

**STUDENTS ENGAGEMENT IN PROJECT BASED
LEARNING: HOW DOES IT BRING IMPACT ON
THEIR 21ST CENTURY SKILLS**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of English Language Education



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ABSTRACT

Title : Engaging Students' in Project Based Learning: How Does It Bring Impact on Their 21st Century Skills
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This study aims to explain the representations of students' engagement in project-based learning and to explain the impact of students' engagement in project-based learning on their 21st century skills. This study used qualitative methods and descriptive research design. Data collection method are observation, interviews and documentation. This study used data reduction, data display, and drawing conclusions as method of analysing data. The participants in this study were class VIIIA students at Madrasah Tsanawiyah Negeri 02 Jepara. The results showed that the majority of students were actively involved in the behavioral, emotional, social and cognitive in project-based learning. In addition, engaging students in Project-based learning can help students develop their 21st century skills, in terms of developing critical thinking skills and problem solving, creativity skills, cooperation skills, and communication skills. Project based learning is recommended for teaching English. Project-based learning offers students the opportunity to engage in behavioral, emotional, and cognitive and developing students 21st century skills.

Keywords: *Project Based Learning, Student Engagement, 21st Century Skills*

MOTTO

فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ

“So when you have made a decision, then put your trust in Allah.”

[Surah Al Imran Verse 159]

"Life can take me anywhere, but I'll still work hard"

-Yoon Jeonghan-

DEDICATION

This thesis is dedicated to:

My mother, ibu Lia Nur Diana. Thank you for your supporting me,
thank you for loving me, thank you for being my mother.

My father, bapak Zaenal Arifin. Though you never got to see this,
you're in every page. May Allah grant you Jannah Firdaws.

My brother and sisters, Abdullah Fatah, Aulia Syifa and Nabila
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My lecturers and my University, UIN Walisongo Semarang

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Finally, the researcher realizes that this thesis is far from perfection. Therefore, the researcher will be happily accept constructive suggestion to make this thesis better. The researcher hopes that this thesis would be beneficial to others especially for the researcher herself.

Semarang, 18 December 2022

The Researcher,

Alfia Faizatur Rohmah

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CHAPTER I

INTRODUCTION

This chapter covers the background of the research, research question, research objective, pedagogical significance, and limitations of the study.

A. Background of the Research

A nation's growth and development are greatly influenced by its level of education. Globalization and internalization of education are undoubtedly problems that any nation must maintain in light of the growth of science and technology. Additionally, one of the current difficulties in education is emphasizing the development of students' 21st-century abilities.¹ The information and technology transition age, also referred to as the fourth industrial revolution, has brought about its own changes and problems in a number of industries, including the subject of education. Furthermore, given its critical role in fostering the information, abilities, attitudes, and values that enable people to contribute to and benefit from an inclusive and sustainable future, our

¹ Darin Jan C. Tindowen, John Michael Bassig, and Jay Ar Cagurangan, "Twenty-First-Century Skills of Alternative Learning System Learners," *SAGE Open* 7, no. 3 (2017): 1–8, <https://doi.org/10.1177/2158244017726116>.

educational system needs to adapt better to this changing environment.²Every educational institution that has a strategic role in maximizing the potential of students must actively adapt to these developments and difficulties. Every learning program that is designed must be in sync with the rhythm of the 21st century which requires every students to be able to compete with a number of required abilities.

The success of education in the twenty-first century is no longer measured by the level of achievement and the exam score that students achieve; rather, it is determined by how prepared and successful students are in dealing with real-world situations. As such, it is expected of schools to implement the learning process effectively in order to grow capable and potential students. To ensure that students can engage in the 21st century skills, the learning process must be able to maximize the growth of the students' competencies.³ Partnership for 21st-Century Learning (P21) developed "Framework for 21st-Century Learning" and identified competencies as essential to students' success. The four abilities, together referred to as the "4Cs" (critical thinking, cooperation, communication, and creativity), are seen to be

² Vacide Erdoğan, "Integrating 4C Skills of 21st Century into 4 Language Skills in EFL Classes," *International Journal of Education and Research* 7, no. 11 (2019): 113–124.

³ Yohanes Fakundo Selman and A Jaedun, "Evaluation of The Implementation of 4C Skills in Indonesian Subject at Senior High Schools," *Jurnal Pendidikan Indonesia* 9, no. 2 (2020): 244–57, <https://doi.org/10.23887/jpi-undiksha.v9i2.23459>.

crucial for students to succeed in this age.⁴ Furthermore, 21st century competencies were socialized by the Ministry of Education and Culture (2017) as 4C, namely critical thinking and problem solving skill, communication skill, creativity, and collaboration skill.⁵ The ability to think critically and be creative is essential for problem-solving, while effective communication and collaboration with others are made possible by collaboration and communication skills. When someone possesses this set of abilities, they will be able to become globally competitive learners, succeed in any situation they may encounter in the future, and develop independence.⁶

Given the significance of the 4C skills, English teachers are now required to provide instruction that can help the students engage in English as well as support their development of the 4C skills.⁷ Every day, teachers make several decisions, including how to encourage interactions between and among students. To maximize each student's learning and growth as well as to avoid progressive disengagement, academic failure teachers must make sure that their students are

⁴ Dennis Van Roekel, *A-Guide-to-Four-Cs.Pdf*, nea.

⁵ Dit. PSMA Ditjen Pendidikan Dasar dan Menengah, *Panduan Implementasi Kecakapan Abad 21 Kurikulum 2013 Di Sekolah Menengah*, Jakarta: Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan, 2017.

⁶ Ni Made Ratminingsih et al., "4C-Based Learning Model : What , Why , How ?" 10, no. 2 (2021): 244–55, <https://doi.org/10.23887/jpi-undiksha.v10i2.31400>.

⁷ Ni Made Ratminingsih et al., PAGE 250

actively participating in the learning process.⁸ Teachers frequently face difficulties in the learning process, such as students who cannot follow the lesson comfortably or students who have difficulty understanding the lesson, resulting in low learning achievement and understanding for some students. When dealing with students who have learning difficulties, it is critical for teachers to reflect on how they teach and whether the method or approach used in the learning process with a blend of learning models is appropriate for the material to be taught and can be accepted by all students. As much as possible, the learning process should involve students in problem solving and provide opportunities for students to take an active role in their learning.

One strategy for improving students' engagement and understanding is to use the project-based learning model. Secondary school teachers who implement PjBL in their classrooms have the ability to boost student engagement and motivation. The idea of engaging teachers in PjBL activities that encourage depth of learning and engage students on a personal level is highly alluring.⁹Students

⁸ Trude Havik and Elsa Westergård, "Do Teachers Matter? Students' Perceptions of Classroom Interactions and Student Engagement," *Scandinavian Journal of Educational Research* 64, no. 4 (2020): 488–507, <https://doi.org/10.1080/00313831.2019.1577754>.

⁹ Corinne Martinez, "Developing 21st Century Teaching Skills: A Case Study of Teaching and Learning through Project-Based Curriculum," *Cogent Education* 9, no. 1 (2022), <https://doi.org/10.1080/2331186X.2021.2024936>.

can benefit from PjBL in terms of developing their problem-solving abilities, management skills, independent and group learning abilities, in-depth subject knowledge, critical and creative thinking abilities, analysis abilities, decision-making abilities, motivation to learn, and social skills. Additionally, PjBL enhances students' knowledge of effective language learning while giving them opportunities for oral interaction and written output in the target language.¹⁰

For example, Sean Grant¹¹ has investigated the topic in his study *Implementing project-based language education in an Asian context: a university EAP writing course case study from Macau*. The purpose of this study was to examine how a project based was developed, how it was implemented, and how students perception about it in a Macau EAP writing course. Data collected from questionnaires completed by students (n = 16) and teacher reflections were used in the study. Results showed that the project looked to be successful in creating opportunities for meaningful interactive language use, and students were confident with their own participation within the project. The

¹⁰ Hiroshi Yamada, "An Implementation of Project-Based Learning in an EFL Context: Japanese Students' and Teachers' Perceptions Regarding Team Learning," *TESOL Journal* 12, no. 1 (2021), <https://doi.org/10.1002/tesj.519>.

¹¹ Sean Grant, "Implementing Project-Based Language Teaching in an Asian Context: A University EAP Writing Course Case Study from Macau," *Asian-Pacific Journal of Second and Foreign Language Education* 2, no. 1 (2017), <https://doi.org/10.1186/s40862-017-0027-x>.

results also showed that the project based method increased student motivation, autonomy, and learning chances.

The previous study, which examined project-based learning, has similarities with this current study in conducting project based learning method. The previous study acquired data through questionnaires and teacher reflections, but this study obtained data through an observation and documentation. The previous study used university students as participants to investigate the implementation of project-based English for Academic Purposes (EAP) writing, whereas the current study used students from Class VIII to observe students' engagement in project-based EFL learning and how it impacts their 21st century skills.

Another previous research was conducted by Mohammed Abdullatif Almulla¹² aims to develop on applying the effectiveness of the PBL approach In order to engage students in learning and include literature on the PBL method for educational objectives. The research hypotheses examine how the PBL approach affects the learning outcomes of students, including collaborative learning, disciplinary subject learning, iterative learning, and authentic learning. In order to accomplish the research objective, 124 teachers who were utilizing the PBL method were given a questionnaire, which served as the primary

¹² Mohammed Abdullatif Almulla, "The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning," *SAGE Open* 10, no. 3 (2020), <https://doi.org/10.1177/2158244020938702>.

method of data collection. The results were obtained using structural equation modeling (SEM), a quantitative research technique. The PBL approach was found to significantly influence student engagement through collaborative learning, disciplinary subject learning, iterative learning, and authentic learning. The findings demonstrate that the PBL method increases student engagement by facilitating knowledge and information sharing and discussion. As a result, the PBL technique is highly recommended for student educational use and should be encouraged at institutions.

This study has similarities with the current research that discussed about engaging student in project based learning.¹³ The previous research conducted on the general learning subject but in this research, the researcher conducted English language subject only. Moreover, the previous research focused on developing the effectiveness of the PBL approach, as a way to engage students in learning. In the other hand, the current research intended to observe about engaging students in project based EFL learning and how it brings impact on students 21st century skills. In conducting the research method, the previous research conducted quantitative method but in this current research conducted qualitative method.

In this research, the researcher wants to investigate students' engagement in project-based learning in the eight grade at MTs Negeri

¹³ Almula.page 11

02 Jeparu, at the first semester of 2022 academic year and how does it bring impact on their 21st century skills. Therefore, the researcher intends to conduct research entitled "Engaging student in project-based learning: how does it bring impact on their 21st century skills."

B. Research Questions

Based on the background of the research above, this research aims to answer these following questions:

1. What are the representations of students' engagement in Project based EFL learning?
2. What are the impacts of students' engagement in Project based EFL learning on their 21st century skills?

C. Research Objectives

Based on problem statements above, the objective of this research are :

1. To explain the representations of students' engagement in project based EFL learning.
2. To explain the impacts of students' engagement in project based EFL learning on their 21st century skills.

D. Pedagogical Significance

The result of this study expected to be significant theoretically and practically:

1. Theoretical Benefit

The researcher hopes that the findings of this study will contribute to the advancement of English teaching in gaining some knowledge by informing readers about engaging students in project-based learning and how it brings impact on their 21st-century skills.

2. Practical Benefit

a. For The Researcher

The findings of this study will assist the researcher in gaining some knowledge in understanding on engaging students in project-based learning and how it brings impact on their 21st-century skills and hopefully, this research is useful for future research.

b. For The Teacher

The research's findings can be provided to the teacher as an alternative method of teaching English in the classroom. The teacher can evaluate the impact of engaging students in project-based learning on their 21st century skills.

c. For The Students

The researcher expects that this research will be effective in increasing student engagement in English learning and will bring impacts on their 21st century skills. By actively participating in English learning, students can understand and evaluate themselves in order to maximize classroom learning activities. The researcher also expects that project-based learning can increase student engagement in the classroom and make English learning enjoyable for students.

d. For Other Researcher

The findings of this study are expected to be used as a reference for future researchers who are interested in conducting similar research. The researcher also expects that this study will benefit everyone who reads it, including teachers, students, researchers, and others.

E. Limitation of the Study

This study was conducted at the eighth graders of MTs Negeri 2 Jepara class A in the academic year 2022/202

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents literature review, the previous studies related to the research, conceptual framework of research.

A. Literature Review

1. Students' Engagement

The implementation of curriculum and learning approaches that were originally teacher-centered to student-centered in schools resulted in a shift of roles. Students are expected to participate more actively in their learning. While the teacher just acts as a facilitator, students actively seek out information and engage in more conversation discussion with friends. Engagement refers to a student's level of involvement, participation, and focus in a certain activity.¹According to Fredricks et al.,²student engagement refers to students' participation in the learning process in both academic and extracurricular activities. This participation can be seen in

¹ Jenefer Philp and Susan Duchesne, "Exploring Engagement in Tasks in the Language Classroom," *Annual Review of Applied Linguistics* 36 (2016): 50–72, <https://doi.org/10.1017/S0267190515000094>.

² Jennifer A Fredricks, Phyllis C Blumenfeld, and Alison H Paris, "School Engagement Potential of The Concept," *Review of Educational Research* 74, no. 1 (2004): 59–109, <https://journals.sagepub.com/doi/10.3102/00346543074001059>.

students' behavior, emotions, and cognitive displays during school activities.

A further definition offered by Appleton, J. J.³states that student engagement is the willingness to participate in regular school activities with cognitive, behavioral, and affective indicators in completing specific learning tasks. With this kind of engagement, students will seek out learning-related activities both inside and outside the classroom. Students that are actively engaged in the learning process will express curiosity, a desire for knowledge, and a positive emotional reaction to the material.

Student engagement, according to Reeve,⁴ is an effort to bring about changes in the learning environment in terms of motivation, behavior, emotional state, and cognitive state. Student engagement is a sense of belonging and being a part of the school in terms of completing assignment and students learning participation.

³ James J. Appleton, Sandra L. Christenson, and Michael J. Furlong, "Student Engagement with School: Critical Conceptual and Methodological Issues of the Construct," *Psychology in the Schools* 45, no. 5 (2008): 369–86, <https://doi.org/10.1002/pits>.

⁴ Johnmarshall Reeve, "A Self-Determination Theory Perspective on Student Engagement. In J. Reeve, *Handbook of Research on Student Engagement*," in *Handbook of Research on Student Engagement*, 2012, 149–72, <https://doi.org/10.1007/978-1-4614-2018-7>.

Students that are engaged pay attention and participate in class discussions, put out effort in class activities, and show an interest in and enthusiasm for⁵. In addition, they cooperate by exchanging concepts, enquiring, and taking cues from one another. Students that are fully involved in their studies are focused, thinking, doing their tasks and enjoying the learning process.⁶When students are actively engaging in class, teachers may clearly identify which concepts and subjects need further clarification and in-depth discussion and which ones the students already comprehend. Groups of actively participating students continue to debate, ask questions of one another and their teachers, listen to one another critically, and use examples from their own experiences and prior knowledge to support their arguments. Students offer greater energy to their teachers and friends in classrooms where the majority of students are actively engaged.⁷

According to some of the expert opinions above, student engagement is the involvement and active participation of

⁵ Fredricks, Blumenfeld, and Paris, “School Engagement Potential of The Concept.”

⁶ W. L. Quint Oga-Baldwin and Yoshiyuki Nakata, “Engagement, Gender, and Motivation: A Predictive Model for Japanese Young Language Learners,” *System* 65 (2017): 151–63, <https://doi.org/10.1016/j.system.2017.01.011>.

⁷ Havik and Westergård, “Do Teachers Matter? Students’ Perceptions of Classroom Interactions and Student Engagement.”

students in activities such as exerting effort, excitement, a sense of belonging, giving attention and interest, focus, and observing school rules, particularly during classroom learning activity. Engagement in this instance encompassing cognitive, behavioral, social and emotional aspects.

Here down below are the following description of engagement components according to Philp & Duchesne:

a. Behavioral Engagement

Involvement of students that is shown through behavior. Student enthusiasm for participating in the learning process is referred to as behavioral engagement. Students who participate in learning activities may be more motivated to complete the task. However, some of them might also be unmotivated. We can identify its signs, such as how many attempts, perseverance, and active involvement, to evaluate it. Aside from attendance, student discipline in studying is essential in learning activities. The student's cooperation in keeping up with learning activities could be interpreted as discipline. Depending on the task setting, behavior engagement can involve participating in learning activities such as exercising and answering questions.⁸ This participation may be seen in the way that students participate

⁸ Philp and Duchesne, page 55

in classroom teaching and learning activities, such as asking questions, participating in class discussions, paying attention while the teacher explains, and following the rules that apply in class.

b. Emotional Engagemnt

Emotional engagement is defined as motivated participation in learning activities identified enthusiasm, interest, and enjoyment as key indicators of positive emotional engagement, and anxiety, frustration, and boredom as indicators of negative emotional engagement.⁹ Students in the classroom bring up affective reactions such as being emotionally involved. Positive and negative emotions are two types of emotions. Positive emotions indicate that students are eager to participate in and contribute to learning activities.¹⁰ Poor learning activities result from students who are uncomfortable, bored, frustrated, or stressed. They tend not to participate in already established activities. They lack self-efficacy, which is the cause. These responses are a result of the school's activities and the instructor's classroom management strategies. Students' emotional investment in

⁹Philip and Duchesne, page 56

¹⁰ Colin Beard, Barbara Humberstone, and Ben Clayton, "Positive Emotions: Passionate Scholarship and Student Transformation," *Teaching in Higher Education* 19, no. 6 (2014): 630–43, <https://doi.org/10.1080/13562517.2014.901950>.

completing the tasks at hand is evident. When performing the current tasks, students experience joy or sadness. The tasks assigned will be enjoyable for students who demonstrate strong emotional engagement.

c. Cognitive Engagement

Cognitive engagement refers to how students strategy in their efforts to learn. When a learner is cognitively engaged, they are using learning strategies, such as elaboration and understanding methods rather than memory techniques, in their learning process.

Every student is intelligent, but to a different degree, and each has strengths and limitations that are unique to them. A learner with a low cognitive level can still engage effectively in language learning activities. Success in learning is influenced by a variety of other things. A suitable learning technique can help students meet the learning criteria in addition to their earnest efforts and intentions.¹¹

d. Social Engagement

¹¹ Craig Lambert, Jenefer Philp, and Sachiko Nakamura, “Learner-Generated Content and Engagement in Second Language Task Performance,” *Language Teaching Research* 21, no. 6 (2017): 665–80, <https://doi.org/10.1177/1362168816683559>.

Social engagement refers to students' relationships with their peers as well as their willingness to engage in conversation. Relationships between students and their classmates and a desire to converse with others are considered social engagement.¹² When learners are socially engaged, or when they listen to one another, draw on one another's knowledge and ideas, and give one another feedback, they are more likely to learn languages effectively. In learning activities, communication between students and between students and teachers is an instance of social engagement. Students that are socially active will build positive relationships with both the teacher and their peers. In order to create a positive learning environment in the classroom, social engagement is also essential.¹³

According to Reeve & Tseng (2011)¹⁴, there are four aspects to student engagement. These are the four aspects as follows:

a. Agentic Engagement

¹² Craig Lambert, Jenefer Philp, and Sachiko Nakamura, page 08

¹³ Philp and Duchesne, "Exploring Engagement in Tasks in the Language Classroom."

¹⁴ Johnmarshall Reeve and Ching Mei Tseng, "Agency as a Fourth Aspect of Students' Engagement during Learning Activities," *Contemporary Educational Psychology* 36, no. 4 (2011): 257–67, <https://doi.org/10.1016/j.cedpsych.2011.05.002>.

Agentic engagement is when students actively participate in the tasks or instructions they are given as part of their education. Students actively and purposefully endeavor to apply, enrich, and learn more when they acquire a new subject. For instance, during the class, students can express their thoughts, ideas, or contributions; they can also express their preferences; ask questions; convey what is on their minds and what they need; suggest goals or targets that should be attained; generate possibilities; and more. Students contribute to learning activities rather than just accepting what the teacher offers as a gift.¹⁵

b. Behavioral Engagement

Students' behavioral engagement is related to how easily they are interested in learning activities in terms of attention and focus, effort in accomplishing assignments, perseverance, and students' ability to observe school norms and rules.¹⁶

c. Emotional Engagement

¹⁵ Johnmarshall Reeve and Stephanie H. Shin, "How Teachers Can Support Students' Agentic Engagement," Routledge Publisher in *Journal Theory into Practice* 59, no. 2 (2020): 150–161, <http://dx.doi.org/10.1080/00405841.2019.1702451>.

¹⁶ Johnmarshall Reeve and Woogul Lee, "Students' Classroom Engagement Produces Longitudinal Changes in Classroom Motivation," *Journal of Educational Psychology* 106, no. 2 (2014): 527–40, <https://doi.org/10.1037/a0034934>.

The term "emotional engagement" describes the existence of pleasant feelings when learning, including when performing activities. Positive feelings like enthusiasm, interest in the task, curiosity, enjoyment, and interest. While negative emotions including worry, anxiety, boredom, unhappiness, and despair over activities and learning.¹⁷

d. Cognitive Participation

Cognitive student involvement in school activities is about how students create solutions to issues that arise while working on assignment. The three components of the approach are planning, monitoring, and action. Students might be motivated by this strategy to maintain their concentration and persevere when faced with obstacles while working on projects. Students' cognitive involvement is demonstrated by their ability to understand the material presented, repeat it, summarize it, and work together on it.

The two figures' opinions lead to the conclusion that student engagement behavior can be understood in terms of individual engagement in behavior, emotion, cognition, and social. And according to Reeve & Tseng there are behavior, cognitive, emotional and agentic engagement. In this study, researchers used aspects of student engagement given by

¹⁷ Johnmarshall Reeve and Ching Mei Tseng, page 527

Philp & Duchesne to serve as a guide in developing student engagement research instruments, including: cognitive engagement, behavioral engagement, emotional engagement and social engagement. These elements are used by the researcher since they are more comprehensive and suitable for representation in this study.

2. Project based learning

According to Sonia Amamou, Project-based learning (PJBL) is a learning method that requires the students into an activity to create a project related to their learning material. Project-based learning gives a big opportunity for the students to interact with their group and their environment in the way to build their knowledge. The teacher has to deliver the knowledge that wants to present in the project to the students.¹⁸

Nicola Harmer described Project Based Learning as a learning cycle in which students initially encounter a problem (rather than first being given information); reasoning skills are then developed and learning needs identified with the staff support. This is followed by individual study and a

¹⁸ Sonia Amamou and Lilia Cheniti-Belcadhi, "Tutoring in Project-Based Learning," *Procedia Computer Science* 126 (2018): 176–85, <https://doi.org/10.1016/j.procs.2018.07.221>.

cooperative phase in which the knowledge is applied to the problem. Here students identify and seek the information needed rather than drawing on existing knowledge with which to explore the problem.¹⁹

Project-based Learning helps students develop skills for living in a knowledge-based and highly technological society. The old-school model of passively learning facts and reciting them out of context is no longer sufficient to prepare students to survive in today's world. Solving highly complex problems requires students to have both fundamental skills and Digital Age skills. With this combination of skills, students become directors and managers of their learning, guided and mentored by a skilled teacher. During PBL for example, learners take responsibility of their learning by determining what they need to know, conducting research, making decisions about their next steps, and engaging with community partners. They also express themselves through asking questions, offering ideas, exercising creative control over final products, and sharing their knowledge with a public audience. Additionally, as they provide feedback on the ideas of their peers and make suggestions, learners continuously reflect, critique, and revise their work in order to raise the quality of their output.

¹⁹ Nichola Harmer and Alison Stoke, *The Benefits and Challenges of Project-Based Learning: Review Related Literature* (Plymouth University, 2014).

For these reasons, PBL effectively engages learners in acquiring and applying linguistic, cultural, and 21st century abilities in the real world.²⁰

Project-based Learning are encouraged student to become critical thinkers, and lifelong learners. If student learn to take responsibility for their own learning, they will develop in the way to work with others in their adult life. Project-based Learning is not just a way of learning, but working together.²¹

The following are the steps for learning utilizing the project-based learning approach:²²

1. Begin with the essential question

The learning activity began with an essential question that might draw students into an activity. The teacher introduces a topic that is relevant to real life and then begins an in-depth research.

2. Create a project plan.

²⁰ Carolina Benito Cox and Cherice Montgomery, "A Study of 21st Century Skills and Engagement in a University Spanish Foreign Language Classroom," *Foreign Language Annals* 52, no. 4 (2019): 822–49, <https://doi.org/10.1111/flan.12426>.

²¹ Educational Technology Division Ministry of Education, *Project Based Learning Handbook: Educating the Millennial Learner* (Malaysia: Communication and Training Sector, 2006).

²² M. Hosnan, *Pendekatan Saintifik Dan Kontekstual Dalam Pembelajaran Abad 21* (Bogor: Ghaila Indonesia, 2014).

A project plan was created by the teacher and the students. The plan includes the rule play, a choice of activity that helps students respond to the essential question, as well as the tool required to complete the project.

3. Establish a schedule.

This step consists of five tasks. Creating a timeline first. Next, set the dateline. Third, the teacher assists students in developing a new plan. The teacher then helps the students carry out their plans in the fourth step. The students then explain their plan.

4. Monitor the project's development and the students.

The teacher takes on the role of a tutor for the students' project. A rubric is required to keep track of all significant activities in order to assist in the monitoring process.

5. Assess the outcome

Assessment is required to determine student achievement and comprehension. This assists the teacher in planning the following learning strategy.

6. Evaluate the experience

An evaluation of the project's outcome by the teachers and students concludes the learning activity. In this step, students have to explain their impressions and experiences while working on the project.

According to the descriptions above, project-based learning is a teaching technique that focuses on the learners. It engages students in learning through activities that result in a finished project. There are 6 steps in conducting project based learning in the classroom : start with the essential question; create a project plan; establish a schedule; monitoring project's development; assess the outcome and evaluate the project experience.

The following explanation explains the advantages of the project-based learning implementation:²³

1. Increase students' learning motivation, stimulates their ability to complete important things, and they must be appreciated.
2. Improve students' problem-solving abilities.
3. Encourage students to become active and successful problem-solvers.
4. Students have a good collaborative skills.
5. Students are motivated to improve and practice their communication skills.
6. Improve students' ability to manage the material
7. Students learn how to organize a project, make a schedule, and use other tools to complete the assignment.

²³ Abdul Majid and Chaerul Rochman, *Pendekatan Ilmiah Dalam Implementasi Kurikulum 2013* (Bandung: PT Remaja Rosadakarya, 2013).

8. Students are provided with learning opportunities that are designed to assist them become more capable in real-world situations.

9. Students are involved in gathering information and showing their knowledge, which they then apply in their life.

10. Make learning enjoyable for the students by creating engaging activities.

Aside from the benefits of project-based implementation, there are some disadvantages in project based learning.

Sani (2014)²⁴ identifies several disadvantages to implementing the project-based learning model, including the following:

1. It requires a significant amount of time to solve problems and project
2. Requires adequate funding;
3. Requires capable teachers who are willing to learn
4. Requires adequate facilities, equipment, and materials;
5. Difficulty getting all students to participate in group projects.

²⁴ Ridwan Abdullah Sani, *Pembelajaran Saintifik Untuk Implementasi Kurikulum 2013*, ed. Yayat Sri Hayati, Cetakan pe (Jakarta: PT Bumi Aksara, 2014).

It can be concluded that there are advantages and disadvantages in project-based learning. Some of the benefits of using project-based learning in the classroom Project-based learning is that project-based learning provides opportunities for students to develop and practice their communication skills, collaboration skills, and problem-solving abilities. Then some of the disadvantages of project-based learning are that it takes a lot of time to complete problems and projects and the difficulty of getting all students to participate in group project etc.

3. 21st century skills in education

A broad definition of "21st century skills" given by the National Research Council in 2012 is "cognitive and non-cognitive skills," which include but are not limited to cognition, social emotional abilities, and motivating behaviors. The development of 21st century abilities includes encouraging student motivational behaviors like curiosity and persistence, cultivating social emotional competencies like managing externalizing and internalizing behaviors, and enhancing students' cognition, such as problem-solving

skills;²⁵ The 21st century is referred to by everyone as the century of knowledge, which is the cornerstone for many aspects of life. The 21st century learning paradigm places a strong emphasis on students' capacity for collaborative work, communication, and critical thinking. By using the appropriate learning methods in terms of material and skill mastery, it is possible to acquire these skills. 4C learning is learning that is developed, compiled, and applied to improve students' critical thinking abilities, increase students' self-confidence, and increase students' creativity.²⁶

The development of 21st century skills is a significant priority for educational systems. Although there are many different definitions of 21st century skills, there are certain commonalities. The ability of students to learn throughout their life, along with their connection to analytical, critical thinking, and creativity abilities. They need the ability to work independently, but they also increasingly need to work

²⁵ Suzanne Woods-Groves, Taehoon Choi, and Kinga Balint-Langel, "Examining Teachers' Judgment of Students' 21st Century Skills and Academic and Behavioral Outcomes," *Psychology in the Schools* 58, no. 11 (2021): 2202–24, <https://doi.org/10.1002/pits.22585>.

²⁶ Drs. Daryanto and Drs. Syaiful Karim, *Pembelajaran Abad 21* (Malang: Gava Media, 2017).

cooperatively to learn and be engaged in studying learning activity.²⁷

- **4C Characteristics of Twenty-first Century Skills**

a. Critical Thinking and Problem Solving

Education and critical thinking go with one another since good thinking is necessary for good learning. To investigate something, analyze it, interpret it, and assess it, critical thinking also involves other abilities, such as communication and information literacy.²⁸ Critical thinking skills are skills for solving problems. Critical thinking skills train students to be able to reason rationally in solving problems independently.²⁹ Problem solving requires teamwork, collaboration and creative of teachers and students to be able to define and understand the elements contained in the subject matter, identify sources of information and strategies needed to solve problems.

²⁷ Hannele Niemi and Jari Multisilta, "Digital Storytelling Promoting Twenty-First Century Skills and Student Engagement," *Technology, Pedagogy and Education* 25, no. 4 (2016): 451–68, <https://doi.org/10.1080/1475939X.2015.1074610>.

²⁸ Roekel, *Preparing 21st Century Students for a Global Society : An Educator's Guide to the "Four Cs."*

²⁹ Hosnan, *Pendekatan Saintifik Dan Kontekstual Dalam Pembelajaran Abad 21.*

Critical thinking according to Dennis Van Roekel include:³⁰

- Understand the connections between ideas within a subject and the relationships between ideas within a subject and other subjects.
- Use arguments and data processing to evaluate and make decisions effectively.
- Trying to using abilities to try solve problems
- Formulate, analyze, and resolve a problem.

From the explanation above, it can be interpreted that critical thinking skills are the ability in 21st century learning to train critical thinking skills to solve problems independently. Critical thinking indicators are students being able to solve problems in concepts, procedures or principles of learning activities

b. Communication Skill

In communication skills, students are required to have skills or abilities in: (1) understanding; (2) managing; and (3) creating effective communication in various forms and contents orally, in writing, and in multimedia.³¹ Students are given the opportunity to use their abilities in expressing their

³⁰ Roekel, *Preparing 21st Century Students for a Global Society : An Educator's Guide to the "Four Cs."*

³¹ Hosnan, *Pendekatan Saintifik Dan Kontekstual Dalam Pembelajaran Abad 21.*

ideas, both when discussing with their friends and when solving problems from the teacher.

According to Dennis Van Roekel indicators of communication skills include:

- Understand, manage, and create effective communication in various forms and contents orally, in writing, and multimedia
- Using the ability to express ideas, both during discussions, inside and outside the classroom.
- In addition, verbal communication also requires an attitude to be able to listen and respect the opinions of others knowledge of the content and context of the conversation.
- Using a logical flow of thought, structured in accordance with applicable rules.
- In the twenty-first century communication is not limited to one language, but multi-lingual possibilities.³²

From the explanation above it can be concluded that communication skill is the ability of students to communicate and express ideas, in spoken, written form, or using technology. Communication indicators students

³² Roekel, *Preparing 21st Century Students for a Global Society : An Educator's Guide to the "Four Cs."*

are able to communicate, interact, or convey ideas/ideas both orally and in writing.

c. Collaboration Skill

Collaboration skills are abilities for developing collective intelligence through engagement or communication with others. Students learn leadership, teamwork, and a responsible attitude through collaboration skills.

According to Dannis Van Roekel, indicators of collaboration skills include:

- Have the ability to work in groups.
- Adapt in various roles and responsibilities, work productively with others.
- Have empathy and respect for different perspectives.
- Able to compromise with other members in the group in order to achieve the goals that have been set.

The strategy for developing collaboration skills is to form small groups in class, with each group being given responsibilities and roles based on basic learning competencies. Teach students to value and accept the perspectives of others, whether they are on a team or not.

Students must be prepared and given responsibility to work in teams or groups.³³

From the explanation above, it can be concluded that collaboration skills are 21st century learning skills in developing students' collective intelligence with the aim of fostering leadership, responsibility, and cooperation. Collaboration indicator is that students are able to work together with groups to build an attitude of tolerance and mutual respect among groups.

d. Creativity Skill

Creativity skills include the ability to innovate and come up with new solutions to problems. Creativity skills help students develop their innovative thinking.³⁴

According to Dannis Van Roekel indicators creativity skills include:

- Have the ability to develop, implement, and convey new ideas orally or in writing.
- Be open minded and responsive to new perspectives and different perspectives.

³³ Hamid Darmadi, *Pengantar Pendidikan Era Globalisasi Konsep Dasar, Teori, Strategi Dan Implementasi Dalam Pendidikan Globalisasi* (Jakarta: AnImage, 2019).

³⁴ Hosnan, *Pendekatan Sainifik Dan Kontekstual Dalam Pembelajaran Abad 21*.

- Able to convey creative ideas conceptually and practicalyl.
- Using failure as an opportunity to learn.
- Able to adapt in new situations and make a positive contribution.³⁵

From the explanation above it can be concluded that creativity skills are skills in 21st century learning that students have to innovate. In creativity skills, students are required to have skills or abilities in: Developing; Apply; Convey new ideas to others and be open and responsive to new and different perspective.

4. Definition of Simple Pesent

The simple present tense is used to describe daily activities and habits, make general statements about facts, and express opinions. With some verbs, the simple present shows an existing condition (something that is happening right now).³⁶ According to Sylvia Chalker³⁷, the simple present tense is identical to the base verb (except in the case of "be") and adds -s for the third person singular. If the subject is third

³⁵ Roekel, *Preparing 21st Century Students for a Global Society : An Educator's Guide to the "Four Cs."*

³⁶ Elaine Kirn and Darcy Jack, *Interaction 1 Grammar* (New York: McGraw-Hil, 2002).

³⁷ Sylvia Chalker & Edmund Weiner, *The Oxford Dictionary of English Grammar* (New York: Oxford University Press, n.d.).

person singular such as he, she and it, then –s or –es must be added. For example, he speaks three languages.

From the definition above, it can be concluded that Simple Present Tense is the tense that may be used to express an activities that is habitual and fact which are formed with base of verbs, except for the third singular subject by adding –s or –es

2. The Function of Simple Present Tense

The simple present is often used to describe something that was true in the past, is true in the present, and will be true in the future.³⁸ According to Murphy³⁹, The Simple present tense refers to something factual that is true in the past and it is true in the future. It is used for general statement of fact. The simple present tense used to something that express the universal statement an a fact. Based on the definition above we can conclude that the simple present tense is used to describe everyday activities and habits, to make general statement of fact, and to express the opinion. With some verbs, simple present shows an existing condition (something that happening now)

³⁸ Betty Schramper Azar, *Understanding and Using English Grammar* (Englewood Cliffs: Prentice-Hall, n.d.).

³⁹ Raymond Murphy, *Essential Grammar in Use*, Second Edi (New York: Cambridge University Press, n.d.).

B. Previous Studies

Some previous studies are cited briefly as follows:

The first is a study by Hiroshi Yamada⁴¹ that examined the project-based learning implementation in an EFL context and explained Japanese students' and teachers' opinions on team learning. This study involved 73 Japanese EFL students (36 men and 37 women) and also 19 teachers. The researcher used questionnaires to collect information from teachers and students, both quantitative and qualitative data were generated. Descriptive statistics used measures of central tendency (mean) and measures of variability to describe two variables, students' perceptions of their skill development and their involvement in a project (standard deviation). In order to explain the connections between the variables, correlations are calculated. In addition to a statistical analysis, a qualitative analysis of the students' perspectives on how they experienced about their participation in the project and the improvement of their skills was conducted. The findings revealed that the experience of PjBL practice can be one of the triggers for implementing active learning in classrooms. Even passive students who are used to typical one-way lectures are

⁴¹ Yamada, "An Implementation of Project-Based Learning in an EFL Context: Japanese Students' and Teachers' Perceptions Regarding Team Learning."

encouraged to participate in PjBL through team learning. Teachers could understand the benefits of learner-centered instruction and the value of interaction.

This study has similarity with the current research that discussed about project based learning and focused on students' perceptions of their skill development and their involvement in a project. In the other hand, this research focus on student engagement in project based learning and how does it bring impact on students' 21st century skills. The previous study used qualitative and quantitative questionnaire to collect data from participant but in this current research will use observation, interview and documentation to find out the objective of the research.

The second previous study examined at how project-based language learning in the classroom effects students' engagement and the relationship between project activities that integrate 21st century abilities and university students' level of optimal engagement, or flow. The investigation was carried out in a university Spanish language class. The 34 undergraduate participants in the convenience sample were chosen from two separate sections of the same Spanish language course, and their ages ranged from 17 to 25 (control group, n = 17, or experimental group, n = 14). A native Spanish speaker enrolled in the university's Spanish Master of

Arts degree taught each session of the course. The last assignment for both sets of students was the "Interview Project."⁴² Conducting the interview necessitated the use of 21st-century communication skills. The interview and reflective composition activities were fulfilled by students in both the experimental and control groups. However, participants in the experimental groups were instructed to work together to produce brief video presentations that summarized the learnings that each group member had from their individual interviews. Researchers were able to examine the possible impact of Project Based Language tasks that required 21st century abilities on learners' engagement since the video task stimulated the development of extra 21st century skills (collaboration, creativity, and critical thinking) so that researchers may investigate how PBL tasks that required 21st century abilities might affect students' engagement. The results of this study suggest that the impact of PBL on learning outcomes may very well depend on how many 21st century skills the project requires and how purposefully the elements of high-quality PBL are integrated into the project. Researchers collected data on student engagement in both groups from three sources classroom

⁴² Cox and Montgomery, "A Study of 21st Century Skills and Engagement in a University Spanish Foreign Language Classroom."

observations, a student perceptions survey, and a teacher reflection journal.

The previous study and the current study, which talked about student engagement and 21st century skills in language classrooms, have some similarities. While the subject of the earlier research was the Spanish language, the current study is focused on the English language. The previous study used a mixed-methods approach and gathered data through observation, a survey of students' perceptions, and a teacher's journal of reflection. However, this study uses a qualitative methodology and gathers its data through observation and documentation.

The third study previous carried out by Martinez, Corinne (2022).⁴³ The goal of this research was to examine current teachers' professional learning experiences in a graduate-level course focused on developing 21st Century teaching skills. In this study, the researcher integrated concepts for designing a project-based curriculum into a graduate program at a university for secondary school teachers.

A mixed-methods research methodology was utilized in this study to examine teachers' knowledge of and confidence

⁴³ Martinez, "Developing 21st Century Teaching Skills: A Case Study of Teaching and Learning through Project-Based Curriculum."

in creating a project-based learning curriculum. Participants included 16 in-service teachers who were enrolled in an M.A. course on Curriculum, Instruction, and Assessment. Quantitative data were gathered, and where necessary, they were statistically compared. Many educators claimed that incorporating PBL into the curriculum helped them be better at imparting content knowledge and skills. More than 60% of respondents (n = 10) believed it was particularly crucial to use PBL to teach skills outside of academic material, such as collaboration, public speaking, project management, and 21st-century competencies. The qualitative methodologies were used to examine the interview data. The majority of teachers said PBL was the best instructional model for delivering a demanding curriculum connected to 21st-century skills and chances for work-based learning. The results of this study demonstrate that by integrating PBL curriculum that support the growth of students who can think critically, pose and solve problems, and work collaboratively, the development of 21st Century abilities can be sustained and expanded.

This current study is similar to a previous research that examined 21st century skills and project-based learning. However, there are differences between the previous studies and the current study. This study's participants are students from Class VIII. The objective is to observe students' engagement in project-based learning and how it impacts their

21st century skills. Furthermore, a previous study focused on developing 21st century teaching skills using a project-based curriculum with 16 in-service teachers as participants. The previous study used a mix method for research, however this study uses a qualitative method.

Another previous study, conducted by Mohammed Abdullatif Almulla,⁴⁴ aims to develop on the effectiveness of the Project based learning approach in engaging students in learning. The research hypotheses investigate how the PBL approach affects student learning outcomes such as collaborative learning, disciplinary subject learning, iterative learning, and authentic learning. To achieve the research goal, 124 teachers who used the PBL method were given a questionnaire, which served as the primary method of data collection. The quantitative research technique structural equation modeling (SEM) was used to obtain the results. Through collaborative learning, disciplinary subject learning, iterative learning, and authentic learning, the PBL approach was found to significantly influence student engagement.

Through collaborative learning, disciplinary subject learning, iterative learning, and authentic learning, the project-based learning method was found to significantly

⁴⁴ Almulla, "The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning."

influence student engagement. The results show that project-based learning improves student engagement by facilitating knowledge and information sharing and discussion. As a result, project-based learning is highly recommended for student educational purposes and should be promoted in institutions.

This study has similarities with the current research that discussed about engaging student in project based learning. The previous research conducted on the general learning subject but in this research, the focus is English language subject only. Moreover, the previous research focused on developing the effectiveness of the PBL approach, as a way to engage students in learning. In the other hand, the current research intends to observe about engaging students in project based EFL learning and how it brings impact on students 21st century skills. The research also has difference in conducting the research method. The previous research conducted quantitative method but in this current research conducts qualitative method.

C. Conceptual Framework

The 21st century is referred to by everyone as the century of knowledge, which is the cornerstone for many aspects of life. The 21st century learning paradigm places a

strong emphasis on students' capacity for collaborative work, communication, and critical thinking. By using the appropriate learning methods in terms of material and skill mastery, it is possible to acquire these skills. 4C learning is learning that is developed, compiled, and applied to improve students' critical thinking abilities, increase students' self-confidence, and increase students' creativity.⁴⁵ The success of education in the twenty-first century is no longer measured by the level of achievement and the exam score that students achieve; rather, it is determined by how prepared and successful students are in dealing with real-world situations. As such, it is expected of schools to implement the learning process effectively in order to grow capable and potential students.

To ensure that students can engage in the 21st century skills, the learning process must be able to maximize the growth of the students' competencies.⁴⁶ One strategy for improving students' engagement and understanding is to use the project-based learning model. Secondary school teachers who implement PjBL in their classrooms have the ability to boost student engagement and motivation. Through this

⁴⁵ Daryanto and Karim, *Pembelajaran Abad 21*.

⁴⁶ Selman and Jaedun, "Evaluation of The Implementation of 4C Skills in Indonesian Subject at Senior High Schools."

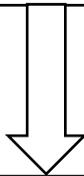
method students can actively engage in the group project and improve their 21st century skills. Student engagement is the involvement and active participation of students in activities such as exerting effort, excitement, a sense of belonging, giving attention and interest, focus, and observing school rules, particularly during classroom learning activity. Engagement in this instance encompassing cognitive, behavioral, social and emotional aspects.

- The researcher observed learning activities in class VIII A students of MTs N 2 Jepara that implemented learning using Project Based Learning on Simple Present Tense material. Observations and interviews regarding student engagement in project based learning are based on the theory of student engagement by Philp and Duchesne which states that there are four aspects of student engagement namely behavioral, emotional, social and cognitive engagement. To find out whether project based learning has an impact on students' 21st century skills (Critical thinking, communication, collaboration and cooperation), the researcher made observations which were then triangulated with the documentation of the teacher's list of values.

Project Based Learning in simple present
tense material.

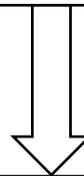


Teacher as a fasilitator and Students
complete the project in group



Students'
Engagement:

- Behavioral
- Emotional
- Social
- Cognitive



21st Century
Skills:

- Critical
Thinking
- Communication
- Collaboration
- Creativity

CHAPTER III

RESEARCH METHOD

Research methodology is needed to obtain and analyze the data of this study. This chapter outlines the specific steps that will be used in conducting research. It covers the research design, research subject, research instrument, data collection method, and data analysis.

A. Research Design

The methodology in this study is qualitative. As stated by Creswell¹ Research that discovers and comprehends the significance of numerous individuals or groups of persons resulting from social problems is called qualitative research. Research into people's lives, history, behavior, concepts or phenomena, and societal issues can all be done using qualitative methods in general. This type of research focused on observing actual events in order to interpret and analyze diverse data and information gathered without the aid of statistical methods and instruments.

¹ John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, Second Edi (Sage Publications, 2007).

In this study, the qualitative method used is a case study. Case study is a type of qualitative research methodology that aims to go further into a specific case by gathering data from a variety of sources. A case study, according to Creswell, is an investigation into bounded systems or cases. Researchers are expected to accurately reflect the complexity of the case using this method..² Descriptive research is what this study focuses on. A descriptive case study tries to describe a condition, fact, or actuality. Instead of testing hypotheses or making predictions, descriptive qualitative research focuses on describing a phenomenon or event. The goal of descriptive research is to gather factual data that clarifies the current situation, tries to identify a problem, or investigates a phenomenon. Another characteristic of descriptive research is that researchers act as observers or make observations on a particular event or phenomena.³

B. Research Setting

A. Research Place and Time

The research conducted on eighth graders students in MTs Negeri 02 Jepara. The research was carried out face to

² M.Sc Dr. J. R. Raco, ME., *Metode Penelitian Kualitatif, Jenis, Karakteristik, Dan Keunggulannya* (Jakarta: PT Gramedia Widiasarana Indonesia, 2010).pp.49

³ Dr. J. R. Raco, ME.,50

face. The research will be conducted from 27th October 2022 until 17th November 2022.

B. Research Subject

In this case the researcher chose students of class 8A which consisted of 30 students at MTs Negeri 02 Jepara among other classes as a particular consideration because class 8A had implemented learning using project based learning in English subjects.

C. Source of Data

1. Data

Data is defined as a representation of information or notes on a set of facts in the form of text or numeric formats (sequence of numbers, letters, images, etc.). Data for this study will be presented as written text from field notes and interview transcripts. Data is an important aspect in conducting qualitative descriptive research. From these data, the researcher get information about students' engagement in project based learning and how it brings impact on their 21st century skill.

2. Data Source

Data sources are people, objects, or places that provide information related to research. In qualitative research, the primary data sources are words and actions. In

addition, there is additional data, such as documents and other types. There are two types of data sources in this study:

- To explain the representation of students' engagement in project-based EFL learning, the data sources in this study were students of VIII A at MTs Negeri 2 Jepara.

- To explain how students' engagement in project-based EFL learning impacts on their 21st century skills the sources of data were students and teacher's documentation in the form of list of scores knowledge & skill competence.

D. Data Collection Method

Data from qualitative research typically takes the form of text, pictures, tales, images rather than numerical data. Patton (2002) explained in Dr. J. R. Raco's book "Metode Penelitian Kualitatif" that data is presented in three types.⁴ The first is data collected through observation. The information received is presented as a picture that exist in the field as behaviors, acts, discussions, attitudes, among others, interpersonal relationships. Second, data acquired through in-depth interviews (indepth) utilizing open-ended questions. The information gathered in the form of perceptions, beliefs, emotions, and knowledge. The third data is the document. The

⁴ Dr. J. R. Raco, ME., Page 110

items that are documents in the form of written storage. Documents may be collectibles. Additionally, there exist documents in the form of audio and visual.

The purpose of data collecting is getting some facts, believable information, and other supporting data. The researcher uses some methodologies to get data such as observation and documentation. In this research, the data is taken from observation, interview and documentation:

1. Observation

Data collecting includes observation. In qualitative research, observation is a method that researchers use to explore and interpret phenomena that are present in participants or subjects in natural settings.⁵ Observable data can include descriptions of attitudes, behaviors, activities, and general human interactions. Observational information can also take the shape of interactions inside an organization or member experiences.⁶ "Observing" is a beneficial method of gathering data because what you see and feel with your own eyes and senses is unaffected by what others may have told you or what the author of a document may have seen. In this

⁵ M.Pd Prof. Dr. Supto Haryoko, *Analisis Data Penelitian Kualitatif* (Makassar: Badan Penerbit UNM, 2020).

⁶ Dr. J. R. Raco, ME., *Metode Penelitian Kualitatif, Jenis, Karakteristik, Dan Keunggulannya*. Page 112

sense, observations represent a type of first-hand information that should be highly valued.⁷

In this case, the researcher observed student engagement in project based EFL learning in behavior engagement and how it brings impact on their 21st century skills .

2. Interview

The Researcher also conducted structured interviews as a data collection technique. To fulfill the research data the interview used guided questions as the data collection instrument. Technically, an interview considers the research object, the tools used, and the participants' willingness. Therefore, the researcher will ask participants to be willing to be interviewed. It needs to take notes of the questions list or the object so that no questions miss. The tools used during interviews, for example, recorders, stationery, and camera, help obtain authentic evidence of the data as it is helpful to present deeper data.

In this case, the researcher used interview with students' class 8A and also English teacher for class 8A at MTs N 02 Jepara. Interview were conducted to obtain accurate information about students' engagement in project based learning. The

⁷ Robert K. Yin, *Qualitative Research from Start to Finish*, Second Edi (New York: The Guilford Press, 2016).page 150

function of interview in this study is to check the data and ensure that data is valid.

3. Documentation

Documents as a source of data in a qualitative study contain all aspects of text, photographs, and works, both personal and institutional, official or not, that can provide data, information, and facts concerning an event being studied. In qualitative research, records of events, processes, circumstances, or social contexts pertaining to the phenomena or occurrences under study are the documents that are referred to as sources of data collection.⁸ There are various benefits to gathering documentation as proof for qualitative researchers. The researcher can analyze occurrences in naturally occurring, contextualized contexts documentation, which is crucial.⁹ In this research, the researcher used lesson planning (RPP) and student score list as documentation.

4. Field Note

Field notes are widely recommended in qualitative research as a means of documenting needed information. Field notes is a method of data collection by making records

⁸ Prof. Dr. Sapto Haryoko, *Analisis Data Penelitian Kualitatif*.

⁹ Albert J. Mills, Gabrielle Durepos, and Elden Wiebe, *Encyclopedia of Case Study Research Volume 1* (London: Sage Publications, 2010).page 321

on whatever happens in the field.¹⁰ In this study file note was used to collect the data related to:

- a. Representations of students engagement in project based learning
- b. Impact of project based learning on students 21st century skills.

E. Instruments

a. Observation Guideline

The term "observation" refers to the study technique used to collect data from participants by carefully observing the object. In qualitative research, observational methods are most frequently employed to gather data. Observations aid in understanding an event occurring in the field. Direct observation in the classroom where project-based learning is being used. The researcher evaluate students' engagement in project based learning in English classes and how it brings impact on students' 21st century skills while they are in class. Finding information was gathered to

¹⁰ Julia Phillippi and Jana Lauderdale, "A Guide to Field Notes for Qualitative Research: Context and Conversation," *Qualitative Health Research* 28, no. 3 (2018): 381–88, <https://doi.org/10.1177/1049732317697102>.

address research questions. Refer to appendix 1 for complete instrument of observation guideline.

b. Interview Guideline

The function of the interview in this study is to obtaining depth data regarding the research topic. The interview aims to complete the appropriate data for the first research question. Students were selected purposively based on student willingness. The number of students that are interviewed were eleven students or more, considering the data needed. Refer to appendix 2 for complete instrument of interview guideline.

F. Method of analysing data

Data analysis is the process of gathering data and organizing it methodically from the findings of observations, interview, and other acquired materials so that it is comprehensible at the end. According to Creswell, analyzing the data for qualitative research involves describing the setting or the participants as well as analyzing at the themes or issues that were raised. Data reduction, data display, and conclusion drawing are some of the steps that are involved in organizing and preparing data for analysis. Data analysis is the process of finding data and organizing it methodically from the outcomes of observations, interviews, notes, and other collected material to be understood so that it is

presentable at the end.¹¹ The processes for analyzing data are detailed below:

1. Data reduction

Data reduction is the process of identifying patterns and themes in data by summarizing, choosing, and focusing on essential data from observational guides, field notes, and transcriptions.

In this step, the researcher summarized selected the main points and focused on the main problems of the study. Then simplified by removing things that were not necessary so that the data that has been reduced provides a clear picture and makes it easier for researchers to find the data needed. Data that has been analyzed determine students' engagement in project-based EFL learning.

2. The data display.

After the data is reduced, the next step is to display the data. The presented data by simplifying the data in the form of narrative text. By displaying the data, it will be easier to understand what happened and plan the next work based on the data that has been obtained. The data display comprises findings that have been

¹¹ Dr. J. R. Raco, ME., *Metode Penelitian Kualitatif, Jenis, Karakteristik, Dan Keunggulannya.*

reduced to help the researcher's comprehension. The data is presented as a description after collected and identified. After selecting and collecting the data depending on some criteria, the researcher presented and described the data. The data in this case relates to student engagement in project-based learning and how it impacts their 21st-century skills.

3. Conclusion drawing

The final step in analyzing data was to draw conclusions and verification. The researcher made conclusions and main points from all the data that has been collected so that it becomes clear. The conclusion answered the problem of the formulation which was formulated from the beginning.

G. Validity of the Data

In this study, the researcher tried to acquire data validity. The researcher chose triangulation to check the validity. Triangulation is a technique for combining data to determine its validity using a variety of triangulation paradigms. Data that has been declared valid/credible through triangulation, can provide confidence to researchers about the validity of the data, so there is no doubt in drawing conclusions from the results of the qualitative research conducted.

In this study, researchers used a methodological triangulation which included the use of different data collection method to

obtain data from the same source. First, to explain student engagement in project-based EFL learning, researchers conducted observations of class VIII A that implemented project-based learning in English subjects. The researcher then conducted interviews with the observed participants. The researcher used observation, which was triangulated with documentation to explain the impacts of student engagement in project-based EFL learning on their 21st century skills using the data

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents research findings and discussions including observation results and interviews with EFL students and the English teacher in engaging students in Project Based Learning and how does it bring impact on students' 21st century skills.

A. Research Findings

The research data was obtained from observations and interview related about engaging students in Project Based Learning and how does it bring impact their 21st century skills. Those findings are explained in the following:

1. The Representations of Students Engagement in Project Based EFL learning

The findings are obtained from observation and interview towards student engagement in Project Based EFL learning. Engagement in this study used aspects of student engagement given by Philp & Duchesne¹ including: cognitive engagement, behavioral engagement, emotional engagement and social engagement.

¹ Philp and Duchesne, page 52

Here is the following representation of those aspects under the research data.

a. Behavioral Engagement

Below is the representation of students' behavioral engagement based on observation result:

Table 4.1

| Representation of Engagement | Learning Stages |
|--|--|
| Students express their opinions and thoughts | <ul style="list-style-type: none">- Students express their opinions in groups during project based learning activity- Students ask the teacher if the explanation about the project is unclear in the class- Students share their opinions and ideas in group during project based learning activity |

| | |
|--|--|
| Students enthusiasm for participating in the project based learning activity | <ul style="list-style-type: none"> - Students pay close attention to the project directions given by teacher in the class - Students search for vocabulary, decorate mini magazines, and compile the jumbled sentences into correct paragraphs related to the material in group. |
|--|--|

The observation result is confirmed by students' interview as follow:

Table 4.2

| Representation of Engagement | Learning Stages | Data |
|--|--|---|
| Students enthusiasm for participating in the project based learning activity | <ul style="list-style-type: none"> - Students search for vocabulary, decorate mini magazines, and compile the jumbled | <ul style="list-style-type: none"> - <i>Yes, I participated.... I assisted in search for.... Then we organized</i> |

| | | |
|--|--|---|
| | <p>sentences into correct paragraphs related to the material to complete the project</p> | <p><i>random sentences....</i></p> <ul style="list-style-type: none"> - <i>Yes, I took part in.... I also write....</i> - <i>No, but my group complete....I kept silent because...</i> - <i>Yes, I participated... we present the project.... (refer to appendix 4-01 for complete interview result)</i> |
|--|--|---|

The majority of students are active in project based; (in addition quotation from teacher ...more students are more enthusiastic...refer to appendix 5) they engaged in behavioral to finish projects in groups. The teacher and students create a mini wall magazine project plan that includes organizing basic present tense random paragraphs about daily activities into the correct order and writing down vocabularies for the class to

memorize then students' present their project in front of the class.

It supported by the findings of interviews with Lia Khoirotin Nida, S.Pd.(English teacher for VIIIA). The following is the description from the teacher interview:

Table 4.3

| Representation of Engagement | Learning Stages | Data |
|--|---|--|
| Students enthusiasm for participating in the project based learning activity | - Students pay attention to the project directions given by teacher in the class | - <i>I frequently use project-based.... because the students are more engaged and do not feel sleepy.... because the learning environment is more pleasurable.</i> |
| | - Students search for vocabulary, decorate mini magazines, and compile the jumbled sentences into | - <i>Additionally... students can collaborate to complete projects. However, as you can see..... There must be one or two students</i> |

| | | |
|--|--|---|
| | correct paragraphs related to the material to complete the project | <i>who don't want to participate...However, more students are enthusiastic in participating.</i> (refer to appendix 05 for complete interview result) |
|--|--|---|

From the observation and interview result, the researcher may interpret that students' whom engage in the class activity is higher than students' did not engage in the project based EFL learning activity. Majority of students listen carefully when the teacher explain about simple present tense material and project that must be done related to simple present tense material. Other students responded well to project-based EFL lessons; they engaged in active discussion and idea-sharing to finish projects in groups. students generally participate more actively in project-based learning because they are given the responsibility to finish projects in groups.

b. Emotional Engagement

Based on interview result, the representation of students' emotional engagement are:

Table 4.4

| Representation of Engagement | Learning Stages | Data |
|---|---|---|
| Students bring up affective reaction during project based learning activity | <ul style="list-style-type: none"> - Students bring up positive or negative emotion during project based learning activity in the class. | <ul style="list-style-type: none"> - <i>I enjoy...because... The project can be shared with... It is easier to make project and think about it together</i> - <i>..some of my group members did not participate ... I became a little bored and anxious. However, it's usually enjoyable and I am enthusiastic when....</i> - <i>I'm happy ... I felt more excited.... about being able to collaborate (refer to appendix 4.2 for complete interview result)</i> |

There are both positive and negative feelings in the class, according to the findings of an interview with Lia Khoirotin Nida, S.Pd., the English teacher for Class 8A. Project-based learning is something that most students like, but there are others who dislike it because they are afraid of making mistakes. It supported by the findings of interviews with Lia Khoirotin Nida, S.Pd.(English teacher for VIIIA) as follows:

Table 4.5

| Representation of Engagement | Learning Stages | Data |
|---|---|---|
| Students bring up affective reaction during project based learning activity | - Students bring up positive or negative emotion during project based learning activity in the class. | - <i>Most students enjoy.... some are still happy,... if they are asked to do a group project or presentation, they are enthusiastic, not afraid of making mistakes.... I marked students for example student numbers.... but there are also students who anxious then they are not confident...because they are afraid of making mistake but</i> |

| | | |
|--|--|---|
| | | <i>that doesn't mean they don't want to take part in learning at all, they still participate (refer to appendix 5 for complete interview result)</i> |
|--|--|---|

Based on the findings of the interview with students and teacher the researchers received a range of student reactions concerning the learning activities when they engaged in project-based learning in English class. While using this learning method, some students experience pleasant responses, or what are known as positive emotions, but some students also show negative responses, or what are known as negative emotions. When teaching English using project-based learning.

c. Social Engagement

Below is the representation of students' social engagement based on interview result:

Table 4.6

| Representation of Engagement | Learning Stages | Data |
|---------------------------------------|--|---|
| Students discuss with their classmate | - Students communicate in the group during | - <i>Yes, I communicate with.... I also collaborate for.... To complete....</i> |

| | | |
|--|---|--|
| during project based learning activity | <p>project based learning activity in the class.</p> <ul style="list-style-type: none"> - Students discuss with the whole class in preparing and presenting the project. | <ul style="list-style-type: none"> - <i>Yes, I collaborate in.... learning activity make me communicate with my friend I also give feedback....</i> - <i>No, I am afraid to communicate...I kept silent because...</i> - (refer to appendix 4-03 for complete interview result) |
|--|---|--|

The majority of students are communicate in project based; they engaged in social to finish projects in groups. The teacher and students communicate in the learning activity to create the project. It supported by the findings of interviews with Lia Khoirotin Nida, S.Pd.(English teacher for VIIIA) as follows:

Table 4.7

| Representation of Engagement | Learning Stages | Data |
|---|--|--|
| Students communicate with their classmate | <ul style="list-style-type: none"> - Students communicate in the group during | <ul style="list-style-type: none"> - <i>... the majority students can communicate with their friends to complete projects. Additionally..</i> |

| | | |
|---|--|---|
| <p>during project based learning activity</p> | <p>project based learning activity in the class.</p> <ul style="list-style-type: none"> - Students communicate in the classroom during learning activity. | <p><i>they share their ideas... listening to other opinion....However, more students are enthusiastic group activity (refer to appendix 05 for complete interview result)</i></p> |
|---|--|---|

According to interview result with students and teacher, learners are socially engaged, it can be seen when they communicate for instance listen to one another, and give one another feedback. In learning activities, communication between students and between teachers is an instance of good social engagement.

d. Cognitive Engagement

Based on interview result, the representation of students' cognitive engagement are:

Table 4.8

| Representation of Engagement | Learning Stages | Data |
|---|---|--|
| <p>Students strategy and their efforts to learn, using their knowledge, skill, or potential to comprehend the material and complete group projects.</p> | <p>- students complete the given project and try to understand,ask questions if there is difficult things, then complete the project.</p> | <p>- <i>Yes, miss. the learning activities... made it easier for me to comprehend the subject. If I don't understand something, I ask question to...</i></p> <p>- <i>It makes the subject easier to understand..... pjbl made it easier for me to memorize the simple present tense formula..., if I don't understand, I ask Mrs. Lia.</i></p> <p>- <i>.... I didn't understand, but when I practiced on projects with friends, I understood because I don't hesitate ...if there's something I don't</i></p> |

| | | |
|--|--|--|
| | | <i>understand.</i> (refer to appendix 4.4 for complete interview result) |
|--|--|--|

Cognitive engagement refers to how students strategy in their efforts to learn. Learning activities are intended to engage student-centered strategies. Therefore, students are expected to complete the given project and try to understand in their own way, ask questions if there are difficult things, then complete the project. Based on the findings of the interview with English teacher for Class 8A Lia Khoirotin Nida, S.Pd. Students in project-based learning first discuss with their group mates, and if there is something they don't understand, they ask the teacher. The explanation for these findings is as follows:

Table 4.9

| Representation of Engagement | Learning Stages | Data |
|---|--|---|
| Students strategy and their efforts to learn, using their | - students complete the given project and try to | - <i>...But in the project-based learning method, if there are students who don't understand the project,</i> |

| | | |
|---|--|---|
| <p>knowledge, skill, or potential to comprehend the material and complete group projects.</p> | <p>understand,ask questions if there is difficult things, then complete the project.</p> | <p><i>they discuss it first with their group mates... If they still don't understand, then they ask me...if they are affraid to ask in class, ...they write questions ... give to me when they meet me at the English extracurricular.... (refer to appendix 5 for complete interview result)</i></p> |
|---|--|---|

According to the description above, project-based learning is recommended in the classroom while teaching English. Project-based learning offers students the opportunity to engage in behavioral, emotional, social and cognitive. As may be seen from their participation and efforts in projects, which are seen in the behavior aspect.

According to the findings of interviews with students and teachers, there are both positive and negative feelings related with project-based learning in the aspect of emotional engagement. While most students find learning enjoyable and happy, some students find project-based

learning to be boring and unpleasant. In addition, students have good social engagement, it can be seen from students' communication with their classmates during project based learning activity, they can listen and give feedback. In cognitive aspect, students reported that project-based learning made it easier for them to understand the material. Students also have the opportunity to collaborate in teams and communicate to complete assignments through project-based learning.

2. Impacts of Students Engagement in Project Based EFL learning on their 21st Century Skills

The findings are obtained from observation and teachers' document. The findings of the observations were used to provide a description of how student engagement in project-based EFL learning impact on their 21st century skills. 21st century skills in this research include 4C, communication skill, collaboration skill, critical thinking and problem solving skill and creativity skill. According to research completed between October 27 and November 17, the explanation of these findings is as follows:

| Representation of Students' 21 st century skills | Learning Stages |
|---|---|
| <p>Students have skills in understanding and creating effective communication with friends to complete the project.</p> | <ul style="list-style-type: none"> - Some students listen and respond to the opinions of other group members (example student numbers 29, 25, 26, 09, and 05), - Students able to convey thoughts or ideas, and communicate effectively. However, some students failed to communicate with each other during project activities, did not listen to others in their group when they spoke, and did not respond to their opinions. |
| <p>Students have abilities to collaborate in teamwork</p> | <ul style="list-style-type: none"> - Some students can become group leaders |

| | |
|--|--|
| <p>and work together productively in order to complete the project</p> | <p>and organize group members (students number 25, 29).)</p> <ul style="list-style-type: none"> - students being able to mingle and collaborate with other group members quickly even though group members are randomly selected. - Some students are able to compromise with other group members to achieve goals |
| <p>Students have a critical attitude in seeing the surrounding conditions and being able to solve a problem.</p> | <ul style="list-style-type: none"> - Students can understand and conclude the material rapidly. - Some students are able to understand, analyze, using argument and explain the results of the projects that have been produced. |

| | |
|--|--|
| <p>In creativity skill,students are able to convey new ideas to others and be open and responsive to new perspectives.</p> | <ul style="list-style-type: none"> - students being able to express creative ideas conceptually and practically, students are able to understand, analyze, and present the results of creative ideas in a coherent manner - Students are able to have the ability to develop, implement, and convey new ideas. |
|--|--|

The researchers found that student engagement in project-based learning increases students' 21st century skills according to the observations. It supported by the findings of documentation of documentation the list of grade 8A competencies in the English subject:

| Criteria | Students can meet criteria | Students can not meet criteria |
|----------------------------------|----------------------------|--------------------------------|
| Students are able to analyze and | 25 students | 5 students |

| | | |
|--|-------------|------------|
| compile project assignments. | | |
| Students are able to work together in groups | 27 students | 3 students |
| Students are able to express opinions and discuss in groups. | 27 students | 3 students |
| Students are able to convey project results in a creative way. | 26 students | 4 students |

According to observation and documentation result, the researcher concluded that the majority of students showed good communication and collaboration skills, and four out of five groups were aware of how to do group projects without depending on just one or a few people. Furthermore, students are encouraged to engage in groups to generate creative ideas that help them develop their creativity skills. Project-based

learning also encourages students to think critically about the projects they are working on, which improves students' cognitive abilities from understanding, analyzing to completing projects.

B. Discussion

1. Students Engagement in Project Based EFL learning

The project based learning method, which emphasizes active student engagement, is a typical example of a cooperative and research-based learning technique. In project based learning students typically collaborate to solve a particular problem and evaluating the project.² According to the data obtained from observation and interview, engaging students' in project based learning runs optimally as the principles of engagement as stated by Philp and Duchesne³, students' engagement refers to students' participation in the learning process that can be seen in students' behavior, emotions, social and cognitive during the learning activities.

² Dimitra Kokotsaki, Victoria Menzies, and Andy Wiggins, "Project-Based Learning: A Review of the Literature," *Improving Schools* 19, no. 3 (2016): 267–77, <https://doi.org/10.1177/1365480216659733>.

³ Philp and Duchesne, "Exploring Engagement in Tasks in the Language Classroom."

It was found that in project based learning, the majority of students in class 8A were engaged in behavior, although there were some students who were not involved, but students participated more in project based learning than conventional learning. In project based learning also found positive and negative emotions in emotional engagement aspect. The majority of students engage positive emotions in project based learning, although there are some students who engage negative emotions does not mean they do not participate in learning. The social engagement of class VIII A students can be seen from the relationship between students and classmates during project based learning learning. Additionally, it can be evident in the way they interact with one another, share creative ideas to finish projects, and have good communication with teachers. In cognitive engagement aspect, students find it easier to understand material in project based learning because working in groups makes it easier for them to ask questions if something is not understood. This is coherent with Mohammed Abdullatif Almulla's⁴ research, which discovered that project-based learning methods have a significant impact on student engagement. Project-based learning increases student engagement by facilitating

⁴ Almulla, "The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning."

knowledge and information sharing and discussion, according to the findings. However, in this study, researchers added that project based learning also has an impact on aspects of student engagement in behavioral, emotional, social and cognitive aspects.

2. Impacts of Students Engagement in Project Based EFL learning on their 21st Century Skills.

The Partnership for 21st-Century Learning (P21) formed the "Framework for 21st-Century Learning," which identified competencies as essential to student success. The four abilities, referred to as the "4Cs" (critical thinking, cooperation, communication, and creativity), are regarded as critical for students' success in this age. According to the observations, the researchers discovered that student engagement in project-based learning increases students' 21st century competencies. Most students showed good communication and collaboration skills, and four out of five groups understood how to complete group projects without relying on just one or two people. Students are also encouraged to work in groups to generate creative ideas that will help them develop their creativity skills. Project-based learning also encourages students to think critically about the projects they are working on, which improves students'

cognitive abilities from comprehension to analysis to project completion.

According to the documentation of the list of grade 8A skill scores, the highest score in each field is 25 for students who meet the very good criteria, 20 for children who meet the good criteria, and 15 for students who do not meet the criteria. Three students received a score 15 for communication skills, three students received a score 15 for collaboration skills, five students received a score 15 for critical thinking skills, and four students received a score 15 for creativity skills.

Overall, the majority of students engage with learning activities during project-based learning. Student engagement in project-based learning enhances students' 21st century skills. Behavioral, emotional, social and cognitive engagement can have an impact on collaboration, communication, critical thinking and skills abilities. For instance, students who are engaged in behavioral and social can improve communication skills and collaboration skills. The higher the student engagement, indirectly the students' 21st century skills will develop

Previous studies examined how project-based language learning in Spanish classes affects student engagement and the relationship between project activities that integrate 21st century skills. In this study researcher examined how the engagement of students in project based learning that

influence 21st century skills. The researcher examined the impact of student engagement in project based learning and 21st century abilities on students' engagement as the project assignment stimulated the development of 21st century skills (collaboration, communication, creativity, and critical thinking).⁵

⁵ Cox and Montgomery, "A Study of 21st Century Skills and Engagement in a University Spanish Foreign Language Classroom."

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions for the following finding of the study.

A. Conclusion

From the research that has been done on student engagement in project-based learning and how it impacts their 21st century skills, the researcher concludes that teachers and students can use and recommend project-based learning method to teach English to improve students engagement and students 21st century skills.

First, the research results show that student engagement in project-based learning can engage students in behavioral, emotional, social, and cognitive aspects. In the behavioral aspect, in project based learning students can be actively involved in participating in working on projects in groups. In the emotional aspect, in project-based learning students respond that they are more enthusiastic and enjoy the active learning in project-based learning than conventional learning. The social engagement of class VIII A students can be seen from the relationship between students and classmates during project based learning learning. Then, in project-based group

learning it also engage students in the cognitive aspect which makes it easier for students to understand the material because in projects in student groups it gives students the opportunity to discuss with group mates regarding the material.

Second, result of the research shows that student engagement in project-based learning increases students' 21st century competencies. Most students showed good communication and collaboration skills. Furthermore, students are encouraged to engage in groups to generate creative ideas that help them develop their creativity skills. Project-based learning also encourages students to think critically about the projects they are working on, which improves students' critical thinking skills from understanding, analyzing to completing projects.

B. Suggestion

According to the results of the study, there are several suggestions presented for students, English teachers, and future researchers.

1. Students

This study examine about engaging students in project based learning and how it brings impact on their 21st century skills. Through this method students can actively engage in the group project and improve their 21st century skills.

2. English teachers

This research can improve the quality and creativity of teachers in teaching English learning. Project based learning is recommended for teacher because it can improve students engagement in the learning activity.

3. Future researcher

Hopefully, this research can be used as a good reference for the next researcher who wants to conduct the same topic. The researcher suggests for the next researcher prepare all possibilities and problem-solving before researching so that the research could be done as they expected. Besides, hopefully, this research will provide inspiration and guidance for further researchers to be more careful in researching so that the results are better than this.

C. Closing Statement

Sincerely, this thesis is the first academic invention of the researcher as a contribution and dedication towards the academic field of UIN Walisongo Semarang. Finally, by saying hamdalah, this thesis is completely finished as partial fulfillment of the requirement for gaining the bachelor degree of English Language Education of Education and Teacher Training Faculty at UIN Walisongo Semarang.

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APPENDIXES

Appendix I. Observation Guideline

| Variable | Indicators | Items of Observation | Yes | No | Note |
|---------------------|---|--|-----|----|------|
| Communication Skill | Students are required to have skills in understanding and creating effective communication with friends to complete the project | Students have the ability to listen and appreciate the opinions of other students. | | | |
| | | Able to communicate effectively in writing and orally, | | | |

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| | | depending on the situation and the interlocutor | | | |
| | | Able to convey thoughts or ideas in the classroom when discussing and sharing ideas. | | | |
| Collaboration skill | Students are required to have abilities in teamwork and work together productively with other | Students can cooperate or organize the group's members. | | | |
| | | Students can adjust to a | | | |

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| | | variety of tasks and responsibilities and collaborate effectively with other students. | | | |
| | | Students able to reach a compromise with other group members to obtain the objective. | | | |
| Critical thinking and problem solving | Students have a critical attitude in seeing the conditions around and able to | Students are able to make judgments and make decisions effectively in processing data and using arguments. | | | |

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| | solve a problem. | | | | |
| | | Able to compose and express, analyze, and solve a problem | | | |
| Creativity skill | Students are able to convey new ideas to other and being open and responsive to new perspective. | Students are able to express creative ideas conceptually and practically | | | |
| | | Students are able to be receptive and responsive to | | | |

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| | | new and different perspectives. | | | |
| | | Students are able to have the ability to develop, implement, and convey new ideas orally or in writing. | | | |

Appendix 2 Observation Guideline

| Variable | Indicators | Items of Observation | Yes | No | Notes |
|-----------------------|--|------------------------------------|-----|----|-------|
| Behavioral Engagemnet | Student enthusias m for participati ng in the learning process | Students listen carefully in class | | | |

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| | | Students pay attention in class | | | |
| | | Students participate in classroom activities | | | |

Appendix 3.1 Interview Guideline for students

| Variable | Indicator | Question |
|--|-----------------------|---|
| Student engagement in project based EFL learning | Behavioral engagement | <ul style="list-style-type: none"> - Did you participated in the learning activity in project based EFL learning - What are you doing during the language learning activity in project based-learning? |
| | Emotional engagement | - What your impression during the learning activity in project-based learning? Do you feel anxious, bored, enjoy, or satisfy? Give your reason! |
| | Social Engagement | Does project-based learning allow you to communicate and collaborate with friends? Please explain! |
| | Cognitive engagement | <ul style="list-style-type: none"> - Does project based-learning ease you or even obstruct you from understanding and give any idea of the material? - Do you understand the material? Do you ask a question about the material that has not been understood yet? |

Appendix 3.2. Interview Guideline for teacher

| Variable | Indicator | Question |
|--|-----------------------|---|
| Student engagement in project based EFL learning | Behavioral engagement | <ul style="list-style-type: none"> - Do students usually participate in learning activities in project-based EFL learning? - What do students do during language learning activities in project-based learning? |
| | Emotional engagement | - During the lesson how do you think students are during the lesson, do students feel anxious, happy, bored or enjoy learning? |
| | Social Engagement | - Does students usually communicate and collaborate with friends or teacher in project-based learning? Please explain! |
| | Cognitive engagement | <ul style="list-style-type: none"> - Do students usually give ideas, or opinions about learning? - Do students usually ask questions about learning material that they do not know to understand? |

Appendix 4 Interview Result Table

Appendix 4-01 (interview result of the representation of students'

behavioural engagement)

| Question | Students Number | Answer |
|---|-----------------|---|
| Apakah anda berpartisipasi dalam kegiatan pembelajaran project based learning? Apa yang anda lakukan selama kegiatan pembelajaran project based learning? | 1. | Iya ,. Saya selama kegiatan pembelajaran bantu berpikir dalam kerja sama selama kegiatan |
| | 2. | Kelompok meminta saya untuk mencari kosakatanya, saya tidak membawa kamus, jadi saya tidak tahu artinya. Karena teman saya (siswa nomor 21) diam saja saya ikut diam dan memperhatikan kelompok saya mengerjakan tugas. |
| | 3. | Saya Cuma bantu mengurutkan paragraph sama mencari kata kerja , soalnya dibagi tugas itu. |
| | 4. | Iya berpartisipasi ,. Saya ikut bantu cari kosakata terus bantu berfikir buat mengerjakan tugas. |
| | 5. | Ya (mengangguk) saya melakukan membantu mencari kata kerja (verb) dan merangkai kalimat jadi paragraph urut. |

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| | 6. | Ya. Saya membantu menulis di mini madding sama cari kata kerja , saya berpartisipasi. |
| | 7. | Saya bantu cari kosakatanya , terus saya artikan biar ngerjain lebih cepet. |
| | 8. | Ya saya membantu dalam membuat project merangkai biar paragraph runtut |
| | 9. | Iya (mengkonfirmasi melakukan project) saya membantu teman kelompok dalam mencari kosakata dan memberi ide nanti presentasi bagaimana. |
| | 10. | Iya saya ikut mengerjakan bersama kelompok saya. Saya mencari kosakata di kamus dan membahas dengan teman kelompok. |
| | 11. | Melakukan kegiatan dalam membuat project cari kosakata dan merangkai biar paragraph runtut |
| | 12. | Ya saya membantu. Saya melakukan membantu mencari kata kerja (verb) dan buka kamus mencari kosakata. |
| | 13. | Ya. Saya membantu cari kosa kata, menyusun kalimat menjadi paragraf yang baik; dan sebagai sekretaris kelompok, |

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| | | saya juga menulis di mini madding agar lebih menarik. |
| | 14. | Ya saya bantu cari kosakata dan bantu berfikir saya juga berpartisipasi dalam presentasi kelompok. |
| | 15. | Iya saya berpartisipasi ,. Saya ikut bantu cari kosakata buat ngerjain tugas proyek. |
| | 16. | Saya ambil bagian merangkai paragraph biar runtut dan membuat menghias mini madding lebih menarik |
| | 17. | Saya tidak membantu cari kosakata tapi saya bagian presentasi ,. |
| | 18. | Saya dapat bagian cari kosakata sulit , terus saya yang mengartikan. |
| | 19. | Saya melakukan kegiatan kelompok saya membantu presentasi didepan kelas |
| | 20. | Ya (mengganggu berpartisipasi) saya mencari kosakata jika menemukan kosa kata yang sulit, saya diskusikan dengan kelompok saya |
| | 21. | Tidak (menggeleng) tapi kelompok saya mengerjakan proyek tersebut. Saya diam saja karena kurang paham materi dan tidak suka tugas kelompok. |

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| | 22. | Saya tidak melakukan apa-apa saya bingung waktu disuruh cari kosakata. |
| | 23. | Saya berpartisipasi saya ikut kelompok tapi tadi saya tidak tau mau melakukan apa jadi cuma membuat menghias mini madding |
| | 24. | Saya ketua kelompok ,, saya yang bagi tugas temen kelompok kalau mereka tidak mau saya coret namanya. |
| | 25. | Saya bantu berfikir terus bantu mengurutkan biar paragrafnya runtut bisa dipresentasikan. |
| | 26. | Iya saya berpartisipasi. Saya yang mengartikan dan menulis kata kerja di mini madding |
| | 27. | Ya, karena jika tidak, saya tidak akan mendapat nilai. Saya bagian mencari kosa kata di kamus saya juga mempresentasikan di depan kelas |
| | 28. | Saya berpartisipasi , cari kosakata tapi sedikit |
| | 29. | Iya, saya berpartisipasi untuk presentasi didepan kelas |

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| | 30. | Saya berpartisipasi dalam grup, ya saya berpartisipasi saya diberi tugas menyusun kalimat kami mempresentasikan project bersama. |
| | | |

Appendix 4-02 (interview result of the representation of students' emotional engagement)

| Question | Students' Number | Answer |
|---|------------------|---|
| Apa kesan anda selama kegiatan pembelajaran project based learning? Apakah anda merasa senang, cemas, bosan, menikmati atau puas? Berikan pendapatmu! | 1. | Saya senang karena bisa belajar sama teman-teman jadi tidak mengantuk. |
| | 2. | Saya bosan karena teman sebangku tidak sekelompok dengan saya |
| | 3. | Seru sih ,, saya jadi tidak bosan selama di kelas |
| | 4. | Saya semangat tapi kurang suka karena berisik , |
| | 5. | Senang ,, teman kelompok saya aktif semua jadi selesai cepat |
| | 6. | Saya lebih tertarik pembelajaran project dengan teman kelompok daripada |

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| | | pelajaran biasanya yang Cuma diterangkan |
| | 7. | Saya suka pembelajaran seperti kemarin tapi kadang berisik |
| | 8. | Pembelajarannya menyenangkan memudahkan kalo mau tanya yang tidak faham ke teman |
| | 9. | Saya suka pembelajaran kelompok karena saya bisa berpikir bareng teman |
| | 10. | Saya menikmati pembelajaran , karena mengerhakan bareng |
| | 11. | Saya suka karena membuat saya tidak bosan |
| | 12. | Saya merasa senang tapi sedikit merasa bosan |
| | 13. | Menyenangkan , karena bisa mengerjakan bersama teman |
| | 14. | Saya merasa senang karena bisa belajar bersama |
| | 15. | Saya cukup suka karena kelompok saya ada yang tidak mau melakukan apa-apa |
| | 16. | Saya suka pembelajaran project karena dikerjakan bareng teman menjadi bersemangat |

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| | 17. | Menikmati pembelajaran , saya bisa sambal komunikasi sama teman kelompok |
| | 18. | Saya senang karena kalai waktu mengerjakan sulit bisa Tanya yang lain. |
| | 19. | Saya menikmati pembelajaran tapi kelasnya jadi ramai. |
| | 20. | Saya lebih semangat kalua pembelajaran bersama teman-teman |
| | 21. | Biasa saja , seperti pembelajaran biasa |
| | 22. | Saya lumayan menikmati tapi saya tidak paham materi dan tidak bawa buku |
| | 23. | Saya kurang suka , karena saya tidak paham materi |
| | 24. | Saya senang dengan kegiatan belajar karena lebih mudah menyelesaikan tugas secara berkelompok ,, karena mengerjakannya sendiri lebih sulit. |
| | 25. | Saya menikmati karena proyek dapat dikerjakan dalam kelompok. Lebih mudah membuat proyek dan memikirkannya bersama. |
| | 26. | Karena ada anggota kelompok saya tidak berpartisipasi selama proyek belajar |

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| | | kelompok kami kemarin, yang membuat proyek menjadi lama, saya menjadi sedikit bosan dan cemas. Tapi biasanya menyenangkan |
| | 27. | Saya semangat karena saya bosan ketika guru mengajar pelajaran menerangkan biasa. |
| | 28. | Saya rasa ringan karena tugas dikerjakan barengan. |
| | 29. | Saya senang setelah pelajaran kemarin, saya merasa lebih bersemangat bisa belajar dan bekerja sama dengan teman-teman |
| | 30. | Saya menikmati karena dalam kelompok. Tidak membosankan dan bisa mengerjakannya bersama |

Appendix 4-03 (interview result of the representation of students' social engagement)

| Question | Students' Number | Answer |
|--|------------------|--|
| Apakah project based learning membuat anda | 1. | Saya senang menikmati karena memudahkan berinteraksi dengan teman dalam bekerja sama |

| | | |
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| <p>untuk berkomunikasi dan bekerja sama dengan teman?</p> | 2. | Saya tidak ikut diskusi kelompok , tidak ikut komunikasi karena kurang minat materi |
| | 3. | Saya ikut diskusi menentukan pembagian kerja kelompok |
| | 4. | Bekerja sama dengan teman saya , karena itu yang seru |
| | 5. | Memudahkan , jadi bisa kerja sama bareng teman kelompok. |
| | 6. | Saya bertukar ide dengan teman kelompok kak |
| | 7. | Saya diskusi bareng teman kelompok , soal project saya juga ikut kerja sama |
| | 8. | Iya , saya bekerja sama dengan teman kelompok dengan baik tidak sambal marah |
| | 9. | Iya ,, saya berkomunikasi sama teman kelompok kerja sama agar project cepat selesai |
| | 10. | Saya bekerja sama dengan teman saya , agar cepat selesai |
| | 11. | Iya , saya berkomunikasi diskusi bareng teman |

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| | 12. | Iya , pembelajaran ini memudahkan kita untuk berkomunikasi diskusi dengan teman mengenai materi |
| | 13. | Saya bercakap-cakap dengan teman kelompok dan saling tukar ide , |
| | 14. | Ya saya melakukan dan berfikir bareng dan saling membagi ide dan bekerja sama untuk membuat proyek sama sama |
| | 15. | Karena bekerja secara kelompok jadi saya berkomunikasi dengan teman , |
| | 16. | Saya bekerja sama dengan teman dan saling bertukar ide tentang proyek yang ditugaskan kemarin |
| | 17. | Ya karena dengan membuat project kita jadi lebih banyak komunikasi dengan teman |
| | 18. | Benar , karena dengan adanya tugas itu saya sering komunikasi dengan teman dan tukar ide |
| | 19. | Saya berkomunikasi dengan teman agar project cepat selesai. |
| | 20. | Iya , karena dengan tugas project kalau tidak dikerjakan bersama-sama nanti tidak selesai |

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| | 21. | Saya takut kalo mau komunikasi , saya diam saja terus karena tidak faham materi kelompok. |
| | 22. | Saya tidak berdiskusi dengan teman , tidak bawa buku soalnya |
| | 23. | Saya ikut bekerjasama , sedikit tapi |
| | 24. | Iya kan saya jadi bisa komunikasi lebih dengan teman dan membahas tugas project dan materi simple present tense |
| | 25. | Iya saya sebagai ketua kelompok mengajak teman teman berdiskusi dan kerja sama bareng. |
| | 26. | Ada yang tidak mau berpikir dikelompok saya ada yang tidak mau berdiskusi dan kerja sama. |
| | 27. | Saya diskusi bersama-sama teman , |
| | 28. | Saya berkomunikasi dengan teman waktu diajak cari kosakata saya ikut cari tapi tidak banyak. |
| | 29. | Ya saya bekerja sama dalam pembelajaran dan komunikasi dengan teman mereka memberi timbal balik waktu pembelajaran kelompok |

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| | 30. | Iya karena secara tidak langsung saat mengerjakan tugas project dengan teman ada komunikasi dan kerjasama. |
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Appendix 4-04 (interview result of the representation of students' cognitive engagement)

| Question | Students' Number | Answer |
|---|------------------|---|
| Apakah project based learning memudahkan anda atau bahkan menghalangi anda untuk memahami materi? | 1. | Pembelajaran memudahkan dalam melakukan kerja sama dikelompok |
| | 2. | Saya kurang faham |
| | 3. | Kalau menurut saya memudahkan ,, Biasanya kalau tidak mengerti saya tanya Bu Lia. Kadang saya tanya langsung, dan atau kadang saya chat dengan bu lia |
| | 4. | Yang menghalangi adalah siswa ada yang tidak bisa diam jadi tidak bisa memahami. |
| | 5. | Memudahkan sih ,, soalnya kalau dikelompok mau Tanya teman mudah |
| | 6. | Saya lebih gampang faham , soalnya kalau Cuma diterangkan saya bingung |

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| | 7. | Waktu pelajaran di depan kelas saya kurang paham, tapi saat praktek di proyek bersama teman saya mengerti |
| | 8. | Saya suka pembelajarannya karena memudahkan bekerja sama dengan teman dan jadi lebih mengerti |
| | 9. | Kegiatan belajar kemarin membuat saya lebih mudah memahami materi ,. Jika saya tidak mengerti sesuatu, saya bertanya kepada Bu Lia. |
| | 10. | Memudahkan untuk lebih paham. karena saya tidak segan-segan untuk bertanya kepada teman sekelompok yang lebih pintar jika ada yang saya tidak mengerti. |
| | 11. | Saya suka pembelajarannya karena memudahkan saya hafal rumus |
| | 12. | Saya rasa lebih gampang faham materi , karena membuat project jadi lebih gampang ingat pelajaran |
| | 13. | Saya suka pembelajarannya karena memudahkan faham materi |
| | 14. | Waktu pembelajaran saya jadi lebih mudah faham |

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| | 15. | Kalua buat saya jadi lebih faham , memudahkan |
| | 16. | Memudahkan bekerja sama dengan teman dan bertukar ide dan cepat dikerjakan |
| | 17. | Tidak menyulitkan kok ,, saya kalo tidak faham bisa Tanya ke bu lia di kelas tapi pembelajaran kemarin saya paham |
| | 18. | Saya suka , karena memudahkan saya paham. Biasanya kalua diterangkan biasa saya bingung soalnya. |
| | 19. | Menurut saya memudahkan karena gampang berkomunikasi dan bekerja sama Tanya teman kalua tidak faham |
| | 20. | Itu membuat lebih mudah dipahami, menurut saya. Sebelumnya saya paham simple present tense tapi tidak hafal rumusnya, tapi project practice memudahkan saya menghafal rumus simple present tense. |
| | 21. | Saya kurang suka , karena saya tidak paham |
| | 22. | Tidak tahu , saya tidak faham materi karena tidak bawa buku. |

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| | 23. | Saya kurang faham , materinya susah |
| | 24. | Memudahkan menurut saya , karena mau Tanya ke teman kosakata tidak malu |
| | 25. | Membuat lebih mudah dipahami, menurut saya jadi bisa menyusun teks daily activity |
| | 26. | Memudahkan untuk lebih paham. jika ada yang saya tidak mengerti seperti arti kata saya bisa Tanya ke teman kelompok |
| | 27. | Saya suka karena memudahkan memahami materi karena dibahas bareng |
| | 28. | Tidak tahu , saya dikelompok membantu sedikit jadi saya sedikit paham |
| | 29. | Saya lebih mudah paham materi , jadi bisa membedakan mana yang simple present tense |
| | 30. | Lebih gampang faham karena bisa belajar sama teman-teman |

Appendix 5 Interview Result Table

School Name : MTs Negeri 2 Jepara
Address : Jl. Jlegong, Kec.Keling, Kabupaten
Jepara, Jawa Tengah 59454
Teacher Name : Lia Khoirotin Nida
Date of Interview : November 17, 2022

| No. | Question | Answer |
|-----|--|---|
| 1. | <p>- Do students usually participate in learning activities in project-based EFL learning?</p> <p>- What do students do during language learning activities in project-based learning?</p> | <p>Yes, they do. I frequently use project-based learning not just for simple present tense content, but also for previous material for example greeting card and invitation card material because the students are more engaged and actively participate than I explain material conventional. During Pjbl, because project-based learning is done in groups,</p> |

| | | |
|----|---|---|
| | | <p>students who understand the material collaborate with students who don't understand to complete projects. However, as you can see, not all students actively participate. There must be one or two students who don't want to participate on the project. However, more students are enthusiastic about participating if we use project based learning because the learning environment is more pleasurable.</p> |
| 2. | <p>- During the lesson how do you think students are during the lesson, do students feel anxious, happy, bored or enjoy learning?</p> | <p>Most students enjoy the project based learning method, some are still happy, even though I know some of them are not good at English, even though some don't understand the material, but</p> |

| | | |
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| | | <p>if they are asked to do a group project or presentation, they are enthusiastic, not afraid of making mistakes, and that's a plus point for me, I marked students like that, for example student numbers 26 and 29 as you have seen but there are also students who naturally hesitant, so anxious then they are not confident to speak up because they are afraid of being wrong but that doesn't mean they don't want to take part in learning at all, they still participate in the learning activity.</p> |
| 3. | <p>- Does students usually communicate and collaborate with friends or teacher in project-based learning? Please explain!</p> | <p>As you can see, Miss, the majority of students can communicate and collaborate with their friends to complete projects . Additionally if they are communicate they are</p> |

| | | |
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| | | <p>able to share their ideas. In the learning activity students are able to listen other students opinion. However, more students are enthusiastic group activity than conventional activity.</p> |
| 4. | <ul style="list-style-type: none"> - Do students usually give ideas, or opinions about learning? - Do students usually ask questions about learning material that they do not know to understand? | <p>Yes, miss, there are students in class who want to express their ideas, opinions, or ask questions directly, in the class and there are also students who are afraid to ask questions in class but then they ask a question outside of class. But in the project-based learning method, if there are students who don't understand the project, they discuss it first with their group mates. If they still don't understand, then they ask me. Outside of class, they</p> |

| | | |
|--|--|--|
| | | <p>sometimes give opinions as well. I open the WA number for students if they don't dare to ask in class, and occasionally they chat with me via WA or write questions on paper and give them to me when they meet me at the English extracurricular. Students occasionally ask at the end of each lesson if there is anything they don't understand, but typically there are students who scared to ask directly.</p> |
|--|--|--|

Appendix 6. Documentation (Daftar Nilai Pengetahuan dan Keterampilan)

| DAFTAR NILAI PENGETAHUAN | | | | | | | | | | | | | | | | | | | |
|---------------------------|--------------------|-------|------------------------|---|-----|-----|--|----|------------------|-------|----|---|-----|-----|----|----|-------|---|----|
| MTs NEGERI 2 JEPARA | | | | | | | | | | | | | | | | | | | |
| TAHUN PELAJARAN 2022/2023 | | | | | | | | | | | | | | | | | | | |
| Kelas : 8A | | | Mapel : Bahasa Inggris | | | | | | Semester : Gasal | | | | | | | | | | |
| No | Nama Siswa | Tugas | | | | UH1 | | H1 | | Tugas | | | UH3 | | H3 | | Tugas | | U |
| | | T1 | T2 | M | R | | | | | T1 | T2 | M | R | | | T1 | T2 | M | |
| 1. | ADRIANTI NABILA F. | | | | | | | | | | | | | | | | | | |
| 2. | AHMAD FERDI | | 100 | | 80 | | | | 100 | | | | | 90 | | | | | 82 |
| 3. | RAMADHANI | | 78 | | 90 | | | | 80 | | | | | 80 | | | | | 74 |
| 4. | ALEXSHA RIZKY | | | | | | | | 60 | | | | | | | | | | 62 |
| 5. | KALISAPUTRA | | 72 | | 80 | | | | | | | | | | | | | | |
| 6. | ALFIATUN NIKMAH | | 98 | | 70 | | | | 100 | | | | | | | | | | |
| 7. | ANGELIA JESSICA | | 94 | | 100 | | | | 80 | | | | | | | | | | 82 |
| 8. | ANJANI | | | | | | | | | | | | | | | | | | |
| 9. | ARIL FIRMANSYAH | | 90 | | 85 | | | | 80 | | | | | 85 | | | | | 82 |
| 10. | ASYIFA KHOIRUNISA | | 100 | | 90 | | | | 80 | | | | | 95 | | | | | 86 |
| 11. | AURA SYAFIRA | | 90 | | 80 | | | | 60 | | | | | 85 | | | | | 78 |
| 12. | CITRA CORNELIA | | | | | | | | | | | | | 100 | | | | | 94 |
| 13. | ANGGRAINI | | 80 | | 90 | | | | 90 | | | | | | | | | | |
| 14. | CLARA NADINE | | 62 | | 80 | | | | 90 | | | | | 90 | | | | | 84 |
| 15. | DEDI CANDRA M. | | 70 | | 85 | | | | 70 | | | | | 55 | | | | | 72 |
| 16. | EVA MAULIDYA | | 66 | | 80 | | | | 90 | | | | | 100 | | | | | 98 |
| 17. | HELWA NOVIATIN | | 68 | | 90 | | | | 100 | | | | | | | | | | 94 |
| 18. | HIDAYATUN NI'MAH | | 66 | | 75 | | | | 60 | | | | | 90 | | | | | 66 |
| 19. | KAYDA FANESYA | | 100 | | 100 | | | | 80 | | | | | 90 | | | | | 82 |
| 20. | MARTYA WAHIDA K. | | 98 | | 80 | | | | 90 | | | | | | | | | | 82 |
| 21. | MILNA IZZATI | | 100 | | 100 | | | | 80 | | | | | 90 | | | | | 82 |
| 22. | M. ARIL ADI | | 62 | | 75 | | | | 70 | | | | | | | | | | 90 |
| 23. | M. ALDO ADIANSYA | | 90 | | 100 | | | | 60 | | | | | 75 | | | | | 82 |
| 24. | M. IQBAL NASRUL | | 82 | | 75 | | | | 60 | | | | | | | | | | 82 |
| 25. | M. ISNAN FIKRI | | 62 | | 75 | | | | | | | | | | | | | | 82 |
| 26. | M. KHOLILURROHMA | | 42 | | - | | | | - | | | | | | | | | | 52 |
| 27. | M. WISHNU AULIA | | 78 | | 95 | | | | 80 | | | | | 100 | | | | | 90 |
| 28. | NAYLA KASIH | | 72 | | 85 | | | | 60 | | | | | | | | | | 72 |
| 29. | NUR RAHEL DEVIANA | | 100 | | 95 | | | | 80 | | | | | | | | | | - |
| 30. | RAHUL AMPRI ADIAN | | 66 | | 70 | | | | 80 | | | | | 80 | | | | | 86 |
| 31. | RISQI ARDIANSYAH | | 82 | | 90 | | | | 60 | | | | | 100 | | | | | 86 |
| 32. | SYARIF ZARMA | | 82 | | 90 | | | | 70 | | | | | | | | | | 86 |
| 33. | WAHYU ADITYA K. | | 100 | | 100 | | | | 90 | | | | | 100 | | | | | 68 |
| 34. | ZULFAH QORINTAZA | | 100 | | 100 | | | | 100 | | | | | 95 | | | | | |
| 35. | | | | | | | | | | | | | | | | | | | |
| 36. | | | | | | | | | | | | | | | | | | | |
| 37. | | | | | | | | | | | | | | | | | | | |
| 38. | | | | | | | | | | | | | | | | | | | |

Dipindai dengan CamScanner

| | |
|-------------------|---|
| | Kriteriayang dinilai |
| Critical Thinking | 1. Siswa mampu menganalisa dan mengorganisasikan tugas proyek |
| Collaboration | 2. Siswa mampu bekerja sama dalam kelompok |
| Communication | 3. Siswa mampu berpendapat dan berdiskusi dalam kelompok |
| Creativity | 4. Siswa mampu menyampaikan hasil proyek dengan menarik |

Mengetahui:
Kepala MTs Negeri 2 Jepara

Drs. H. Zainuri, M.Pd
NIP. 19670515 199303 1 005

Keling, 05 Juli 2022
Guru Mata Pelajaran

Lia Khoirotin Nida, S.Pd
NIP: -

DAFTAR NILAI KETERAMPILAN

MTs NEGERI 2 JEPARA

TAHUN PELAJARAN 2022/2023

Kelas: 8A

Mapel : Bahasa Inggris

Semester : Gasal

| No | Nama Siswa | Kriteria yang dinilai | | | | | Kriteria yang dinilai | | | | | Kriteria yang dinilai | | |
|-----|---------------------------|-----------------------|------------|------------|------------|--------|-----------------------|------------|------------|------------|--------|-----------------------|------------|------------|
| | | Kriteria 1 | Kriteria 2 | Kriteria 3 | Kriteria 4 | Jumlah | Kriteria 1 | Kriteria 2 | Kriteria 3 | Kriteria 4 | Jumlah | Kriteria 1 | Kriteria 2 | Kriteria 3 |
| 1. | ADRIANTI NABILA F. | 25 | 25 | 25 | 25 | 100 | 25 | 25 | 25 | 25 | 100 | | | |
| 2. | AHMAD FERDI RAMADHANI | 15 | 15 | 20 | 15 | 65 | 20 | 18 | 18 | 20 | 76 | | | |
| 3. | ALEXSHA RIZKY KALISAPUTRA | 20 | 25 | 20 | 20 | 85 | 20 | 20 | 20 | 20 | 80 | | | |
| 4. | ALFIATUN NIKMAH | 20 | 25 | 20 | 20 | 85 | 25 | 25 | 20 | 20 | 90 | | | |
| 5. | ANGELIA JESSICA ANJANI | 25 | 25 | 25 | 20 | 95 | 25 | 25 | 20 | 25 | 95 | | | |
| 6. | ARIL FIRMANSYAH | 25 | 25 | 20 | 20 | 90 | 20 | 20 | 25 | 20 | 85 | | | |
| 7. | ASYIFA KHOIRUNISA | 25 | 25 | 25 | 25 | 100 | 25 | 25 | 20 | 25 | 95 | | | |
| 8. | AURA SYAFIRA | 20 | 20 | 20 | 20 | 80 | 20 | 25 | 20 | 20 | 85 | | | |
| 9. | CITRA CORNELIA ANGGRAINI | 25 | 20 | 25 | 25 | 95 | 25 | 20 | 20 | 20 | 80 | | | |
| 10. | CLARA NADINE | 20 | 20 | 18 | 20 | 78 | 25 | 20 | 20 | 20 | 85 | | | |
| 11. | DEDI CANDRA M. | 20 | 20 | 18 | 20 | 78 | 20 | 20 | 20 | 20 | 80 | | | |
| 12. | EVA MAULIDYA | 25 | 25 | 20 | 20 | 90 | 25 | 25 | 20 | 20 | 90 | | | |
| 13. | HELWA NOVIATIN | 25 | 25 | 25 | 25 | 100 | 25 | 25 | 25 | 25 | 100 | | | |
| 14. | HIDAYATUN NI'MAH | 20 | 20 | 20 | 20 | 80 | 20 | 25 | 20 | 20 | 85 | | | |
| 15. | KAYDA FANESYA | 25 | 25 | 25 | 25 | 100 | 25 | 25 | 25 | 25 | 100 | | | |
| 16. | MARTYA WAHIDA K. | 20 | 25 | 25 | 20 | 90 | 25 | 25 | 25 | 25 | 100 | | | |
| 17. | MILNA IZZATI | 25 | 25 | 25 | 25 | 100 | 25 | 25 | 25 | 25 | 100 | | | |
| 18. | M. ARIL ADI | 25 | 20 | 20 | 20 | 85 | 20 | 25 | 25 | 20 | 90 | | | |
| 19. | M. ALDO ADIANSYA | 25 | 20 | 25 | 20 | 90 | 25 | 25 | 20 | 20 | 90 | | | |
| 20. | M. IQBAL NASRUL | 25 | 25 | 25 | 25 | 100 | 20 | 25 | 25 | 20 | 90 | | | |
| 21. | M. ISNAN FIKRI | 18 | 15 | 18 | 15 | 66 | 15 | 15 | 15 | 15 | 60 | | | |
| 22. | M. KHOLILURROHMA | 15 | 15 | 15 | 15 | 60 | 15 | 18 | 18 | 18 | 69 | | | |
| 23. | M. WISHNU AULIA | 20 | 20 | 18 | 20 | 78 | 18 | 20 | 18 | 18 | 64 | | | |
| 24. | NAYLA KASIH | 25 | 25 | 25 | 25 | 100 | 20 | 25 | 25 | 20 | 90 | | | |
| 25. | NUR RAHEL DEVIANA | 25 | 25 | 25 | 25 | 100 | 25 | 25 | 20 | 20 | 90 | | | |
| 26. | RAHUL AMPRI ADIAN | 25 | 25 | 25 | 25 | 100 | 25 | 25 | 25 | 25 | 100 | | | |
| 27. | RISQI ARDIANSYAH | 25 | 25 | 25 | 25 | 100 | 25 | 25 | 20 | 18 | 88 | | | |
| 28. | SYARIF ZARMA | 18 | 20 | 18 | 18 | 64 | 20 | 25 | 25 | 25 | 75 | | | |
| 29. | WAHYU ADITYA K. | 25 | 25 | 25 | 25 | 100 | 25 | 25 | 25 | 25 | 100 | | | |
| 30. | ZULFAH QORINTAZA | 25 | 25 | 25 | 25 | 100 | 25 | 25 | 25 | 25 | 100 | | | |
| | Nilai rata-rata | | | | | | | | | | | | | |

Appendix 7. Field Note

Field note

Student : All of the students
Observer : Alfia Faizatur Rohmah
Class : VIII A
Date Observation : 27 Oktober 2022

At 07.30 WIB the researcher came to the school to meet with the principal. The researcher met with the Deputy Head of the Curriculum Section, then the researcher explained the need to come to school, namely to ask permission to conduct research at MTs N 2 Jepara. Then, the researcher explained about action research that will be carried out, namely student engagement in project based learning, how it brings impact on their 21st century skills. Then the vice chairman ordered to meet with the English teacher of class 8A to discuss the research and make plans related to the research to be carried out. The vice principal ordered the research to be carried out on Monday and before entering class asked the principal for permission directly because on Thursday he was unable to attend school.

Student : All of the students
Observer : Alfia Faizatur Rohmah
Class : VIII A

Date Observation : 31 Oktober 2022

On October 31 at 08.00, the researcher came to school to meet with the principal, namely Mr. Zainuri, with the aim of submitting a research permit. After meeting and submitting a permit, the researcher met the English teacher to observe learning English for class VIII A. at 07.15, the researcher came to meet the teacher to discuss the activities to be carried out. Researchers and teachers go to class VIII A. The teacher immediately enters the class and asks the researcher to sit on the back bench. The researcher began to observe ongoing learning regarding the simple present tense

Student : All of the students

Observer : Alfia Faizatur Rohmah

Class : VIII A

Date Observation : 03 November 2022

When the teacher arrives, the teacher greets the students "good morning, class", then the students respond to the greeting by saying "good morning, ma'am". Then teacher continued by asking the condition of the students "How are you today?" and they answer that question by responding excitedly "I am fine thank you and you?". The teacher answered the student's question "I am very well, thank you." After that, the teacher checked the attendance

of students to ensure that every student came and took part in the lesson. At that time all students appeared to be present. The teacher began to open the material previously planned, the teacher gave a flashback about material at the last meeting. The material relates to the teacher's invitation card asking "what did we learn last Monday?" They simultaneously made invitation cards.

The teacher asks students to pay attention to the learning activity. Shortly after that, the teacher started explaining the material in simple present tense and Instruct students to be more cooperative towards ongoing learning. Then the teacher discusses the project that students must work on, namely regarding mini madding. Students make mini madding related to daily activities complete with vocabulary to memorize. The teacher and students make a schedule that is on this day the project is made and at the next meeting each group presents the project

Student : All of the students
Observer : Alfia Faizatur Rohmah
Class : VIII A
Date Observation : 07 November 2022

During the learning process, all students were enthusiastic with learning project based learning simple present tense material. The students joined the groups and started

discussing and working on assignments. The majority of students are active but there are 3 children who do not want to participate in group activities. One group still depends on other friends so that the project is not optimal. During the learning process, after the project is finished students present in front of the class. There was one group that did not dare to present because there were group members who did not want to come forward for the presentation. However, most of the students looked enthusiastic listening to the presentation explanation from friends. After the teacher's presentation reflects on learning with students.

Student : All of the students
Observer : Alfia Faizatur Rohmah
Class : VIII A
Date Observation : 10 & 14 November 2022

In the next meeting students do tests related to simple present tense material. The teacher asks the researcher's help to correct the results of the test. After the test, the researcher interviewed teacher then students one by one

Student : All of the students
Observer : Alfia Faizatur Rohmah
Class : VIII A

Date Observation : 17 November 2022

The researcher finished doing the research and said goodbye to the teachers, students and principal then asked for a letter stating that the researcher had conducted the research.

Observation Sheet of Students Activity During Project Based Learning

Group 1

| Aspect | Description |
|-------------------|---|
| Communication | All of member are able to communicate fluently within group. They discussed the task and completed it together. |
| Critical Thinking | Students classify nominal and verbal simple present tense sentences |
| Collaboration | Students can become group leaders and organize group members (students number |
| Creativity | Students decorate and present projects in attractive ways |

Group 2

| Aspect | Description |
|-------------------|---|
| Communication | Some students listen and respond to the opinions of other group members |
| Critical Thinking | students are able to identify the form and function of simple present tense |
| Collaboration | students being able to mingle and collaborate with other group members quickly even though group members are randomly selected. |
| Creativity | Students are able to convey new idea |

Group 3

| Aspect | Description |
|-------------------|---|
| Communication | Students able to convey thoughts or ideas, and communicate effectively. |
| Critical Thinking | Some students can understand and conclude the material rapidly. |
| Collaboration | Some tudents are able to compromise with other group members to achieve goals |
| Creativity | Students decorate and present projects in attractive ways |

Group 4

| Aspect | Description |
|-------------------|--|
| Communication | some student did not listen to others in their group when they spoke, and did not respond to their opinions. |
| Critical Thinking | Only 3 students can understand and conclude the material rapidly, another students did not participate. |
| Collaboration | Some students did not participate and only depend on their friend |
| Creativity | 3 students did not present their project, they keep silent when the do presentation |

Group 5

| Aspect | Description |
|-------------------|---|
| Communication | Students discuss and respond to the opinions of other group members |
| Critical Thinking | students are able to identify the form and function of simple present tense, able to make a good paragraph about daily activity |
| Collaboration | students being able to mingle and collaborate with other group members quickly, they divided their project then complete it faster. |
| Creativity | Students are able to convey new idea and can present in a good way. |

Appendix 8. Lesson Planning

RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|------------------------|--|
| Nama Satuan Pendidikan | : MTs. Negeri 2 Jepara |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII/ Gasal |
| Materi Pokok | : <i>Teks Interaksi Transaksional; Memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum (Simple Present Tense)</i> |
| Alokasi Waktu | : 80 Menit (Pertemuan ke 1) |

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks
- Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain

Media, Alat/Bahan : Smartphone, Laptop, Kertas, dan Alat Tulis, Internet, Video/Youtube

Sumber Belajar : LKS, Media Massa cetak

B. Langkah-Langkah Pembelajaran

| Kegiatan Pendahuluan (10 Menit) | |
|---------------------------------|--|
| | <ol style="list-style-type: none"> 1. Guru menyampaikan salam kepada peserta didik dan mengajak berdoa sebelum memulai kegiatan pembelajaran, serta mengecek kehadiran siswa. 2. Mengaitkan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat. 3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari <i>Fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</i> 4. Guru menjelaskan aktivitas yang akan di lakukan dan cara pengerjaannya. |
| Kegiatan Inti (60 Menit) | |
| Kegiatan Literasi | Peserta didik melihat power point terkait materi <i>Fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</i> |
| Critical Thinking | Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik yang berkaitan dengan materi <i>Fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</i> |

| | |
|--|---|
| Collaboration | Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan <i>Fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</i> dan mengerjakan project yang diberikan |
| Communication | Masing-masing kelompok diberikan kesempatan untuk presentasi yang dilakukan di kelas dan bertanya mengenai materi yang belum dipahami |
| Creativity | Peserta didik bersama guru menyimpulkan materi yang telah dipelajari tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan, terkait <i>Fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</i> |
| Kegiatan Penutup (10 Menit) | |
| <ol style="list-style-type: none"> 1. Guru melakukan penilaian., 2. Guru memberi tugas kepada peserta didik (PR) dan mengingatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya. 3. Guru memotivasi peserta didik agar tetap semangat belajar di rumah dan selalu menjaga kesehatan 4. Menutup kegiatan belajar mengajar dengan berdoa. | |

C. Penilaian Hasil Pembelajaran

Penilaian Sikap : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan

Penilaian Pengetahuan: berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan

Penilaian Keterampilan : Proyek terkait kegiatan pembelajaran

Mengetahui
Kepala MTs Negeri 2 Jepara

Keling, 05 Juli 2022
Guru Mata Pelajaran

Dr. H. Zainuri, M.Pd
NIP. 19670515 199303 1 005

Lia Khoirotn Nida, S.Pd
NIP. :-

Appendix 9 (Surat Keterangan melakukan penelitian)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEPARA
MADRASAH TSANAWIYAH NEGERI 2 JEPARA
Alamat : Jlegong – Kelling – Jepara Kode Pos. 59454
Telp. (0291) 579438 E-mail : mten_kelling@yahoo.com

SURAT KETERANGAN

Nomor : 274/Mts.11.20.02/421.00/11/2022

Yang bertanda tangan di bawah ini Kepala MTs Negeri 2 Jepara, menerangkan bahwa :

Nama : Alfia Faizatur Rohmah
NIM : 1803046044
Progam Studi : Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang

Mahasiswa tersebut benar-benar telah mengadakan penelitian di MTs Negeri 2 Jepara pada tanggal 27 Oktober 2022 s.d 17 November 2022 untuk penulisan skripsi dengan judul "Engaging Students in Project Based Learning : How Does It Bring Impact on Their 21st Century Skills.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jepara, 17 November 2022

Kepala MTs. Negeri 2 Jepara



Drs. H. Zainuri, M.Pd
NIP. 196705151993031005

Appendix 10 (Gambar Observasi dan Interview)



CURRICULUM VITAE

Name : Alfia Faizatur Rohmah
Place & Date of Birth : Jepara, 15th March 2000
Students Number : 1803046044
Department : English Education
Religion : Islam
Father's Name : Zaenal Arifin (Alm)
Mother's Name : Lia Nur Diana
Address : Jerukwangi RT 02/01 Bangsri Jepara
Email/Phone : alfiafaiza@gmail.com / 087704787764
Educational Background :
1. TK TARBIYATUL ATHFAL 2
2. SDN 03 JERUKWANGI
3. MTS NU BANAT KUDUS
4. MA PERGURUAN ISLAM
MATHALIUL FALAH KAJEN

Sincerely,

Alfia Faizatur Rohmah

NIM.1803046044