

**IMPLEMENTING PROJECT-BASED
LEARNING IN ENGLISH CLASS WITHIN THE
FRAMEWORK OF THE MERDEKA
CURRICULUM**

THESIS

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



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2024**

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Semarang, 2024

A handwritten signature in black ink, consisting of a large, stylized initial 'S' followed by a series of vertical, wavy lines that form the rest of the name.

Salsabila Inarotussofa

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MOTTO

Life may be full of hardships, but Allah is always there, guiding you through every step and lightning your path.

“Do not be afraid. I am with you all the time, listening and seeing.”

(Q.S. Taha, 20:46)

When your head hits the pillow tonight, remind yourself that you’ve done a good job. Be patient with yourself, and remember that big things are achieved not all at once, but one day at a time.

Leave everything in the care of Allah. For everything left in the care of Allah is never lost not wasted.

ABSTRACT

Title : Implementing Project-Based Learning In English Class Within The Framework Of The Merdeka Curriculum
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In line with the Merdeka Curriculum's emphasis on active and student-centered learning, Project-Based Learning (PBL) has gained recognition as an effective approach to enhancing students' language skills and motivation. This study investigates the implementation of PBL in English classes at SMP Negeri 28 Semarang, focusing on its processes, supporting and inhibiting factors, and the perceptions of teacher and students. Involving 33 participants, including one English teacher and 32 students, data were collected through in-depth interviews, classroom observations, document analysis, and reflections. Findings indicate that PBL is carried out in four stages: planning, execution, presentation, and evaluation. Supporting factors include adequate facilities, teacher guidance, and student enthusiasm, while time constraints and varying student adaptability pose challenges. Both teacher and students perceive PBL positively, noting its effectiveness in enhancing English skills, critical thinking, and motivation. These results align with the Merdeka Curriculum principles, which emphasize innovative and engaging learning strategies.

Keywords: *English Language Teaching, Merdeka Curriculum, Project-Based Learning.*

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CHAPTER I

INTRODUCTION

Education plays a vital role in preparing individuals to meet the challenges of a rapidly changing world. In the 21st century, there is a growing emphasis on fostering critical thinking, creativity, and collaboration. Educational curricula are increasingly adopting active and student-centered learning approaches. Project-Based Learning (PBL) has gained recognition as a method that not only enhances academic skills but also develops problem-solving and teamwork abilities. Aligned with Indonesia's Merdeka Curriculum, which emphasizes flexible and holistic learning, PBL has proven effective in improving students' language skills and motivation, making it a valuable approach in English language instruction.

A. Background of the Study

Project-based learning (PBL) in language teaching has been proven to enhance various English skills, such as reading, writing, speaking, and listening, while also fostering students' creativity and active participation in learning. In line with the

principles of the Merdeka Curriculum, which emphasizes project-based learning and active student involvement, this study is designed to explore how PBL can be optimally applied in English classes. For instance, PBL has been shown to effectively increase students' motivation and reading skills (Imbaquingo & Cárdenas, 2023), enhance comprehension, reading motivation, and vocabulary despite time management challenges (Harini, 2021). Additionally, the implementation of PBL makes students more active and creative in learning (Wiratmo et al., 2022). There was a significant improvement in students' writing skills after applying PBL (Mukhlisin et al., 2023). The importance of integrating technology in PBL to improve motivation and writing skills has also been highlighted (Qiaohua Lu, 2021). PBL is effective in enhancing listening skills (Krisnoviani et al., 2017), and it has been shown to boost students' speaking skills and confidence (Nuninsari et al., 2019). The use of creative media, such as vlogs in PBL, increases students' participation and speaking skills (Maftukah et al., 2023). These findings indicate that PBL not only

improves various English skills but also aligns with the principles of the Merdeka Curriculum, which encourages project-based learning and active student engagement, thus supporting the choice of this research topic.

In previous research, scholars have studied the benefits of using Project-Based Learning (PBL) in education, particularly in English language learning. Some studies have discussed the advantages of PBL, such as: Project-Based Learning (PBL) effectively enhances students' motivation and reading skills and is recommended for broad implementation in English education (Imbaquingo & Cárdenas, 2023). PBL help students to improve their comprehension, reading motivation, and vocabulary, though there are challenges in time management due to the long duration of projects (Harini, 2021). Discusses the use of Project-Based Learning (PBL) in enhancing the reading comprehension of eighth-grade students at SMPN 43 Surabaya. The results indicate a significant improvement in students' reading comprehension after the implementation of PBL, which made students

more active and creative in the learning process (Wiratmo et al., 2022).

Another advantage of PBL is effective in improving the descriptive writing skills of seventh-grade students at SMPN 1 Selong, with the average score increasing from 57 to 74.84 after two cycles (Mukhlisin et al., 2023). ADDIE-based PBL model effectively enhances students' motivation and writing skills in English learning, particularly through the integration of information technology (Lu, 2021). The results indicate an increase in students' average scores from 54.97 in the pre-test to 80.03 in the second post-test. PBL also boosted students' participation and enthusiasm in learning (Zulaeha & Marpaung, 2020). The other benefits of using PBL are also effective in improving students' listening comprehension, with scores increasing from 60.65 to 75.68 (Krisnoviani & Sulistyani, 2022). PBL effectively improves students' listening skills, with the average score increasing from 69.3 to 74.7, and enhances vocabulary and sentence comprehension through interaction with native speakers (Febriani et al., 2024).

In addition, PBL is effective in improving the speaking skills of 10th-grade students at SMA Futuhiyyah Mranggen. PBL motivates students to be more active in speaking English, with a focus on speaking skills through projects such as drama (Nuninsari et al., 2020). PBL has a significant impact on improving students' English-speaking abilities, as well as increasing enthusiasm and confidence in the learning process (Septyarini & Budiarta, 2019). PBL using vlogs is effective in improving the speaking skills of 11th-grade students at SMK N 6 Semarang. In the second cycle, all students reached the expected competence with a 100% completion rate (Maftukah et al., 2023).

In the study titled " Implementing Project-Based Learning in English Class Within The Framework Of The Merdeka Curriculum," the main objective is to address the question of how the implementation of the Project- Based Learning (PBL) method affects the process and outcomes of English learning in classes that use the Merdeka Curriculum. The researcher chose this title because, in the context

of globalization and rapid technological advancements, learning approaches that focus on developing 21st-century skills, such as critical thinking, collaboration, and problem-solving, are becoming increasingly important. PBL offers an approach that is relevant to the demands of the current era, and the Merdeka Curriculum provides greater flexibility for the application of this method. Thus, this study will also examine the extent to which PBL can enhance student motivation and academic achievement, develop critical thinking and collaboration skills, and strengthen student engagement in learning. Additionally, this research will explore the challenges faced by teacher and students in implementing PBL and the solutions applied to overcome these obstacles. This title was chosen for its relevance in addressing the needs of the Indonesian education system, which is currently transitioning towards more contextual and student-centered learning in alignment with the principles of the Merdeka Curriculum.

B. Research Questions

- a. How is the implementation of Project-Based Learning in English classes at SMP Negeri 28 Semarang?
- b. What are the supporting and inhibiting factors in the implementation of Project-Based Learning at SMP Negeri 28 Semarang?
- c. What are the perceptions of teacher and students regarding Project-Based Learning in English classe at SMP Negeri 28 Semarang?

C. Research Objectives

- a. Describe the implementation of Project-Based Learning in English classes at SMP Negeri 28 Semarang.
- b. Explain the supporting and hindering factors in the implementation of Project-Based Learning.
- c. Analyze teacher and students' perceptions of Project-Based Learning.

D. limitation of the study

This study focuses on the implementation of Project-Based Learning (PBL) in an English class at SMP Negeri 28 Semarang. The participants include

one English teacher and students from Grade VII-A during the 2023/2024 academic year. The scope of the research is limited to examining the PBL process, the factors influencing its implementation, and the perceptions of both teachers and students regarding its impact on language learning.

E. Research Benefits

- a. Theoretical Benefits: Contributing to the development of project-based learning theory within the context of English education.
- b. Practical Benefits: Providing feedback for teacher on effectively implementing Project- Based Learning and serving as a consideration for policy development at SMP Negeri 28 Semarang.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a comprehensive review of the literature related to the key concepts and frameworks underpinning the study. The discussion begins with an exploration of Project-Based Learning (PBL), including its definition, principles, advantages, disadvantages, and implementation in English language education. Following this, the chapter delves into the Merdeka Curriculum, emphasizing its relevance, structure, and application in secondary schools in Indonesia. These sections aim to establish a theoretical foundation and contextual background for understanding the integration of PBL within the Merdeka Curriculum and its impact on language learning. This review also highlights gaps and challenges that serve as the rationale for this study.

A. Project-Based Learning

1. The Definition of Project-Based Learning

Project-Based Learning (PBL) is a pedagogical approach that emphasizes student engagement in real-world projects that are

challenging and relevant to everyday life (Kokotsaki et al., 2016). In this method, students are not merely passive recipients of knowledge; instead, they actively participate in completing complex projects, often involving problem-solving and the development of tangible products or solutions. The core principles of PBL include active student engagement, student-centered learning, and a focus on both the process and the final product (Silver, 2004). Projects begin with a problem or question that requires students to investigate and respond, encouraging them to apply knowledge in real-life contexts.

The PBL process consists of several stages, including problem or question identification, planning, implementation, evaluation, and presentation. Students begin by understanding and formulating the problem to be solved, then plan the steps needed to complete the project. During implementation, they engage in related activities, such as research or experiments, to collect data. Evaluation is carried out to assess

the progress and results of the project, while the presentation allows students to present their work to a relevant audience. Through these stages, students learn not only from textbooks but also from direct experiences (Hwang et al., 2017).

PBL helps students develop 21st-century skills, such as critical thinking, problem-solving, collaboration, and communication. By working in groups, students enhance their social skills and collaborative abilities, while the process of completing projects encourages them to think creatively and seek innovative solutions (Uysal, 2021). Additionally, PBL teaches students to effectively present their ideas and work outcomes, both in written and oral forms.

2. The Principles of Project-Based Learning

The underlying principles of project-based learning are as follows: First, learning is learner-centered, involving real-life tasks to enrich the learning process. Second, project tasks emphasize research activities based on a theme or topic determined in the learning process. This learning

model is more appropriate and practical when applied in a laboratory setting. Third, investigations or experiments are carried out authentically, resulting in tangible products that have been analyzed and developed based on the theme or topic, and are presented in the form of products (reports or creative works). These products, reports, or works are then communicated to receive feedback and suggestions for improving the next project. Fourth, project-based learning is unlike the traditional curriculum, as it requires a targeted strategy where the project is the center of the learning process. Fifth, project-based learning emphasizes the responsibility and accountability of the learners themselves and their mentors. Sixth, student activities are focused on tasks that resemble real-world situations. These activities integrate authentic tasks and cultivate professional attitudes. Seventh, it raises issues that lead to the learners' inquiry and desire to find relevant answers, thus fostering an independent learning process. Eighth, discussions, presentations, and

evaluations of learners generate valuable feedback. This encourages experiential learning. Ninth, project-based learning develops not only core skills and knowledge but also has a significant impact on fundamental skills such as problem-solving, teamwork, and self-control. Tenth, project-based learning focuses on questions or problems that prompt learners to solve them using concepts, principles, and appropriate knowledge. Eleventh and twelfth, it emphasizes the importance of student activities. Blumenfeld describes project-based learning as being centered on a time-bound process and meaningful learning units (Fathurrohman, 2015).

3. The Advantages and Disadvantages of Project-Based Learning

The advantages of Project-Based Learning (PBL) include the following: PBL can enhance students' learning motivation, improve their ability to learn cooperatively and collaboratively, foster students' creativity, improve their communication skills, enhance their academic abilities, develop

problem-solving skills, management abilities, and the ability to coordinate learning resources. Additionally, PBL creates an enjoyable learning environment.

On the other hand, some of the disadvantages of Project-Based Learning (PBL) include the added workload and time consumption for both teacher and students. Students' habit of working independently may lead to anxiety or difficulties when they have to collaborate with others. Continuously working in groups can potentially diminish confidence in independent learning due to a lack of individual experience (Dewi, 2022).

4. The Implementation of Project-Based Learning in English Language Learning

The implementation of Project-Based Learning (PBL) in English language education is an innovative approach to teaching the language in a more active and contextual manner. This method focuses on the use of real projects that enable students to apply their English language skills in

relevant and practical situations (Khafizah et al., 2023). Projects in PBL for English learning should be designed with clear and relevant objectives, encompassing various activities such as creating presentations, writing articles, producing videos, or simulating real-life situations. For example, students may be asked to create a documentary video about English culture, write and perform a play, or design an advertising campaign in English (Oleiwi & Bunari, 2022). These projects integrate speaking, listening, reading, and writing skills, which are essential components of language learning. Thus, students not only learn through theory but also practice their language skills directly.

In addition to the development of relevant projects, the planning stage in Project-Based Learning (PBL) also plays a crucial role in ensuring the smooth and successful implementation of the project. During the planning stage, students collaborate to design and organize the project. They set goals, plan the

necessary steps, and distribute tasks among group members. Collaboration is a key aspect of PBL, where students learn from one another through group discussions, meetings, and brainstorming sessions that involve communication and negotiation skills in English (Sagala et al., 2019). This indicates that project-based learning not only develops language skills but also strengthens students' teamwork and coordination abilities, which are essential in the real world.

Furthermore, the implementation of the project is a crucial stage where students apply their plans in the form of concrete actions. During the project execution, students engage in various activities that involve their English skills, such as conducting research, gathering information, or speaking with native speakers through interviews. These activities encourage students to use English in real contexts, thus enhancing their understanding and language skills. For example, in a video-making project, students must write scripts, speak in front of the camera, and edit the material,

all of which use English (Oleiwi & Bunari, 2022). This demonstrates how Project- Based Learning (PBL) effectively bridges the gap between theory and practice in language learning. To ensure the success of the learning process through Project-Based Learning (PBL), evaluation becomes an essential element that cannot be overlooked. Evaluation in PBL involves formative assessment during the process and summative assessment at the end of the project. Formative assessment includes feedback from teacher and classmates regarding project progress, work quality, and individual engagement. Summative assessment evaluates the final outcomes of the project, such as presentations, reports, or the products created. Additionally, students may also conduct self- assessment and peer assessment for in-depth reflection on the skills they have acquired and their contributions to the project (Guo et al., 2020). With this comprehensive evaluation in place, students can better understand their strengths and weaknesses

throughout the learning process.

Finally, the results of implementing Project-Based Learning (PBL) in English language learning are not limited to language proficiency but also encompass the development of broader skills. Through PBL, students can develop various English language skills, including confident speaking ability, improved reading comprehension, more structured writing skills, and sharper listening skills. PBL also facilitates the development of additional skills such as critical thinking, creativity, and the ability to work in teams (Sun & Zhu, 2023). In other words, PBL not only helps students achieve language competencies but also equips them with the skills necessary to succeed in professional environments in the future.

B. Merdeka Curriculum in Secondary Schools

Merdeka Curriculum is the latest innovation in the Indonesian education system that emphasizes flexibility and independence in the learning process. This curriculum is designed to give schools and

teacher more freedom in organizing and implementing lessons that align with the needs and potential of students. Its main goal is to create a learning environment that is more adaptive and responsive to the changing times and individual needs of students (Agustang, 2023).

Merdeka Curriculum is based on the philosophy that every student has a unique potential that needs to be optimally developed. This curriculum arises from the need to address various challenges in education, such as the uniformity of materials that are less relevant to local and global needs, as well as limitations in developing creativity and critical skills (Rintaningrum et al., 2023). The Merdeka Curriculum emphasizes the importance of student-centered education and provides space for teacher to innovate in their teaching.

Structure of the Merdeka Curriculum is more flexible compared to previous curriculums. Learning content is organized based on the basic competencies that students must achieve; however, the methods and approaches to achieve these competencies are left to

each school and teacher (Ndari et al., 2023). This allows for adjustments to the curriculum based on local conditions, student needs, and available resources. The Merdeka Curriculum also integrates character education, literacy, and numeracy as important components of the learning process (Setiawan & Ahla, 2023).

The learning approach in the Merdeka Curriculum focuses on students as the center of the educational process (Anisa, 2023). Project-based, collaborative, and contextual learning becomes the main methods used. Teacher act as facilitators who assist students in developing understanding and skills through real and relevant experiences. This approach aims to enhance students' critical thinking, creativity, communication, and collaboration skills.

Assessment in the Merdeka Curriculum emphasizes the process and achievement of student competencies rather than just the final results. Formative and summative assessments are used to measure students' learning progress comprehensively. Teacher is given the freedom to use various

assessment instruments, such as authentic assessments, portfolios, projects, and presentations. This assessment aims to provide constructive feedback and encourage continuous improvement in students' learning (Mulyasa, 2021).

In the Merdeka Curriculum, the role of teacher shifts from being information providers to facilitators and mentors. Teacher helps students discover and develop their potential through relevant and engaging learning experiences. Students are given the opportunity to be more active in the learning process, take initiative, and take responsibility for their own learning. This is expected to enhance students' motivation and engagement in the educational process (Muhaimin, 2022).

Implementation of the Merdeka Curriculum requires a paradigm shift in education. Schools and teacher must be prepared to adopt new approaches in learning and assessment. The main challenges in implementation include readiness of human resources, infrastructure, and support from relevant stakeholders. Training and professional development for teacher are

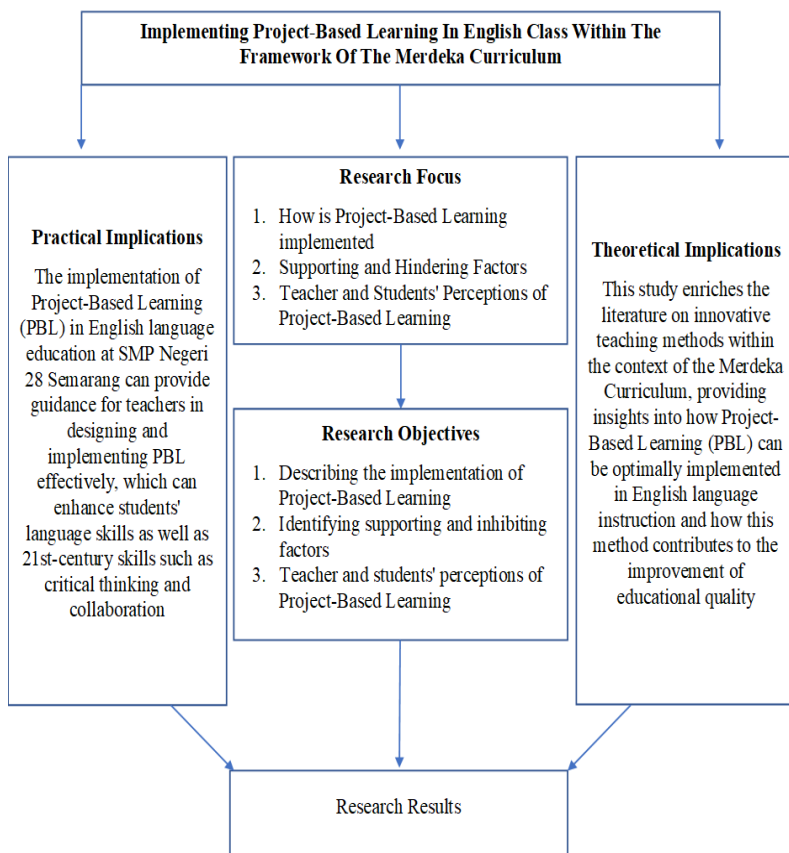
key to the successful implementation of this curriculum (Trianto, 2023).

Merdeka Curriculum is expected to have a positive impact on learning in Indonesia. With a more flexible and student-centered approach, it is hoped that it can improve the quality of education, reduce learning gaps, and prepare students to face future challenges. This curriculum is also expected to develop 21st-century skills that are essential in the era of globalization and digitalization (Pattipawaej et al., 2023).

C. Conceptual Framework

The following framework explains the concept of implementing Project-Based Learning (PBL) in English language teaching within the framework of the Merdeka Curriculum. The diagram consists of three main components: Practical Implications, which highlight the benefits of implementing PBL to enhance 21st-century skills such as critical thinking and collaboration; Research Focus, which includes the implementation of PBL, supporting and hindering factors, as well as teachers' and students' perceptions;

and Research Objectives, which aim to describe the implementation of PBL, identify challenges, and understand stakeholders' perspectives. All of these are expected to contribute both theoretically and practically to improving the quality of education.



CHAPTER III

RESEARCH METHODS

This chapter describes the research methods used to explore the implementation of Project-Based Learning (PBL) in an English class at SMP Negeri 28 Semarang, focusing on its processes, challenges, and impacts. Utilizing a qualitative descriptive approach and a case study design, the study collects data through observations, interviews, and documentation to provide a comprehensive understanding of how PBL influences language learning outcomes.

A. Research Method

This study employed a qualitative approach to understand the experiences and perceptions of students and the teacher regarding the implementation of Project-Based Learning (PBL). The qualitative method was chosen because it allows for an in-depth exploration of the participants' perspectives, interactions, and contexts, focusing on capturing rich and detailed data about their experiences. By utilizing qualitative methods, the researcher was able to gather nuanced insights into the processes and challenges

involved in applying PBL in the classroom setting.

B. Research Design

The research design employed a descriptive approach to provide a detailed and structured overview of how PBL was implemented and its impact on students' language skills. A case study design was utilized to enable an in-depth analysis of the PBL phenomenon at SMP Negeri 28 Semarang. This design combined descriptive objectives with qualitative methods to comprehensively explore the PBL process.

C. Research Instruments

1. Observation

Observation involves directly observing classroom activities during the implementation of Project-Based Learning (PBL). The researcher observes how the teacher plans and executes the projects, interacts with students, and facilitates learning. Student engagement, collaboration, and group dynamics are also noted, along with the use of learning resources and the teachers approach to providing feedback and evaluating projects.

2. Interview

Interview is conducted with teacher and students to gather qualitative insights about their experiences with PBL. Teacher is interviewed to explore their perspectives on the planning, implementation, and evaluation of PBL, as well as the challenges and benefits they encounter. Students are interviewed to understand their engagement in the learning process, their collaboration in group projects, and their overall perceptions of PBL. Interviews are conducted individually or in groups, depending on the context, to ensure a comprehensive understanding of the implementation process.

3. Documentation

Documentation involves collecting relevant materials to support the observations and interviews. These include lesson plans with PBL components, examples of student projects such as reports or presentations, and assessment results. Additional materials, such as photos or videos of classroom activities, teacher reflections on the process, and notes on challenges faced during

implementation, are also analyzed to provide a more detailed picture of the PBL process.

D. Research Participants

In this study, the participants consist of one teacher and thirty-two students from SMP Negeri 28 Semarang, which has implemented the Merdeka Curriculum. The teacher selected is an English teacher who actively uses Project-Based Learning (PBL) in their teaching. The students involved are those who attend the teacher's class, with a focus on those actively participating in the project. For the in-depth interviews, five students were selected to provide detailed insights into their experiences, perspectives, and challenges related to PBL. Additionally, thirty-two students were observed to examine how the broader group engages in the project. The selection of students for the interview was based on their involvement in the project and to ensure representation from different levels of academic ability, providing a well-rounded understanding of the implementation of PBL. The purposive sampling technique was used to intentionally select participants who met specific

criteria, ensuring that the sample was relevant to the research focus.

E. Data Collection Techniques

The data collection techniques in this study use observation, interviews, and documentation methods.

Interview is used to gather in-depth information from teacher and students regarding their experiences with Project-Based Learning (PBL). Interviews can be conducted individually or in groups to gain a broader perspective on the process and impact of PBL.

Class observation involves direct observation in the classroom during the implementation of PBL, allowing researchers to see how the projects are executed, the interactions between students and teacher, as well as group dynamics during the learning process.

Project documents include the collection and analysis of student-produced materials, such as reports, presentations, and final products, which provide valuable data on the quality and outcomes of PBL implementation.

Reflection and self-assessment by students and teacher on project experiences and outcomes offer additional insights into the effectiveness of PBL and the skills acquired by students. (Prastowo, 2012).

F. Data Analysis Techniques

Data reduction involves simplifying the data obtained from interviews, observations, and documentation by eliminating irrelevant information, leaving only the important and relevant data related to the research focus for analysis.

Data presentation follows, where the reduced data is organized into descriptive narratives. Data from interviews and observations are presented to offer an overview of how project-based learning (PBL) is implemented in the English class.

Conclusion drawing and verification come next, where initial conclusions are made based on the presented data. This is followed by verification, which involves re-testing the conclusions by comparing various data sources (source triangulation) to ensure the validity of the findings (Sugiyono, 2011).

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents the findings on the implementation of Project-Based Learning (PBL) in English teaching under the Merdeka Curriculum. The results cover the description of PBL implementation, supporting and hindering factors, and the perceptions of teacher and students, aiming to provide insights for improving educational practices.

A. Research Results

1. The Implementation of Project-Based Learning in English Classes at SMP Negeri 28 Semarang

The implementation of Project-Based Learning (PBL) in English classes at SMP Negeri 28 Semarang encompasses several core stages, including planning, execution, utilization of learning resources, presentation, as well as evaluation and reflection conducted by teacher and students. Each of these stages is designed to encourage students to actively engage in the learning process and develop skills in

collaboration, creativity, and responsibility in achieving learning objectives. The following presents the results of observations and interviews conducted by the researcher with the 7A class students and teacher at SMPN 28 Semarang on October 16, 17, 23, and 24, 2024.

In the planning stage, the teacher designs a project by selecting materials aligned with the Learning Outcomes (CP) to ensure the project is relevant and supports the achievement of the desired learning goals. The project is focused on procedural texts, which are considered suitable for Grade 7 and relevant for application in project form. As preparation, the teacher instructs students to bring various tools and materials needed for the next day. During the session, the teacher introduces the concept of procedural texts and explains how this project will provide students with hands-on experience in using English to create step-by-step instructions. The lesson begins with dividing students into small groups composed of students with diverse backgrounds, characteristics,

and abilities. This grouping is intentionally designed to ensure each group includes members who can lead discussions, high-achieving students, students who need support, and students with various communication styles. The goal is to foster group dynamics that leverage each member's strengths and encourage those who need additional motivation to participate actively.

During the project implementation stage, students' active involvement is evident through collaboration, discussion, and task delegation led by the group leader. Each group member has a specific role to ensure that all aspects of the project are completed efficiently. For instance, some students take on the role of drafting an outline, which serves as the primary guide for the group, while others work on the visual components, such as decorating the project or creating presentation designs. There are also students who focus on translating sentences and processing ideas to support the project theme, "Cooking Tips." The students were divided into six groups, each

assigned specific tasks to collaboratively achieve the project objectives. The groups were named Group A, Group B, Group C, Group D, Group E, and Group F. The role distribution process was not always without challenges, as some students were initially less participative or inclined to joke around. However, through the leadership approach of the group leaders and encouragement from peers, less active students were assigned specific roles to ensure they contributed effectively to their respective groups. This not only enhances their sense of responsibility but also provides them with experience in teamwork, which is an essential part of project-based learning.

The use of relevant learning resources is an important aspect of implementing this project. The teacher provides the English for Nusantara textbook as the main guide but also encourages students to use other contextual sources related to the project theme. One example is using food wrappers as inspiration for the “Cooking Tips” project, which adds a creative and practical

element to the project. Additionally, the teacher grants students the freedom to access areas outside the classroom, such as the library or school grounds, if needed, as long as coordination is maintained by the group leader. This freedom allows students to explore various sources and learning environments that support the success of their project. For instance, in the short film project, students are given the freedom to find suitable filming locations around the school. The teacher grants this permission with the condition that the group leader reports back and ensures that each member remains supervised.

The presentation activity was carried out by students as part of the Project-Based Learning (PBL) implementation in the subject. The project results were presented on a colorful cardboard containing written explanations, images, and material descriptions, along with the physical products produced during the project. The presentation was conducted by a group consisting of five to six male students and female students.

In this activity, one student held the project output, a cardboard containing the project explanation, while the other student displayed the physical product of the project. All group members appeared to collaborate and actively participate in presenting the project results. This activity reflects the students' involvement in the learning process, their ability to collaborate, and their skills in presenting their work in front of the class.

This activity demonstrates that the students were not only able to complete the project task but also effectively communicated their ideas and work. This aligns with the goals of PBL, which encourages critical thinking, creativity, as well as communication and teamwork skills in completing group tasks.

The evaluation and reflection stage are conducted meticulously by the teacher after the project is completed. The teacher provides an opportunity for students to share their experiences about the project process, express the challenges

they faced, and show appreciation for the collaboration that took place. The teacher also gives feedback that focuses not only on the final results but also on the process they went through. This includes how they managed their time, divided tasks, and resolved conflicts that arose during the project. This reflection session aims to help students understand the importance of teamwork and responsibility in achieving group goals, as well as to provide them with an opportunity to self-assess and learn from their experiences. The teacher also aligns the implementation of Project-Based Learning (PBL) with the curriculum schedule, selecting only materials that support project-based learning, such as procedural texts and recount texts, while grammatical topics like tenses are not implemented in project form due to their lack of relevance in producing concrete works.

Based on the explanation above, it can be concluded that the implementation of Project-Based Learning (PBL) in English classes at SMP

Negeri 28 Semarang demonstrates that this method is not only effective in teaching language content but also in building other essential skills in students, such as teamwork, creativity, and self-management. The teacher acts as a facilitator, guiding students through each stage of the project, providing consistent support and supervision, and creating an environment that allows students to learn in an interactive and real-life-relevant manner. PBL also encourages students to actively engage in their learning, making the learning process more meaningful and personal, as well as helping students develop social and communication skills beneficial for their lives outside the classroom.

2. The Supporting and Inhibiting Factors in the Implementation of Project-Based Learning (PBL) in English Classes at SMP Negeri 28 Semarang

This section discusses the research findings regarding the factors that support and hinder the implementation of Project-Based

Learning (PBL) in English classes at SMP Negeri 28 Semarang. PBL is expected to enhance students' critical, creative, and collaborative thinking skills, making it a suitable method for the principles of the Merdeka Curriculum, which emphasizes flexible, student-centered learning. However, in its implementation, various factors can influence the success of PBL, including the availability of resources, student enthusiasm, and support from the school environment. On the other hand, there are also challenges or obstacles that arise, such as technical limitations, time management issues, and language barriers faced by students in understanding instructions and completing projects.

The following will detail the supporting factors that help the smooth implementation of PBL and the inhibiting factors that need to be addressed to ensure that PBL can be implemented more optimally in the future. These factors are the result of the researcher's analysis during the observation phase and the interviews conducted

with the students and the 7A class teacher at SMPN 28 Semarang on October 16, 17, 23, and 24, 2024.

a. The Supporting Factors of Project-Based Learning (PBL) Implementation

The availability of resources and facilities at SMP Negeri 28 Semarang plays a crucial role in supporting the success of project-based learning (PBL) in English classes. Facilities such as the LCD projector, the "English for Nusantara" textbook, laptops, and speakers are essential in enhancing the learning experience. The LCD projector, for instance, allows the teacher to present materials visually, making it easier for students to understand and connect abstract concepts with real-world applications. Additionally, the availability of textbooks and carefully selected online materials, including YouTube videos, enriches the learning process. The teacher ensures that the videos are relevant and appropriate for the students' level of understanding, offering fresh

perspectives and deepening their independent understanding. These comprehensive resources foster active interaction between the teacher and students, ensuring that students remain engaged in the project without being limited by a lack of resources.

Student participation and enthusiasm are significant indicators of PBL's success. Many students actively respond to the material, ask questions, and engage in discussions throughout the project. Rather than merely following instructions, they make an effort to understand by inquiring when they encounter difficulties. This active participation reflects their interest and involvement in the project, which aligns with PBL's goal of fostering deep understanding. Even students who are usually passive become involved with the encouragement of more active peers. The teacher also adopts a strategy of forming balanced groups, combining students with varying characteristics such as those who are

smart, active, passive, or enjoy guiding others. This approach creates a dynamic group environment and encourages every student to contribute to the learning process.

Support from the school also greatly enhances the implementation of PBL. The school organizes monthly activities that encourage students to be creative in multiple languages, including Indonesian, English, and Javanese. The SAWAHSAKA program (Satu Warga Sekolah Satu Karya Sastra), for example, challenges students to produce literary works based on specific themes, encouraging creativity, critical thinking, and the deepening of English language skills through real-world projects. Moreover, the school's supportive environment, including spaces like gardens, libraries, and sports fields, offers students ample opportunities to seek inspiration and develop new ideas for their projects. This physical environment allows for collaboration outside the classroom, giving

students the flexibility to work according to the needs of their projects.

Based on the description, it can be concluded that the main supporting factors in the implementation of Project-Based Learning (PBL) at SMP Negeri 28 Semarang are the availability of adequate resources and facilities, active participation from students, and support from the school. The complete facilities, such as projectors, the English for Nusantara textbook, and access to digital materials, allow teacher to apply more interactive and visual methods, helping students understand the material more deeply and connect abstract concepts to real-world applications. In addition, high student participation and enthusiasm are also important factors in the success of PBL. Many students actively contribute to discussions and problem-solving during the project process, with the help of the teachers effective group distribution strategy to ensure that every

student, both active and passive, can be involved in the project. This strategy strengthens collaboration among students and supports the goals of PBL in building a deep understanding. Furthermore, the school's support is evident through the organization of creative programs, such as SAWAHSAKA, which encourages students to produce works in three languages (Indonesian, English, and Javanese), as well as the school environment, which provides exploration areas outside the formal classroom, such as gardens and libraries. This physical environment support gives students space and opportunities to learn in a contextual and collaborative way, allowing the smooth and effective implementation of PBL.

b. The Inhibiting Factors of Project-Based Learning (PBL) Implementation

Technical issues, such as power outages, pose challenges in the implementation of Project-Based Learning (PBL). A power

outage prevents the use of the projector, requiring the teacher to quickly prepare an alternative teaching method. The use of visual media, such as a projector, is crucial in PBL as it helps students understand the project material more clearly and in-depth. When the projector is unavailable, the effectiveness of learning can decrease, and students may struggle to grasp the material. This situation forces the teacher to be more creative and flexible, for example, by replacing visual presentation with discussion or written methods. Nonetheless, such technical difficulties remain obstacles that can reduce the efficiency and quality of PBL implementation.

Additionally, the limited time allocation of only 2 hours per meeting often proves insufficient to complete the project effectively. PBL requires more time compared to conventional teaching methods because it involves many stages, such as planning,

information gathering, discussions, project work, and presentations. With this time limitation, teacher must ensure that each activity is tightly organized. However, since projects often require additional time for students to fully understand the instructions and concepts in English, the available time becomes inadequate. Teacher needs to plan each session to ensure time is used efficiently, but there is still a risk that students may not finish well by the end of the session. As a result, sometimes the project work process must continue in the next meeting or be assigned as additional homework.

Language barriers are another significant obstacle. Because English is considered difficult, students require additional time to understand the instructions and project material. The project process becomes more complex as students must work to understand the concepts presented while also translating them into a language they comprehend.

Teacher addresses this challenge by providing gradual assistance or stimulation so that students can learn independently without relying too much on the teachers help. However, due to limited language understanding, students often feel like they are "working twice as hard," completing the project while simultaneously translating instructions in English. This challenge also affects the project completion time, as students need more time to understand new English terms, making the project take longer.

Based on the explanation, it can be concluded that the obstacles in the implementation of Project-Based Learning (PBL) in English classes at SMP Negeri 28 Semarang include technical issues, time limitations, and language challenges. Technical issues, such as power outages, prevent the use of projectors, requiring the teacher to prepare alternative methods that may reduce the effectiveness of learning. Time

management also becomes a challenge because the duration of each session is only 2 hours, which is often insufficient to complete all stages of PBL. As a result, some project activities have to be extended or assigned as additional tasks. Language challenges pose a significant barrier because many students find English difficult, so they need more time to understand instructions and project materials. This slows down the learning process, as students must overcome language comprehension barriers while completing the project. These obstacles reduce the effectiveness of PBL, requiring strategies for improvement in time management, alternative learning readiness, and more adaptive language approaches.

3. The Perception of Teacher and Students Toward Project-Based Learning (PBL) in English Classes at SMP Negeri 28 Semarang

Project-Based Learning (PBL) has become a widely applied method in modern education,

including in Indonesia. At SMP Negeri 28 Semarang, PBL is implemented in English classes to develop students' skills holistically. This method not only focuses on understanding academic material but also hones practical skills such as collaboration, communication, and problem-solving that are relevant to real-life situations. Through the implementation of PBL, students are encouraged to actively participate in the learning process, while the teacher acts as a facilitator who guides and directs students in achieving project goals. Below are the perceptions of the teacher and students regarding project-based learning, based on data obtained from observations and interviews conducted by the researcher with the students and teacher of class 7A at SMP Negeri 28 Semarang on October 16, 17, 23, and 24, 2024.

a. The Teacher Perception of Project-Based Learning (PBL)

In the context of teaching English, teacher have a fairly positive response to the

implementation of PBL. They believe that PBL encourages students to be more active and independent in their learning, as this method requires them to explore topics directly and solve real-world problems. Here are some key points from the teacher perspective on PBL.

The teacher assesses that Project-Based Learning (PBL) helps students directly apply their English language skills in real-life situations. For example, when working on a specific project, students gather information in English and present it in an easily understandable format, such as a presentation or a report. This direct involvement allows students to quickly master new vocabulary and improve their speaking and writing skills. Furthermore, PBL provides opportunities for students to develop critical thinking, communication, collaboration, and creativity skills. In each project, students discuss and work together to solve problems, divide tasks,

and contribute unique and creative ideas. The teacher also notes that PBL increases students' learning motivation, as it is more enjoyable and relevant to their everyday lives. Students seem more interested and enthusiastic about participating in lessons because they feel that what they are learning directly connects to the real world, unlike traditional methods, which can sometimes be theoretical and difficult to understand.

Although teacher recognize the benefits of PBL, they also acknowledge that it requires more intensive preparation. Teacher must design projects that align with students' abilities and interests, establish clear assessment criteria, and prepare supporting materials such as content and evaluation tools. Effective classroom management is also essential, especially in terms of time management and monitoring group activities. Additionally, the teacher believes that PBL teaches students to utilize available technology

and resources for completing projects. Students are encouraged to search for additional information through the internet or other media, broadening their knowledge. Teacher guide students in using valid and relevant sources of information and teach them about the ethics of information usage.

Finally, the evaluation process in PBL differs from traditional methods. The teacher assesses students' learning outcomes based on both the process and the final product. In addition to evaluating whether students achieve the learning objectives, the teacher observes how they complete the project, work in teams, and present their findings. The teacher also engages in reflection with the students, reviewing the process they underwent and providing feedback for future improvement.

b. The Students' Perception of Project-Based Learning (PBL)

From the students' perspective, PBL also

received positive feedback. Most students felt that this method was more enjoyable and made it easier for them to understand the lesson material. Here are various student perceptions of their experiences with PBL.

Project-Based Learning (PBL) has proven to be an engaging and enjoyable experience for students. They feel more involved in the learning process, as they actively participate in the assigned projects rather than just listening to the teacher's explanations. This active involvement, through seeking information and discussing ideas with peers, helps students view learning as a dynamic activity that is far from boring. Additionally, many students report that PBL makes learning more meaningful, as it connects classroom lessons with real-life contexts. When working on projects, such as creating presentations or videos in English, students feel challenged to use the language practically, enhancing their understanding and language skills.

PBL also promotes the development of essential social skills. As students work in groups, they practice sharing opinions, cooperating, and managing conflicts. They learn to express their views politely, listen attentively to others, and appreciate differing perspectives, which are valuable skills beyond the classroom. Furthermore, students feel that PBL helps improve their language skills, particularly in speaking, listening, and writing. By constantly seeking new vocabulary and practicing pronunciation during project work, students build confidence in using English in real-life contexts.

However, PBL does present some challenges. Students often face difficulties when working with peers who contribute less, as some group members may not be as active or diligent, leading to an unequal workload. Time management can also be a struggle, especially when dealing with complex projects that require significant time investment.

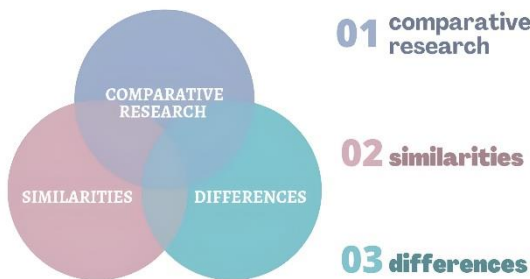
Despite these challenges, students appreciate how PBL encourages them to use technology, such as searching for information online or utilizing learning applications. They find learning through multimedia, like videos or images, more effective than traditional text-based resources, helping them use technology in a more practical and effective way.

Lastly, PBL significantly boosts students' self-confidence, particularly during presentations. The process of preparing and presenting project results in front of the class helps them develop public speaking skills, which in turn strengthens their self-assurance. Students feel more prepared and bold in expressing their ideas and sharing their work, ultimately building their confidence and communication abilities.

From the perspective of teacher and students, it can be concluded that PBL offers numerous benefits in enhancing the quality of English learning at SMP Negeri 28 Semarang.

This method not only encourages students to be more active and independent but also helps them develop practical skills relevant to real-life situations. Teacher and students feel that PBL makes the learning process more interactive, engaging, and meaningful, though on the other hand, this method requires more thorough preparation and effective management.

B. Discussion



Picture 4.1. Comparative Research

The first research, titled "Descriptive Study on the Implementation of Project-Based Learning in English Classes within the Framework of the Merdeka

Curriculum," focuses on the implementation of Project-Based Learning (PBL) at SMP Negeri 28 Semarang. The second research, titled "Implementation of Project-Based Learning in English Classroom of Merdeka Curriculum: Student and Teacher Perception," examines the implementation of PBL in two schools categorized as Sekolah Penggerak (Driving Schools), one being a public school and the other a private school. In terms of similarities, both studies found that students and teachers have positive perceptions of PBL, which is considered to enhance motivation, critical thinking skills, and student engagement. Both studies also highlight the core stages of PBL: project planning, project execution, and project evaluation, involving active student participation and teacher guidance. Additionally, both studies contribute practical and theoretical insights into the development of PBL under the Merdeka Curriculum.

However, there are significant differences between the two studies. The first study focuses on a single location, with subjects consisting of teachers

and students at SMP Negeri 28 Semarang, whereas the second study involves two schools with a broader subject pool, including 140 students and 2 teachers. In terms of methodology, the first study employs a descriptive qualitative approach using interviews and direct observation, while the second study adopts a mixed-methods approach, collecting data through online questionnaires and interviews. The findings of the first study provide more detailed insights into the implementation stages of PBL in a single school, whereas the second study examines PBL in a broader context, considering the differing characteristics of the schools involved. The first study explicitly mentions supporting factors, such as adequate learning facilities, positive teacher attitudes, and student enthusiasm, as well as inhibiting factors, including limited time and variations in students' abilities. In contrast, the second study focuses more on the perceptions of students and teachers without explicitly discussing supporting or inhibiting factors. Regarding the number of respondents, the first study does not specify, while the second study involves 142

respondents in total (Rambe & Suganda, 2023).

Building on the findings and comparisons between these two studies, this research underscores the broader implications and benefits of implementing Project-Based Learning (PBL) under the Merdeka Curriculum for various stakeholders.

This study has several implications and benefits for various stakeholders. For teachers, it can help them understand how to implement project-based learning (PBL) within the framework of the Merdeka Curriculum to enhance student engagement. Additionally, the findings of this study encourage teachers to develop their competencies by providing practical examples of PBL that can inspire the creation of more creative and effective teaching strategies. Teachers can also use this study as a tool for reflection to evaluate and improve their teaching approaches.

For students, the proper implementation of PBL as described in this study has the potential to increase learning motivation, critical thinking skills, collaboration, and creativity. This provides a more

engaging and relevant learning experience that aligns with their needs. This research also offers benefits to other researchers, serving as a scientific reference for further studies, whether to expand research into other subjects, educational levels, or specific aspects such as writing and speaking skills. The findings can also be utilized for comparative analysis of the effectiveness of PBL with other teaching methods within the framework of the Merdeka Curriculum.

Furthermore, for educational policymakers, this study provides valuable input for evaluating the implementation of the Merdeka Curriculum, particularly in developing guidelines for PBL in schools. The findings can also be used to design teacher training programs that are more relevant to the local context and practical needs in the field. Thus, this study is not only theoretically beneficial but also has broad practical impacts on the field of education.

CHAPTER V

CLOSING

The final chapter of this study discusses the conclusions drawn from the implementation of Project-Based Learning (PBL) in English classes at SMP Negeri 28 Semarang, as well as the insights gained from the research findings. By examining the processes, supporting and inhibiting factors, and perceptions of teachers and students, this study highlights the strengths and challenges of using PBL as an instructional approach in language learning. Additionally, the project outputs produced by students are reflective of their creativity, collaboration, and practical application of English language skills, showcasing the effectiveness of this method in fostering 21st-century skills.

A. Conclusion

Based on the research findings on the implementation of Project-Based Learning (PBL) in English classes at SMP Negeri 28 Semarang, the following conclusions can be presented by the researcher.

Project-Based Learning at SMP Negeri 28 Semarang is implemented through several main

stages: project planning, project execution, and project evaluation. In the planning stage, the teacher prepares a project design relevant to the learning topic and motivates students to participate actively. During the project execution, students work in groups to complete tasks, gather information, and produce outputs according to predetermined targets. At the end of the project, the teacher conducts evaluations and provides feedback to the students, who also present their project results to the class.

The supporting factors in implementing Project-Based Learning (PBL) include the availability of adequate learning facilities, such as access to digital resources and classrooms conducive to collaboration. Additionally, a positive attitude from a teacher skilled in guiding students and the enthusiasm of students in working on projects also contribute significantly to the success of PBL. However, there are inhibiting factors as well, including limited time to complete projects in class and variations in students' abilities to adapt to project-based learning methods that require independent work and collaboration.

Teachers and students at SMP Negeri 28 Semarang show positive perceptions of the implementation of PBL in English classes. Teachers feel that PBL is effective in enhancing students' language skills and critical thinking abilities. Students also report enjoying the learning process more and feeling more motivated when learning English through engaging and relevant projects. This indicates that PBL is well-received as an innovative teaching method that supports the Merdeka Curriculum.

The student projects, created as part of the PBL activities, consisted of creative and collaborative outputs such as posters detailing practical "Cooking Tips" related to noodle preparation. These posters reflected the students' ability to research, organize, and present information in English while demonstrating teamwork and problem-solving skills. The variety of themes, such as "Cooking Noodles," "Fried Noodles and Good Day Coffee," and "How to Make Special Instant Noodles," showcased the students' creativity and their ability to apply English in real-world contexts. These projects highlight the

effectiveness of PBL in integrating language learning with practical skills, making the learning process more meaningful and enjoyable for students.

B. Recommendations

Based on the research findings and conclusions that have been outlined, here are several recommendations to improve the effectiveness of Project-Based Learning implementation in English classes at SMP Negeri 28 Semarang.

To strengthen the implementation of Project-Based Learning (PBL), several recommendations are proposed. First, schools or education departments should organize regular training sessions for teacher, focusing on effective project planning, classroom management, and strategies for addressing challenges that may arise during PBL implementation. This training will enhance teacher skills in facilitating PBL and support its successful application in the classroom. Additionally, considering the time constraints often faced during PBL, it is recommended that schools consider more flexible time allocations in the English lesson schedule. This adjustment would

provide teacher and students with more time to complete projects effectively without being rushed by time limitations.

Moreover, to maintain student interest and motivation, teacher is encouraged to design more varied and relevant projects that connect to students' daily lives. Projects based on social, environmental, or cultural issues relevant to the students' local context will make the projects more meaningful and engaging. It is also essential for the school to provide adequate supporting facilities, such as audiovisual equipment, internet access, and reference materials. These resources will help students search for information, design projects, and deliver presentations more effectively. Finally, it is suggested that the school conduct periodic evaluations of PBL implementation in English classes to assess its long-term effectiveness and gather feedback. These evaluations will enable teacher and administrators to refine the method, making it more effective and aligned with students' needs.

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APPENDICES

1. Observation transcript (October 16th, 17th, and 23rd, 2024at SMPN 28 Semarang)

Research Question	Observation Indicator	Description	Notes
How is the implementation of Project-Based Learning in English classes?	Project Planning	The teacher clearly plans the project, including objectives, instructions, and task distribution.	<ul style="list-style-type: none"> • On the previous day, the teacher asked the students to bring the materials needed for the project in the next session. • In the following session, the teacher started with an introduction to procedural texts and their application within the project method. • Groups were divided evenly, with each group including members who could lead the discussion, as well as students who were high-achieving, less

Research Question	Observation Indicator	Description	Notes
			<p>motivated, or talkative.</p> <ul style="list-style-type: none"> • After forming groups, the teacher instructed them to open their textbooks as a guide for the project work and asked students to take out the materials needed for the project.
	Project Implementation	<p>Students are actively involved in the project work, showing collaboration and creativity.</p>	<ul style="list-style-type: none"> • After forming groups, students needed to adjust, such as understanding the project instructions, task division, etc. Usually, the group leader led the discussion, and they exchanged ideas on how to complete the project. Some students joked around, but the

Research Question	Observation Indicator	Description	Notes
			<p>group leader or other members quickly reminded them and assigned tasks, encouraging them to participate in the project. In their teamwork, they aimed to work as efficiently as possible; some outlined the content, others decorated, and some translated sentences into English, and so on.</p> <ul style="list-style-type: none"> • Before presenting, they discussed how the project would be presented and divided the tasks. All students were involved in expressing their opinions until they reached an agreement. Then,

Research Question	Observation Indicator	Description	Notes
			they explained the project they created, with some members sharing the explanations, while others who were less active during the project offered to present.
	Use of Learning Resources	Utilization of relevant learning materials and media in the project (e.g., internet, books, presentations).	<ul style="list-style-type: none"> • The primary learning resource was the English textbook, <i>English for Nusantara</i>. • Food packaging served as a key inspiration for creating a bulletin board project themed “Cooking Tips.”
	Evaluation and Reflection	The teacher provides feedback and evaluation on the completed project.	<ul style="list-style-type: none"> • The teacher asked students how they felt after completing the project from start to finish and responded to their

Research Question	Observation Indicator	Description	Notes
			questions. The teacher also appreciated the students' collaboration and the work they produced.
What are the supporting and inhibiting factors in the implementation of Project-Based Learning?	Availability of Resources and Facilities	Availability of tools, materials, and infrastructure that support the implementation of PBL (e.g., classroom, internet access).	<ul style="list-style-type: none"> • The classroom was comfortable enough for conducting PBL, equipped with an LCD projector that supported the teacher in explaining the material.
	Student Participation	Level of student involvement in the project (active or passive).	<ul style="list-style-type: none"> • Most of them tended to be active; when the teacher introduced the procedural text material and its implementation in the project, they responded and asked questions enthusiastically. They also asked for

Research Question	Observation Indicator	Description	Notes
			<p>clarification if they didn't fully understand the instructions during the project work. Passive students were usually encouraged by the more active ones.</p>
	<p>Support from the School</p>	<p>Support from the principal, other teacher, and the school environment.</p>	<ul style="list-style-type: none"> • Support from the school for the PBL method in English includes holding monthly activities that require students to create projects in three languages (Indonesian, English, and Javanese), with themes determined by the school. • The school environment allows students to explore outside the classroom, such as

Research Question	Observation Indicator	Description	Notes
			in the field, library, and school garden.
What are the perceptions of teacher and students towards Project-Based Learning?	Technical Obstacles	Challenges faced, such as technical issues, time management, and difficulties in coordinating among students.	<ul style="list-style-type: none"> • A sudden power outage prevented the teacher from using the projector as a teaching aid. • Time management issues arose due to the lengthy project process. Students needed a lot of time because of language challenges, and they also needed time to express their ideas and make decisions together.

Research Question	Observation Indicator	Description	Notes
	Student Response to PBL Student Attitude in Groups	Observation of student responses: enthusiasm, motivation, and involvement in the project. Cooperation, communication, and task distribution within groups.	<ul style="list-style-type: none"> Students were generally enthusiastic when working in groups and creating the project. The group leader would initiate the discussion and provide space for anyone to share their ideas before dividing tasks. Some tasks were assigned by the group leader, while others chose the parts they wanted to work on. They then began working on individual tasks, such as translating sentences into English, decorating, assembling, writing, and more. For students who were reluctant to participate or contribute, their

Research Question	Observation Indicator	Description	Notes
			<p>peers continuously encouraged them to get involved, and eventually, they participated, even if somewhat reluctantly.</p>
	<p>Teacher-Student Interaction</p>	<p>The quality of interaction and communication between the teacher and students during the project-based learning process.</p>	<ul style="list-style-type: none"> • Students responded positively when the teacher introduced the material and provided them with stimulation related to PBL. • During the project work process, the teacher continuously monitored each group, checking their project progress, assisting students with

Research Question	Observation Indicator	Description	Notes
			<p>challenges, and reminding students who were joking around or not contributing, among other things.</p>
	<p>Student Reflection on Project Outcomes</p>	<p>Students reflect on their project results: successes, challenges, and lessons learned.</p>	<ul style="list-style-type: none"> • After the presentation, they had a better understanding of PBL, for example, when they created products/works, which led to deeper insights from the students. Since they were directly involved in creating the "Cooking Tips" project, they gained a better understanding of the lesson material. As a result, during the presentation, they were more confident because they fully understood the

Research Question	Observation Indicator	Description	Notes
			<p>content of the project.</p> <p>Thus, the presentation also served as an evaluation tool, helping students comprehend the PBL method as a whole. They also shared their concerns during the PBL process, with most complaints being about passive members or individuals who were difficult to manage, etc.</p>

**2. Interview transcript Attachment (October 24, 2024at SMPN 28 Semarang)
Interview transcript for Teacher**

Regarding Research Problem (a): The Implementation of PBL in English Classes.

1. Researcher : What steps do you take to implement Project-Based Learning (PBL) in English classes?
Mrs Yulia : Relating to CP (Learning Outcomes), because not all materials can be implemented with PBL, we need to filter the latest or suitable CPs that align with PBL. I use PBL for materials like procedural texts or labels in 9th grade. In 7th grade, we introduce procedural text and how to make something, which can be the initial learning on how to apply PBL.
2. Researcher : What types of projects are given to students during project-based learning in English classes?
Mrs Yulia : Because this is the first time PBL has been implemented in grade 7, so the project “Cooking Tips is their first PBL project. Meanwhile for grades 8 and 9, I give them the project related to the material and I ask them to make some literary work to be posted on the bulletin boards.

3. Researcher : How do you introduce and explain the project task to students?
- Mrs Yulia : Since 7th-grade students are very new to projects and don't know about them, they are given an explanation from the start. If we make this and produce a work, that's called a project. They should understand this process. For example, in this work (the teacher takes an example from their previous P5 project, like a comic about a folk tale), this is called a project. So projects are not only in P5 but can also be in English. At this age, students tend to ask many questions, especially since this is their first time with a project. Maybe only a few stay silent.
4. Researcher : How do you manage the class during the project process and ensure all students are involved?
- Mrs Yulia : I provide specific guidance to each group, so I don't just sit still or stand near one group. I walk around from group 1 to group 6 and back again. To address students who don't want to discuss or cooperate, I keep providing

special assistance and encourage them to help their friends. Initially, they may do it reluctantly, but eventually, they help other students and become involved.

5. Researcher : When do you integrate PBL into the teaching schedule, and how often do you apply it in the English curriculum?

Mrs Yulia : According to the CP and the material that can be integrated and implemented into PBL, because not all materials are suitable, such as past tense or formulas, which cannot be used in PBL. What works well are materials like procedural texts and recount texts. Tenses can't be used to create a project

6. Researcher : Where do students usually work on their projects, and how do you support them both inside and outside the class?

Mrs Yulia : Most students work on their projects in class, but some move to the front or back, or even ask permission to work outside the class, like in the library or the back yard. I allow this, but the group leader must coordinate with the members and report to me if they are indeed working on the task.

Most of them work inside the class, but those who need to work outside are allowed if they need resources not available in class. For example, when I assigned a task to create a film, they could work in the yard or library for necessary data support.

Regarding Research Question (b): Supporting and Inhibiting Factors of PBL

1. Researcher : What resources (books, materials, technology) support the implementation of PBL in English classes?
Mrs Yulia : For resources, we need the book English for Nusantara, material preparation that is usually displayed, laptops, speakers, and materials from YouTube are also allowed, but I filter and select them for the students.
2. Researcher : What challenges do you face when implementing PBL in English classes?
Mrs Yulia : The main challenge is language, as English is considered a very difficult language. It's like doing twice the work (working on the project and translating it for them). Another challenge is that projects

are difficult to implement in junior high school. When I taught in high school, students could work independently, but junior high students can't yet. When they ask about the meaning of a word, I sometimes provide the answer, but with prior stimulation, not directly giving the meaning.

3. Researcher : How do students respond to PBL, and how does it affect their engagement in learning?

Mrs Yulia : Students generally ask many questions. In groups, for example, if one student is interested in the project, they will influence the others, like inviting friends to find the answer or to discuss it. So, there needs to be someone influencing the group so the others also contribute. I also divide the groups to ensure that each has a coordinator, a smart student, an active student, a lazy student, and a student who runs around. This way, the group has balanced members.

4. Researcher : How do you overcome challenges such as limited time or resources when implementing PBL?

Mrs Yulia : Time is indeed a challenge, so it needs to be well-planned.

Beforehand, I give the material, and then for the next meeting, I let the students know what to bring, so in the next session, they can execute the project directly. Two lesson periods are usually insufficient for a project.

5. Researcher : Why do you think certain factors (school environment, curriculum, etc.) support or hinder the success of PBL in English classes?

Mrs Yulia : In my opinion, if the school environment and curriculum support PBL, it becomes easier to implement projects. For example, the school holds competitions where students are asked to submit works, such as creating bulletin boards. There is also a program called SAWAHSAKA (one school member, one literary work), where students from grades 7, 8, and 9 are given different themes. This support allows PBL to be implemented in English classes, like creating works similar to SAWAHSAKA. There are also English projects and monthly projects where two classes are selected to create these works, and the themes are determined by the school.

Regarding Research Question (c): Teacher Perceptions of PBL

1. Researcher : What is your overall opinion on the effectiveness of PBL in improving students' English skills?
Mrs Yulia : In my opinion, PBL does improve English skills because students practice directly. They actively seek information, like when they wonder what "boil" means. They find out it's "memberebus" (boiling), and by doing so, they understand and remember the vocabulary better, compared to other methods where everything is just explained.
2. Researcher : What are the main benefits you see from implementing PBL in English classes?
Mrs Yulia : Since this is a project, students are encouraged to express opinions, ideas, and imagination, and it also improves their collaboration skills. Essentially, it helps them work together.
3. Researcher : How has PBL affected the way you teach English compared to traditional methods?
Mrs Yulia : With PBL, I have to prepare more than usual because I need to define

the project and its requirements. In contrast, traditional methods are more spontaneous when delivering material, like in discovery learning.

4. Researcher : Why do you think PBL is suitable (or not suitable) for students at SMP Negeri 28 Semarang?

Mrs Yulia : PBL is suitable because it forces students to explore, but it might not be fully suitable for SMP students because they are still in the phase of trying to understand things. They need more guidance and explanations. If given a project directly, they may get confused, as they are still in the stage of learning and discovering new things.

Interview Transcript for Students

Regarding Research Problem (a): The Implementation of PBL in English Classes.

1. Researcher : What types of projects have you worked on in English classes using Project-Based Learning (PBL)?
Crista : Creating cooking tips in the form of a bulletin board titled "How to Make Instant Noodles."
/Arnes
/Brenda
/Fikri
/Arfa
2. Researcher : What do you usually do during the project, and how do you contribute to the group?
Crista : As the group leader, I divided tasks according to the abilities of the group members. In this project, I translated into English, and my friends wrote it down.
Arnes : I coordinated the group in task distribution. In this project, I was responsible for writing.
Brenda : I helped complete the project tasks. In this project, I was responsible for decoration.
Fikri : When the group faced challenges, I usually provided ideas and contributed actively.
Arfa : I distributed tasks according to the members' abilities, directed,

- monitored the discussions, and assisted my friends when they encountered difficulties.
3. Researcher : How do you collaborate with your friends during the project, and how are tasks divided among group members?
- Crista : Tasks are divided based on abilities.
- Arnes : Group members agreed to choose tasks they could handle or preferred
- Brenda : The same as Arnes because we were in the same group.
- Fikri : The same as Arnes and Brenda because we were in the same group.
- Arfa : Some tasks were chosen voluntarily, while others were assigned.
4. Researcher : How does the teacher guide and support you during the project process?
- Crista : Mrs. Mrs Yulia is very patient in guiding us. She provides clear instructions for project tasks, re-explains when we don't understand, and helps us translate words into English if we don't know their meanings.
/Arnes
/Brenda
/Fikri
/Arfa

5. Researcher : When do you feel most excited or face challenges while working on the project?
- Crista : I feel excited when all team members contribute to completing the tasks, but I face challenges when team members are reluctant to work.
- Arnes : I feel excited when the task is easy but face challenges when the task is difficult. The difficulty I usually face is taking a long time to think or express ideas.
- Brenda : I feel excited when working in a group and all team members collaborate well, but I face challenges when some members are unwilling to contribute.
- Fikri : I am always enthusiastic about all project tasks.
- Arfa : I feel excited about interesting project tasks, but I feel less motivated when team members are hard to collaborate with.

Regarding Research Question (b): Supporting and Inhibiting Factors of PBL

1. Researcher : What tools or resources help you complete the English project?
- Crista /Arnes : English textbooks, notes, and mobile phones.

- /Brenda
/Fikri
/Arfa
2. Researcher : What challenges do you face when working on the English project, and how do you overcome them?
 - Crista : Managing group members during task division, as some are difficult to cooperate with. The solution is to persuade them until they agree to work, offering them options for which part they would like to handle.
 - Arnes : The same as Crista.
 - Brenda : The challenge is when there are group members who are hard to manage.
 - Fikri : Difficulty in deciding on a common opinion about what is correct or not.
 - Arfa : My friends are hard to manage, but I handle it well by advising them to stop joking around and asking them to focus on completing the task.
 3. Researcher : How do classmates and teacher help you overcome difficulties during the project?
 - Crista : Since the project uses English, I often struggle to understand the meaning of certain words, and the teacher helps by explaining the

words. My friends help by working on parts that I cannot handle.

Arnes : The same as Crista.

Brenda : The teacher helps explain the project instructions that I don't understand, while my friends usually collaborate to find answers together and cooperate.

Fikri : The teacher and friends help by providing guidance and solving problems I encounter..

Arfa : The teacher and friends explain things I don't understand.

4. Researcher : Why do you think some projects are easier or harder to complete than others?

Crista : It depends on the time. If the project is difficult but there's plenty of time, it can become easier, but if the time is short, it becomes harder.

Arnes : The same as Crista.

Brenda : It's easier because the project is done in groups.

Fikri : It's easier because it's done in groups, but it becomes harder when some group members joke around instead of working.

Arfa : It's easy when friends help, but it becomes difficult if group

members are unwilling to contribute.

Regarding Research Question (c): Teacher Perceptions of PBL

1. Researcher : What do you like most about learning English through PBL?
 - Crista : Since project tasks are often done in groups, the tasks become easier and are more efficiently completed because the workload is divided.
 - Arnes : I like working in groups because if there's a problem, it can be solved together.
 - Brenda : I prefer project tasks because there's less writing and more creating.
 - Fikri : I enjoy working on projects with others because there's no individual work.
 - Arfa : I like project tasks because they are done collaboratively.
2. Researcher : What do you think is the biggest advantage of doing projects in English class?
 - Crista : It allows me to deepen my understanding of English (how to speak and learn the meaning of more words)

- Arnes : I gain more knowledge of English; things I didn't know before, I now understand.
- Brenda : Same as Arnes.
- Fikri : Interacting with group members and involving quieter friends.
- Arfa : Gaining more knowledge, such as collaborating with friends and learning the meanings of English vocabulary
3. Researcher : How do you think your English skills (speaking, writing, reading, listening) have improved after completing the project?
- Crista : After completing the project, I feel my writing and reading skills have improved because I read and write a lot during the process.
- Brenda : I feel my listening and writing skills have improved because I often listen to instructions and explanations from the teacher, and I frequently take on writing tasks in the group.
- Fikri : My writing skills have improved because I often handle writing tasks and enjoy writing more.
- Arfa : My English skill that has improved is writing because I frequently get assigned writing tasks.
4. Researcher : Why do you think PBL is a good or bad way to learn English?

- Crista : It's a good way because working in groups makes the tasks easier, and if there are challenges, they can be quickly resolved through discussion.
- Arnes : It's a good way because it allows interaction with friends and solving problems together, making the tasks lighter.
- Brenda : It's good because I enjoy working in groups and creating projects.
- Fikri : It's good because it fosters creativity and improves English skills.
- Arfa : It's good because it allows interaction with friends and helps gain knowledge about English, especially in this procedure text material.

3. Documentation Attachment

a. Interview with the teacher



b. Interview with the student



c. Observation



d. Project



NAMA KELOMPOK

1. Air
2. Minyak
3. Bawang
4. Saus
5. Kacang
6. Ayam

COMPOSITION

1. Flour
2. Oil
3. Salt
4. Soybean
5. Egg

Cooking noodle

Materials

1. Flour
2. Water
3. Pinch
4. Spoon
5. Sievet

Cooking utensils

1. Pan
2. Tupper
3. Pinch
4. Spoon
5. Sievet

STEPS

1. Put the noodles into boiling water.
2. Prepare the noodle seasoning while waiting for the noodles to cook.

Kel - 6
 Angga
 Jovan
 Febians
 Revinio
 Chito
 Mandiari

How to Make Special Instant Noodle



- ⇒ INGREDIENTS = Saus, Sugar, Flour, water, oil, chili, onion
- ⇒ UTENSILS = Saucepan, Spoon, tong, chopstick
- ⇒ How To Make :
 1. Boil the noodle in boiling water
 2. Prepare the season
 3. Put the noodle in the noodle plate with sauce
 4. Mix and ready to eat



- ⇒ INGREDIENTS = Pan, Saus, Sugar, Oil, water, oil, chili, Flour, onion
- ⇒ UTENSILS = Saucepan, Spoon, tong, chopstick
- ⇒ How To Make :
 1. Boil the noodle in boiling water
 2. Prepare the season
 3. Put the noodle in the plate with season
 4. Mix and ready to eat

KELompok : 1

NAMA Kelompok *

1. Wulhan Madya Pratiwi
2. Zaynab Adhifa Luafi
3. Marcello Wahyu Novetino
4. Bunga Pelama Putra
5. Retika Kharuloh.



FRIED NOODLES. *

- ⇒ How To serve
- Boil the noodles in 2 cups of boiling water 3 minutes while cooking.
 - While the noodles are boiling, mix the seasonings oil.
 - Drain the noodles, then mix the noodles into a plate.
 - Seasoning mixture on the plate, then mix the noodles into the plate.
 - Sprinkle fresh onion and the delicious noodles are ready to be served.

- ⇒ How to serve with Microwave
- Prepare a microwave-safe bowl filled with water (1/2 cup) of water, put the noodles in it.
 - Put it in the microwave, cook on high for 5 minutes.
 - Drain the noodles, then mix the noodles with the seasoning mixture on the plate, then mix the noodles into the plate.
 - Sprinkle fresh onion and the delicious noodles are ready to be served.



Good Day *

- ⇒ How to serve:
1. Put the coffee powder into a glass.
 2. Pour 100 ml of hot water (80°C) into the glass.
 3. Put in the chocolate granules.

e. Student Scores

SMP NEGERI 28 SEMARANG											
Alamat : Jl. Kyal Giliang Mangkang Kulon Tuwu Semarang, Telp. 8660680											
DAFTAR NILAI KELAS VIIA											
TAHUN AJARAN 2024/2025											
Nali Kelas : Yuliana Susilowati, S.Hum.											
Nomor				L/P	FORMATIF				SUMATIF LINGKUP MATERI		RATA-RATA NILAI SUMATIF
Urut	NIS	NISN	Nama		Lingkup Materi 1		Lingkup Materi 2		LM1	LM2	
					UH 1	UH 2	UH 1	UH 2			
11	1.	9602	0118756993	APRILIA PUTRI AULIA	P	85	80	90	85	88	85.6
12	2.	9609	0111378293	ARKHA ZIDAN AL-GHIFARI	L	85	80	90	85	80	84
13	3.	9611	0111088779	ARNEBA OKTA FADIL ANJANI	P	85	80	90	95	90	88
14	4.	9612	0118707273	ARTIASHA RAJA ADITYA	L	85	80	90	95	90	88
15	5.	9628	0113060470	BINTA PRATAMA PUTRA	L	95	90	85	86	80	87.2
16	6.	9630	0127617031	BRENDA MOZA KIRÉYNA	P	85	85	80	90	80	84
17	7.	9633	0124477906	CHAROLINA JESSE	P	90	98	85	80	80	86.6
18	8.	9635	0116166048	CHRISTABEL FIDELIA PUTRANING WIDHI	P	95	95	85	80	90	89
19	9.	9641	0114821601	DHERITA RUSLI TEGAR PRATAMA	L	85	80	90	85	87	85.4
20	10.	9649	0111896919	EZA NIKOLAS SAPUTRA	L	80	81	80	82	80	80.6
21	11.	9651	3118863788	FACHRI FAHREZA FALIH	L	80	82	80	85	80	81.4
22	12.	9660	0121998280	FIZHILA SHAFA MUALIDA	P	95	90	80	85	80	86
23	13.	9661	3117446187	GABRIEL FALIANO GARANTA	L	80	85	80	85	80	82
24	14.	9681	0112097188	JOFANI ADI SAHPUTRA	L	85	80	85	80	80	82
25	15.	9693	0119227887	MARCELLO WAHYU NOVERINO	L	98	80	90	85	80	86.6
26	16.	9694	0129118588	MARCHEBARIST SURYA FAIZA	P	85	85	80	90	85	85
27	17.	9695	0128695028	MARIA EFRANDA KARUNIA PUTRI ADI	P	85	95	90	85	80	87
28	18.	9701	0117648026	MONICA EZZY GÖTIRUN NADA NOOR	P	85	80	95	85	80	85
29	19.	9709	0116782170	MUHAMMAD AKBAR SAPUTRA	L	85	80	85	80	90	84
30	20.	9715	0116616247	MUHAMMAD FANNAN FAEYZA AKBAR	L	80	85	90	80	85	84
31	21.	9738	0118901478	NAUFAL ANDIKA PRAMANA	L	85	95	95	80	85	88
32	22.	9741	0121821041	NAYRA HASNINDA ARDYANA	P	85	90	85	85	80	85
33	23.	9742	0114949823	NAZHIF FIKRI	L	80	90	85	80	85	84
34	24.	9761	0112847817	RAHMA FAJRANA	P	85	90	85	80	80	84
35	25.	9769	3118088014	REBIYA KHAIRULLOH	L	80	85	80	85	80	82
36	26.	9773	0112939749	REVANO WIRA ADITYA ALFARABY	L	80	85	90	85	80	84
37	27.	9778	0119971740	RIO AZKA AZKIVA	L	80	85	80	85	80	82
38	28.	9788	0128739976	SAMUEL GLORY ANANITHA	L	95	85	100	95	90	93
39	29.	9810	0119621483	WULAN MADYA PRATIWI	P	80	85	80	80	81	81.2
40	30.	9811	0118292679	YOHANES WAHYU SAPUTRA	L	95	90	85	80	90	88
41	31.	9814		ZABRINA ADISSA LUOFI	P	85	80	95	80	80	84
42	32.	9816		ZAHRA UMI AIDA	P	85	80	85	90	85	85
43											
44				Mengetahui						Semarang, _____	
45				Kepala Sekolah,						Guru Mata Pelajaran	
46											
47											
48				Tryana, S.Pd., M.Pd.							
49				NIP. 197308282001122002						NIP. _____	
50											

f. Teaching Module



**MODUL PEMBELAJARAN BAHASA INGGRIS
FASE D / KELAS VII**



**Procedure Text
(Making a recipe)**

**Elemen menulis dan mempresentasikan
Project Based Learning**

**SMPN 28 Semarang
Tahun Pelajaran 2024/2025**

MODUL AJAR
MODUL AJAR

INFORMASI UMUM

A. IDENTITAS SEKOLAH

Nama Penyusun	Yuliana Susilowati, S.Hum.
Instansi	SMPN 28 Semarang
Mata Pelajaran	Bahasa Inggris
Tahun Pelajaran	2024/ 2025
Kelas	VII
Fase	D
Elemen	Writing
Materi	Procedure Text
Alokasi Waktu	4x40 (2 x pertemuan)

B. KOMPETENSI AWAL

- Peserta didik sudah pernah mempelajari Punctuation, and sequencer (Firstly, secondly dll)
- Peserta didik sudah pernah mempelajari plural dan singular noun

C. PROFIL PELAJAR PANCASILA

<ul style="list-style-type: none"> ▪ Gotong royong 	Peserta didik mengembangkan sikap bekerja sama dalam mencari informasi tentang materi yang diberikan secara kelompok
<ul style="list-style-type: none"> ▪ Mandiri 	Peserta didik mengembangkan sikap mandiri ketika menulis teks prosedur sederhana.
<ul style="list-style-type: none"> ▪ Kreatif 	Peserta didik mengembangkan sikap kreatif ketika menyusun teks <i>procedure</i> sederhana dalam berbagai konteks situasi dalam kehidupan sehari-hari.

D. SARANA DAN PRASARANA

Media	LKPD, laptop, speaker, gawai (Hp), Jaringan Internet, LCD proyektor.
Sumber Belajar	Buku referensi, e-book, Youtube dsb.

E. TARGET PESERTA DIDIK

- ✓ Peserta didik regular umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. JUMLAH SISWA

32 Peserta Didik

G. MODEL PEMBALAJARAN

Project Based Learning dengan metode diskusi

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Capaian Pembelajaran pada elemen menulis-mempresentasikan

Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, **menunjukkan** perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka **membuat** perencanaan, menulis, dan **menyajikan** teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Indikator Pencapaian Kompetensi Menulis:

1. Peserta didik mampu **mengidentifikasi (C1)** kalimat sederhana dan terstruktur pada teks prosedur tentang membuat resep masakan secara mandiri dan kelompok.
2. Peserta didik mampu **menunjukkan (C1)** kosakata dan struktur kalimat sederhana dalam teks prosedur tentang membuat resep masakan secara mandiri atau kelompok..
3. Peserta didik mampu **menggunakan (C3)** outlining dan drafting dalam teks prosedur dengan kalimat sederhana.
4. Peserta didik mampu **merancang dan menyusun (C6)** teks prosedur sederhana tentang membuat resep masak

B. PEMAHAMAN BERMAKNA

- Dalam kehidupan sehari-hari semua orang melihat resep masakan di media elektronik maupun cetak untuk menemukan informasi tentang cara membuat memasak yang mereka inginkan, dengan menulis teks prosedur cara membuat masakan atau yang lain akan menambah informasi untuk orang lain.

C. PERTANYAAN PEMANTIK

Setelah melihat gambar yang disajikan, peserta didik diberi pertanyaan.

- What do you see in the video?
- What do you need when you want to cook something?
- Why do you must use recipe to cook something?

D. PERSIAPAN PEMBELAJARAN

- Guru menyusun LKPD
- Guru menyusun instrument assesmen yang digunakan
- Guru melakukan tes diagnostik (Kognitif dan Non Kognitif)

E. KEGIATAN PEMBELAJARAN

PERTEMUAN 1 TM

(4x 40 menit)

Pendahuluan

1. Guru memberi salam dan berdoa sebelum pembelajaran dimulai.

RBI-010

(10 menit)	<ol style="list-style-type: none"> 2. Guru mengecek kehadiran peserta didik. 3. Guru memberi apersepsi dengan menjawab pertanyaan pemantik tentang materi yang akan dipelajari dengan media LCD 4. Guru menyampaikan tentang manfaat, tujuan belajar <i>Procedure text</i>. 5. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan
<p>Inti</p> <p>60 (menit)</p>	<ol style="list-style-type: none"> 1. Pertanyaan Mendasar <ol style="list-style-type: none"> a) Peserta didik mengamati/menyimak sebuah video pendek tentang <i>procedure text</i>. (Activity 1) https://www.youtube.com/watch?app=desktop&v=GHR1HgIF9IQ b) Guru mengajukan pertanyaan dan berinteraksi dengan peserta didik (Lihat LKPD) (Activity 2) & (Activity 3) c) Guru membagi peserta didik dalam 3 kelompok heterogen. d) Guru memberikan 4 buah video tentang <i>procedure text</i> lisan yang berbeda kepada kelompok, mereka memilih pokok bahasan yang mereka sukai. (Differensiasi) (Activity 4) e) Peserta didik menyimak video dengan seksama (Literasi) f) Guru mengajukan pertanyaan bagaimana cara membuat resep masakan berdasarkan video yang sudah terpilih tersebut. 2. Mendesain Perencanaan Produk <ol style="list-style-type: none"> a) Setelah menentukan video, peserta didik mengidentifikasi video yang dilihat. b) Peserta didik menggunakan <i>outlining and drafting</i> untuk mempermudah mengumpulkan informasi dari video. (Activity 5) c) Peserta didik berdiskusi untuk mencari tahu cara membuat proyek yang menjadi tagihan meliputi pembagian tugas, persiapan alat, bahan, media, sumber yang dibutuhkan. 3. Menyusun Jadwal Pembuatan <ol style="list-style-type: none"> a) Peserta didik diberi LKPD dan menyusun jadwal penyelesaian proyek yang sesuai format yang disediakan dengan memperhatikan batas waktu yang telah ditentukan bersama. (Activity 6) b) Guru memberikan konfirmasi dan masukan untuk rancangan jadwal masing-masing kelompok.
<p>Penutup (10 menit)</p>	<ol style="list-style-type: none"> a) Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran. b) Guru melakukan post test tentang materi yang sudah dipelajari hari itu secara lisan maupun tertulis atau dengan digitalisasi. c) Peserta didik dan pendidik melakukan refleksi pembelajaran hari itu dengan jawaban tertutup d) Guru memberikan penugasan dengan mencari kosa kata sebanyak

	<p>mungkin yang berhubungan dengan teks procedure di luar pembelajaran.</p> <p>e) Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya.</p> <p>Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup</p>
PERTEMUAN KE 2	
Pendahuluan (10)	<ol style="list-style-type: none"> 1. Guru memberi salam dan berdoa sebelum pembelajaran dimulai. 2. Guru mengecek kehadiran peserta didik. 3. Guru menkonfirmasi materi yang dipelajari sebelumnya 4. Guru memberi apersepsi dengan pertanyaan pemantik tentang materi yang akan dipelajari 5. Guru menyampaikan tentang manfaat, tujuan belajar <i>Procedure text</i>. 6. Guru memberi motivasi belajar peserta didik
Inti (60)	<ol style="list-style-type: none"> 4. Memonitor Keaktifan dan Perkembangan Proyek <ol style="list-style-type: none"> a) Peserta didik melakukan pembuatan proyek sesuai jadwal, b) Peserta didik melakukan pembuatan proyek sesuai topik mereka, c) Peserta didik mendiskusikan masalah yang muncul selama penyelesaian proyek dengan guru. d) Peserta didik menanyakan hal-hal yang belum diketahui kepada guru. e) Guru memantau keaktifan peserta didik selama melaksanakan proyek, memantau realisasi perkembangan dan membimbing jika mengalami kesulitan. 5. Menguji Hasil <ol style="list-style-type: none"> a) Guru membahas kesesuaian proyek yang telah dibuat dengan topik b) Hasil produk/ karya untuk dipamerkan dengan ditempel di dinding kepada orang lain. c) Peserta didik dan kelompoknya secara bergantian melihat hasil kelompok lain. 6. Evaluasi Pengalaman Belajar <ol style="list-style-type: none"> a) Setelah setiap kelompok memamerkan resep makanan, peserta didik dari kelompok lain memberikan tanggapan, dan bersamaguru menyimpulkan hasil proyek. b) Guru mengkonfirmasi dan menanggapi pameran hasil karya. c) Guru dan peserta didik merefleksi/ menyimpulkan.
Penutup (10 menit)	<ol style="list-style-type: none"> f) Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran. g) Guru melakukan post test tentang materi yang sudah dipelajari hari itu secara lisan maupun tertulis atau dengan digitalisasi.

	<p>h) Peserta didik melakukan refleksi pembelajaran hari</p> <p>i) Guru memberikan penugasan dengan mencari kosa kata sebanyak mungkin yang berhubungan dengan teks procedure di luar pembelajaran.</p> <p>j) Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya.</p> <p>k) Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup</p>
F. ASESMEN	
Asesmen non kognitif	<p>a) Bagaimana perasaanmu saat harus melakukan pembelajaran dirumah?</p> <p>b) Apakah kamu bisa fokus melakukan tindak lanjut kerja kelompok di rumah?</p> <p>c) Apakah orang tuamu membantumu belajar selama melakukan pembelajaran dirumah?</p> <p>d) Apa yang akan kalian lakukan setelah belajar bahasa Inggris hari ini?</p>
Asesmen kognitif	<p>Pengetahuan:</p> <p>Click the link below and do the test.</p> <p>https://www.liveworksheets.com/us3063680ki</p>
Asesmen Formatif	<p>1) Kuis ✓</p> <p>2) Unjuk kerja (menampilkan progress kerja kelompok) ✓</p> <p>3) Penilaian harian ✓</p>
Asesmen Sumatif	Penilaian Akhir Semester
G. PENGAYAAN DAN REMEDIAL	
<ul style="list-style-type: none"> ✓ Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik, yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi. ✓ Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik . 	
H. REFLEKSI PESERTA DIDIK DAN GURU	
<p>Guru:</p> <ul style="list-style-type: none"> ✓ Apakah materi ini sudah cocok dengan anda? ✓ Apakah menggunakan metode pembelajaran ini perlu ditinjau kembali? ✓ Apakah anda merasa kesulitan dengan model pembelajaran ini? ✓ Apakah anda merasa media yang anda gunakan sudah memenuhi syarat? 	

- ✓ Apakah anda merasa durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini sudah cukup?

Peserta didik:

- ✓ Apakah saya mengerti yang diajarkan hari ini?
- ✓ Apakah saya mudah mengerti dengan metode pembelajaran ini?
- ✓ Apakah saya bisa menggunakan media pembelajaran ini?
- ✓ Apakah saya senang dengan nilai yang saya peroleh pada pembelajaran ini?
- ✓ Apakah saya bisa menggunakan alokasi waktu pada pembelajaran ini?

LAMPIRAN

I. LEMBAR KERJA PESERTA DIDIK

Terlampir

II. BAHAN BACAAN PENDIDIK DAN PESERTA DIDIK

Terlampir

III. INSTRUMEN PENILAIAN

TERLAMPIR

IV. GLOSARIUM

Terlampir

V. REFERENSI

Terlampir

Mengetahui,
Kepala SMP Negeri 28 Semarang,

Semarang, 2024
Guru Mapel,

Triyana, S.Pd., M.Pd.
NIP. 197308282001122002

Yuliana Susilowati, S.Hum.
NIP. 200007272024212002



MATERI / BAHAN AJAR



MATERI / BAHAN AJAR

PROCEDURE TEXT (making recipe)

Definisi

Procedure Text is a text that explains, informs, or helps the reader on how to make or use something.

Sosial function:

The purpose of procedure text is to show how something is made/used/done through sequence of steps.

Generic Structure:

✓ Goal

Goal merupakan struktur teks prosedur yang menjelaskan maksud atau tujuan

✓ Materials

Materials merupakan struktur teks prosedur yang menjelaskan alat dan bahan yang dibutuhkan

✓ Steps

Struktur teks prosedur berikutnya adalah steps, yang berisi langkah-langkah atau instruksi dalam membuat atau melakukan sesuatu

Structure	Text
The goal of the activity (Say what you are trying to do or make)	Cooking fried rice
Materials (List ingredients or tools)	Cooking utensils: 1. a wok 2. a spatula 3. a knife 4. a chopping board Ingredients: 1. Cooked rice 2. Cooking oil 3. Eggs 4. Garlic 5. A pinch of salt
Steps (List steps of the activity)	Steps: 1. Beat the egg. 2. Crush the garlic and cut it into smaller pieces. 3. Heat some cooking oil in the pan. 4. Put the eggs into the pan. 5. Stir the egg and scramble it. 6. Put in the garlic. 7. When the garlic smells nice, put the cooked rice into the pan. 8. Put a pinch of salt for seasoning. 9. Mix the rice and the salt evenly.
Comment	Now, the special fried rice is ready to eat

Language Feature:

- imperative sentence (positive and negative)
- Quantifier
- noun: singular and plural

- Transition word (after that, finally. ...)

Example:

Recipe for Traditional Fried Rice

Cooking utensils:

1. a wok
2. a spatula
3. a knife
4. a chopping board

Ingredients:

1. Cooked rice
2. Cooking oil
3. Eggs
4. Garlic
5. A pinch of salt

Steps:

1. Beat the egg.
2. Crush the garlic and cut it into smaller pieces.
3. Heat some cooking oil in the pan.
4. Put the eggs into the pan.
5. Stir the egg and scramble it.
6. Put in the garlic.
7. When the garlic smells nice, put the cooked rice into the pan.
8. Put a pinch of salt for seasoning.
9. Mix the rice and the salt evenly.

Now, the special fried rice is ready to eat.

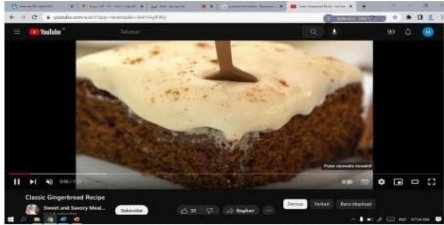
LAMPIRAN I
LKPD

LAMPIRAN 1

LKPD (LEMBAR KERJA PESERTA DIDIK)

Activity 1 (Student)

The teacher ask for students to see the video of procedure text.
<https://www.youtube.com/watch?app=desktop&v=GHR1HgIF9IQ>



Activity 2. The student answer questions based on the video (by orally)

1. Do you like cooking?
2. What foods do you like cooking?
3. What kinds of utensils do you make it?
4. What is the Ingredients?
5. Can you make it like on videos? How?

Activity 3

Questions from the teacher. (by LCD monitor or Worksheet up to the teacher)

In pairs, answer the following questions!

1. What does the author make a purpose of the video?
.....
2. what did you get after you see the videos?
.....
3. How many utensils/ tools have you seen?
.....
4. Who will probably watch this video mostly?
.....
5. Is the recipe important to you? Why?
.....

Activity 4

These provided different video links of procedure text which one you and group prefer!
And then make a recipe how to make it!

https://www.youtube.com/watch?v=zsNnqYN_a6Y

<https://www.youtube.com/watch?v=V49zcdFI8Z8>

<https://www.youtube.com/watch?v=IIQESEH1WY8>

<https://www.youtube.com/watch?v=gWRKHj6b-4g>

Activity 5

Make outlining and drafting by using following format! (Student can see the example from the teacher)

Example: <https://bit.ly/Exampleofoutliningdrafting>

The goal of the activity (The type of cooking you want to make)	<hr/> <hr/> <hr/> <hr/> <hr/>
Materials (A list of ingredients and utensils that you need)	<hr/> <hr/> <hr/> <hr/> <hr/>
Steps (The steps of making it)	<hr/> <hr/> <hr/> <hr/> <hr/>
Comment	<hr/> <hr/> <hr/> <hr/> <hr/>

Activity 6**Schedule project:****Give check (✓) on the time based on your activity!**

ACTIVITIES	Meeting	
	1	2
1. Watching a video		
2. Choosing the video		
3. Make outline and draft		
4. Making a goal		
5. Making Ingredient		
6. Making Utensils		
7. Making Steps		
8. Prepare the material to make a project		
9. Check for the result of working		
10. Ask the teacher about the difficulties		
11. Ready to write on a paper		
12. Providing a color Paper		
13. Decorate the color paper		
14. Write down on the color paper		
15. Post on social media like instagram		
16. Attach the result on the education wall		

Activity 7:

Write a procedure text (recipe) with decorative design.

LAMPIRAN III
RUBRIK PENILAIAN

LAMPIRAN 3

RUBRIK PENILAIAN

1. RUBRIK ASESMEN MENULIS PROSEDUR TEKS

Score	Sangat baik (90-100)	Baik (80-89)	Cukup (70-79)	Kurang (60-69)
Diction	Sesuai dengan konteks atau judul	Ada yang sesuai dengan konteks atau judul	Ada yang sesuai dengan konteks atau judul namun masih ada kata yang kurang tepat penulisannya	Ada yang sesuai dengan konteks atau judul namun masih banyak kata yang kurang tepat penulisannya
Teks Organisasi	Sudah tampak susunan teks organisasinya dan penggunaan fitur bahasanya	Sudah tampak susunan teks organisasinya namun penggunaan fitur bahasa yang belum sesuai	Susunan teks organisasinya tidak sesuai namun penggunaan fitur bahasa sesuai	Susunan teks organisasinya tidak sesuai dan penggunaan fitur bahasa tidak sesuai
Mechanic	Sudah tampak benar penggunaan huruf kapital pada tempatnya dan tanda baca (titik, koma dll)	Sudah tampak penggunaan huruf kapital pada tempatnya dan tanda baca (titik, koma dll) namun kurang tepat	Sudah tampak penggunaan huruf kapital pada tempatnya dan tanda baca (titik, koma dll) namun hanya beberapa kalimat saja.	Belum tampak penggunaan huruf kapital pada tempatnya dan tanda baca (titik, koma dll)

Kelas :

Semester :

No	Nama PD	Diction	Teks Organisasi	Mechanic	Score = $\frac{\text{total score}}{5}$
1.					
2.					

2. RUBRIK ASESMEN PROFIL PELAJAR PANCASILA

NO	Nama Peserta didik	Elemen Profil Pelajar Pancasila		
		Gotong royong: Bekerja sama	Mandiri: Melakukan proses	Kreatifitas

		mencari informasi lebih tentang materi yang diberikan dalam kelompok	brainstorming pada kegiatan awal pembelajaran.	Prosedur sederhana dalam berbagai konteks situasi dalam kehidupan sehari-hari.
1.	Andy			
2.	Serly			
3.	Dst.			
4.				
5.				
6.				
7.				
8.				
9.				

KKM Profil Pelajar Pancasila dengan kriteria BSH (Berkembang Sesuai Harapan)

Keterangan kriteria penilaian :

- ✓ MB (Masih Berkembang)
- ✓ SB (Sudah Berkembang)
- ✓ BSH (Berkembang Sesuai Harapan)
- ✓ SAB (sangat Berkembang)

**KISI-KISI
PENILAIAN FORMATIF**

KISI-KISI PENULISAN SOAL ULANGAN HARIAN

Nama Sekolah : SMPN 28 Semarang
 Mata Pelajaran : Bahasa Inggris
 Pokok Bahasan : Procedure Text
 Kelas/Semester : VII /1
 Alokasi Waktu : 40 menit



Kompetensi yang diuji	Level Kognitif	Indikator Soal	Bentuk Soal	No Soal
Peserta didik mampu menunjukkan (C1) kosakata dan struktur kalimat sederhana dalam teks prosedur tentang membuat resep masakan secara mandiri atau kelompok.. masakan secara mandiri dan kelompok.	C1 (mengidentifikasi)/ Pengetahuan	Disajikan sebuah teks prosedur sederhana, peserta didik dapat menemukan kosa kata	Cloze test	1-10
Peserta didik mampu menggunakan (C3) kalimat sederhana dalam teks prosedur dalam tentang membuat resep masakan secara mandiri atau kelompok.	C3 (Menggunakan) Pengetahuan	Disajikan sebuah teks prosedur sederhana, peserta didik dapat melengkapi kalimat yang rumpang	Cloze test	11-12

Cloze Test

Answer the question below!

1. Fill the blank to complete the procedure text below with the words in the box

sliced	Interesting	Fragrant	scrumble	put
frying	Heat	Spatula	tomato	stir

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

2. **How to make instant noodle**

Ingredients:

- a pack of instant noodle.
- mustard greens.
- an egg.
- water.



Procedure:

- 1.....
- Put instant noodle into the boiling water.
- Add seasoning and vegetable oil.
- Add a few slices of mustard greens.
- Break an egg and put into a bowl.
- Beat the egg.
- 2.....
- Wait around 3-4 minutes.
- Now take your instant noodle and serve in a bowl.

11.
12.

Kunci Jawaban:

I.

1. Frying
2. Heat
3. Put
4. Spatula
5. Scrumble
6. Stir
7. Tomato
8. Fragrant
9. Sliced
10. Interesting

II.

11. First. Boil the water
12. Put the egg into the noodle

CURRICULUM VITAE

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