

**TEACHERS' EXPERIENCES ON USING PROJECT-  
BASED LEARNING (PBL) IN TEACHING WRITING  
SKILLS**

**THESIS**

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



Organized By:  
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**EDUCATION AND TEACHER TRAINING FACULTY  
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2024**

# THESIS STATEMENT

## THESIS STATEMENT

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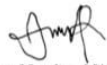
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I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

*Wassalamu'alaikum Wr. Wb.*

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*Assalamu 'alaikum, wr. wb.*

Dengan hormat kami memberitahukan bahwa setelah kami selesai membimbing skripsi saudara:

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## ABSTRACT

Title : **Teachers' Experiences on Using Project-based Learning (PBL) in Teaching Writing Skills**  
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This research aims to explain EFL teachers' experiences using PBL in teaching writing. This research used a descriptive research design. The participants of this research were English teachers of SMA Negeri 3 Semarang in the academic year 2024. The researcher collected data through semi-structured interviews, observation, and documentation. The method of analyzing data employed data reduction, data display, and drawing conclusions. The findings reveal that teachers employ a variety of tactics, such as relating subjects to contemporary concerns, promoting group and individual projects, and creating well-organized timetables. Despite its benefits, there are a number of difficulties when using PBL to teach writing. The absence of reading habits, curriculum constraints, limited teaching hours, and students' varied language competency levels are some of the problems teachers deal with. Teachers overcome these challenges by using adaptable teaching techniques, like integrating literacy exercises to develop students' reading habits and striking a balance between Bahasa Indonesia and English in classroom interactions.

**Keywords:** *EFL classroom, PBL, Project-based Learning, Teachers' experiences, Writing skill*

## MOTTO

وَلَا يُحِيطُونَ بِشَيْءٍ مِّنْ عِلْمِهِ إِلَّا بِمَا شَاءَ

*"And they do not encompass any of God's knowledge except what He will." (Al-Baqarah: 225)*

*"I learned that there are times to stop and look around, and that is the right moment to find the direction of my life." – Run On*

## **DEDICATION**

The thesis is dedicated to:

1. My university, Universitas Islam Negeri Walisongo Semarang, especially the Faculty of Education and Teacher Training and English Education Department.
2. My beloved parents, Mr. A. Rohman, Mrs. Yanti Puspita, Mr. Rus Edy Yanto, and Mrs. Zulyawati.
3. My younger sister, Rania Salma Azura.
4. All the lecturers who have guided and educated the writer with gorgeous sincerity.
5. Everyone supported the writer in finishing the thesis.

Love and respect are always for them. Millions of thanks that the writer can say, hopefully, Allah SWT. will multiply reward their kindness.

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*Alhamdulillah*, finally the researcher has finished writing this final project for the requirement for the degree of bachelor education in English Language Education Department of Universitas Islam Negeri (UIN) Walisongo Semarang. Therefore, the researcher would like to express the deepest gratitude to:

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14. Thanks to all my classmates in the English Education Department, especially ICP 21, who always support and bring color to my life.
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Semarang, 20 December 2024

The Writer,

A handwritten signature in black ink, enclosed in a circular scribble. The initials 'R/AF' are visible within the signature.

**Revina Annisa Fitri**

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# **CHAPTER I**

## **INTRODUCTION**

This chapter covers some aspects related to the introduction of this research, including the background of the research, research questions, research objectives, and the significance of the research.

### **A. Background of the Research**

Communication is the goal of language, and writing in a language context aims to promote communicative efficiency in written products. When learning English as a foreign language, learners must be able to communicate with others using the language in spoken or written forms, and writing can speed up their language learning process (Soffiany & Purbani, 2020).

The majority of people find writing to be a very challenging task because they must attempt to grapple with new concepts and perspectives in their language (Taylor, 2009). Writing becomes challenging because it involves a lot of cognitive activities that are highly interactive at the same time, such as content generation and organization, text organization and production, and revision. Low proficiency students are particularly affected by these issues, which include a lack of ideas, difficulty coming up with noteworthy or interesting things to write about, and difficulty finding the right words to use (van Weijen et al., 2009).

Project-based learning (PBL), a teaching approach that enables students to guide their learning through inquiry as they collaborate to conduct research and produce projects that demonstrate their knowledge, is one strategy teachers can use to address those issues pertaining to writing skills (Bell, 2010). Students are typically given a project to practice their collaboration skills by interacting with their classmates (Helle et al., 2006). While the students are working on their projects, the teacher serves as a facilitator (King & Smith, 2020).

Students may plan, work, and present in groups in a PBL classroom. Students were frequently asked to present their projects to their peers at the end of the term in order to share their ideas (King & Smith, 2020). Unlike traditional teaching methods, which rely on the teacher's explanation, PBL allows for a more dynamic and real-world focus in the learning process (Lee et al., 2014).

In terms of writing skills, project-based learning will encourage students to participate more actively in their writing assignments. Using this approach, students are given assignments in grammar, vocabulary, punctuation, and other pertinent language elements based on the findings of the diagnosis of their writing errors, and the teacher takes on the role of a facilitator in the classroom, where students are at the center of the teaching and learning process.

The use of project-based learning is expected to help students achieve the learning objectives in writing, which focus on both process

and product. PBL can motivate students to investigate real life, develop creativity, and collaborate with the team. This indicates that project-based learning is appropriate for teaching writing. In this context, developing creativity means that the steps of project-based learning will create the ability to increase writing with perfect idea (Beckett & Miller, 2006).

PBL successfully enhanced writing skills in a variety of genres, demonstrating its applicability in a range of educational settings. According to the study, students who participated more fully in the writing process demonstrated improved critical thinking and creativity (Ludovikus et al., 2023). The PBL paradigm strengthened its efficacy in teaching writing by having a major impact on creative writing abilities, especially in understanding themes and language (Soffiany & Purbani, 2020).

Despite some studies addressing teachers' experiences with PBL, there is a need for more comprehensive research focused on teachers' specific perspectives and challenges when applying PBL in writing instruction. So that, the researcher will explore EFL teachers' experiences on using PBL in teaching writing and the challenges on using PBL.

## **B. Research Questions**

From a background of the research above, the researcher outlines the research questions of the research as follows:

1. How do EFL teachers use PBL in teaching writing?
2. What are the challenges on using PBL in teaching writing?

### **C. Research Objectives**

Regarding the research questions about the implementation of PBL in teaching writing in EFL classroom, this study will explore as follows:

1. The use of PBL to teach writing in EFL classroom
2. The challenges on using PBL to teach writing in EFL classroom

### **D. Significance of the Study**

As for doing this research, the researcher hopes that the results of this study can provide benefits and some contributions to language learning:

#### **a. Theoretical Significance**

This study will contribute to the current literature on PBL by offering insights into its effectiveness in increasing writing abilities among English as a Foreign Language (EFL) learners. It will assist bridge the gap between theory and practice, enabling a clearer knowledge of how PBL can facilitate language acquisition and improve communicative efficiency in writing.

#### **b. Pedagogical Significance**

- 1) For teachers, this research will empower teachers with practical techniques for applying PBL in their writing

education. It will emphasize the advantages and downsides of using PBL, enabling teachers to better support their students' writing development.

- 2) For students, are expected to strengthen their writing skills through collaborative projects that stimulate creativity and critical thinking. This method will make writing more relevant and fun, ultimately enhancing their confidence and proficiency in written communication.
- 3) For further researchers, will serve as a platform for future research on PBL in EFL contexts. It will highlight opportunities for additional inquiry, particularly regarding teachers' perspectives and the long-term influence of PBL on students' writing skills.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter provides an overview of relevant literature, including previous research and conceptual framework. The literature review presents some theories to support the data of this research, while previous research was used to identify the research gap and shortcomings so that the researcher can improve and complete it.

#### **A. Previous Research**

Several relevant previous studies were considered in conducting this research, these are:

1. A Research conducted by Meike Imeda Wachyu and Dwi Rukmini (2015) entitled *"The Effectiveness of Project-based Learning and Problem-based Learning for Teaching Biography Text Writing to Highly and Lowly Motivated Students"*

This study aimed to determine the effectiveness of teaching writing biography texts to highly and lowly motivated students using project-based learning as opposed to problem-based learning, the effectiveness of teaching writing biography texts to highly and lowly motivated students through a control group, the reason behind the significant difference between students who were taught using project-based learning and those who were taught using problem-based learning, and the relationship between learning models, students' motivation, and writing biography texts.

According to the study, both highly and lowly motivated students may be effectively taught to write biographies using the project-based learning model, which was used in the experiment, and the problem-based learning model, which was used in the control group. There was a significant difference between adopting problem based learning and project based learning models to promote writing of biography texts for both highly and weakly motivated students. There was no significant interaction among learning models, students' motivations and writing of biography texts.

The focus of this study is similar as the researcher' study, that both implement the use of PBL to teach writing. But the differences is, the researcher's study explores EFL teachers' experiences, not the effectiveness of PBL in teaching writing.

2. A Research conducted by Aceng Hasani, Aan Hendrayana, and Arip Senjaya (2017) entitled *"Using Project-based Learning in Writing an Educational Article: An Experience Report"*

This research involves qualitative research. It was meant to give ideas to future research in linear field and also to inspire readers to apply writing based-project in their teaching. They are directly guided in writing an essay by the use of project-based learning. The findings suggest that project-based learning can improve students'

writing skills. Additionally, this education can engage professors in professional development and promote student learning.

The focus of this study is similar as the researcher's study, that both implement the use of PBL to teach writing. But the difference is, the researcher's study explores EFL teachers' experiences. Also, both studies use qualitative approach.

3. A Research conducted by Eva Fitriani Syarifah and Raynesa Noor Emiliasari (2024) entitled *"Project-based Learning to Develop Students' Ability and Creativity in Writing Narrative Story"*

This study aims to explore how students' skills and creativity in writing narrative texts can be developed through project-based learning, as well as how they feel about the use of project-based learning in writing classes. The study's findings showed that project-based learning can aid students in developing their writing skills and creativity in a number of areas, such as topic comprehension and knowledge of the genre's social function, text structure, and linguistic features.

The students also demonstrated their creativity by coming up with their plot and designing the story's illustration. Additionally, the students had favorable opinions about the use of project-based learning.

The focus of this study is similar as the researcher's study, that both implement the use of PBL to teach writing. But the

differences is, the researcher's study explores EFL teachers' experiences to teach writing, not the role of PBL to develop students' ability and creativity in writing.

4. A Research conducted by Huixin Gao, Harwati Hashim, and Melor Md Yunus (2024) entitled *"The effect of project-based learning (PjBL) Class Model on Chinese undergraduates' argumentative writing performance"*

The purpose of this study is to examine how the Project-based Learning (PjBL) Class Model affects the argumentative writing performance of Chinese undergraduates. The results of the interviews revealed that students believed and accepted the PjBL Class Model for learning argumentative writing, and that it greatly increased their interest in the subject when compared to the traditional teaching model.

The focus of this study is similar as the researcher' study, that both implement the use of PBL to teach writing. But the differences is, the researcher's study explores EFL teachers' experiences to teach writing, and the subject is English teachers, not students.

5. A Research conducted by Ludovikus, Hardin La Ramba, Ribka Sabarina Panjaitan, Yurita Mailintina, and Christopher Paul Lynch (2023) entitled *"The Use of Project-Based Learning Strategies in*

*Improving Students' English Writing Skills at STIKes RS Husada: The Implementation and Students' Opinion"*

The study aims to determine how project-based learning can be used to improve students' writing skills and what the students think about the use of project-based learning in teaching writing. Students expressed a favorable opinion of the approach; the project involved them in solving a real problem and providing an answer to it; in other words, it could foster their critical thinking skills and be a worthwhile project for them.

The focus of this study is similar as the researcher' study, that both implement the use of PBL to teach writing and use a qualitative approach.

6. A Research conducted by Nur Kartika Soffiany and Widyastuti Purbani (2024) entitled "*The effectiveness of project-based learning to teach writing in relation to students' creativity*"

The purpose of this study was to determine whether project-based learning is a more effective way to teach writing skills than direct instruction, whether students with high levels of creativity are better writers than those with low levels of creativity, and whether teaching strategies and creativity in writing instruction are related. According to the research, pupils' degree of creativity determines how approaches and writing abilities work.

The focus of this study is similar as the researcher' study, that both implement the use of PBL to teach writing. The researcher uses this study to enrich the literature about the implementation of PBL in teaching writing.

## **B. Literature Review**

This literature review explains the relevant literature and theory of the implementation of PBL to teach writing in EFL classroom. This literature review aims to obtain an understanding of the existing research and debates relevant to a specific topic of the implementation of PBL to teach writing.

### **1. Definition of PBL**

One of the teaching strategies known as project-based learning calls on students to collaborate to solve issues, produce something over time, and then showcase their work to others. A more complex explanation of PBL was given by Stanley (2021), who described it as a learning-based inquiry and real-world experiences that usually need teamwork, are open-ended, require fresh projects for each group of students, and are student-centered. Furthermore, in order to produce a realistic assignment, PBL is a learning concept that encourages students to develop a project based on a specified topic. To properly understand project-based learning, one must be aware of its characteristics (Colley, 2008).

Among the traits of project-based learning are its inquiry-based nature, student-centeredness, and direction; it usually involves collaboration in small groups (three to five students) or large groups (eight to twelve students); it involves open-ended learning; it is based on real-world experiences; it involves students as experts; the teacher gives students a choice for almost every aspect of the project; it involves end products that are different for each group or student; and it is based on real-world experiences (Stanley, 2021).

Project-based learning has been a contentious phrase among many academics (Barron et al., 1998; Dewey, 2017). Each defines the phrase "project-based learning" according to his own definition. A significant change from traditional education in the roles of instructor and student is necessary for project-based learning. Teachers act as intermediaries to spread knowledge from books. According to Beckett and Miller (2006), project-based learning seeks to recreate experiences through an interactive process with one's surroundings.

Students are encouraged to hone their problem-solving skills in addition to their academic knowledge through project-based learning. Therefore, PBL's objective is to assist students in developing their abilities through interesting exercises that are focused on the project they made. Pupils are encouraged to carry out research and are given the chance to participate in a variety

of activities. Additionally, because the project they developed has real-world applications, it will encourage students to demonstrate their knowledge in useful ways.

One academic highlights the benefits of project-based learning in the classroom when discussing its advantages (Larmer et al., 2015). According to them, project-based learning has the following advantages: (1) inspiring students; (2) preparing students for college, careers, and citizenship; (3) enabling teachers to teach in a more fulfilling manner; (4) giving schools and districts new means of communication and connection with parents, communities, and the wider world; and (5) helping students meet standards and perform well on tests that require them to demonstrate in-depth knowledge and thinking skills. The benefits of project-based learning are universal and can be applied in a variety of professions.

## **2. The Implementation of PBL**

PBL is carried out in the following steps: The teacher and students (1) decide on a project theme; (2) decide on the project's outcome; (3) organize the project; (4) prepare the students for the demands of information gathering; (5) gather information; (6) prepare the students to compile and analyze data; (7) compile and analyze information; (8) prepare the students for the language demands of the final activity; (9) present the final product; and (10) evaluate the project (Stoller, 2002).

Project-based learning has drawbacks that have sparked intense scholarly discussion. There are certain shortcomings in the way project-based learning is implemented. The following are some of the drawbacks of project-based learning: (1) Projects frequently take longer than expected. Additionally, the time required to adopt in-depth approaches like project-based learning makes it harder for instructors to incorporate project-based science into district rules. (2) Classroom management: Teachers must strike a balance between letting students work independently and upholding order in order for pupils to produce quality work.

(3) control: Teachers frequently feel the need to manage the information flow while still holding the view that pupils must develop their own knowledge in order to comprehend. Fourth, teachers struggle to scaffold students' learning activities, sometimes allowing them too much autonomy or not enough modeling and feedback; fifth, they struggle to integrate technology into the classroom, particularly as a cognitive tool; and sixth, they struggle to create assessments that demand students to show what they have learned (Thomas, 2000).

The instructor facilitates the process by helping students refine their questions, giving them feedback, and encouraging them to reflect as they continuously evaluate their findings, modify their methods, and improve their suggested solutions—

all without giving them predetermined answers or direct answers (Al-Busaidi et al., 2021; Imbaquingo & Cárdenas, 2023). Students usually share their findings through reports, presentations, or conversations at the end of a PBL assignment, which enables them to explain their thinking, support their choices, and take into account different viewpoints (Duke et al., 2021; Song et al., 2024).

Some academics, like Bransford, have made claims about what project-based learning is in relation to the aforementioned argument (Bender, 2012). He claims that project-based learning has recently gained more attention from educators and business executives who are searching for methods to advance education and boost students' proficiency with 21st-century technologies, problem-solving techniques, and teamwork. It supports project-based learning, which is popular in business, technology, and medicine in addition to other fields like education.

### **3. The Use of PBL in Teaching Writing**

The educational strategies used as well as psychological elements like creativity, self-worth, self-confidence, interest, and motivation all have an impact on the writing learning process. Students' writing skills are greatly impacted by these elements, especially when studying English. Both the emotive domain and the development of writing abilities depend heavily on creativity.

In order to create an atmosphere that is favorable to learning, the teacher's job is to lead, oversee, and assess these encounters.

Through the investigation of real-world issues, Project-Based Learning (PBL) fosters students' creativity, problem-solving abilities, and lifelong learning. According to Beckett and Miller (2006), a project is a long-term activity that involves a variety of tasks, including research and execution through data collecting and analysis. PBL enables students to collaborate on worthwhile projects by having a strong connection to real-world problems (Bender, 2012).

Numerous studies have shown how well PBL works to improve pupils' writing abilities. Students' problem-solving skills and independence were greatly enhanced when PBL was used to teach writing; 67% of the PBL process had a positive effect on students' independence through useful outputs such procedural texts and congratulations cards (Muhtar, 2023). By leading students through inquiry without offering definitive answers, PBL helps them build their writing skills. Through presentations and conversations, students enhanced their ability to explain their reasons and defend their choices (Al-Busaidi et al., 2021).

PBL enabled students to more effectively relate their writing assignments to real-world situations, which improved their motivation and inventiveness (Duke et al., 2021). PBL

promoted student collaboration, which is essential for successful learning outcomes, in addition to enhancing procedural text writing abilities (Imbaquingo & Cárdenas, 2023). By giving them the opportunity to investigate subjects they find interesting, PBL increases students' motivation and involvement in writing assignments (Guo et al., 2020).

### C. Conceptual Framework

Some experts are implementing PBL syntax based on its use. First, the PBL phase was developed by two experts, the George Lucas Education Foundation and Doppelt, who introduced six phases of PBL (Doppelt, 2005; Lucas, 2007).

**Table 1.1.** The syntax of project-based learning models

Syntax	Phase
The George Lucas Education Foundation and Doppelt	Starting with an essential question
	Designing a project
	Creating a schedule
	Monitoring the students and the progress of the project
	Assessing the outcome
	Evaluation

Phase 1: Learning starts with the fundamental questions that students might be asked in order to complete the task. The questions are structured by starting with an in-depth investigation and going over the real-world issue. In order to encourage pupils to complete the assignments, the questions are set up to be difficult to answer. These questions typically connect to the student's life and are open, divergent, provocative, difficult, or call for the use of higher-order thinking skills.

Phase 2: Team project based on impulsive and introspective cognitive styles. Prior to beginning the project, a team will be assembled in the second phase according to the student's sex, academic aptitude, and cognitive style.

Phase 3: Project design. This step gives the pupils the opportunity to decide amongst a variety of options or innovative concepts that they have never tried before. As they work step-by-step, the students are educated and guided in thought analysis, weighing all causes, results, ramifications, and other people's points of view.

Phase 4: It is the teacher's responsibility to keep an eye on the students' project-related activities. Encouraging student participation in each process is how monitoring is accomplished. To record all of the crucial tasks involved in the monitoring process, a section has been created.

Phase 5: The assessment of the project's results. In order to assess students' abilities, assess each student's level of accomplishment, gather feedback, and help teachers plan the next lesson, the assessment is

carried out. In order to enhance teamwork, communication, and the capacity to accept and act upon constructive criticism, presentations are a crucial part of the learning process.

Phase 6: The assessment of the experience. Teachers and students evaluate the projects' activities and outcomes at the conclusion of the learning process. Both solo and group participants complete the contemplative cycle. At this point, the students are asked to share their thoughts and feelings while working on the project. In order to find a fresh investigation to address the issues brought up during the initial learning phase, educators and students are fostering conversations to enhance performance during the learning process.

## **CHAPTER III**

### **RESEARCH METHOD**

In the third chapter, the researcher presents several aspects related to research methodology, consisting of research design, research setting, research participants, method of collecting data, instrument, and method of analyzing data.

#### **A. Research Design**

This study employs a descriptive research design and adopts a qualitative approach. A qualitative method is an interpretive technique that uses the subjective experiences of the informants to comprehend meanings and behaviors within a social phenomenon (Palmer & Bolderston, 2006). Descriptive research is used to portray the characteristics of persons, situations, or groups and the frequency with which certain phenomenon occur (Dulock, 1993). Since the goal of this study is to explore teachers' experience on using PBL in teaching writing, a qualitative approach was selected. Qualitative data collection methods include interviews, field notes, diaries, and observations.

The researcher utilized descriptive research as it is the most appropriate design to gather any information about a phenomenon in class. A descriptive research design enables the researcher to offer detailed and precise descriptions of teachers' experience on using PBL in teaching writing.

## **B. Research Setting**

This sub-chapter describes the time and place of data collection in the study.

### **1. Place**

This research was conducted at SMA Negeri 3 Semarang, located at Jl. Pemuda No.149, RT.5/RW.3, Sekayu, Kec. Semarang Tengah, Kota Semarang, Jawa Tengah 50132. SMA Negeri 3 Semarang was chosen as the research location for several scientifically relevant reasons. SMA Negeri 3 Semarang has a high academic reputation and is recognized as one of the top schools in Semarang. This school has succeeded in producing well-known alumni, one of which is Sri Mulyani. Almost every week, SMA Negeri 3 Semarang announces the academic and non-academic achievements of its students, in various fields of science. This reflects the quality of its students and teachers, making it a valid and representative source of data for research purposes.

Second, SMA Negeri 3 Semarang offers a rich and diverse educational program, including the implementation of modern learning technologies and extracurricular activities that support students' holistic development. These conditions provide opportunities to explore various research variables, whether academic or non-academic. Here, students are trained to carry out research, so that they can come up with innovations for the

future. Following several observations at SMA Negeri 3 Semarang, the researcher became interested in the teaching methods used by the English teachers. Does each teacher have their own techniques to support learning, so that this school can excel in academic and non-academic fields?

## 2. Time

Five English teachers were interviewed and observed. The interview sessions were conducted five days and one session took times 25 - 60 minutes. The first interview was conducted on October, 30th 2024. The second interview was conducted on November, 6th 2024. The third and fourth interview was conducted on November, 7th 2024. The last interview was conducted on November, 8th 2024. The researcher also observed and took some documentation of five informants' teaching in the classroom. One-time observation for each informant. The first observation was conducted on October, 3th 2024. The second observation was conducted on November, 21st 2024. The third observation was conducted on November, 28th 2024. The fourth and fifth observations were conducted on November, 29th 2024. The observation took times 30-90 minutes.

## **C. Participants**

### 1. Subject

The subject of this study is English teachers at SMA Negeri 3 Semarang. The total number of teachers involved is

five. The respondent comes from different teaching experiences. The longest period of teaching is 25 years, 21 years, and 18 years. The shortest period of teaching is 3 months. Two teachers teach 10th and 11th grades, while the others teach 11th and 12th grades.

## 2. Population

The population is a generalization area that includes objects or objects with specific attributes and characteristics that the researcher has chosen to study and derive conclusions from. So the population consists not only of people but also of the object under study, which contains all of the subject's attributes or characteristics. Based on the perspectives expressed above, it is clear that the population in this study refers to English teachers at SMA Negeri 3 Semarang.

## 3. Sample

A sample is a group selected from the population for observation in a study (Ary et al., 2010). For this study, the researcher employed purposive sampling. Purposive sampling is a non-probability sampling technique where researchers select participants based on specific characteristics relevant to the research objectives. This method allows for the intentional selection of information-rich cases that can provide deeper insights into the study topic. When data is collected through interviews, it is considered purposive sampling because

researchers deliberately select participants who can provide valuable information related to the research question, ensuring that the sample is rich in context and detailed (Creswell, 2014).

#### **D. Research Focus**

The focus of this research is EFL teachers' experiences on using PBL in teaching writing at SMA Negeri 3 Semarang and the challenges faced by the teachers.

#### **E. Data Collection**

Data can be collected using many methods to create a comprehensive picture of the human experience. In this qualitative study, the researcher used three data-gathering methods, observation, semi-structured interviews, and documentation.

##### **1. Observation**

Observation is one of the data collection methods which involves observing and recording the subject of the research in order to get the relevant information for the study. Observation as the empirical description of events, behaviors, and artifacts in the social situation selected for study (Marshall & Rossman, 2006). Through observations, the researcher captures the current circumstances by employing all five senses to document them.

Observations provide valuable insights into situations and behaviors. Observations can help researchers connect with their subjects, uncover previously unknown challenges, and gain

a deeper understanding of the study's practical consequences. The observation was used by the researcher to get more information and observed about teachers' experiences on using PBL in oral and written forms.

## 2. Semi-structured Interview

Semi-structured interviews are a qualitative research method that combines elements of both structured and unstructured interviews (Kvale & Brinkmann, 2009). This approach involves using a set of predetermined questions while allowing flexibility in the order and phrasing, enabling the interviewer to explore topics in depth based on the interviewee's responses. This method is particularly useful for gaining insights into participants' experiences and perspectives while maintaining some consistency across interviews.

The collected data is used for descriptive analysis and concept exploration. During a semi-structured interview, the interviewer continuously asks participants questions and records their responses. Participants must have encountered the phenomenon of interest, be able to explain their experiences, and be willing to discuss them with researchers. The researcher utilized this technique to gather in-depth information on individuals, including interpreting events and phenomena that cannot be observed.

### 3. Documentation

Documentation is a data collection approach that involves analyzing textual and digital materials. Document analysis involves analyzing and interpreting data to extract meaning, develop insight, and generate empirical knowledge, similar to other qualitative research methodologies. Documents consist of text and photographs recorded without the participation of a researcher (Corbin & Strauss, 2008).

The researcher gathered material by document, handout, and photo collection, as well as recording and transcription of interview results. Using this technique ensures accurate and thorough data.

## **F. Instruments**

In preparing the research instrument, the researcher used the theory from Lucas & Doppelt (2005). This research instrument will focus on finding out the use of PBL in teaching writing in EFL classroom.

### 1. Interview

This interview is conducted to answer the research questions about the way of EFL teachers use PBL in teaching writing. The interview was conducted before the informants did the practices in the classroom. The interview questions (**see Appendix 1**) were developed according to the existing syntax from Lucas & Doppelt (2005).

## 2. Observation

The researcher utilized classroom observation in order to check whether the informants' answers matched their practice in the classroom (see **Appendix 2**) or not. The researcher classified the indicator based on the informants' answers in the interview session. Observations were conducted in EFL teachers' class of 1 meeting for 1 informant.

The researcher acted as a non-participant observer by sitting at the back of the class so the informants could not easily notice the researcher's presence during the teaching-learning activities. Moreover, the researcher conducted observation using field notes to write any data, photos, audio, and video recordings were set up to help the researcher save the data.

## 3. Documentation

Documentation was included for additional data and information about the teaching practice of each informant (see **Appendix 3**).

## **G. Data Analysis**

The data analysis process was divided into three main steps. The procedures involved in assessing this research data are described here, and they include data reduction, data display, and drawing and verifying conclusions (Miles & Huberman, 1984). The steps were explained as follows:

## 1. Data Reduction

Data reduction refers to the process of identifying key aspects, simplifying, abstracting, and organizing the data to identify themes and patterns discarding irrelevant information. The data reduction or transformation process occurs continuously in the field until the final report is written. All data was collected from interviews.

The researcher analyzes acquired data to determine which features should be prioritized, minimized, or ignored. In this stage, the researcher compiles and categorizes essential elements, including teachers' experiences on using PBL in teaching writing.

## 2. Data Display

Data display involves choosing portions of the data that best illustrate the broad findings. The following is usually included: reading and assessing transcriptions of data and underlining significant phrases or themes that illustrate specific ideas. The objective is to gradually transform the initially seemingly disorganized raw materials into a recognized conceptual framework. The format of displaying data from qualitative research is narrative text. As a result, a concise narrative description is used to present qualitative research. Data presentation comes from data reduction to offer a

structured collection of information that enables making judgments and taking action (Miles & Huberman, 1994).

The researcher grouped replies and data based on variable groups. The data was then reclassified based on previously established indicators. The information will be presented narratively. Displaying data allows researchers to have a better grasp of their findings and make informed decisions about future analysis or caution.

### 3. Drawing Conclusions and Verifications

The data analysis process culminates in a conclusion. To make conclusions, researchers must first comprehend the meaning of the studied data and how it relates to the questions. Data analysis as interpreting displayed facts to derive meaning (Miles & Huberman, 1994). In this context, the term drawing refers to the process of extracting meaningful interpretations, structures, or processes from data based on the chosen analysis method. During this stage, the researcher determines the solution to the defined question. Qualitative research conclusions can provide answers to articulated research questions.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the findings of this study and the discussion. The research findings, which consist of the result of data analysis and data interpretation, answer the research questions formulated in the previous chapter. The researcher also elaborates the findings of this study with existing theory.

#### **A. Research Findings**

In this section, the researcher categorizes the analysis of research data based on George Lucas Educational Foundation (2007) and Doppelt (2005) syntax. The research questions are about the use of PBL in teaching writing and the advantages and disadvantages on using PBL.

##### **1. The Use of PBL in Teaching Writing**

Teacher A connects topic such as legend with technological concepts, encouraging students to research the scientific basis behind myths, which fosters critical thinking.

In one of the legends, The Legend of Burning Stone. I try to ask them to find resources, *why the stone burn meat? Is there any substance in the stone so the stone can produce energy to burn or cook something?* They have to do a kind of research about the stone and resources of the substances to produce energy. **(Teacher A, Direct Interview, October 30th, 2024).**

While Teacher B uses report text as an example of material. Instead of explaining a lot about the material, Teacher B asks the students to interview their peers about the report text and present their findings.

Example is report text. Before start giving the material, I give them like free treatment. So I only give brief explanation of the topic and ask them to find information as many as they can from their friends, so they have to interview their friends about a topic that has been chosen. And I ask them to present in front of the class. **(Teacher B, Direct Interview, November 6th, 2024).**

Teacher E also chooses report text as an example of material. But, even though it is the same as Teacher B, Teacher E uses a different approach, that is by comparing two texts and using PBL through text analysis.

For example, report text. First, I provide 2 texts. Report text has similarities with descriptive text, so I compared them, we brainstorm and discuss the difference between the first and second text. I think I need them to have critical thinking to find the difference. It's like problem-based. We look for the aspect, definition, function, language features. It's like analyzing a text. **(Teacher E, Direct Interview, November 8th, 2024).**

Through class observation on November, 7th, 2024, the researcher saw that Teacher C uses a creative approach, having students create caption texts using their own photos and post

them on Instagram with the caption made by the description of the students themselves. This activity connects real-world content creation with language use and engages students in an authentic way.

Teacher D adopts a more flexible approach, using current issues and real-life examples to motivate students and make content more relevant.

Mostly in motivation. But in materials, like current issue it's only like some discussions, analytical which needs argument. Try to use it if it's relevant. Sometimes, I use others' experiences, what happens at the time, depends on mood. **(Teacher D, Direct Interview, November 7th, 2024).**

The researcher also conducted observation in each informant's class to confirm their answer in the interview session. However, there are some limitations faced by the researcher while observing. The teaching and learning activity is not effective, because it is just for the preparation for the final summative assessment. So, all of them do not explain some materials, but only give exercises and check the completeness of students' work.

Teacher A employs questioning techniques such as asking opinion to encourage all students to participate, as every response is valid based on their knowledge. More advanced

students can provide detailed answers, while those with less understanding can offer shorter responses. Additionally, he uses true-false questions, asking students to justify their answers, which promotes critical thinking and deeper engagement with the content.

Besides asking opinions, you can use *what do you know about....* so all the answers will be correct because they will answer based on their knowledge. For good students, they will answer long, explain more detailed. For those who don't understand more, they can answer shortly. You can ask true false questions. Of course add some reasons, *do you think it's true, if yes give the reason....* **(Teacher A, Direct Interview, October 30th, 2024).**

Teacher B uses targeted questioning to encourage student engagement and understanding. For example, when discussing a recount text, the students are asked to differentiate the recount text from other texts they have previously learned.

I will ask them when no one asks. For example, recount text, *what is recount text, what do you know about recount text, what is the structure of recount text, what time we use recount text, and what time we use technical terms in recount text.* And I will ask them to find the differentiation with text have been learned before. **(Teacher B, Direct Interview, November 6th, 2024).**

Teacher C uses deep questioning to assess students' understanding.

If it's a text of course I will dig out more and more, so we know they understand or not. **(Teacher C, Direct Interview, November 7th, 2024).**

Teacher E has a bit of similarity with Teacher B. She uses questioning techniques to deepen students' understanding, highlighting the differences between texts. By focusing on aspects that may confuse students, she strategically guides them to think critically and avoid common misunderstandings, using the questions as a way to clarify complex concepts.

It's like do you find the differences from the text? the second text, report, is more detailed than first, so if it is more detailed, the second text will be detailed too right? So, I just ask them about aspects that confusing for them, it's like a trap. **(Teacher E, Direct Interview, November 8th, 2024).**

Teacher D encourages open-ended questions, allowing students to share their thoughts, as long as their answers are relevant. If a student's response isn't directly related, the teacher gently redirects by asking if their answer aligns with the topic, helping them connect their response to the lesson's concept, guiding them to differentiate between relevant and irrelevant answers, and reinforcing the focus on the topic.

Some students will have open questions, it's all right as long as it's relevant to the task. If it's not relevant, we can't say no it's wrong. We can say so if your answer is like this, what's the text talking about, is it relevant to your answer. **(Teacher D, Direct Interview, November 7th, 2024)**.

From the observation, all informants use various essential questions to engage and build the background knowledge of the students.

Teacher A uses group work and quizzes to encourage student participation and build confidence. Written assessments include multiple-choice and essay questions that allow students to elaborate, while spoken assessments focus on presentations to develop communication skills and explore knowledge.

First, group work will encourage them to speak. Each of them will have a certain assignment to do. They have a responsibility to answer one question. Second, we can do the quiz.

For written assessment, students have to answer some questions, sometimes multiple choice, but we have to also give them some space to make students elaborate their answers so it is a kind of essay writing. So for example the question *what do you think about this one related to the current situation...*

For the spoken, I prefer the students doing presentations. The students can explore their knowledge and hobbies of searching, so they practice building communication in

the classroom with friends, by asking and answering questions. **(Teacher A, Direct Interview, October 30th, 2024).**

Teacher B finds that providing different texts to analyze, it will encourage students' critical thinking.

I ask them to analyze the text. The text must be different from one another. So in that way, they will think. **(Teacher B, Direct Interview, November 6th, 2024).**

Teacher C also uses text-based activities to assess and expand students' vocabulary having them read, find meanings online, and engage in group discussions. Assignments are often prepared and presented collaboratively, ensuring equal participation and opportunities for all students to present in class.

By using text, when we have the material of text, we can see the vocabulary of the students, ask the students to read the text as many as they can and ask them to look for the meaning on the Internet.

For many of the assignments I ask them to prepare in a group and they will discuss as much as they can. And they will present in a group, not only one but all of them, to present in front of the class. So we give the same opportunity to the students. **(Teacher C, Direct Interview, November 7th, 2024).**

Teacher E has a bit of similarity with Teacher B and Teacher C, she prefers using reading assessment for the students.

I think reading assessments, because it's pretty clear to know they understand. **(Teacher E, Direct Interview, November 8th, 2024).**

Teacher D uses oral and written assessments. For capable students, individual work is prioritized, while group work is used to support less competent students, ensuring fair opportunities and grades for all.

Oral and written. Not only presentations, but also speaking, they have to speak up. If the student is competent enough, I prefer individual work. If the students aren't competent enough, then I have to give good marks to them, I use group work. **(Teacher D, Direct Interview, November 7th, 2024).**

From the observation, all teachers teach relevant and engaging materials to the students. It also can be seen from how they assigned the students. The student's work is created using creativity based on their interest in something.

The presentation of teachers' interview data highlights the various strategies they employ to support students' comprehension and engagement with learning materials. All informants emphasize the importance of adapting their teaching methods to address students' needs, blending technology, interactive techniques, and personalized support to enhance understanding and build confidence. The informants share a belief in the importance of combining multimedia resources,

individualized support, and active learning techniques to address diverse learning needs. Several methodologies were conveyed by all informants during the interview. For example, Teacher A:

I will start with an introduction about the text or material without showing them the text or material. We can use photos, pictures, images. Next one, we can also use some data related to the materials. Now we can use LCD, projector, Internet, or other things to make the students understand the content or material. **(Teacher A, Direct Interview, October 30th, 2024).**

Teacher B believes in the importance of providing individual counseling sessions for students who face difficulties in understanding the material. He highlights the value of personalized attention in identifying specific areas where students struggle. By asking one-on-one questions, the teacher can uncover the root causes of these challenges and tailor his approach to meet the unique needs of each student.

Sometimes, if there are many students who don't understand the material, I do counseling time and I ask them one by one in front of me. And if they don't say anything, I will ask several questions related to the material. **(Teacher B, Direct Interview, November 6th, 2024).**

Teacher C believes in the effectiveness of using drill and encouraging students to actively participate in class as the means to reinforce their understanding. She emphasizes the importance

of asking students to present what they have learned in front of their peers, which serves as both a learning exercise and an assessment tool.

Sometimes I give them a drill and then I ask them to speak up and then whether they understand or not I ask them to represent what I have taught to them and they will do it in front of the class, so it means that they have understood what I have explained to them. **(Teacher C, Direct Interview, November 7th, 2024).**

Teacher D emphasizes the fundamental role of enriching students' vocabulary to enhance their comprehension of texts. She believes that a strong vocabulary base is essential for students to fully understand the material they encounter, whether in reading, speaking, or writing activities. By expanding students' word banks, they are better equipped to grasp the meaning of texts, engage in discussions, and express themselves more clearly.

If I can enrich students' vocabulary of course they can understand more about the meaning of the text, and what is the text for. I go to the text, look for the concept, try to find the concept of the text, and what is the material I have to teach. It can be reading, speaking, or writing. **(Teacher D, Direct Interview, November 7th, 2024).**

Teacher E advocates for the use of problem-based learning (PBL) as a method to encourage critical thinking among students. By presenting students with problems or scenarios that

require analysis, she aims to engage them in comparing different texts and discussing their differences. This method encourages students to actively think, analyze, and synthesize information, helping them to develop a deeper understanding of the material.

We discuss the material, for example, report text. First, I provide two texts. Report text has similarities with descriptive text, so I compare them, and we brainstorm and discuss the difference between the first and second text. I think I need them to have critical thinking to find the difference. It's like problem-based. We look for the aspect, definition, function, and language features. **(Teacher E, Direct Interview, November 8th, 2024).**

From the observation, all informants use a teaching strategy that integrates both content and language. They give the students assignment to do, to check their understanding of the content. And they have conversations using English in class, even though in some time, they have to speak Bahasa Indonesia.

Teacher A incorporates group work to encourage collaboration.

By working in a group, we can combine good students and the low-level students. **(Teacher A, Direct Interview, October 30th, 2024).**

Teacher B avoids group projects when they are not effective, instead focusing on individual tasks to ensure equal participation and prevent frustration.

Before I start the class, I always ask the students what learning style they want, most of my students don't like to do group projects. So until now I only do individual projects and sometimes conversation. **(Teacher B, Direct Interview, November 6th, 2024).**

Teacher C emphasizes the importance of aligning teaching activities with the type of material being taught. She structures lessons by dividing them into specific skill areas: speaking, writing, reading, and listening. This approach ensures that each language skill is adequately addressed.

...When we have the material for expression we go to speaking, when we have the material for text, we go to reading, writing. **(Teacher C, Direct Interview, November 7th, 2024).**

All informants, except Teacher B, are doing individual assessments, but are still open for discussion. Teacher B assigned the students to work in group presentations.

Regarding the assessment, Teacher A highlights the importance of using various assessments, both oral and written forms.

We need to make variations, we can't assess the students only from the written materials, we also have to assess them from the spoken material. **(Teacher A, Direct Interview, October 30th, 2024).**

Teacher C has similar belief with Teacher A. She employed oral and written assessments for the students.

Writing itself has a reading comprehension and then they have to read and choose the correct answer. In speaking, I ask them to speak up. **(Teacher C, Direct Interview, November 7th, 2024).**

Teacher E shares the kinds of assessments she gave to the students, such as providing text and multiple-choice questions.

...we provide text and multiple-choice questions. If they understand, they will do it correctly, but if they don't, they will do it incorrectly. **(Teacher E, Direct Interview, November 8th, 2024).**

Teacher B stated that he will write down the students' mistake on the worksheet if it is related to formative or summative assessment.

If it's a formative or summative assessment, I will write what their mistake is. **(Teacher B, Direct Interview, November 6th, 2024).**

From the observation, all informants used written and oral assignments for the students, except Teacher D. The oral assignment is a presentation. Teacher A and Teacher D also give feedback on the student's work in the classroom, while others are not giving feedback in class but after the class is finished, by giving a score and checking the students' assessment.

The presentation of teachers' interview data reveals that all informants agree on the importance of addressing students' mistakes as part of the learning process. Most informants believe that while grammar mistakes in spoken presentations are acceptable as long as the message is clear, feedback should still be provided afterward to improve both content and language skills. Teachers emphasize the value of individual feedback and corrections at the end of lessons to help students understand their mistakes and build their confidence.

Some informants highlight the importance of direct correction during speaking activities, focusing on aspects such as pronunciation and vocabulary. They also encourage students to repeat and practice continuously to reinforce learning. Written errors are addressed through individual review, where teacher marks mistakes and provide corrections to ensure students grasp both spelling and grammatical structures. Several reasons were conveyed by all informants during the interview. For example, Teacher A:

We can write it down and correct the mistakes, let them speak as far as they are good, if they make mistakes in the middle of the presentation, we don't have to stop their presentation, just ask them to continue until they finish, after they finish we can have a short discussion about the presentation. Grammar errors are still acceptable as far as the message they convey is understandable. (**Teacher A, Direct Interview, October 30th, 2024**).

Aligning with Teacher A, Teacher C highlights that mistakes are natural and essential part of the language learning process. She emphasizes the importance of addressing speaking errors by asking students to repeat their sentences correctly and encouraging them to practice consistently.

Because it is the learning process of speaking English, I'm sure nobody is perfect. So if my students speak English, some of them have some mistakes so I will correct them. I ask them to repeat and then they will continue to try to speak English. (**Teacher C, Direct Interview, November 7th, 2024**).

Teacher D and Teacher E highlight the importance of providing direct corrections to address students' errors, emphasizing the need for targeted feedback in both speaking and writing activities. In speaking, Teacher D focuses on correcting pronunciation and vocabulary errors immediately, sometimes asking students to spell the words aloud to reinforce accuracy and understanding. Similarly, Teacher E stresses the value of direct error correction during individual writing reviews, where mistakes are marked and pronunciation issues addressed during speaking exercises.

If they make a mistake I correct it directly and I show them the correct pronunciation. In vocabulary, if they tell some words I ask them to spell them. For writing, I will check one by one and give corrections, I will give the line or circle the mistake. (**Teacher E, Direct Interview, November 8th, 2024**).

Teacher B emphasizes the importance of providing individual feedback and correction at the end of the lesson as a key strategy for fostering students' growth. He explains that offering personalized feedback allows students to better understand their mistakes in both language and content, allowing them the to learn and improve. By focusing on individual progress, the teacher ensures that each student receives tailored support, which is essential for developing both their language proficiency and self-assurance in using English.

I like to give feedback or corrections at the end of the lesson, personally to my students. Some students don't really like it when we correct them in front of their friends, it's like killing their confidence. **(Teacher B, Direct Interview, November 6th, 2024).**

From the observation, Teacher A and Teacher D corrects the students' errors during speaking and writing. Teacher A corrects students' speaking when they have a presentation in class, while Teacher D corrects students' writing when they have a project to make advertisement text. All the informants balance in correcting errors, both in communication and grammar.

## **2. The Challenges on Using PBL in Teaching Writing**

Teacher A spots one challenge on using PBL in teaching writing, that is building the students' reading habit. So, he will give the students assignment to read some books and submit the report at the end of the semester.

Reading habits are difficult for students, I will ask them to read within one semester two books, one from the library and one from other resources. They must submit the report at the end of the semester. I'd like to build up students' knowledge about research. Not only use English, but they can research something. (**Teacher A, Direct Interview, October 30th, 2024**).

Teacher B thinks that the challenges come from the Merdeka Curriculum, which has a lack of uniformity in materials across schools, unlike the previous Kurikulum K13, which provided standardized guidelines (KD). Teachers now need to study and adapt materials independently, requiring additional preparation.

The main problem with the Merdeka Curriculum is each school has different materials. They like to have different materials so you have to study the materials first and try to provide them. It's difficult because sometimes the students think the content they have to learn is quite difficult to understand. (**Teacher B, Direct Interview, November 6th, 2024**).

Teacher C and Teacher E has similar challenges related to the communication in the class. When the teachers try to speak English, some students don't understand or they cannot speak English too in class. So, each informant has their own solutions for this. Teacher C still tries to speak English, especially pushing herself, and sometimes uses Bahasa Indonesia too.

Sometimes they do not know what I'm saying so I have to translate it into Indonesian. But I push myself to use English as much as I can. I can say that maybe 75% use English and 25% use Indonesian. (**Teacher C, Direct Interview, November 7th, 2024**).

Teacher E tries to motivate students to encourage their willingness to learn English.

...you know they say that they can't use English, so I give them the understanding we are all learning English, it's okay if you can't speak English, you can try. (**Teacher E, Direct Interview, November 8th, 2024**).

Teacher D spots the challenges in building English communication in the class is limited teaching hours, so she cannot teach English as it should. However, she copes with challenges by building a supportive environment in speaking English.

Here, I try to use the right expression, but it's very difficult for me because now English lessons are only 3 hours a week. We have materials, but I still try to use them most of the time, in lessons or class, and when my students ask for permission to go out and do something, I ask them to speak English. I use English fully and students too. (**Teacher D, Direct Interview, November 7th, 2024**).

## **B. Discussion**

This discussion compares the findings of this study with previous studies and relevant theories. In this stage, the researcher

focuses on the issue or research questions (i.e. the use of PBL in teaching writing and the challenges on the use of PBL in teaching writing). The discussion is classified in several aspects as follows:

### **1. The Use of PBL in Teaching Writing**

The findings reveal that all informants implement PBL by engaging students with real-world problems and encouraging them to explore, analyze, and reflect on various topics. Although Teacher D incorporates current issues into discussions to make the learning process more relevant, Teacher E focuses on comparing report and descriptive texts to foster students' critical thinking and analytical skills. Teacher A links topics like The Legend of Burning Stone with scientific concepts, encouraging students to research and critically analyze the phenomenon.

Teacher B also involves students in exploring report texts by interviewing peers and presenting their findings. Finally, Teacher C encourages students to create caption texts based on their own photos, combining creativity with language use. These strategies align with Beckett and Miller (2006), who emphasize that inquiry-based learning in PBL fosters creativity, critical thinking, and engagement with meaningful tasks.

In designing projects, the teachers ensure that tasks are structured and relevant to students' interests. To make projects more applicable, Teacher A incorporates technological and environmental elements. Teacher B and Teacher C promote

freedom and teamwork through individual and group tasks, respectively. While Teacher E offers comparative text analysis activities to foster analytical thinking, Teacher D lets students choose themes of interest. These practices resonate with Stoller's (2002) emphasis on the importance of well-structured and meaningful projects in achieving learning objectives.

Teachers make set plans to help students manage their work. While Teacher B gives precise deadlines for interviews and presentations, Teacher A assigns longer-term assignments like reading two books and turning in reports at the end of the semester. Projects are broken down into manageable stages by Teacher C, and weekly check-ins are used by Teacher D to track progress. Teacher E analyzes texts and makes presentations according to a set schedule. These practices reflect Larmer et al. (2015), who highlight that effective time management is essential for PBL success.

Throughout the process, teachers actively monitor students' progress and provide feedback. While Teacher B uses questioning strategies to clarify misconceptions, Teacher A uses group discussions and tests to make sure students understand. Teacher E concentrates on giving thorough feedback during text analysis, Teacher D conducts one-on-one sessions to address particular difficulties, and Teacher C delivers direction during class activities. This aligns with Al-Busaidi et al. (2021), who

emphasize the teacher's role as a facilitator in guiding students through inquiry and reflection.

Assessment in PBL classrooms is varied and holistic. While Teacher B concentrates on students' capacity for critical text analysis, Teacher A assesses students' development through essays and oral presentations. Through group conversations, Teacher C focuses on vocabulary acquisition; Teacher D evaluates communication skills orally; and Teacher E measures understanding using a combination of multiple-choice questions and reflective assignments. These practices align with Thomas (2000), who advocates for combining formative and summative assessments to ensure a comprehensive evaluation of students' skills.

Reflection and evaluation are integral to PBL implementation. Teacher B gives students tailored feedback to assist them pinpoint areas where they need to improve, Teacher C promotes peer reviews to promote collaborative learning, and Teacher A leads discussions to examine students' accomplishments. While Teacher E helps students come up with ideas for new projects based on their reflections, Teacher D encourages them to compare their development over time. These practices reflect Stoller's (2002) emphasis on reflection as a means of reinforcing learning and promoting continuous improvement.

## **2. The Challenges on Using PBL in Teaching Writing**

The second research question examined the challenges faced by teachers in implementing PBL. Teachers have a hard time dealing with the different language skills of their students. Bahasa Indonesia is used for clarification because many pupils find it difficult to grasp English instructions, according to teachers C and E. This reflects Thomas (2000) observation that managing linguistic diversity is a significant challenge in PBL classrooms.

Teacher A highlights the challenge of encouraging students to develop consistent reading habits. He assigns book reports to foster interest in reading and independent research. This aligns with Beckett and Miller (2006), who emphasize the importance of integrating literacy activities into PBL to support language development. Teacher B identifies issues with the Merdeka Curriculum, which lacks standardized materials and requires significant teacher preparation. This reflects Thomas (2000), who notes that misaligned curricula can hinder PBL implementation.

Teacher D mentions the limited teaching hours available for English instruction, which affects the depth of PBL implementation. Despite this, she integrates English into classroom routines, aligning with Stoller's (2002)

recommendation to maximize instructional time through embedded tasks.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this section, the researcher provides conclusion and suggestion based on the discussion in the previous chapter.

#### **A. Conclusion**

The results of this study show that PBL is successfully used by EFL teachers at SMA Negeri 3 Semarang to teach writing by giving students practical assignments that encourage creativity, critical thinking, and problem-solving. Teachers employ a variety of tactics, such as relating subjects to contemporary concerns, promoting group and individual projects, and creating well-organized timetables. These methods are consistent with theories of Stoller (2002) and Beckett and Miller (2006), which highlight the value of inquiry, meaningful tasks, and reflection in PBL. According to Thomas (2000), a thorough assessment of students' learning outcomes is ensured by integrating different assessment techniques, both formative and summative.

Despite its benefits, there are a number of difficulties when using PBL to teach writing. The absence of reading habits, curriculum constraints, limited teaching hours, and students' varied language competency levels are some of the problems teachers deal with. These difficulties are consistent with the conclusions of Thomas (2000), who emphasize the necessity of adequate planning,

flexible resources, and efficient classroom management in PBL. Teachers overcome these challenges by using adaptable teaching techniques, like integrating literacy exercises to develop students' reading habits and striking a balance between Bahasa Indonesia and English in classroom interactions.

## **B. Suggestions**

According to the findings and conclusion of this study, the researcher offers several suggestions for future investigation of the implementation of PBL to teach writing in EFL classroom. The suggestions are provided for teachers and further research, as listed below:

### **1. To the Teachers**

#### **a. Strengthen language proficiency support**

Given that students' diverse language proficiency presents difficulties when implementing PBL, educators ought to concentrate on offering more language scaffolding. For example, providing multilingual resources or incorporating more structured vocabulary-building exercises might help close the gap for pupils who have trouble understanding English. The problems noted by Teachers C and E, who frequently need to explain instructions in Bahasa Indonesia, can be resolved with this method.

b. Encourage reading practices

Teacher A emphasized how challenging it is to develop pupils' reading habits. To get around this, teachers should incorporate more interesting and up-to-date reading materials—like blogs, articles, or multimedia resources—that suit students' interests into PBL assignments. To encourage students to interact with books outside of the classroom, teachers might also design reading challenges or incentives.

c. Promote introspection and input

Reflection is a component that all teachers use, but it can be improved. To assist students in more thorough analysis of their development and difficulties, teachers could provide a structured reflection framework that includes journals or guided questions. As demonstrated by the methods used by Teachers B and E, this could improve the PBL evaluation phase.

## **2. To the Next Researchers**

a. Examine the views of students

Although the experiences of teachers are the main focus of this study, future research should look at how students view and react to PBL in writing classrooms. Gaining insight into their difficulties, inclinations, and driving forces may offer a

more comprehensive understanding of PBL's efficacy and influence on language development.

b. Handle linguistic difficulties in PBL

The results demonstrate that PBL success is strongly impacted by students' language skills. In order to support students with limited English proficiency while preserving the integrity of PBL activities, researchers could create and test interventions like scaffolding strategies, bilingual approaches, or language-focused pre-tasks.

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## APPENDICES

### **Appendix 1. Interview Questions on The Use of PBL in Teaching Writing**

The researcher used semi-structured interviews to collect the data. The total of the questions is 12, but the researcher developed each while interviewing the informant. The following questions were made by the adaptation from the syntax of six steps procedure of project-based learning by Lucas & Doppelt (2007).

1. What real-world problems do you think are most relevant to your students' lives, and why?
2. Can you share an example of a challenging question you've posed that encouraged your students to think critically about a topic?
3. How do you consider your students' cognitive styles when forming project teams?
4. Can you describe an instance where grouping students with similar or diverse cognitive styles impacted the outcome of a project?
5. How do you guide your students in generating creative ideas for their projects?
6. What methods do you use to help students evaluate the potential outcomes of their project ideas?

7. In what ways do you provide support to your students during their projects?
8. How do you encourage students to document their progress and address challenges they face?
9. What criteria do you use to evaluate the success of student projects?
10. How do you help students improve their communication skills through project presentations?
11. What insights do you aim for your students to gain by completing their projects?
12. How do you encourage students to reflect on their experiences and use them to spark new questions or projects?

*(The research questions were adapted from the syntax of six steps procedure of project-based learning by Lucas & Doppelt (2007))*

<b>Syntax</b>	<b>Phase</b>	<b>Question number</b>
George Lucas Educational Foundation (2007) & Doppelt (2007)	Starting with an essential question	1, 2
	Designing a project	3, 4
	Creating a schedule	5, 6
	Monitoring the students and the progress of the project	7, 8
	Assessing outcomes	9, 10
	Evaluation	11, 12

## Appendix 2. Observation Guidelines on The Use of PBL in Teaching Writing

### Observation Checklist for Teachers' Observation

Observation is carried out to confirm informants' answers about the use of PBL in teaching writing. The following checklist are made based on the informants' answers. The researcher put the checklist marks (√) on the column of starting with an essential question, designing a project, creating a project, monitoring the students and the progress of the project, assessing outcomes, and evaluation. The data can be a form of dialogue between the teacher and students in class or class activities description.

### OBSERVATION CHECKLIST

**Teacher:**

**Date:**

**Time:**

**Lesson:**

Syntax	Phase	Items of Observations	Check Marks	
			Yes	No
George Lucas Educational Foundation (2007)	Starting with an essential question	Teacher asks students to identify relevant real-world problems.		
		Teacher encourages students to ask challenging and critical questions.		

and Doppelt (2007)		Teacher facilitates discussions that focus on critical thinking and exploration.		
	Designing a project	Teacher forms teams based on students' cognitive styles and academic abilities.		
		Teacher ensures students understand their roles within the team.		
		Teacher monitors and supports effective and collaborative teamwork.		
	Creating a schedule	Teacher guides students to generate a variety of creative ideas.		
		Teacher helps students analyze the potential outcomes of their ideas.		
		Teacher facilitates collaborative decision-making processes.		
	Monitoring the students and the progress of the project	Teacher actively monitors students' progress and provides feedback.		
		Teacher ensures students feel supported throughout the project.		
		Teacher encourages systematic documentation of project progress.		

	Assessing outcomes	Teacher explains and ensures students understand the assessment criteria.		
		Teacher guides students in preparing effective presentations to demonstrate communication skills.		
		Teacher provides constructive feedback and encourages its application.		
	Evaluation	Teacher encourages students to reflect deeply on their experiences.		
		Teacher facilitates open and honest discussions about experiences.		
		Teacher helps students pose new questions based on their reflections.		

*(The interview checklist was adapted from the syntax of six steps procedure of project-based learning by Lucas & Doppelt (2007))*

### **Appendix 3. Documentation Guidelines on The Use of PBL in Teaching Writing**

This guideline aims to standardize the documentation process to support classroom observations and confirm interview findings regarding the teaching implementation.

#### **Document Types**

1. Class activity
2. Students' work
3. Lesson plan

## Appendix 4. Consent Form


### INFORMED CONSENT FORM

I, Informant B, hereby give my permission to Revina Annisa Fitri, to explain to me about the use of project-based learning (PBL) in teaching writing. I understand that I am being asked to participate in interview, observation, and documentation sessions that forms part of Revina Annisa Fitri's research study on the topic "Teachers' Experiences on Using Project-based Learning (PBL) in Teaching Writing".

I confirm that I have had the opportunity to answer questions and the researcher has asked any questions about the study.

I understand that my participation is voluntary and that I am free to withdraw from the study at any time, without having to give a reason and without any consequences. I also understand that I waive any claim for copyright to this material should the researcher ever publish it in a scholarly journal or in electronic format online. I also understand that the researcher will maintain anonymity with regard to my responses in the interview, observation, and documentation sessions.

I hereby give my permission in the form of my signature below:

Signature of Participant:  \_\_\_\_\_

Date : November, 6th 2024

*(This consent form was adapted from GM, Smrithi. Questionnaire and Consent form)*

## INFORMED CONSENT FORM

I, Informant C, hereby give my permission to Revina Annisa Fitri, to explain to me about the use of project-based learning (PBL) in teaching writing. I understand that I am being asked to participate in interview, observation, and documentation sessions that forms part of Revina Annisa Fitri's research study on the topic "Teachers' Experiences on Using Project-based Learning (PBL) in Teaching Writing".

I confirm that I have had the opportunity to answer questions and the researcher has asked any questions about the study.

I understand that my participation is voluntary and that I am free to withdraw from the study at any time, without having to give a reason and without any consequences. I also understand that I waive any claim for copyright to this material should the researcher ever publish it in a scholarly journal or in electronic format online. I also understand that the researcher will maintain anonymity with regard to my responses in the interview, observation, and documentation sessions.

I hereby give my permission in the form of my signature below:



Signature of Participant: \_\_\_\_\_

Date : November, 7th 2024

*(This consent form was adapted from GM, Smrithi. Questionnaire and Consent form)*

## INFORMED CONSENT FORM

I, Informant E, hereby give my permission to Revina Annisa Fitri, to explain to me about the use of project-based learning (PBL) in teaching writing. I understand that I am being asked to participate in interview, observation, and documentation sessions that forms part of Revina Annisa Fitri's research study on the topic "Teachers' Experiences on Using Project-based Learning (PBL) in Teaching Writing".

I confirm that I have had the opportunity to answer questions and the researcher has asked any questions about the study.

I understand that my participation is voluntary and that I am free to withdraw from the study at any time, without having to give a reason and without any consequences. I also understand that I waive any claim for copyright to this material should the researcher ever publish it in a scholarly journal or in electronic format online. I also understand that the researcher will maintain anonymity with regard to my responses in the interview, observation, and documentation sessions.

I hereby give my permission in the form of my signature below:



Signature of Participant: \_\_\_\_\_

Date : November, 8th 2024

*(This consent form was adapted from GM, Smrithi. Questionnaire and Consent form)*

## Appendix 5. Interview Results on The Use of PBL in Teaching Writing

### 1. Interview I

Informant : Teacher A

Date : 30th October, 2024

Researcher :	What real-world problems do you think are most relevant to your students' live? why
Teacher A :	<p>For an example reading. Please try to find reading material which are related to the current situation, for example, environment. So environmental issue is interesting and important for all of us, all the people. And students must understand about the environmental issues.</p> <p>Then we also introduce the students with the technological issues, because technology is advance very rapidly, so the students must catch up with the technology. It means that when we are teaching reading, we also introduce the technology into the classroom. So they will also get the information about the current situation.</p>
Researcher :	What method do you use to help the students to evaluate their potential outcomes of their project?
Teacher A :	We need to make variation, we can't assess the students only from the written materials, we also have to assess them from the spoken material. Because we are developing all English skills, reading, writing, listening, and speaking. Or we have to cover all of this into our assessment.
Researcher :	How to do that?
Teacher A :	If it is the written materials, let's say writing. We can write it down, correct the mistake and the errors. But when it's in the spoken form, let's say when the students are doing presentations, let them talk, let

	<p>them speak as far as they good, if they make mistakes in the middle of the presentation, we don't have to stop their presentation, just ask them to continue until they finish, after they finish we can have short discussion about the presentation, the small mistakes they did, and also some of their manner error that they did during presentation.</p>
Researcher :	<p>How do you guide your students in generating creative ideas for their projects?</p>
Teacher A :	<p>I will start with an introduction about the text and material without showing them the text or material.</p> <p>How to introduce the material, we use photos, pictures, and images. That's the importance of photos in reading text. So we have to discuss the photos, we have to discuss about the photos for digging some information the students have, about the background knowledge. Besides photos, we can also use videos.</p> <p>Videos are also one of the ways to make the text more interesting. Next one, we can also use some data related to the materials, let's say social media. So we can introduce or ask students by showing some social media which has the top 5 rank. By doing that, I think the students will get more knowledge. That's just some techniques to make the content more interesting. And to support every step, we need some media related to technology. Now we can use LCD, projector, Internet, or other things to make the students understand the content or material.</p>
Researcher :	<p>Can you describe an instance where grouping students with similar to diverse cognitive style impacted the outcome of the project?</p>
Teacher A :	<p>Class grouping, means when you do an assignment it will be better if you can put the group work. Please</p>

	<p>try to design any exercises and activities in class that make them work in groups. By working in a group, we can combine good students and the low-level students. So students will have one another.</p> <p>Next, please try hard if possible, to make the materials that are really interesting or really attacking students' attention. Sometimes one material will be good in one class, and sometimes will not be good at other classes. It is about the level of appropriateness. For example, many students in class A like talking much about the environment, so we have to give more topics about the environment. But probably class B doesn't like much talking about the environment, they enjoy technology, so we can talk much about technology in class B. So the objectives are the same, but the material in each class can be different. It's because the passion of the students is different in each class.</p>
<p>Researcher :</p>	<p>What is the example of material you used as assignment?</p>
<p>Teacher A :</p>	<p>The example is Legend. So the text is Legend, but I try to connect the text with the current situation. For example, the legend from long time ago is still related to the technology that the people use today. In one of the legends, The Legend of Burning Stone. So people believe that the stone has a kind of superpower that if you put something on the stone, it will be cooked, and get burnt, by itself. I try to ask them to find resources, <i>why the stone burn meat? Is there any substance in the stone so the stone can produce energy to burn or cook something.</i> In that case, I try to connect the legend that they believe with technology, so they have to do a kind of research about the stone and resources of the substances to produce energy.</p>

Resesrcher :	In what ways do you provide support to your students during their projects?
Teacher A :	<p>For written assessment of course I use the test method and quiz method, students have to answer some questions, sometimes multiple choice, but we have to also give them some space to make students elaborate their answer so it is a kind of essay writing. So for example the question <i>what do you think about this one related to the current situation....</i>, so they have the space to explore their knowledge and write down on a piece of paper.</p> <p>For the spoken, I prefer the students doing presentations. By presentation, the students can explore their knowledge and hobbies of searching, so they practice building communication in the classroom with friends, by asking and answering questions. Depends on the purpose. But to me I, almost use these two things, written and spoken.</p>
Researcher :	Could you share an example of a challenging questions that will make the students think critically?
Teacher A :	Besides asking opinions, you can use <i>what do you know about....</i> If we ask the students <i>what do you know about...</i> so all the answers will be correct because they will answer based on their knowledge. For good students, they will answer long, explain more detailed. For those who don't understand more, they can answer shortly. Next techniques, you can ask true false questions. Of course add some reasons, <i>do you think it's true, if yes give the reason....</i>
Researcher :	How do you consider students' cognitive style when forming project design?
Teacher A :	First, group work will encourage them to speak. Let's say there are 4 people in one group, you can assign one assessment consisting of four questions,

	<p>questions A, B, C, D. So by grouping, each of them will have a certain assignment to do. They have a responsibility to answer one question. So for good students, they will take the most difficult part, and for the low-level, they will answer the easiest questions. Second, we can do the quiz. For the quiz, we can use the Quizizz techniques I showed to you using code card. One is to improve their confidence, because they don't know the answer, B, C, or D. So if they make mistakes, not all the students know it.</p> <p>Of course, for those who can answer long or detailed, they will have better score, for those who answer short without detailed information they will get lower score. So put that on A, B, C, D or put the average like 1, 2, 3, 4, 5, 5 in the best, 1 in the worst.</p>
Researcher :	Do you think it can solve their problem using English?
Teacher A :	It doesn't completely solve the problem, at least we can accommodate the students' skill and ability. For those who are good they can answer long with the better text, for those who can't they can answer short with little explanation. I can't say it will solve all, at least it will be accommodative for those are good and not good.
Researcher :	What is the challenges on using PBL to teach writing?
Teacher A :	First, asking students to read, we have to spare time to read something every day. Read from the printed material if possible, newspaper. Reading habits are difficult for students because when you are a teacher, you also give an example reading something. If you like reading, you will have a lot of knowledge, the students will know you like reading, you can talk about many things in the classroom, not only English,

	<p>you can touch your language with different topics, you read a lot you get knowledge.</p> <p>I will ask them to read within one semester two books, one from the library and one from other resources. They must submit the report at the end of the semester. I'd like to build up students' knowledge about research. Not only use English, but they can research something.</p>
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## 2. Interview II

Informant : Teacher B

Date : 6th November, 2024

Researcher :	What is the challenges on using PBL in teaching writing?
Teacher B :	<p>The main problem with the Merdeka Curriculum is each school has different materials, I think it's quite problematic compared to the previous Kurikulum K-13, we have something that called KD so we only have like follow the material and every school has the same materials. For now, they like to have different materials so you have to study the materials first and try to provide them.</p> <p>But for someone who like teach in the course, it's quite difficult because like I have to know the material from school A, school B, school C, and I have to learn the material from all the places and I have to teach my students.</p> <p>But here, what I have to do is like read the list of the material that I have to teach them and I try to break down the material. For example, the material is about text, so I have to be able to teach them about the social</p>

	function and language features and of course there's a part we have to teach language features because the students need to learn grammar, but we know that students don't like grammar.
Researcher :	How do you guide your students in generating creative ideas for their projects?
Teacher B :	I try to give them a whole text and ask them to analyze it and the text must be different from one student to another. And I will ask them if they don't know how to express themselves in English, I always give them chance to open Google Translate or maybe ask me about some difficult words that they don't know, so it's like content analysis.
Researcher :	Do you think it can enhance their critical thinking?
Teacher B :	I don't know it depends on the students, if it's about content analysis, most of the time is only about writing skill, I give them something that they need to think about it first, like trying to analyze it, I think it will shape their critical thinking. If I only give them multiple choice or essay with one straight answer, it won't shape their critical thinking, but if I ask them to analyzing a text, I hope it can shape their critical thinking.
Researcher :	In what ways do you provide support to your students during the project?
Teacher B :	I like to give feedback or correction at the end of lesson, personally to my students. I roam at my class; I walk every time. I always try to give the feedback one by one because based on my experience, some students don't really like when we correct them in front of their friends, it's like kill their confidence. Still in the classroom, I ask them come closer to me

	and then I will tell her/him which part that they missed.
Researcher :	Why we should do that?
Teacher B :	I think based on my experience before, when the students for example only given the material about grammar and then exercise without giving any feedback or correction, it's pointless. We don't know which part was wrong and of course we want to know which part we still lack. So as a teacher, I try to give feedback or reflection.
Researcher :	What method do you use to help the students to evaluate their potential outcomes of their project?
Teacher B :	It depends. If it's formative or summative assessment, I will write what their mistake, but if it's normal conversation, I always try to let it flow.  Giving like multiple choice and something they need to think critically, for example when I teach analytical exposition, I will randomly give them titles or topics and they have to explain or give their argument.
Researcher :	Can you describe an instance where grouping students with similar to diverse cognitive style impacted the outcome of the project?
Teacher B :	Before I start the class, I always ask the students what learning style they want, and what teaching style I can deliver to them. Most of my students don't like do group projects. So until now I only do individual projects and sometimes conversations. It's because group project is teamwork. One works, the rest is team. And there some students like cry in front on me because their friends didn't participate in group projects.

Researcher :	Could you give one example of the matera you used to assign the students?
Teacher B :	Example is report text. Before start giving the material, I give them like free treatment. So I only give brief explanation of the topic and ask them to find information as many as they can from their friends, so they have to interview their friends about a topic that has been chosen. And I ask them to present in front of the class. It means that they still use the language to do that, and they still learn the content.
Researcher :	How about written project?
Teacher B :	I ask them to analyze the text. The text must be different from one another. So in that way, they will think.
Researcher :	Could you share an example of a challenging questions that will make the students think critically?
Teacher B :	I will ask them when no one asks. For example, recount text, <i>what is recount text, what do you know about recount text, what is the structure of recount text, what time we use recount text, and what time we use technical terms in recount text.</i> And I will ask them to find the differentiation with text have been learned before.

### 3. Interview III

Informant : Teacher C

Date : 7th November, 2024

Researcher :	What is the challenges on using PBL in teaching writing?
Teacher C :	If my students speak English, some of them have some mistakes. So I will correct them. I ask them to repeat and then they will continue to try to speak English.
Researcher :	What criteria do you use to evaluate the success of student projects?
Teacher C :	Writing itself, it has a reading comprehension. And then they have to read and choose the correct answer. In speaking, I ask them to speak up.  The effective ways, I think looking up their daily activities in class, it is the effective way to assess them. So I'm not only focus on the speaking assessment or writing assessment, but I'll give the point for their daily activities in my class, whether they are active or not.
Researcher :	What methods do you use to help students evaluate the potential outcomes of their project ideas?
Teacher C :	If it is a writing assessment, we can see from the score, if they have 75 up, it means that they have mastered the English. But if it is less than 75, of course we have a remedial test. And it means that they do not really know about the material. So we have to make a remedial test.
Researcher :	How do you consider your students' cognitive styles when forming project teams?

Teacher C :	My consideration is that it fits for my students whether the material is good, curriculum, and the material that we want to discuss with the students.
Researcher :	How do you guide your students in generating creative ideas for their projects?
Teacher C :	Sometimes I give them drill and then I ask them to speak up and then whether they understand or not I ask them to represent what I have taught to them and they will do it in front of the class, so it means that they have understand what I have explained to them.
Researcher :	In what ways do you provide support to your students during their projects?
Teacher C :	We divided the material into speaking, writing, reading listening. When we have the material for expression we go to speaking, when we have the material for text, we go to reading, writing.
Researcher :	How do you encourage students to document their progress and address challenges they face?
Teacher C :	By using text, when we have the material of text, we can see the vocabulary of the students, how many vocabulary they understand, ask the students to read the text as many as they can and ask them to look for the meaning on the Internet
Researcher :	So how about group work? do you ever doing group work?
Teacher C :	Some of them have group activity, team group. For many of the assignments I ask them to prepare in a group and they will discuss as much as they can. And they will present in a group, not only one but all of

	them, to present in front of the class. So we give the same opportunity to the students.
Researcher :	Could you share an example of a challenging questions that will make the students think critically?
Teacher C :	I will ask them deeply about the material before. If it's a text of course I will dig out more and more, so we know they understand or not. Actually,, when I start the class, I will ask about the material we studied last meeting.

#### 4. Interview IV

Informant : Teacher D

Date : 7th November, 2024

Researcher :	What is the challenges on using PBL in teaching writing?
Teacher D :	Here, I try to use the right expression, but it's very difficult for me because now English lessons are only 3 hours a week.
Researcher :	What methods do you use to help students evaluate the potential outcomes of their project ideas?
Teacher D :	Directly, especially not only speaking, reading or dialog material. I ask the students to speak, if they make mistakes I correct it directly and I show them the correct pronunciation. In vocabulary, if they tell some words I ask them to spell it. I think it's enough for students.
Researcher :	How do you guide your students in generating creative ideas for their projects?

Teacher D :	First, start with vocabulary, because it's a basic so if I can enrich students' vocabulary of course they can understand more about the meaning of the text, what is the text for. I go to text, look for the concept, try to find the concept of the text, what is the material I have to teach. It can be reading, speaking, or writing.
Researcher :	What real-world problems do you think are most relevant to your students' lives, and why?
Teacher D :	Mostly in motivation. But in materials, like current issue it's only like some discussions, analytical which needs argument. Try to use it if it's relevant. Sometimes, I use others' experiences, what happens at the time, depends on mood. One day, if I taught my students, they lose mood in studying, I break and give them motivation, ice breaking, I tell them stories which is relevant with their situation at that time.
Researcher :	What assessment do you use for the students?
Teacher A :	Oral and written. Not only presentations, but also speaking, they have to speak up. In presentations, I think this is not effective because some students only say what they have written without having a real presentation. Actually, real presentation is if they know or are good in concept, they will try to <i>oh this is my concept</i> , connect or link with what the concept they have known. But now the students only present what they have written, they don't speak or give their own opinion.
Researcher :	So it's like sharing their opinion?
Teacher D :	In discussions and sometimes I give Q&A, I walk around and look what they have done. From that, I

	<p>know who is competent enough to complete a work. I think it's authentic.</p>
Researcher :	<p>How do you consider your students' cognitive styles when forming project teams?</p>
Teacher D :	<p>If the student is competent enough, I prefer individual work. If the students aren't competent enough, then I have to give good marks to them. If we don't give good marks, it means we break their right to get good marks. This is the way to help them get good marks, I use group work.</p>
Researcher :	<p>Could you share an example of a challenging questions that will make the students think critically?</p>
Teacher D :	<p><i>Have you ever gone to blabla?</i> if they answer, <i>I will say what did you see?</i> That's for descriptive.</p> <p>If it's about vocabulary, I will ask <i>which one is referring to, what is the synonym, and which one is similar to.</i> If it's text, if they have sentences, I will ask the title. I try to hide the title, after talking this one this one until the last, I ask the title.</p> <p>Some students will have open questions, it's all right as long as it's relevant to the task. If it's not relevant, we can't say <i>no it's wrong.</i> We can say <i>so if your answer is like this, what's the text talking about, is it relevant to your answer.</i> For example, we talk about the past management. So if their answer is management, the past management, integrated the past management, or their answer is <i>oh there are best ways to blabla because it's close to management.</i> But if their answer is close to the past, <i>oh we are not talking about the past. If we talk about the past, we</i></p>

	<i>have to define what is the past blabla</i> until they find the concept.
Researcher :	So do you think those can enhance their critical thinking?
Teacher D :	<p>Yes of course, some of the students. It depends on how they can overcome their own problems. Actually, if they have low motivation, really don't want to know about English, of course it's really difficult for us to build up their critical thinking and motivation. It's difficult. It's coming from inside, it's not from my stimulation to speak English or motivation. They should have motivation, after that I try to stimulate and give them something.</p> <p>Maybe I try fully speak English, sometimes I don't want to translate, but I interpret. For me translating is not good because they don't want to know English word, they only wait my translate. I try to give situation, ask them come to my situation, the situation have to be a bit similar to them.</p>

## 5. Interview V

Informant : Teacher E

Date : 8th November, 2024

Researcher :	What assessment do you use for the students?
Teacher E :	<p>Reading assessment, it's for comprehension. So we provide text, multiple-choice question. If they understand, they will do correctly, but if they don't, they will do incorrectly. For listening, I just give them for exercise, I don't give the marks, it's about song, I ask them about it. I choose Adele for British, I choose Maroon 5 for American. They can open the lyrics and</p>

	find the tenses. Actually, it's not listening assessment, but for tenses that use in the lyrics of the song.
Researcher :	Can you share an example of a challenging question you've posed that encouraged critical thinking?
Teacher E :	We discuss the material, for example report text. First, I provide 2 texts. Report text has similarities with descriptive text, so I compared them, we brainstorm and discuss the difference between the first and second text. I think I need them to have critical thinking to find the difference. It's like problem-based. We look for the aspect, definition, function, language features. It's like analyzing a text. After that, I'll give them an assessment to check their understanding, I check the results if they know, they do it right, of course they understand. If they don't, I check which part they don't understand and I'll repeat, but I think I just give them a new exercise or remedial. But before that, we discuss the previous test first, so they will know the wrong answer and the right answer.
Researcher :	Can you describe an instance where grouping students with similar or diverse cognitive styles impacted the outcome of a project?
Teacher E :	For content, I prepare the content. I consider my students' interests while I prepare.
Researcher :	What methods do you use to help students evaluate the potential outcomes of their project ideas?
Teacher E :	I think reading assessment, because it's pretty clear to know they understand. MGMP has decided that speaking is just for assessment, but not included in the score. If it's formative, we will discuss it together, so they will know which is correct and incorrect. For

	writing, I will check one by one and give correction, I will give line or circle the mistake. If speaking, if they mispronounce, I will inform how to pronounce something correctly.
Researcher :	In what ways do you provide support to your students during their projects?
Teacher E :	I like to play game, connected words. It can be used for ice breaking, for example <i>paper</i> , so the next students will provide the word start by <i>r</i> .
Researcher :	So you do it manually or using mobile phone?
Teacher E :	We do manually, because if using mobile phone, it's hard for me to control their activity and they don't allowed use their mobile phone too.
Researcher :	How do you encourage students to document their progress and address challenges they face?
Teacher E :	<p>It's like <i>do you find the differences from the text? the second text, report, is more detailed than first, so if it is more detailed, the second text will be detailed too right?</i></p> <p>So, I just ask them about aspects that confusing for them, it's like a trap.</p>

## Appendix 6. Observation Results

**Figure 6.1. Observation Checklist of Teacher A**

### OBSERVATION CHECKLIST

Teacher: A

Date: 3 Oktober 2024

Time: 07.00 - 07.45

Lesson: English

Syntax	Phase	Items of Observations	Check Marks	
			Yes	No
The George Lucas Foundation and Dopplet (2007)	Starting with an essential question	Teacher asks students to identify relevant real-world problems.	V	
		Teacher encourages students to ask challenging and critical questions.	V	
		Teacher facilitates discussions that focus on critical thinking and exploration.	V	
	Designing a project	Teacher forms teams based on students' cognitive styles and academic abilities.		V
		Teacher ensures students understand their roles within the team.	V	
		Teacher monitors and supports effective and collaborative teamwork.		V
	Creating a schedule	Teacher guides students to generate a variety of creative ideas.	V	
		Teacher helps students analyze the potential outcomes of their ideas.	V	
		Teacher facilitates collaborative decision-making processes.	V	
	Monitoring the students and the progress of the project	Teacher actively monitors students' progress and provides feedback.	V	
		Teacher ensures students feel supported throughout the project.	V	
		Teacher encourages systematic documentation of project progress.	V	

	Assessing outcomes	Teacher explains and ensures students understand the assessment criteria.	V	
		Teacher guides students in preparing effective presentations to demonstrate communication skills.		V
		Teacher provides constructive feedback and encourages its application.	V	
	Evaluation	Teacher encourages students to reflect deeply on their experiences.	V	
		Teacher facilitates open and honest discussions about experiences.	V	
		Teacher helps students pose new questions based on their reflections.	V	

**Figure 6.2. Observation Checklist of Teacher B**

**OBSERVATION CHECKLIST**

Teacher: B

Date: 21 November 2024

Time: 07.00 - 09.15

Lesson: English

Syntax	Phase	Items of Observations	Check Marks	
			Yes	No
The George Lucas Foundation and Dopplet (2007)	Starting with an essential question	Teacher asks students to identify relevant real-world problems.		
		Teacher encourages students to ask challenging and critical questions.	V	
		Teacher facilitates discussions that focus on critical thinking and exploration.	V	
	Designing a project	Teacher forms teams based on students' cognitive styles and academic abilities.	V	
		Teacher ensures students understand their roles within the team.	V	
		Teacher monitors and supports effective and collaborative teamwork.	V	
	Creating a schedule	Teacher guides students to generate a variety of creative ideas.	V	
		Teacher helps students analyze the potential outcomes of their ideas.	V	
		Teacher facilitates collaborative decision-making processes.	V	
	Monitoring the students and the progress of the project	Teacher actively monitors students' progress and provides feedback.	V	

		Teacher ensures students feel supported throughout the project.	V	
		Teacher encourages systematic documentation of project progress.	V	
	Assessing outcomes	Teacher explains and ensures students understand the assessment criteria.	V	
		Teacher guides students in preparing effective presentations to demonstrate communication skills.	V	
		Teacher provides constructive feedback and encourages its application.	V	
	Evaluation	Teacher encourages students to reflect deeply on their experiences.	V	
		Teacher facilitates open and honest discussions about experiences.	V	
		Teacher helps students pose new questions based on their reflections.	V	

**Figure 6.3. Observation Checklist of Teacher C**

**OBSERVATION CHECKLIST**

Teacher: C

Date: 29 November 2024

Time: 09.40

Lesson: English

Syntax	Phase	Items of Observations	Check Marks	
			Yes	No
The George Lucas Foundation and Dopplet (2007)	Starting with an essential question	Teacher asks students to identify relevant real-world problems.	V	
		Teacher encourages students to ask challenging and critical questions.	V	
		Teacher facilitates discussions that focus on critical thinking and exploration.		V
	Designing a project	Teacher forms teams based on students' cognitive styles and academic abilities.	V	
		Teacher ensures students understand their roles within the team.		V
		Teacher monitors and supports effective and collaborative teamwork.	V	
	Creating a schedule	Teacher guides students to generate a variety of creative ideas.	V	
		Teacher helps students analyze the potential outcomes of their ideas.	V	
		Teacher facilitates collaborative decision-making processes.	V	
	Monitoring the students and the progress of the project	Teacher actively monitors students' progress and provides feedback.	V	
		Teacher ensures students feel supported throughout the project.	V	

		Teacher encourages systematic documentation of project progress.	V	
	Assessing outcomes	Teacher explains and ensures students understand the assessment criteria.		V
		Teacher guides students in preparing effective presentations to demonstrate communication skills.		V
		Teacher provides constructive feedback and encourages its application.	V	
	Evaluation	Teacher encourages students to reflect deeply on their experiences.	V	
		Teacher facilitates open and honest discussions about experiences.	V	
		Teacher helps students pose new questions based on their reflections.	V	

**Figure 6.4. Observation Checklist of Teacher D**

**OBSERVATION CHECKLIST**

Teacher: D

Date: 28 November 2024

Time: 14.00 - 15.30

Lesson: English

Syntax	Phase	Items of Observations	Check Marks	
			Yes	No
The George Lucas Foundation and Doppellet (2007)	Starting with an essential question	Teacher asks students to identify relevant real-world problems.	V	
		Teacher encourages students to ask challenging and critical questions.	V	
		Teacher facilitates discussions that focus on critical thinking and exploration.	V	
	Designing a project	Teacher forms teams based on students' cognitive styles and academic abilities.		V
		Teacher ensures students understand their roles within the team.	V	
		Teacher monitors and supports effective and collaborative teamwork.	av	
	Creating a schedule	Teacher guides students to generate a variety of creative ideas.	V	
		Teacher helps students analyze the potential outcomes of their ideas.	V	
		Teacher facilitates collaborative decision-making processes.	V	
	Monitoring the students and the progress of the project	Teacher actively monitors students' progress and provides feedback.	V	
		Teacher ensures students feel supported throughout the project.	V	

		Teacher encourages systematic documentation of project progress.	V	
	Assessing outcomes	Teacher explains and ensures students understand the assessment criteria.	V	
		Teacher guides students in preparing effective presentations to demonstrate communication skills.		V
		Teacher provides constructive feedback and encourages its application.	V	
	Evaluation	Teacher encourages students to reflect deeply on their experiences.	V	
		Teacher facilitates open and honest discussions about experiences.	V	
		Teacher helps students pose new questions based on their reflections.	V	

**Figure 6.5. Observation Checklist of Teacher E**

**OBSERVATION CHECKLIST**

Teacher: E

Date: 29 November 2024

Time: 10.30 - 10.55

Lesson: English

Syntax	Phase	Items of Observations	Check Marks	
			Yes	No
The George Lucas Foundation and Dopplet (2007)	Starting with an essential question	Teacher asks students to identify relevant real-world problems.		V
		Teacher encourages students to ask challenging and critical questions.	V	
		Teacher facilitates discussions that focus on critical thinking and exploration.	V	
	Designing a project	Teacher forms teams based on students' cognitive styles and academic abilities.	V	
		Teacher ensures students understand their roles within the team.		V
		Teacher monitors and supports effective and collaborative teamwork.		V
	Creating a schedule	Teacher guides students to generate a variety of creative ideas.	V	
		Teacher helps students analyze the potential outcomes of their ideas.	V	
		Teacher facilitates collaborative decision-making processes.	V	
	Monitoring the students and the progress of the project	Teacher actively monitors students' progress and provides feedback.	V	
		Teacher ensures students feel supported throughout the project.	V	

		Teacher encourages systematic documentation of project progress.	V	
	Assessing outcomes	Teacher explains and ensures students understand the assessment criteria.	V	
		Teacher guides students in preparing effective presentations to demonstrate communication skills.		V
		Teacher provides constructive feedback and encourages its application.	V	
	Evaluation	Teacher encourages students to reflect deeply on their experiences.	V	
		Teacher facilitates open and honest discussions about experiences.	V	
		Teacher helps students pose new questions based on their reflections.	V	

## Appendix 7. Students' Work



The advertisement is a vertical layout with a green color scheme. It features several images: a person's hands holding a bottle of shampoo in a wicker basket, a close-up of the bottle, and a hand holding the bottle over a blue tiled surface. The text is arranged in sections, with a main title at the top, a sub-section header, a descriptive paragraph, and a background project section at the bottom.

# ALOE VERA ORGANIC SHAMPOO

## ALOEKUNG

Experience the gentle power of nature with our Aloe Vera Organic Shampoo, designed to nourish, hydrate, and revitalize your hair. Infused with the soothing and moisturizing properties of pure aloe vera, this shampoo is perfect for all hair types, especially for those seeking a natural solution to dryness, dullness, or irritation.

## BACKGROUND PROJECT

**CURRENT SCENARIO:**

Hair care has always been a significant part of personal grooming and hygiene. With increasing consumer demand for natural and chemical-free products, the market is witnessing a shift towards herbal and organic solutions. Aloe vera, known for its rich medicinal and cosmetic properties, has emerged as a key ingredient in the beauty and wellness industry.

The Aloe Vera Organic Shampoo Project is driven by the aim to create a sustainable, effective, and gentle hair care product that caters to this demand. Aloe vera is celebrated for its natural hydrating, soothing, and anti-inflammatory properties, making it an ideal ingredient for addressing common hair issues such as dryness, dandruff, and hair fall.

# METHODOLOGY

## RESEARCH & PRODUCT DEVELOPMENT

- Conduct thorough research on current shampoo trends, consumer preferences, and benefits of Aloe Vera in hair care. Identify the target audience (e.g., people with sensitive scalps, dry hair, eco-conscious consumers).
- Develop the shampoo formula to incorporate Aloe Vera as a primary ingredient, while ensuring it is gentle, effective, and safe for various hair types. This may include determining appropriate concentrations of Aloe Vera and other natural ingredients (e.g., essential oils, herbal extracts).

## PACKAGING & BRANDING

- Use environmentally-friendly materials for packaging, such as recyclable plastic or biodegradable containers. Consider using glass or aluminum for a premium feel.
- Position the shampoo as a premium, eco-conscious product. Highlight the use of Aloe Vera for its healing and moisturizing properties, and promote the product as free from harmful chemicals like sulfates, parabens, and silicones.

## MARKETING LAUNCH & PROMOTION

- Develop a marketing campaign that educates consumers on the benefits of Aloe Vera for hair and scalp health. Use digital channels (social media, influencer collaborations, blogs) to reach target audiences.
- After launching the product, collect customer feedback to assess the product's performance and any areas of improvement. Use this feedback for future product iterations or to enhance the formula.



## ALOEKUNG SPECIAL OFFERS

### 10% Cashback on Orders Over \$20!

Take advantage of our special cashback offer! For every purchase of Aloe Vera Shampoo (or any combination of products) totaling over \$20, you will receive 10% cashback on your order total. This means you'll get a portion of your payment back to use on future purchases, making it an even more cost-effective way to care for your hair!

COUPON : ORGANICSHAMPOOALOEKUNG

More Information ?

Call us at +62 815-262-221 (Jack)

Visit our website at [www.aloekung.com](http://www.aloekung.com)



## TESTIMONIAL OF OUR PRODUCT

### SARAH WIDODO ★★★★★

"I've tried countless shampoos over the years, but nothing has worked as well as Aloe Vera Shampoo. My hair feels so much softer and healthier, and the natural aloe vera scent is refreshing without being overpowering. It has helped reduce the frizz and left my hair looking shiny and smooth. Highly recommend!"

### JOHN PRADITYO ★★★★★

"I've been using Aloekung Shampoo for about a month now, and I can already see a difference. My scalp feels cleaner, and my hair has stopped looking dull and lifeless. It's much more manageable, and I love that it's made with natural ingredients. Great product!"

### EMILY SAPUTRI ★★★★★

"As someone with sensitive skin, I've always struggled to find a shampoo that doesn't irritate my scalp. Aloekung Shampoo is gentle, soothing, and doesn't cause any itching. My hair feels hydrated and soft, and I love the fresh, natural fragrance. Definitely a game-changer!"



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GROUP 4

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Banana fiber insole

Banana fiber shoelaces

Sole made of natural rubber

Semarang signature batik

IDR 165K

Banana Peel Leather

### Anjani SERIES

Go casual with a touch of elegance with elegant Oxford-style banana leather dress featuring unique eco-friendly materials and distinctive batik designs. Flexible for relaxed settings or adventurous activities. The perfect choice for those who want to stand out!



### Laras SERIES

Flat shoes made from banana leather with batik patterns that blend tradition and modern style. Designed for maximum comfort, Laras is the perfect choice for those who want to look casual yet elegant.



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25k**

*\*1 box  
go grab it fast!!*

Smooth, creamy cheesecake with a signature burnt crust for a unique flavor and texture

Dense and fudgy brownie made from premium cocoa, giving it a rich chocolatey taste

## what makes it special?

Our Burn Cheesecake Brownies are a delightful combination of two favorite desserts: rich, fudgy brownies and creamy, caramelized cheesecake. The top layer features a lightly burnt cheesecake with a golden-brown crust, offering a smoky, caramel-like flavor that perfectly complements the decadent chocolate brownie base

**Contact Person : +62 819-1875-2041 (Izza)**

**Instagram : burnburn\_**

Zaskia Lalita  
X1-5 / 36

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No.

1 What makes SPASANK shoes environmentally friendly?

a. They use 100% synthetic materials

b. They are made with eco-friendly materials like banana peel leather and natural rubber

c. They are only made from recycled plastic

d. They are biodegradable

e. They are made from plant-based dyes

Answer : b

2 Where can I buy SPASANK shoes?

a. Only at physical stores in specific cities

b. They are sold exclusively at international department stores

c. They are available online through marketplaces and social media

d. They can only be found at boutique shops in selected countries

e. They are available in limited pop-up stores

Answer : c

## Question about Product

1. What makes Burn Cheesecake Brownie so special?

A. The top layer is cheesecake layer with a signature burnt flavor and the bottom layer is brownies with a rich chocolate taste.

B. Made with only organic ingredients

C. Its eco friendly packaging

D. It does not contain cheese

E. Made with low sugar ingredients

2. What texture does the cheesecake layer have on the burn cheesecake brownie?

A. Crunchy and dry

B. Chewy and crumbly

C. Smooth and creamy with a slightly caramelized top

D. Light and Flaky

E. Firm and crumbly

## Appendix 8. Lesson Plan

### MODUL AJAR

#### A. INFORMASI UMUM

##### 1. Identitas modul

Satuan Pendidikan	: SMA
Nama Sekolah	: SMA Negeri 3 Semarang
Mata Pelajaran	: BAHASA INGGRIS
Fase	: F
Bab	: REPORT TEXT
Kelas/Program/Semester	: X/ 1 (Gasal)
Alokasi	: 2 X 45 Menit (1 JP *45 menit )
Guru	: Fakhri Rizaldi, S.Pd.

##### 2. Capaian pembelajaran

###### Menulis-mempresentasikan

Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf- paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital. Source: <https://guru.kemdikbud.go.id/kurikulum/referensi-penerapan/capaian-pembelajaran/sd-sma/bahasa-inggris/fase-f/>

##### 3. Profil pelajar pancasila

- Berpikir kritis: murid mampu melihat segala sesuatu hal dari berbagai perspektif dan terbuka terhadap pembuktian baru.
- Kreatif: Murid diharapkan bisa menjadi lebih kreatif dalam menghasilkan gagasan atau ide yang orisinal.
- Gotong royong: Murid diharapkan bisa bekerja dengan teman-teman sekelompok untuk mencari solusi terhadap suatu permasalahan.

##### 4. Pengetahuan dasar

- Kemampuan menganalisis teks deskripsi yang didapat dalam materi sebelumnya
- Pengertian dari teks report

##### 5. Rencana asesmen

Asesmen formatif : Tes tertulis

**6. Sarana, prasarana dan media**

Laptop, Gawai, LCD, Power Point, Lembar soal.

**7. Target peserta didik**

- a. Murid dengan capaian rendah
- b. Murid dengan capaian sedang
- c. Murid dengan capaian tinggi

**8. Model pembelajaran**

Problem-based learning

**B. KOMPONEN INTI**

**1. Materi**

a. **Definition of report text:**

A report text is a type of text that presents information about a subject in a systematic way. It aims to describe or classify the subject and give general information about it. The subject can be a natural phenomenon, object, animal, place, or scientific topic.

b. **Social function of report Text:**

The social function of a report text is to provide factual information about a subject, describing it based on scientific observation or research. It's used to report on things as they are, helping the reader to understand the subject better.

c. **Generic structure of report text:**

1. **General classification:** This part introduces the subject of the report. It provides a general statement or definition of what is being discussed, typically classifying it into a broader group or category.

2. **Description:** This part describes the subject in more detail, giving information about its characteristics, behaviors, functions, and any other important aspects.

It can include:

- o Appearance
- o Qualities
- o Habitats (for animals)
- o Uses (for objects)

d. **Language features of report text:**

- **Use of general nouns:** Report texts often use general terms like *reptiles*, *birds*, *plants*, rather than specific names.

- **Use of present tense:** Since report texts describe things that are generally true or habitual, they commonly use the simple present tense.

- o Verbal

I, you, we, they, plural + V1	He, she, it, singular + V1(s/es)
	es: s, sh, ch, x, o, y, z s: other than above
(+) They run fast	(+) It runs fast
(-) They don't run fast	(-) It doesn't run fast

(?) Do they run fast?	(?) Does it run fast?
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o Nominal

Subject + to be (is, am, are) + adjective/noun		
He, she, it, singular → is	I → am	You, we, they, plural → are
(+) It is fast (-) It is not fast (?) Is it fast?		

- **Technical terms:** Depending on the subject, technical or scientific vocabulary is often used to describe the characteristics or phenomena.
- **Objective tone:** The tone is neutral and objective, without the writer's personal opinions or emotions.
- **Passive voice:** Passive constructions are used, especially in more formal or scientific reports.

e. **Example of report text:**

**Title: "The Komodo Dragon"**

**General classification:** The Komodo dragon (*Varanus komodoensis*) is the largest living species of lizard. It belongs to the monitor lizard family, Varanidae. It is native to a few Indonesian islands such as Komodo, Rinca, Flores, and Gili Motang. They are also at the top of the food chain in their natural habitat.

**Description:** The Komodo dragon has a large, heavy body, powerful legs, and a long tail. Adult Komodos can grow to an average length of 2 to 3 meters and weigh around 70 kilograms. They have a rough, scaly skin, usually gray or brown in color, with sharp claws. These physical features help them to hunt.

Komodo dragons are carnivores. They feed mainly on large mammals like deer, wild boar, and even water buffalo. They have a unique way of hunting, using their sharp teeth to deliver a powerful bite, which is followed by an infection due to the bacteria in their saliva. This allows them to take down large prey over time.

These reptiles are known to inhabit dry, hot areas such as savannas and lowland forests. They are solitary animals, except during breeding season. Despite their large size and predatory nature, Komodo dragons are currently listed as vulnerable due to habitat loss and human activity. That is why, protecting them is very important.

**Identification of the example:**

- **Social function:** The text aims to provide factual information about the Komodo dragon, helping readers understand its characteristics and behaviors.
- **Generic structure:**
  - o **General classification:** The introduction to Komodo dragons and their classification in the reptile family.

- o **Description:** Detailed information about their physical appearance, hunting behavior, habitat, and status.
  - **Language features:**
    - o **General nouns:** *Komodo dragon, lizards, animals, mammals.*
    - o **Present tense:** *Komodo dragons are, They have, They inhabit.*
    - o **Technical terms:** *Varanus komodoensis, carnivores, bacteria.*
    - o **Objective tone:** Describes the facts about the Komodo dragon without personal opinions.
    - o **Passive voice:** *Komodo dragons are currently listed.*
- f. **Contoh analisis perbedaan report dan descriptive text**

**1<sup>st</sup> text:**

### Elephants

**General Classification:** Elephants are the largest land mammals on Earth. They belong to the family *Elephantidae*. They are divided into two main species, namely the African elephant and the Asian elephant.

**Description:** African elephants are generally larger than their Asian relatives. African elephants have large, fan-shaped ears, while Asian elephants have smaller, rounded ears. Both species use their long trunks for a variety of tasks, such as grasping food, drinking water, and communication. Elephants are herbivores, consuming grass, leaves, and bark. They are social animals, living in herds that are usually led by a matriarch.

Elephants play a crucial role in their ecosystems. They help shape their habitats by uprooting trees, digging for water, and dispersing seeds. These activities can foster biodiversity. Sadly, both species face threats from habitat loss and poaching for their ivory.

**2<sup>nd</sup> text:**

### My Pet Elephant

**Identification:** I have a very special pet. It is quite unusual because not everyone has this as a pet. My pet is an elephant named Jumbo. Jumbo is an Asian elephant that lives with me on our large farm.

**Description:** Jumbo has a gentle personality. His gray skin is rough and wrinkled, and he has small, floppy ears typical of his species. His trunk is long and flexible, which he uses to grab food and give me playful nudges. Every morning, I take Jumbo for a walk around the farm. He loves eating bananas and sugar cane, and he often sprays water from his trunk when he's excited. His favorite activity is playing in the muddy pond, where he cools off on hot days. Despite his enormous size, Jumbo is very friendly and loves to be around people.

1. Which one is the report text? What is the best title for the text?  
Text 1, "**Elephants**"
2. Which one is the descriptive text? What is the best title for the text?  
Text 2, "**My Pet Elephant**"
3. Provide the reasons by judging on the purposes, scopes, and structures of each text!

**Purpose:**

- Report Text ("Elephants"): The purpose of this text is to provide factual, general information about elephants as a species. It classifies elephants into African and Asian species, then gives a description of their characteristics, behavior, and ecological role.
- Descriptive Text ("My Pet Elephant"): The purpose of this text is to give a vivid, personal description of a specific elephant (Jumbo), focusing on the writer's experiences and observations about this individual animal.

**Scope:**

- Report Text ("Elephants"): The scope is broader, covering elephants as a species and providing general, systematic information. The text aims to inform readers about elephants in a comprehensive way.
- Descriptive Text ("My Pet Elephant"): The scope is narrower, focusing on a specific elephant, Jumbo, and describing his personal traits and habits. The text is more narrative and detailed in nature.

**Generic Structure:**

- **Report Text ("Elephants"):**
  - General Classification: Introduces elephants as a general subject, classifying them into African and Asian species.
  - Description: Describes the characteristics of the two species, their behaviors, and their role in the ecosystem. The structure follows a factual, systematic presentation of information.
- **Descriptive Text ("My Pet Elephant"):**
  - Introduction: Introduces the subject, in this case, a specific elephant named Jumbo.
  - Description: Gives detailed, sensory descriptions of Jumbo's physical characteristics, personality, and habits, focusing on what makes him unique. The text is more personal and subjective.

**2. Tujuan pembelajaran**

Tujuan pembelajaran	Alur tujuan pembelajaran
Pada Pertemuan ini (2 JP) peserta didik diharapkan <ol style="list-style-type: none"> <li>1. Mampu untuk mengidentifikasi report text serta</li> </ol>	Pemahaman yang diharapkan untuk peserta didik terkait materi report text sebagai berikut: <ol style="list-style-type: none"> <li>1. peserta didik mampu memahami fungsi sosial dari report text</li> </ol>

membedakannya dengan descriptive text.	<ol style="list-style-type: none"> <li>2. peserta didik mampu menjelaskan secara rinci struktur dari report text beserta dengan fungsinya masing masing.</li> <li>3. peserta didik mampu memahami unsur kebahasa yg ada pada report text.</li> <li>4. peserta didik mampu membedakan report text dan deskriptif text.</li> </ol>
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### 3. Pemahaman bermakna

Report Text adalah jenis teks yang menyajikan informasi faktual tentang suatu topik secara sistematis dan objektif. Dengan mempelajari materi ini, peserta didik dapat menyusun teks yang mendeskripsikan berbagai hal berdasarkan fakta dan observasi. Mereka akan mampu menjelaskan klasifikasi serta karakteristik suatu objek secara rinci, baik itu dalam bidang ilmu pengetahuan, teknologi, lingkungan, atau topik lain yang bersifat faktual dan informatif.

### 4. Pertanyaan pemantik

- a. What is a report text?
- b. Can you tell me the differences between report text and descriptive text?
- c. What are the structures?
- d. What language features does it have?

### 5. Persiapan pembelajaran

Guru mempersiapkan bahan ajar, modul ajar, perangkat pendukung pembelajaran tentang report text.

### 6. Kegiatan pembelajaran

#### a. Pendahuluan

- 1) Guru mengucapkan salam dan berdoa untuk memulai pembelajaran.
- 2) Guru memeriksa kehadiran peserta didik.
- 3) Guru menyampaikan tujuan pembelajaran dan cakupan materi.
- 4) Guru menjelaskan tentang materi yang akan dipelajari secara singkat.
- 5) Guru memberikan pertanyaan pemantik.
- 6) Guru memberikan kesempatan ke siswa untuk kembali ke siswa terkait materi report text.

#### b. Kegiatan inti

- 1) Guru memaparkan materi sesuai dengan pertanyaan yang disampaikan oleh peserta didik.
- 2) Peserta didik membaca dan memeriksa penjelasan guru mengenai report text berkaitan dengan social function, generic structures, dan language features.
- 3) Peserta didik kemudian diminta untuk membuka materi yang telah mereka pelajari sebelumnya mengenai teks deskriptif.
- 4) Peserta didik diberi waktu untuk bertanya mengenai perbedaan report text dan descriptive text yang telah mereka pelajari di bab sebelumnya.
- 5) Peserta didik disajikan sebuah report text dan descriptive text kemudian diminta untuk

membaca kemudian menjelaskan tujuan penulis menulis teks tersebut.

- 6) Peserta didik diminta untuk melihat serta menganalisis perbedaan yang ada pada report text dan descriptive text yang disajikan.
- 7) Setelah menganalisis secara bersama, guru memberikan beberapa report text dan descriptive text pendek dan sederhana kepada peserta didik.
- 8) Peserta didik diminta untuk menunjukan teks mana yang merupakan descriptive text dan mana yang merupakan report text berdasarkan nomor teks yang telah didapat.
- 9) Peserta didik menganalisis kedua teks tersebut berdasarkan instruksi yang diberikan.

**c. Penutup**

- 1) Guru memberikan kesempatan kepada peserta didik untuk menyimpulkan materi yang telah dipelajari.
- 2) Guru menyampaikan kegiatan untuk pertemuan berikutnya.
- 3) Guru Bersama murid mengucapkan syukur.

**7. Asesmen**

- a. Sikap : Observasi
- b. Formatif : Tes tertulis

**8. Instrumen asesmen**

- a. Instrument asesmen sikap  
Kelas : X  
Teknik asesmen : Observasi  
Instrument asesmen : Ceklis

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Berpartisipasi aktif selama kegiatan pembelajaran berlangsung				
2	Mengerjakan tugas dengan baik dan penuh semangat				
3	Berperan aktif dalam diskusi				
4	Menunjukkan sikap baik dan sopan terhadap teman dan guru				
5	Mengajukan pertanyaan				

**Kriteria**

- 4 = Selalu, apabila peserta didik aktif melakukan sesuai pernyataan.  
3 = Cukup sering, apabila peserta didik cukup sering melakukan.  
2 = Sesekali, apabila peserta didik sesekali melakukan.  
1 = Tidak pernah, apabila peserta didik tidak pernah melakukan.  
Nilai Sikap = Jumlah skor diperoleh x 5

- b. Instrument asesmen formatif

**Soal tertulis**

1. Which one is the report text? What is the best title for the text?
2. Which one is the descriptive text? What is the best title for the text?
3. Provide the reasons by judging on the purposes, scopes, and structures of each text!

01	
Text 1	Text 2
<p>Tigers are the largest members of the cat family, known as <i>Panthera tigris</i>. They are found in a variety of habitats across Asia, including tropical forests, grasslands, and swamps. There are six subspecies of tigers, including the Bengal tiger, Siberian tiger, and Sumatran tiger.</p> <p>Tigers are powerful predators with orange coats marked by black stripes. These stripes help them blend into their surroundings while hunting. Tigers are carnivores, primarily hunting large mammals like deer and wild boar. They are solitary animals, with each tiger marking and defending its own territory. Although they are strong swimmers, tigers usually hunt on land, relying on their stealth and strength to capture prey. Sadly, tigers are endangered due to habitat loss and poaching, particularly for their pelts and body parts, which are sought after in illegal wildlife trade.</p>	<p>I have an unusual pet, a tiger named Raja. Raja is a Bengal tiger, and we have a special bond. He lives with me on my private wildlife sanctuary.</p> <p>Raja has a striking coat of orange fur with black stripes that make him look fierce, but he is incredibly gentle with me. His large amber eyes are always watching his surroundings, and he moves with grace despite his size. Every day, we go on walks around the sanctuary, where he loves to splash in the water and playfully chase birds. His favorite food is raw chicken, and when he's happy, he lets out a deep, rumbling purr. Raja may be a wild animal by nature, but he trusts me completely and enjoys our time together.</p>

02	
Text 1	Text 2
<p>Dolphins are highly intelligent marine mammals belonging to the family Delphinidae. There are around 90 species of dolphins, found in oceans and rivers around the world. The most well-known species is the bottlenose dolphin.</p> <p>Dolphins have streamlined bodies designed for fast swimming, with long snouts and curved dorsal fins. They are social animals, often living in pods of up to a dozen individuals. Dolphins use echolocation to navigate and hunt, emitting clicks and listening to the sound waves that bounce back. They feed on fish, squid, and other small marine animals. Known for their playful behavior, dolphins are often seen jumping out of the water and riding waves. They are also known for their complex communication skills and strong social bonds within their groups.</p>	<p>My friend owns a marine rescue center. They care for a dolphin named Bella. Bella is a bottlenose dolphin rescued from the wild after being injured by a fishing net.</p> <p>Bella is sleek and gray, with a long snout and a distinctive dorsal fin. She's very friendly and loves interacting with the staff. Every time I visit, Bella greets me by leaping out of the water and performing flips. She communicates using clicks and whistles, which makes her seem like she's talking. Bella's favorite treat is fresh fish, and she gets very excited when it's feeding time. Despite her past injury, Bella is active, playful, and loves swimming with her dolphin friends in the large pool.</p>

03	
Text 1	Text 2
<p>My friend has a Kangaroo as a pet. His name is Joey. He is an orphaned red kangaroo rescued by the reserve.</p>	<p>Kangaroos are marsupials, a type of mammal native to Australia. They belong to the family Macropodidae, which means "big foot" due to their powerful hind legs. There are several species of kangaroos, including</p>

<p>Joey has soft, reddish-brown fur, and although he's still young, his hind legs are already very strong. He hops around the yard, using his long tail to balance as he moves. Joey is very curious and often sniffs at everything with his wet nose. Every morning, I feed him a special diet of grass and leaves. He loves spending time in the shade of the trees, nibbling on plants, and bouncing around. It's amazing how attached he's become to me; he follows me everywhere, just like a loyal puppy.</p>	<p>the red kangaroo, the largest of them all.</p> <p>Kangaroos are known for their unique way of moving—hopping on their strong hind legs, which can propel them up to 60 km/h in short bursts. They have long tails for balance and small front paws. Kangaroos are herbivores, feeding mainly on grass and shrubs. Females carry their young, called joeys, in their pouches for several months after birth. Kangaroos are an iconic symbol of Australian wildlife and play a significant role in their ecosystems.</p>
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04	
Text 1	Text 2
<p>I have a small penguin named Pippa. Pippa is a little blue penguin, one of the smallest penguin species. I love Pippa very much.</p> <p>Pippa has dark blue feathers on her back and white feathers on her belly, which makes her look like she's wearing a tiny tuxedo. She's an excellent swimmer and spends most of her time diving into the water and catching fish. When I feed her, she hops around excitedly, flapping her short wings. Pippa also loves to waddle beside me when I take her out of her enclosure. She may be small, but she's full of energy and has a loud, chirping call that she uses when she wants attention.</p>	<p>Penguins are flightless birds belonging to the family Spheniscidae. They are primarily found in the Southern Hemisphere, especially in Antarctica. There are 18 different species, including the emperor penguin and the little blue penguin.</p> <p>Penguins have black-and-white bodies with short, flipper-like wings that make them excellent swimmers. Unlike most birds, they cannot fly but are perfectly adapted for life in the water. Penguins feed mainly on fish, squid, and krill, which they catch while swimming. They are social animals, living in large colonies that help them stay warm in cold environments. Penguins are known for their upright posture and waddling gait, which makes them one of the most recognizable birds in the world.</p>

05	
Text 1	Text 2
<p>Owls are nocturnal birds of prey that belong to the order Strigiformes. There are over 200 species of owls, ranging in size and habitat. They can be found all over the world, except for Antarctica.</p> <p>Owls are known for their large, round eyes, flat faces, and sharp talons. They have excellent night vision and can rotate their heads up to 270 degrees, allowing them to spot prey from afar. Owls primarily hunt small mammals, such as mice, and use their silent flight to swoop down on their prey. Their feathers are specially adapted to reduce noise, making them stealthy hunters. Owls are solitary and territorial, often nesting in hollow trees or abandoned buildings.</p>	<p>I have a beautiful owl named Luna. She is my best friend. Luna is a barn owl, known for her heart-shaped face and soft feathers.</p> <p>Luna has a beautiful coat of white and light brown feathers, which make her look ghostly in the moonlight. Her large, round eyes glow yellow in the dark, and she silently flies around the yard at night. Luna is calm and enjoys perching on my arm, gripping gently with her sharp talons. She feeds on small mice, which I give her during training sessions. At dusk, Luna likes to hoot softly from the roof, watching the world around her. Even though owls are wild by nature, Luna has become a loyal companion, and I love caring for her.</p>

**Rubrik penilaian**

<b>Pertanyaan</b>	<b>Bobot</b>	
1. Which one is the report text? What is the best title for the text?	2	
2. Which one is the descriptive text? What is the best title for the text?	2	
3. Provide the reasons by judging on the purposes, scopes, and structures of each text!	<b>Bobot</b>	<b>Keterangan</b>
	6	Apabila terdapat seluruh aspek (purposes, scopes, structures) dalam jawaban
	4	Apabila terdapat 2 aspek dalam jawaban
	2	Apabila terdapat 1 aspek dalam jawaban
	1	Apabila jawaban tidak mengikuti petunjuk yang telah diberikan

Total score: 10

**9. Sumber belajar**

- Power point
- Online learning materials

Semarang, 28 Oktober 2024

Guru Mata Pelajaran

Fakhri Rizaldi, S.Pd.

## DOCUMENTATION

**Figure 6.6. Classroom Observation with Teacher A**



**Figure 6.7. Classroom Observation with Teacher B**



**Figure 6.8. Classroom Observation with Teacher C**



**Figure 6.9. Classroom Observation with Teacher D**





**Figure 6.10. Classroom Observation with Teacher E**



## CURRICULUM VITAE

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### Academic Background

- 1) TK Dharma Wanita, Wahyu Mandira, OKI
- 2) MIN 5 Bandar Lampung
- 3) Pondok Pesantren Al-Ittifaqiah, Indralaya, OI
- 4) SMAN 4 Kayuagung, OKI
- 5) English Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Walisongo Semarang

Semarang, 20 December 2024



**Revina Annisa Fitri**

NIM. 2103046094