building their own knowledge to produce a real product. (Mergendoller & Thomas, 2000)

A more through definition of project-based learning is as follows:

a. Project-based learning is driven by the curriculum and is based on standards. Project Based Learning is a learning technique that involves the inclusion of a standard in the curriculum. The inquiry process in Project Based Learning begins with producing leading questions and guiding learners in a collaborative project. Once the question is addressed, the learner can directly observe the numerous major elements as well as the many principles in the topic being studied.

b. Project Based Learning is a learning technique that involves the inclusion of a standard in the curriculum. The inquiry process in Project Based Learning begins with producing leading questions and guiding learners in a collaborative project. Once the question is addressed, the learner can directly observe the numerous major elements as well as the many principles in the topic being studied.

c. Project-Based Learning requires students to examine issues and topics while addressing real-world situations and integrating subject matter. Learners can gain a holistic view of knowledge by following this path. Furthermore, project-based learning is an in-depth research of a real-world topic that will be worth the attention and work of learners.

d. Project-Based Learning is a teaching method that encourages abstract, intellectual assignments that allow students to investigate challenging subjects. Project Based Learning is a learning strategy that takes understanding into consideration. Learners conduct meaningful exploration, assessment, interpretation, and conclusion.

2. The Advantages and Disadvantages of Project Based Learning

Advantages and Disadvantages Project Based Learning is a complete strategy that guides learners, works individually or in groups, and addresses real-world issues. Implementing an effective project-based learning strategy can offer learners with useful skills. Project-based learning is successful when learners are highly motivated, feel active in their learning, and generate high-quality work

As for the advantages of Project Based Learning as a learning method are trains learners to utilize reasoning to solve business challenges, training participants in

problem-solving hypotheses based on simple business concepts, apply critical and contextual thinking abilities to real-world business situations, teach pupils how to conduct experiments to test hypotheses, train learners in problem-solving decision-making by encouraging them to participate actively and concentrate in discussions, stimulating them to think by returning questions to them, encouraging learners to make problem analysis, problem synthesis, conduct evaluation, and compile a summary of evaluation results; and for guiding learners in identifying sources, references, and principles (materials) as regards troubleshooting and alternative troubleshooting methods.

Some advantages with project based learning approach (Purnawan, 2007) : motivate learners by immersing them in their lessons and allowing them to express their interests, answer questions, and make decisions during the learning process, provide possibilities for multidisciplinary learning, contributing to the interconnection of life outside of school by paying attention to the real world and acquiring actual skills. create one-of-a-kind opportunities for educators to create relationships with students as trainers, facilitators, and co-learners, make possibilities for building relationships with broad communities available, encourage learners to be more involved in solving complex challenges, encourage students to practice and strengthen their communication abilities, give trainees experience and practice in project organization, and allocate time and other resources, such as equipment, to complete the assignment, provide a learning experience that is proficient and structured to adapt in accordance with the real world, create an engaging learning environment so that both learners and instructors enjoy the learning process.

Although project-based learning offers numerous benefits, it also has disadvantages. Disadvantages in project-based learning include takes a long time to solve problems, needs a substantial amount of money, many educators are comfortable with the traditional classroom, where educators play a major role in the classroom, the amount of equipment that should be provided, learners who have weaknesses in experiments and information gathering will find it difficult, there is a possibility that learners are less active in group work, when the topics given to each group are different.

3. Learning process with Project Based Learning Method

The following are some of the items that the trainer must prepare while using the Project Based Learning method: Learning compile a list of learners desire to identify the learning process, design the presentation of problems to be able to guide learners, allocate time and lesson schedules, organize learning groups, design learning resources, design learning environments, and design process assessment formats and learning

The position of educators in Project Based Learning method learning is to control the learning process. Educators serve as watchdogs, arbitrate conflicts between students, and promote group collaboration and dynamics. In the learning process, group behavioral observers. Educators should foster group engagement and the confidence to express one's thoughts, as well as urge students to develop and appreciate their strengths and recognize their flaws. As for the learning steps for the Project Based Learning method are students are separated into small groups, and each group makes a real Project (connecting the problems), then each group is provided an explanation of

the tasks and responsibilities (structure) that the group should do in practice, afterwards students in each group do their best to identify the business problem (visiting the problem) experienced based on their knowledge: a). Identify problems comprehensively in order to identify the main business difficulties that are being encountered, and b). Identify methods for resolving problems, after that learners in each group seek knowledge from a variety of sources (books, guides, and other sources) or consult with an accompanying expert to re-understand the topic, and then armed with the information gathered by learners working together and debating the problem in order to comprehend it and look for a solution (create the product) to the problems faced and directly implemented. The coach serves as a guide, and the last each group exchanges their problem-solving experience with other groups, allowing for additional input and evaluation from other groups.

The method's steps for learning Delisle, (1997) states that there are six steps to project-based learning, which are as follows: establishing a connection with the problem, the trainer selects, designs, and communicates issues related to the learner's day-to-day life and the problem, then putting the structure together, once the learner has become concerned with the challenge, the educator develops a structure for working through it, this framework will define the tasks that the student must complete, the structure has become the cornerstone to the entire process of how the trainee thinks through the genuine problem and arrives at the conclusion, after that going to the problem, educators concentrate on ideas that trainers use to address difficulties. the emphasis is on generating facts and listing topics that require additional clarification. afterwards back to the problem, students in small groups must immediately rejoin the

class to solve the problems after completing their respective duties, educators begin by asking small groups to report their findings, at that point, educators evaluate the source they are using as a reference, the time invested, and the effectiveness of the action plan they will implement, next to taking a product or giving a performance, create problem-solving outcomes that are supplied to educators in order to assess the level of content and skill mastery, and the last evaluate performance and the problem, the educator requests that the performance of the problem study and the alternative solution suggested be evaluated.

The learning approach with the project-based learning technique may be characterized in the groove from the delivery of problems to the learners to the achievement of activity measured performance, as shown in :

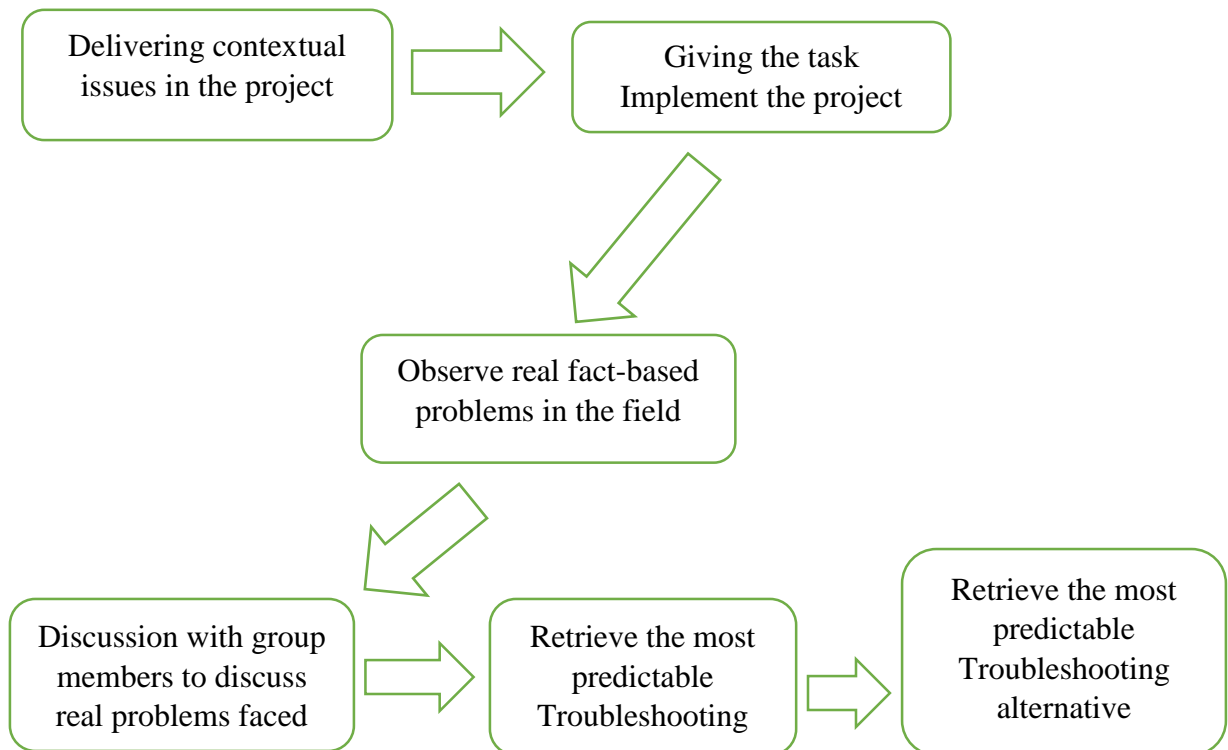


Figure 2.1 Learning Cycle Of Project Based Learning Method. (Delisle 1997)

Method Project-Based Learning is used to optimally engage learners in the learning process by including them in real-world objects. This participant's physical, mental, and mental involvement will be able to boost learning motivation, decision-making abilities, and educate critical thinking and innovative work in overcoming diverse challenges encountered. The Advantages and disadvantages Project-Based Learning Project-based learning is a complete strategy that guides learners, works individually or in groups, and addresses real-world issues. Implementing an effective project-based learning strategy can offer learners with useful skills. Project-based learning is successful when learners are highly motivated, feel active in their learning, and generate high-quality work.

4. Perspective

An important psychological aspect for humans to respond to symptoms and aspects in their environment. Base on explanation of Robbins & Judge (2005), perception is a process that individuals take to organize and interpret their sensory impressions in order to give meaning to their environment. According to Walginto (cited in Robin 2014) Perception is the organization of a stimulus to the senses so that it becomes a meaningful one, and is an integrated response to individuals involving the ability to think, feel and experience. And can be defined as the experience of objects or conclusions from information and interpretation of a message. Accoding (Walgito, 2018) explains that there are three components that make up the attitude structure:

- a. The cognitive component is a component related to views, knowledge,

beliefs, or matters relating to the perception of the attitude object.

- b. The affective component, which is related to liking or disliking the object of attitude, likes and dislikes is a positive and negative things.
- c. The conative component, namely the tendency to act on the object of attitude. This component shows the tendency of attitudes towards a person's behavior towards the object of attitude.

Irwanto cited in Marbun, (2019) say that the results of perception can be divided into two parts:

- a. Positive perception, this is supported by the acceptance or activeness of the perceived object. That is, describing all knowledge and responses with efforts to use it.
- b. Negative perception, this describes any response or knowledge that is not in harmony with the object. This is followed by a rejection and opposition to the perceived object.

Perception is also referred to as the core in a communication, we will not be able to communicate well if perception is not accurate. If an individual has more common perceptions, they will communicate more often. According to Toha cited in (Hermuningsih, 2016), there are several factors that influence a person's perception:

- a. Internal factors: attitudes, feelings, prejudices and individual personality expectations or desires, attention (focus), the learning process, physical condition, psychiatric disorders, motivation and value needs as well as interests.
- b. External factors: family background, knowledge and needs around,

information obtained, intensity, size, repetition of motion, opposites, as well as new and familiar things or unfamiliar objects.

According to Robbins, (2003) there are three kinds indicators of perception, namely:

a. Acceptance

The process of acceptance or reabsorption is indicator of perception in physiology stage; it is about the function of the five senses in grasping external stimulus. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, smell, and tasting individually or together.

b. Understanding

Understanding means as the results of analysis which is subjective, or different for each individual.

c. Evaluation

Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

5. Collaborative learning

Working together or cooperating with each other is defined as collaborative learning (Ibrahim et al., 2023). Collaborative learning can create chances for effective

learning practice. Collaborative learning is a technique for instruction that involves students actively participating and minimizing individual differences (Taini, 2022). According to Gokhale, (1995), "collaborative learning refers to instruction when students in one group with varied ability levels collaborate in small groups to achieve common objectives. Knowing your own collaboration entails:

1. According to Koehane, cooperation entails working with others, jointly, in teams of two, and to the fullest extent possible inside a single group in order to achieve mutual achievement.
2. According to Patel, collaboration is a process of functional interdependence in which talents, tools, and rewards are combined.

According to various experts' interpretations of collaboration, the concept of collaborative learning is a learning technique in which students of diverse levels work together in small groups toward a common goal. Students in this group assist one another. As a result, the collaborative learning situation has a positive dependent factor on achieving success.

Three theories support collaborative learning processes, according to Piaget and Vigotsky:

1. Cognitive theory

This theory is related to the interchange of concepts between group members on collaborative learning so that the process of science transformation on each member occurs in the group.

2. Theory of social constructivism

According to this view, social interaction among members will stimulate individual development and increase mutual respect for all members' opinions.

3. Motivation theory

This idea is used in a collaborative learning structure because it creates a suitable environment for kids to study while also encouraging members' bravery to express their thoughts and creating mutual need circumstances for all members of the group. Piaget also contends that if an active group of groups involves others in thinking together, learning will be exciting.

Advantages :

- a. Students learn deliberation
- b. Students learn to respect others' opinions
- c. Can build a spirit of cooperation
- d. Can foster a critical and rational way of thinking

Disadvantages:

- a. It takes a considerable amount of time.
- b. The presence of personal characteristics that desire to stand out, lest the weak feel inferior and always reliant on others.

B. Relevance of The Studies

In this research, there are several studies that are relevant to the research examined by the researcher. Therefore, the researcher learned several things from the research.

1. Research by Hadani, (2018) The Use Of Group Project Based Learning Assisted By Town Map Media Improving Students' Speaking Achievement in Descriptive text, at SMP Negeri 1 Batang Kuis. This research aimed to improvement students' speaking achievement through learning activity exploration at VIII grade students of SMP Negeri 1 Batang Kuis. There is one class which consist of 36 students, the number of male are 19 students and the number of female are 17 students. The study deal with descriptive text. It was found that students speaking achievement still low. This study used a Classroom Action Research (CAR) which is conducted to solve the students problem in speaking. This study applied qualitative and quantitative data. The qualitative data analyzed from the interview and observation sheet. The quantitative data taken from computing the score of speaking test students. Based on the result in cycle 1, the data showed the mean score was 63, 50. There were only 10 students or 27, 77% of students who got the score passed the KKM. In cycle 2, the data showed the mean score was 75, 64 here were 21 students or 58, 33% of students who got the score passed the KKM. In this case, those score showed the successful of the classroom action research toward students VIII grade of SMP Negeri 1 Batang Kuis. The writer suggests that the English teacher could implement Project Based Learning in teaching speaking in order to improve students' speaking achievement.
2. Research by Wicaksono & Setiawan, (2022) Collaborative Project Based Learning Implementation During Covid-19 Outbreak. The purpose of this research is to mprovement using Project Based Learning (PBL) which ensured

that students can still become active and enthusiastic during remote learning. PBL implementation can be done using collaborative technique, which empirically proven to have better result. This research took place in Information System Study Program at Universitas Ma Chung Malang, in course which includes laboratory activity (in this case is Programming Language course). This implementation then being measured using focus group discussion (FGD), which gather and interviewing random sampling to evaluate its effectiveness and being held twice in one semester, thus it can review and repair the implementation during half semester. This research should give generic prescription as its result for other lecturers who has difficulties in improving remote learning process during Covid-19 outbreak or post outbreak. After evaluating the implementation with three main topics (development of students, collaboration aspect, and professional development) from random sampling students, there are some improvements to made, which are: (1) lecturer become more active involved, (2) invite professional to give guest lecturer, (3) encourage about the importance of teamwork, and (4) giving reward and penalty.

3. Research by Aida Aflahah & Murtiningsih, (2023). This study explores lecturers' and students' perspectives on project-based learning in writing skills classes. The type of research used in this study is case studies. The research instruments used were interviews and checklist observations. Furthermore, the research subjects were students in a writing skill class at a private university in Banjarmasin. There result shows that the lecturers consider that PBL can

increase student activity in writing skill classes because by implementing PBL, students are greatly assisted in working on their writing projects. Further research is suggested to explore more students' perspectives on PBL.

4. Research by Oktaria & Rahmayadevi, (2021) This research investigates students' perception of Google Classroom as a learning tool during the covid-19 pandemic. The method used in this research is quantitative descriptive through an online questionnaire and online deep interview sessions with students from SMP Muhammadiyah Yogyakarta. Twenty-eight students have been joining Google Classroom in English learning for at least one term during the covid-19 pandemic. Five students also interviewed to seek more information about their experiences using Google Classroom. Findings showed that several factors influence the students' online learning process in a covid-19 pandemic, namely, usefulness, ease of use, ease of learning, and satisfaction. In general, Google Classroom is very useful in improving students' skills, abilities, discipline, and independent learning through teaching materials.
5. Research by Atikah et al., (2022). The purpose of this research was to investigate Students' perception on the use of project-based learning in EFL context. It is exploring students' perception of Project based learning used in their English class. The research conducted as a descriptive qualitative study involving 31 participants which utilized questionnaire and interview as instruments tools. The collected data from questionnaire was analyzed through Likert formula, while the interview than was highlighted, collated, and analyzed through coding and categorization. The results of the research reveal that

students have a good perception on the use of PBL method and agree it is needed to apply in the learning process

The difference between my research and previous research is that I will find out teacher's and student's perspective about collaborative learning method from Project based learning in high school so that researcher can find out what teachers perspective and what students knowledge about this collaborative learning method, and the similarities between my research and previous are discussing the weakness and strengths of Project Based Learning method.

Table 2.1 Summary of The Previous Study

No	Researcher	Title	Method	Findings
1	Hadani (2018)	The Use Of Group Project Based Learning Assisted By Town Map Media Improving Students' Speaking Achievement in Descriptive text, at SMP Negeri 1 Batang Kuis	Study of Literature	The finding showed that the application of Project Based Learning method was potential to improve the students' speaking achievement.
2	Wicaksono & Setiawan (2022)	Collaborative Project Based Learning Implementation During Covid-19 Outbreak	Study of Literature	Lecturer's active involvement should be more intense because of remote learning condition is giving

				<p>difficulties in monitoring project's progress, lecturer's role as facilitator should be increased to moderator because of most students still cannot trust their own group's member, the professional development can be taken from real-life sample , thus it can increase students' motivation.</p>
3	Aida Aflahah & Murtiningsih (2023)	Lecturers' perspective on project-based learning on writing skill	Study of Literature	<p>Explains that the project-based makes students more active in thinking, increases student participation in groups and also encourages students to be more active in discussions. The disadvantages of this previous study are that it requires more time for group discussions and also that the learning objectives are not easy to achieve</p>

				for some students.
4	Oktaria & Rahmayadevi	Students' Perceptions of Using Google Classroom During the Covid-19 Pandemic	Indepth Interview	Google Classroom is helpful within the factor of usefulness. Students can use Google Classroom as a resource to store the document materials
5	Atikah et al (2022)	Perceptions of the Use of Project Based-Learning in the EFL Context.	Study of Literature	Project-Based Learning (PBL) method can be a more effective teaching strategy than traditional methods and students had a positive experience in implementing Project-Based Learning.

C. Conceptual Framework

This study mainly discussed about the students' and teachers' perspective regarding the use of learning strategy of Project Based Learning as the learning method. It includes investigating their attitude toward the ease of using PjBL to find out their perspective on the PjBL learning approach while their teacher teaches in class. Through this research, the researcher want to examine the PjBL learning model that has been applied in the school to students by their teachers when teaching in class based on the

experiences faced by the students and to discuss students' impression of this learning model. Based on the description above, the researcher's concept to examine can be drawn as follows :

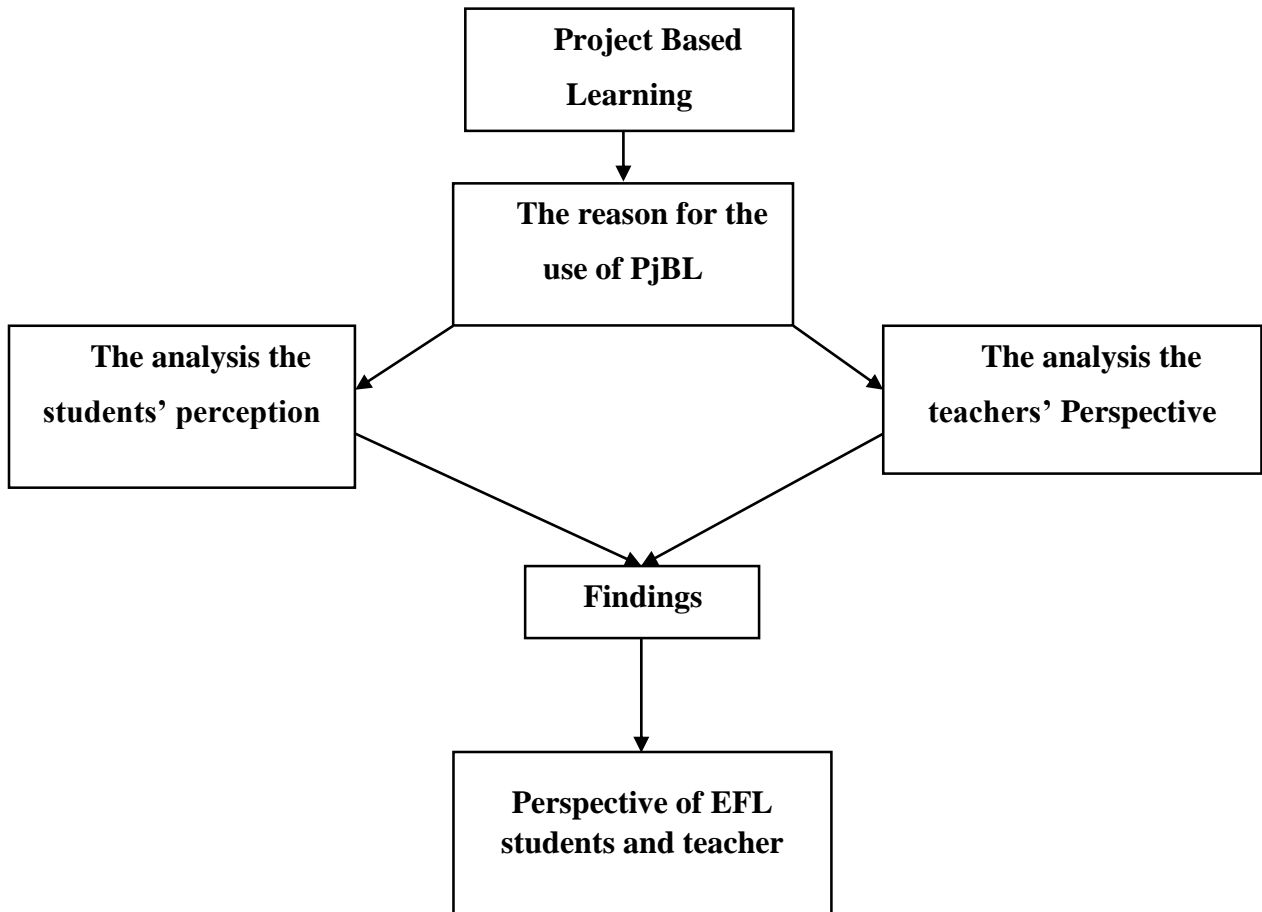


Figure 2.2 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

For this study, the researcher opted to employ a qualitative descriptive approach. According to Sugiyono, (2011), qualitative research is a research methodology used to investigate the state of natural phenomena. This research design is appropriate because qualitative research focuses on in-depth exploring and understanding individuals' experiences, perspectives, and behaviors, providing reach and detailed insights into a particular phenomenon. This study examines Teachers' and students' perspective of implementing Project Based Learning (PjBL) methodologies in secondary educational settings.

Qualitative research methods frequently encompass many techniques, such as individual and focus group interviews, participant observation, ethnography, and other related approaches (Hamilton & Finley, 2019). This study will use the qualitative research approach to gather data through interviews conducted with English as a Foreign Language (EFL) students. These interviews will focus on Teachers' and Learners' perspective in the context of completing their final assignments.

B. Subject of Data

The subjects in this research involved teacher and students from VIII-1 of SMPS PERTIWI Medan, totaling 10 students will be use to be interviewed. This study will be conducted using a semi-structured interview method with EFL students who have

experience using project based learning method. Then EFL learners were interviewed directly to capture their perspective, experiences, and insights regarding the impact and of this learning method.

C. Technique of Data Collection

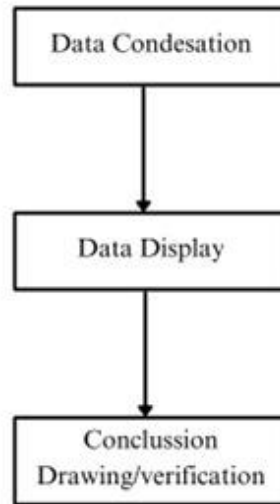
Semi-structured interviews are utilized to gather in-depth information about EFL learners' experiences with Project Based Learning method. The current investigation was involved conducting face-to-face consultations with participants, where questions were asked regarding project-based learning perspectives to achieve the final assignment.. Researcher used mobile phones as a tool to record interview data. Note-taking techniques are another instrument for obtaining additional information during interviews.

By conducting semi-structured interviews with EFL learners, researcher can obtain valuable insight into their perspective regarding the contribution of project based learning method. The intrviews provide a comprehensive examination of individuals' experiences and perspective, enabling a nuanced understanding of the percpetion and utilization of project based learning method in learning.

D. Techniques of Data Analysis

The qualitative data obtained from interviews and questionnaire will be analyzed using Miles, M.B., Huberman, A.M. and Saldana, (2011) theoretical framework, which outlines a three-stage process for data analysis. These stages include data condensation, display, and conclusion drawing/verification

Figure 3.4 Qualitative data analysis by Miles and Huberman (2019)



Based on these steps, the data analysis in this study can be written in detail as follows:

1. Data Condensation

This pertains to the process of choosing, concentrating, streamlining, extracting, and modifying the data included in the entirety of the corpus of written field notes, interview transcripts, papers, and other empirical materials. The researchers direct their attention toward the data to examine the utilization of Artificial Intelligence by students in completing their final project.

2. Data Display

Following the process of data condensation, the subsequent step undertaken by the researcher is the presentation and categorization of the data into tables,

accompanied by the assignment of appropriate markers denoting the specific category of Artificial Intelligence employed to quantify and characterize the data.

3. Conclusion Drawing/verification

In the final phase, the researcher will conclude and validate the acquired data to describe and elucidate the entirety of the data comprehensively. In order to enhance the visibility of the data and findings presented in this study

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

As explained in chapter 3, this study used qualitative method and the population in this study were 8th grade Class at SMPS PERTIWI by using a semi-structured interview method. There were 10 learners who have been interviewed. In this study, researcher focused on exploring teacher and EFL students on PjBl to found their perspective

Table 4.1 Students' Data

No	Respondent Name	Class	Date
1	JD	8 1	11 th , 2023
2	BL	8 1	11 th , 2023
3	AHD	8 1	11 th , 2023
4	TTSA	8 1	11 th , 2023
5	NH	8 1	11 th , 2023
6	MRA	8 1	14 th , 2023
7	DAKN	8 1	14 th , 2023
8	ABYA	8 1	14 th , 2023
9	SCK	8 1	14 th , 2023
10	M	8 1	14 th , 2023

B. Data Analysis

1. Student's Perspective

1.1 Experience in Applying PjBL

PjBL as an collaborative learning helps them how to make a group of study that that produce project result. From the interview results, the researcher discovered that nearly all learners utilize Project Based Learning to assist them to provide learning opportunities for students to develop according to real world conditions.

“As for PjBL learning for me, it is intended to provide broad insight to students like me when facing problems directly”, stated respondent JD (Wednesday, 08.15 am)

“PjBL for me to develop critical thinking skills and expertise in dealing with problems that are received directly”, stated respondent AHD (Wednesday, 08.25 am)

“Project-based learning is a teaching method in which students gain knowledge and skills by getting involved with in meaningful real-world initiatives. This helps get students enthused about learning by moving them away from computer displays and asking them to face authentic challenges”, stated respondent MRA (Saturday, 08.35 am)

Asfihana et al., (2022) Developing critical thinking abilities through discovering new material for online project work.

Not for develop critical thinking and equip students with comprehensive insights, PjBl also increasing active participation and motivation

“I became interested and took the initiative after the teacher provided a model of project for us to discuss with our group members”, stated respondent NH (Wednesday, 09.00 am)

“I was quite engaging with my own group members while working on the model project that the teacher assigned to us”, stated respondent TTSA (Wednesday,

09.15 am)

“I feel like to participate and motivate to do the group task when the teacher gave us the project model”, stated respondent M (Saturday, 09.30 am)

From the above explanation, it can be deduced based on their experiences when studying to use PjBL, goal is to provide broad insight to students like me when facing problem, to develop critical thinking skills and expertise in dealing with problems that are received directly, to gain knowledge and skills by getting involved with in meaningful real-world initiatives and helps get students enthused about learning by moving them away from computer displays and also increasing active participation and motivation.

1.2. The Role of Student in PjBL

Based on the conducted research, it was discovered that nearly all learners believe that PjBL plays an important role in the quality of their learning. They believe that PjBL can provide useful skills for students, considering that success in project based learning occurs when students gain high motivation, feel active in learning, and produce high quality work results.

“PjBL offers the advantage of a two-way learning process, a good learning process may be seen in the two-way interaction between teachers and students.”, stated respondent SCK (Saturday, 09.20 am)

“Learners are subjects who have the ability to actively seek, process, construct, and use knowledge. Pjbl is a student-centered learning strategy that prioritizes student involvement in learning.”, stated respondent M (Saturday, 09.30 am)

“It is vital for me, and I am quite happy when I accomplish group tasks using this group technique rather than doing my assignment individually.”, stated respondent ABYA (Saturday, 09.45 am)

Even though Project Based Learning has an essential role for almost students, there are perspectives among learners who are still unsure about PjBL for improving the quality of learning. The following are some responses from learners who have been interviewed:

“Doesn't really have an important effect because i prefer to study separately since I do not believe group learning, such as PjBL, allows me to stand out and be the center of attention”, stated respondent BL (Wednesday, 08.30 am)

“I dislike this PjBL learning since it takes a long time to answer problems and generate a single product; sometimes we have to resume it the next day”, stated respondent MRA (Saturday, 08.35 am)

From the explanation above, Project Based Learning is essential for almost all students since it helps them offers the advantage of a two-way learning process, have the ability to actively seek, process, construct, and use knowledge. Meanwhile, some students think that this Project Based Learning method cannot allows them to stand out and be the center of attention ,and takes a long time to answer problems and generate a single product.

1.3. The Effective PjBL for Student

The key to the effectiveness of PjBL is the experience of students in how the learning method becomes appropriate and gets students interested in project-based learning teaching strategies, in addition to the teacher as a competent facilitator for his students.

“PjBL for me is the most suitable method learning on the group method learning”, stated respondent AHD (Wednesday, 08.25 am)

“I think in PjBL the most effective learning because while collaborating with my friends I became trained to make hypotheses in issue solution”, stated respondent DAKN (Saturday, 10.00 am)

“The existence of learning innovation through technology using the PjBL model is very helpful for the learning process of students to be able to develop my creativity”, stated respondent BL (Wednesday, 08.30 am)

“PjBL assisted me in finding a learning environment that was not stressful but calm while still identifying the heart of the topic at hand”, stated respondent JD (Wednesday, 08.15 am)

From the explanations above, we can conclude that the PjBL are most helpful in their learning since they allow them to develop their creativity, environment that was not stressful but calm while still identifying the heart of the topic at hand train to make hypotheses in issue solution and to establish a desired learning environment for learners.

1.4. The Challenges in using PjBL for Student

Based on the views expressed by learners about PjBL in learning techniques, there are challenges they confront during the learning process with PjBL, Frequently in the PjBL because the themes assigned to each group are diverse, it is possible that students will not understand the issue as a whole.

“Sometimes, when the teacher gives us a topic that is different from the other group's, we have difficulty because we don't know what our topic is, so we can't compare our results to my friends' group results before the teacher says the time is up”, stated respondent JD (Wednesday, 08.15 am)

“I have experienced where i still doing the asssignment but my group didn’t finished our task because of time out”, stated respondent NH (Wednesday, 09.00 am)

Researchers also found the reason is that it takes a lot of time to solve problems and produce products.

“Just before the start of the lesson, the teacher arranged the equipment and facilities that we would use, although it took a long time, perhaps fifteen minutes to one lesson”, stated respondent M (Saturday, 09.30 am)

“The difficulty is about time efficiency, we sometimes have to help teachers prepare content before starting lessons with the PjBL method. I don't blame anyone for that, but I don't like the concept of learning that requires a lot of preparation time before starting”, stated respondent TTSA (Wednesday, 09.15 am)

Based on the student's perspective, the researcher concluded that not all students like project-based learning, as for obstacles that make them dislike it, such as students do not understand the entire topic given by students, too long to prepare equipment before they learn, and in the end, their assignments are not ready until class time ends.

2. Teacher's Perspective

2.1 Experience in Applying PjBL

Project-based learning has the potential to be an effective educational strategy since it provides authentic learning activities based on learners' individual interests. The teacher's goal in carrying out this basic learning project is to make students more critical in finishing learning.

“Communication between me and students occurs as part of an educational

relationship between teachers and students. During the learning process, students engage in social interactions and communication with teachers, the PjBL technique does not see students as passive objects in the teaching-learning process, they have to collaborate each other to overcome the problem. Furthermore in PjBL, able to express opinion in overcoming difficulties, causes students to become more active, especially when he has real references and sources, which can come from books, the internet, and past presentations. Furthermore, students will be able to act independently if they later study alone at home. The activity of students in class is undoubtedly highly appreciated by me as their teacher, because i believe that i make my students look more active when studying.” (Saturday, 11 am)

From the above explanation, it can be deduced based on teacher experiences when teaching PjBL, communication is one of the important things for the creation of a good and directed learning atmosphere, the interaction between teachers and students should be established, besides that they must be able to express opinions in overcoming difficulties to find solutions, because the PjBL technique does not see students as passive objects in the teaching-learning process, so they must collaborate with each other to overcome problems

2.2. The Role of Teacher in PjBL

The role of teachers in the context of developing project-based learning models (PjBL) has significant impact on increasing the interest in learning of learners in schools , teachers as the main facilitator in PjBL plays a role in determining the key aspects of the learning model. The importance role of teacher is also reflected in his ability to guide students during the learning process of the project. The importance of teachers as mentors and motivators of students to actively participate, collaborate, and solve problems was highlighted as a crucial factor influencing PjBL effectiveness.

“I as a teacher must be able to be a facilitator for them so that when teaching

students can actively participate, collaborate, and find solutions to their problems, I as a teacher must integrate PjBL with the subject matter to open opportunities to improve the understanding of concepts holistically. Students are encouraged to become independent workers, critical thinkers, and lifelong learners. PjBL is not only a way to learn, but also a way to teach how to work together. I as a teacher usually communicate to exchange ideas with other fellow teachers and communicate with parents or guardians of students. Then I hope that the role of teachers in PjBL is expected to provide guidance for the development of more effective education policies and teacher training.” (Saturday, 11 am)

From the above explanation that role of teacher in PjBL as the fasilitator to student for making sure the student get their solution for their problem, and exchange ideas with other fellow teachers and communicate with parents or guardians of students.

2.3. The Effective PjBL for Teacher

Effectiveness of PjBL from teacher experience in how provide teachers with many oppotunities to conduct various assessments when project-based learning is carried out.

“When implementing pjbl, I can measure the ability of students through various instruments in assessment, such as making presentations, conducting discussions, writing papers, and making portofolios” (Saturday, 11 am)

From the explanation above we can see that teacher using several assese men such as presentation, conducting discussions, writing papers, and making portofolios.

2.4. The Challenges in using PjBL for Teacher

The usage of project-based learning is an effort to engage students in learning activities. The teacher's goal in implementing project-based learning is to make

students more responsible for completing their study. However, teachers are still having trouble implementing project-based learning. Teachers are generally unable to identify this learning model from other learning models, and there are still misperceptions regarding planning, implementing, and evaluating learning in the 2013 curriculum. Then, when implementing the Project Based Learning learning model, teacher experienced several difficulties.

"I am still adjusting to differentiate this learning model from other learning models and there are still misunderstandings regarding planning, implementation and evaluation of learning. Also when teaching in class I experienced several difficulties such as not having busy time which required students to work on their projects, there was no discussion of feedback and conclusions, students did not listen to the teacher's explanation, students did not note down important things, students are not optimal in making presentations and students have not divided tasks for group presentations when the work time has started. " (Saturday, 11 am)

Based on the teachers' perspective, the researcher concludes that there are still adjustments to differentiate the PjBL learning model from other learning models and there are several difficulties such as the absence of busy time which requires students to work on their projects, there is no discussion of feedback and conclusions, students do not listen to the teacher's explanation, students do not note important things, students have not been optimal in making presentations and students have not divided tasks for group presentations when the work time has started. "

C. Discussion

1. Student's Perspective on PjBL based Collaborative Learning

In this era, the teaching and learning of English emphasize more on the communicative and cooperative approaches that have led to the emergence of

communicative, cooperative teaching and learning methods. The approaches engage students in more active and communicative ways of learning the language than the traditional teacherbased approach. Active learning has attracted strong advocates among faculty looking for alternatives to traditional teaching methods. Project-based learning has been recently introduced as an add-on teaching method. In the field learning strategy, PjBL has made significant inroads by offering convenience to learners. One area where PjBL is one of the effective learning method strategies that can be applied in the world of classroom learning. From the perspective of EFL learners interviewed pjbL can provide new knowledge and skills in learning, such as increasing students' abilities in problem solving, making students more active in solving complex problems with real products in the form of goods or services, developing and improving students' skills in managing sources of materials or tools to complete the task. This is similar to previous research by Čavić et al., (2022) PjBL has some characteristics in terms of problem-solving, the outcome of PjBL is a student-made project. The researcher found various aspects in this study that combine excitement, comfort, fear, and adaptation. And similar to Tuaputty et al., (2023) Critical thinking skills can be developed by inviting students to identify various problems in the form of problem-solving and project-based learning. Students must be aware and believe by focusing their thoughts on a concept that is being studied

Pursuant to the research's findings, students consider PjBL to be a crucial learning approach in this day. They believe that with PjBL, they can communicate more actively than when studying using conventional approaches. This program allows students to appear more confident, and it encourages students to think creatively and

innovatively while solving problems with projects. In this PjBL, students will think and work together with one another to solve problems while being supervised by the teacher. If there is an assessment in this activity, the teacher will generally see who is more active among the group so that they can receive appreciation or additional marks. Aside from that, if students make this learning a habit, their thinking will constantly evolve and establish a critical personality. As a result, the PBL technique must be utilized to assess students' ability to think critically in order to solve problems. PjBL promotes self-confidence and encourages students to face difficulties and problems head on.

Despite its simplicity and efficiency, the PjBL learning technique has weaknesses and students are aware of these limitations. One of the most significant barriers to project-based learning is that students become confused and struggle during the experimentation, information gathering, and project work stages. As a result, teacher guidance is the most important component to dealing with it. Various management, evaluation, and guiding techniques are also required to make sure that project-based learning operates as expected. Aside from that, students do their best to apply it, of course with guidance from their teacher, in order to create a pleasant learning environment.

In the midst of a positive response to PjBL, this learning offers characteristics that differentiate it from other learning models, namely that there are problems in the real world (actually happening) which are raised as learning, and the role of students is as experts, who design/develop solutions and products to overcome/solve these real problems. For example, when the dry season transitions to the rainy season, there is an

outbreak of Dengue Fever, to overcome this problem, students will act as health census officers who will carry out an inspection or census of people's houses to see the condition of cleanliness, the potential for larvae there and register whether they are present or not. residents of the house who contracted this disease. They will be faced with real situations. In research conducted by Shekhar et al., (2023) many students felt that by implementing real-world applications into the content, the project stimulated their interest and curiosity to learn more. Based on the results of this research, researchers found that students created a form of project that involved something like a large group, where everyone worked together on one big thing.

2. Teacher's Perspective on PjBL based Collaborative Learning

Teacher in PjBL for student learning have a very important role, namely as the main facilitator in the PjBL teaching process, teachers use the PjBL method to improve student perceptions and performance in the learning process. In research conducted by Foss, (2022) At the individual level, there is a need for training for teachers on how to facilitate a PJBL challenge and also understand elements of effective PJBL design. Then there is a two-way learning interaction between students and students and students and teachers. Teachers must be able to provide a pleasant learning atmosphere accompanied by clear steps and instructions so as not to confuse students in the learning process, the readiness of teaching staff who master technology and information. , being able to collaborate and apply learning models must be improved through education, training and mentoring so that teachers are able to create and develop fun digital learning resources as a new way of learning to accelerate the achievement of learning goals and produce high-quality, competent, independent and creative student output.

Based on the teacher perspective Project-based learning can improve critical thinking skills by allowing students to develop their own learning projects. These students will gain an increased theoretical and practical understanding of the content, and Project Based Learning will teach them how to design, start, and report on their learning activities autonomously. Aside from that, offering problems/problems at the start of the learning process will stimulate students' interest in these problems, allowing them to build their critical thinking abilities. Ley, (2002) identifies indicators or evidence that teachers might look for when students employ critical thinking abilities in project-based learning projects. 1) Students become more enthusiastic, 2) Students can identify ways/solutions to create and carry out the project, 3) Students can provide reasons for responding questions and conclude replies, and 4) Students understand and listen passionately.

Despite the fact that PjBL learning is incredibly exciting and fosters positive interactions between teachers and students, teachers still struggle to integrate project-based learning. Teachers have struggled to differentiate this learning model from others, and there are still misconceptions about learning design, implementation, and evaluation in the 2013 curriculum. Then, when implementing the Project Based Learning learning model, teachers encountered several problems, such as the absence of busy times that required students to work on their projects, there is no discussion of feedback and conclusions, students do not listen to the teacher's explanation, students do not take notes, students are not optimal in making presentations, and students have not divided tasks for group presentations when work time has started.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As the discussion progressed, it became clear that the students' perspective regarding the role of Project Based Learning (PjBL) was seen from the formation of students who were active in problem solving. Offering problems/problems at the beginning of the learning process will stimulate students' interest in these problems, so that they are able to build their critical thinking skills more actively in solving complex problems. These students will gain increased theoretical and practical understanding of the content provided. Based on interviews conducted, the application of this learning can increase student motivation because it uses real, relevant projects, students will feel more motivated in learning because they see the practical value of what they learn and provide broad insight when facing problems, developing a critical attitude. thinking skills and expertise in dealing with problems head-on, to gain knowledge and skills by engaging in meaningful real-world initiatives and to help get students excited about facing those problems. In this PjBL, students tend to be more active in carrying out aspirations, dare to express their opinions and ideas to their discussion partners. It doesn't stop there, mutual respect for each other's opinions is also visible. Each group was able to present their work confidently. Then for the teacher's view of PjBL learning is that as facilitators for students, they have a very important role in the success of this project-based learning. Teachers must be able to provide a pleasant learning atmosphere accompanied by clear steps and instructions so as not to confuse students

in the learning process, the readiness of teaching staff who master technology and information. , the ability to collaborate and apply learning models must be improved through education, training and mentoring so that teachers are able to create and develop fun digital learning resources as a new way of learning to accelerate the achievement of learning goals and produce high quality products, competent, independent and creative student output. Significant support for teacher leadership as a key strategy for improving the quality of education (Blank, 2021)

Even though PjBL learning is very interesting and creates good relationships between teachers and students, in fact teachers still have difficulty Teachers are constrained by difficulties in conducting PjBL learning, time constraints in conducting PjBL learning, knowledge and skills constraints in conducting PjBL learning, infrastructure constraints in conducting PjBL learning, difficulty in enabling students to carry out PjBL learning, and difficulty in activating students to complete PjBL learning tasks independently.

B. Suggestion

Based on the results of the study, the researcher offers several suggestions that may be useful for readers.

1. When implementing learning using the PjBL model, teachers ought to be able to manage their time as effectively as possible.

2. Teachers must be able to present problems in an interesting way and stimulate students to be involved in the problem solving process in the learning process taking place.
3. When employing the PjBL approach, the teacher should be able to act as both a facilitator and a motivator.
4. Teachers should select learning materials with difficulties that can be solved.
5. Schools should provide an overview to motivate students to conduct learning research designs using the PjBL approach

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APPENDICES

APPENDIX I

QUESTIONS FOR INTERVIEW

For Students :

1. How is your experience in participating in grup learning in project based learning method
2. What difference do you feel between individual learning and group project based learning to achieve understanding in learning?
3. Are there any obstacle or barriers that you often encounter during the project based learning method. How do you overcome these obstacles?
4. How do you think project based learning can affect your teamwork and communication skills?
5. Do you believe that project based learning method makes learning English more interesting and fun? If yes give the reason and if no give the reason.

For Teacher :

1. Can you describe your experience implementing PjBL (Project-Based Learning) in the high school EFL setting?
2. What motivated you to incorporate collaborative learning techniques into your EFL classroom?
3. How do you design and structure PjBL activities in your classroom?

4. What specific challenges have you encountered when implementing PjBL in the EFL context, and how have you addressed them?
5. How do you assess the effectiveness of PjBL in improving students' English language proficiency and other skills?
6. In your opinion, what are the key advantages and disadvantages of PjBL in the high school EFL classroom?
7. How do you perceive the role of teacher-student and student-student interactions in PjBL for EFL learners?
8. Can you share any noteworthy examples or success stories of PjBL initiatives you've led in your classroom?
9. How do you adapt PjBL activities to cater to the diverse learning needs and abilities of your EFL students?
10. What kind of support or professional development do you believe would be beneficial for teachers interested in implementing PjBL in the EFL setting?

Link interview : https://drive.google.com/drive/folders/1yo-oXb8rWcB9JBk2W8Rn9RKVe_X_cMVn?usp=drive_link

APPENDIX II

DOCUMENTATION







APPENDIX III



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Muhammad Reynaldi Prasetya
NPM : 1902050027
Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
PjBL-Based Collaborative Learning in High School EFL Learning Setting : Teacher's and Learner's Perspective	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 28 Februari 2023

Disetujui oleh

Dosen Pembimbing

(Muhammad Arifin, S.Pd, M.Pd)

Hormat Pemohon

(Muhammad Reynaldi Prasetya)

APPENDIX IV



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umstu.ac.id> E-mail : fkip@umstu.ac.id



Yth Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Form : K-1

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Muhammad Reynaldi Prasetya
NPM : 1902050027
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3.62

Persetujuan Ketua Sek Prodi	Judul yang diajukan	Dasahkan Oleh Dekan Fakultas
	PjBL-Based Collaborative Learning in High School EFL Learning Setting : Teacher's and Learner's Perspective	
	Improving Senior High School Students Skill By Using Whatsapp Group Chat in Writing Descriptive Text	
	An Analysis of Figurative Meaning Used in Ebiet G. Ade Song Lyrics	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 28 Februari 2023

Hormat Pemohon,


(Muhammad Reynaldi Prasetya)

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

APPENDIX V



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K-2

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Muhammad Reynaldi Prasetya
NPM : 1902050027
ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

PjBL-based Collaborative Learning in High School EFL Learning Setting : Teacher's and Learner's Perspective

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. **Muhammad Arifin, S.Pd, M.Pd**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 28 Februari 2023
Hormat Pemohon,

(Muhammad Reynaldi Prasetya)

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

APPENDIX VI

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1152 /II.3/UMSU-02/F/2023
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Muhammad Reynaldi Prasetya**
N P M : 1902050027
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **PjBl-Based Collaborative Learning in High School EFL Learning Setting: Teacher's and Learner's Perspective,**
Pembimbing : **Muhammad Arifin, S.Pd., M.Pd.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **4 Maret 2024**

Medan 11 Sya'ban 1444 H
4 Maret 2023 M



Wassalam
Dekan

Dra. H. Syamsyurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

WAJIBMENGIKUTISEMINAR



APPENDIX VII



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Muhammad Reynaldi Prasetya
 NPM : 1902050027
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : PjBL- based Collaborative Learning in High School EFL Learning
 Setting : Teacher's and Learner's Perspective

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
14/8-2023	Writing Pages and Table of Content		
16/8-2023	Background writing		
19/8-2023	Literature of Review		
26/8-2023	Research Method		
30/8-2023	Addition for Citation		

Diketahui oleh:
 Ketua Program Studi
 Pendidikan Bahasa Inggris

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 31 Agustus 2023

Dosen Pembimbing

(Dr. Muhammad Arifin, M.Pd.)

APPENDIX VIII



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 1 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umhu.ac.id> e-mail: fkip@umhu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at Tanggal 15 Bulan September Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Muhammad Reynaldi Prasetya
NPM : 1902050027
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : PjBl-Based Collaborative Learning in High School EFL Learning Setting : Teacher's and Learner's Perspective

No	Masukan dan Saran
Judul	- Please fix it because there is repetition of the word 'learning'
Bab I	-
Bab II	-
Bab III	- Research methodology should be changed from qualitative to survey design, quantitative descriptive.
Lainnya	-
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas


(Dr. Rakhmat Wahyudin Sagala, M.Hum.)

Dosen Pembimbing


(Dr. Muhammad Arifin, M.Pd.)

Panitia Pelaksana

Ketua


(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris


(Rita Harisma, S.Pd., M.Hum.)

APPENDIX IX



UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Muchtar Basri, BA No.3 Medan Telp. (061) 661905 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Muhammad Reynaldi Prasetya
NPM : 1902050027
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

PjBL- based Collaborative Learning in High School EFL Learning Setting : Teacher's and
Learner's Perspective

Menjadi:

PjBL- based Collaborative Learning at High School EFL Setting : Teacher's and
Learner's Perspective

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya
atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, September 2023

Pembimbing

Dr. Muhammad Arifin, M.Pd



Hormat Pemohon

Muhammad Reynaldi Prasetya

Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.

APPENDIX X

	YAYASAN PERGURUAN PERTIWI KOTA MEDAN SMP SWASTA PERTIWI AKREDITASI : A (Amat Baik)	
	Jl. Budi Kemasyarakatan No. 4 Pulo Brayan Kota Medan 20116 Telp. 061 - 6615576 Email : smpspertiwimedan@gmail.com	
<small>NSG 204076003159</small>	<small>NDS 2007120143</small>	<small>NPSN 10257821</small>
Nomor	107/I05.1/SMP-P/H/2023	Medan, 16 Oktober 2023
Lamp	--	
Perihal	Penelitian/Riset	
Kepada Yth Ibu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Di Tempat		
Assalamu'alaikum Wr.Wb.		
Dengan hormat,		
Sehubungan dengan surat dari Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pendidikan Nomor : 3383/II.3/UMSU-02/F/2023 tanggal 05 Oktober 2023 Hal : Izin Riset.		
Untuk hal di atas, kami menyatakan bahwa mahasiswa yang namanya tertera di bawah ini :		
Nama	: MUHAMMAD REYNALDI PRASETYA	
N.P.M	: 1902050027	
Program Studi	: Pendidikan Bahasa Inggris	
Judul Penelitian	: PjBL-Based Collaborative Learning at High School EFL. Setting:Teacher's and Learner's Perspective	
Telah melakukan Penelitian/Riset di SMP Pertiwi Medan.		
Demikian surat pernyataan ini dibuat, untuk dapat dipergunakan seperlunya		
Wakil Kepala Sekolah SMP Pertiwi Medan Bidang Kurikulum		
 Yulianto S.Pd, MM		

APPENDIX XI



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
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BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Muhammad Reynaldi Prasetya
 NPM : 1902050027
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : PJBL-Based Collaborative Learning at High School EFL Setting
 Teacher's and Learner's Perspective

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
23/01/2024	Discusses about skripsi (thesis).	
25/02/2024	Discusses the writing of chapter 2.	
20/02/2024	Discusses the writing of chapter 4.	
23/02/2024	Discusses the writing of chapter 5.	
27/02/2024	Final session	

Diketahui oleh:
 Ketua Prodi

Pirman Ginting S.Pd., M.Hum.

Medan, Februari 2024
 Dosen Pembimbing

Dr. Muhammad Arifin, M.Pd.

CURRICULUM VITAE

1. Personal Data

Name : Muhammad Reynaldi Prasetya
Gender : Male
Place/Date of birth : Medan, March 17th 2001
Religion : Islam
Address : Jl. KL.Yos Sudarso Gg Madio No. 63A Tj Mulia LK V
No. HP : +6283803044651
Email : reynaldiprasetya44@gmail.com
Father's Name : Rizal Prasetya
Mother's : Sari Wulan

2. Education Backgrounds

Elementary School : SDS Laksamana Martadinata Medan
Junior High School : SMPN 11 Medan
Senior High School : SMAS Dharmawangsa Medan
University : Universitas Muhammadiyah Sumatera Utara