



**THE PROCESS OF USING PROJECT BASED LEARNING
IN *RELT* CLASSROOM
AT ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN**

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fullfilment of the Requirement for the
Graduate Degree of Education (S.Pd.) in English

Written By:

BULAN RITONGA
Reg. No. 18 203 00101

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **BULAN RITONGA**, entitled “**The Process of Using Project Based Learning in RELT Classroom at English Department IAIN Padangsidimpuan**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu'alaikum wr.wb.

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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 subsections 2.

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To develop of science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **“The Process of Using Project Based Learning in *RELT* Classroom at English Department IAIN Padangsidimpuan”** With all the sets of equipment (if needed). Based on the this Non-Exclusive Royalty Right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

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ABSTRACT

This research focused on a process of using project based learning in *RELT* classroom at English department IAIN Padangsidempuan. Project based learning had been long existed and implemented by some institutions of school and also universities in Indonesia. The researcher tried to investigate sequence process in using project based learning.

In this case, the purpose of this research is to observe and describe how is the process of learning research in English language teaching by using project based learning method. The formulation of problems in this research were; 1) How is the process of using project based learning method in *RELT* classroom? 2) What are the difficulties of using project based learning method in *RELT* classroom? The researcher wanted to know the implementation of using a sequences process of using PjBL model in *RELT* classroom.

This research used descriptive qualitative approach. The data were collected by doing observation and interview. The informants of the research were 15 students of TBI 6th semester that taken randomly because they learnt about research in *RELT* subject as a prior lesson subject and the lecturer that in charge of this subject. The analysis of the data was qualitatively. The analysis of the data consisted of 4 steps, they were reading or memoing, describing, classifying, and interpreting.

The findings revealed that the student and lecturer have passed whole the process or steps in using project based learning method in *RELT* classroom. The learning activities had been running well, systematically and actively in a class. Moreover, the lecturer can minimize the difficulties that faced by students while using Project Based Learning with some strategies. The result of this research showed that project based learning (PjBL) can support and enhance students' motivation and their creativity in the classroom in order to make students easier to understand the explanation by the lecturer.

Key Words: *Learning process, Project Based Learning, and RELT.*

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ABSTRAK

Penelitian ini berfokus pada proses pembelajaran dengan menggunakan metode project based learning di mata kuliah *RELT* pada jurusan pendidikan bahasa inggris IAIN Padangsidempuan. Metode pembelajaran berbasis proyek sudah lama ada dan diterapkan oleh beberapa instansi sekolah maupun universitas di Indonesia. Peneliti mencoba untuk menginvestigasi rangkaian proses dalam menggunakan model pembelajaran berbasis proyek.

Dalam hal ini, tujuan dari penelitian ini adalah untuk mengamati dan mendeskripsikan proses pembelajaran *RELT* dengan mengimplementasikan project based learning. Rumusan masalah dalam penelitian ini adalah: 1) Bagaimana proses penggunaan metode pembelajaran berbasis proyek di kelas pembelajaran *RELT*. 2) Apa saja kesulitan-kesulitan dalam penggunaan metode pembelajaran berbasis proyek di kelas pembelajaran *RELT*. Peneliti ingin mengetahui penerapam pada penguunaan rangkaian proses pada model pembelajaran berbasis proyek di kelas *RELT*.

Penelitian ini menggunakan jenis pendekatan kualitatif. Pengumpulan data dilakukan dengan observasi dan wawancara. Informan pada penelitian ini adalah 15 mahasiswa TBI semester 6 IAIN Padangsidempuan. Peneliti memilih mahasiswa TBI semester 6 karna mereka mempelajari mata kuliah *RELT* sebagai mata kuliah wajib dan metode pembelajaran yang digunakan oleh dosen pengampuh di mata kuliah ini. Analisis observasi dan wawancara dilakukan secara kualitatif. Analisis data terdiri atas 4 tahapan yaitu reading atau memoing, describing, classifying dan interpreting.

Temuan mengungkapkan, siswa dan guru melalui setiap tahapan proses dalam praktik metode pembelajaran berbasis proyek pada mata pelajaran *RELT* di kelas. Kegiatan belajar mengajar berlangsung dengan kondusi, aktif, dan terstruktur. Hasil penelitian menunjukkan bahwa metode PjBL menjadi salah satu inovasi metode pembelajaran yang memberi banyak dampak positif, mendukung kreativitas siswa dan memudahkan siswa dalam memahami materi yang disampaikan oleh dosen.

Kata Kunci: *Proses Pembelajaran, Pembelajaran Berbasis Proyek, and RELT.*

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Padangsidimpuan, 25 Oktober 2022

Researcher

BULAN RITONGA

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Research is defined as systematic, creative and detailed process that involves the collection of object or problems then take a careful consideration of a study into a specific problem, issue or concern which use several methods in order to gain or create new knowledge about a certain topic. In addition, research refers to the process of creation to gain new knowledge develop something new or such an applications. Simply, research is the way of discovering new knowledge. According to Dixit¹ Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way as to expand and generate new concept, methodologies and understandings. This could include synthesis and analysis of previous research to the extent that it leads to new and creative outcomes.

Research is very closely associated and correlated with university students. Research occupies a major and important position for every student that will be continued to the next level. Absolutely, every student is required to be able to understand the significance of a study. Moreover, by comprehending research will lead and guide every student to be capable in arrange, write and compose a mini proposal and also fulfill their obligation for making the thesis for the next stage or semester.

¹ Akash Dixit, “*Reading Material on Research Methodology*” (NMIMS Global Access School for Continuing Education,) https://www.academia.edu/32531168/What_is_Research_pdf

Due to the standard requirement of education as a condition for a students' graduation from institution to a college degree. Specifically, in English department research subject will be studied clearly on RELT (Research in English Language Teaching) classroom. The both are inseparable because research was part of RELT.

State Institute for Islamic Studies provides lots of majors, one of it is English Education Department. This subject consists of some focuses in different subject, one of it is RELT. Subject RELT will be learned on the sixth semester. This subject as the resource of research learning in common. Including; kind of reserach, steps to do research, analyze element of the research or maybe review the research that taken from some articles or journal.

Basically, this subject focuses to teach the students the procedure how to do the research as well. Absolutely, RELT subject is not easy to learn, the students must be serious to comprehend it. If so, this is the struggle of the lecturer to be able to invite them into fun learning strategy, using some interesting media, then choose the suit model or learning method to ensure that students get understand what they have learned.

RELT as the subject has to be taught by an appropriate and interesting learning method. Of course, the learning method will directly guide the students how the process of doing the research exactly. Model of learning method or strategies both are essential aspect that affect to student and also the lecturer.

Here are excerpts from several interviews with students for questions about learning process in RELT Classroom. The first informant said, “I think RELT is one of subject that is categorized in difficult stage. It is because in this subject there are many topics and subtopics related to the research. Sometimes, I get some difficulties in understanding a certain part such as kind of research, how is the procedure, what are the elements of research and the characteristic of each kind of research”². The next informant said, “The problem for me is sometimes I am lack of knowledge about research. I often feel hard to distinguish some kind of research which belongs to quantitative and qualitative research. In addition, while learning process in online platform such as by google meeting classroom I feel hard to catch the explanation from the group presentation, cause some of them are just explain it briefly or incomplete ”³

At this time, we may find the variety of challenge and also opportunities especially in teaching RELT. Absolutely, the lecturer as an educator and also the facilitator every teacher has an big roles in this part. Lecturer are responsibility for creating a good atmosphere of teaching that will positively impact to the learning outcomes of the students. The lecturer should be more creative and innovative during the learning or teaching process in order to train students to be more active, productive, creative as the result the classroom become more attractive.

² Rizka Wulandari Saragi, English Student in the sixth semester at TBI-1 in IAIN Padangsidimpuan, *Private Interview, On 24 March 2022*.

³ Kaipah Habeahan, English Student in the sixth semester at TBI-1 in IAIN Padangsidimpuan, *Private Interview, On 24 March 2022*.

The main point is also about the language teaching that used by the teacher while teaching.⁴ The teacher must be able to teach english subject in interesting way, effectively, properly and also using the time efficiently. The process of teaching should be conducted for the sake of reaching the standard of learning outcome which is considered as the goal of teaching learning process⁵. During the learning process the teacher has to choose an appropriate approach, strategies, methods and also learning techniques.

Moreover, the instruction or teaching method should be challenging, interesting, inspiring and interactive and entertaining to reinforce the students' capability and understanding in learning English. We know that the english lecturer as the key or central role in succeeding English education and be able to upgrade and maximize teaching learning process in the classroom effectively. So that, in order to get the target the lecturer need to use the suitable collaborative learning strategies for teaching process.

However, based on fact mostly students are used to receiving step by steps instruction from the lecturer which is full of teacher centered instruction. Some of students are lazy to follow the class as well, hard to understand the material at the time, seems uninterested in learning English and others. From all those problems, it is concluded that the main problem

⁴ G. Bas, *Investigating the Effect of Project Based Learning on Students' Academic Achievement and Attitudes Towards English Lesson*. TOJNED : *The Online Journal of Review of New Horizons in Education*

⁵ J. Harmer, *How to Teach English*. (England: Longman, 2007)

was in inappropriate teaching method applied during the learning process. The same problem often comes while learning RELT. This can be done by applying an instructional approach namely students centered pedagogy that focuses on students centre learning, students autonomy and learning process.

This one become the most popular and developed in many of schools and universites, it is Project Based Learning. In PjBL environment, the student may enhance their critical thingking, explore and apply the subject matter, gives contextual and meaningful learning for them and also they can evaluate and and reflect their own ideas then create new things. PjBL is a teaching method that organizes learning through project assignment. A growing body of academic research support the use of project based learning in school to engage students, cut absenteeism, boost cooperative learning skill, improve academic performance.⁶ In short, this method will lead the student to be more creative and can develop innovation skills by using project. Project Based Learning offers wide range of benefit to both students and teachers.

Based on the illustration above, the researchers is attractive to do research interest and introduce the new inovation of learning approach to teach RELT in the classroom. Moreover, this learning method absolutely may compose and organize students' ability so that they will get a significant self confidence in following the class especially *RELT*

⁶ George Lucas, Educational Foundation, "Project Based Learning Research"(2001 www.edutopia.org)

classroom. By using project based learning the researcher believed that the students will feel enjoyed and get a fun learning classroom then easily to understand the task or given material from the lecturer. Project Based Learning will guide the students integrated to the real world concerns. The outcome from the learning by using this method is to build up the communication skill, motivation, independence, the capability of the students in following the lesson and expand their ideas or creativity through a work project.

In short, Project Based Learning may boost and develop students' participation while the learning process and teachers' learning innovation. This kind of teaching learning method, indicated as a recommended teaching method and effective to be applied in the classroom. This reason finally guided the researcher to formulate the research entitled "A Study on The Process of Using Project Based Learning in *RELT* Classroom at English Department IAIN Padangsidimpuan."

B. Focus of the Problem

Here, the problem of the research was focused on the process of using project based learning in *RELT* (Research and Language Teaching) classroom. It was focused on kinds of research in Language Teaching limited in a meeting at the sixth semester in academic year 2021/2022 of English Department IAIN Padangsidimpuan.

C. The Formulation of the Problem

In conducting this research, researcher describes the formulation of the problem as follows:

1. How is the process of using Project Based Learning method in RELT classroom?
2. What are the difficulties of using Project Based Learning method in RELT classroom?

D. Objectives of the Research

Based on the statement above, the objectives of this research as follows:

1. To elaborate the process using Project Based Learning method in RELT classroom.
2. To investigate the difficulties of using Project Based Learning method in RELT classroom.

E. Significances of the Research

1. For English Lecturer

This research as information and also references for English lecturer especially in teaching RELT (Research in English Language Teaching) in order to boost the quality of learning activities in the classroom become more interactive and interest. In addition, using Project Based Learning as an alternative for all teachers to train the students for expanding their creativity by their own way and use project working.

2. For English Students

The result of this research is expected can create a good atmosphere while learning process. Using this method help the students to solve some problems during learning activities using project and lead the students to be more active, productive and creative.

3. For Students

The result of this research is not only as an alternative for the teachers but also this one can be useful for student to raise the fourth skills in English includes listening, speaking, reading and writing. The students can also enhance their ability facing some problems wisely when they get difficulties during the class.

4. For Other Researcher

Hopefully, the result of this research can be can be used as an information and also references to another researcher who want to anlayze or conduct the same problems or focus even if in different case or problems.

5. For Readers

The result of the reserach can enrich the knowledge about some of innovative learning approach in learning RELT (Research in English Language Teaching). Of course, this one give the positive impact for the reader to guide them in following the class actively and spiritly. As the result, learning activities can be comfort, attractive and fun.

F. Definition of Key Terminologies

There are some terms in this research they are: project based learning, RELT (Research in English Language Teaching), classroom. In this moment, the researcher defined what are they which are applied in this research to get a good understanding about the title of the research:

1. Project Based Learning

Project Based Learning (PjBL) is an effective learning approach or method that use project work developing the students' skill, enhance their motivation and learning outcomes that can help the students in solving their problems through work project while the learning process and bring the lesson to the real world or real life context.

2. Research in English Language Teaching (RELT)

Research in English Language Teaching define as an English subject in English Education Department (TBI) that give the understanding to the student about the procedures how to do the research in english language teaching. Thus, this subject concern with range of topic which is related to teaching and learning of English language in the scope of research.

So, the process of using project based learning in RELT classroom means a series of learning process in RELT classroom that implement work project as a learning method which the subtopics of the lesson focused on research methodology and research concept.

G. Outlines of the Thesis

The systematic of the research is organized into five chapters. Every chapters subdivided into some of subtopics to elaborate the given cases or issues. The detail of each chapter as follows:

Chapter one discuss about introduction they are background of the problem, focus of the research, the formulation of the research, objectives of the research, significances of the research, definition of keyterms and the last the outline of the thesis.

Chapter two consist of review of related literature, definition of RELT (Research and English Language Teaching), review of Project Based Learning (PjBL), Review of Research in English Language Teaching (RELT), and review of the process of using Project Based Learning.

Chapter three consist of research methodology include: research design, subject of the research, place and time of the research, source of the data, instrument of collecting data, technique of data collection, techniques of data analysis, and technique to maintain the data trustworthiness.

Chapter four consist of the result of this research. Which organized into subchapters that consist of findings, discussion and threat of the research. Chapter five consist of conclusion about the result of this research and suggestion that are given by the researcher herself.

CHAPTER II

LITERATURE REVIEW

A. Literature Reviews

1. Review of Project Based Learning (PjBL)

a. Definition of Project Based Learning (PjBL)

Project Based Learning is defined by Foss that: Project Based Learning is a teaching and learning model (curriculum development and instructional approach) that emphasizes student-centered instruction by assigning project.⁷ PjBL (Project Based Learning) is called as a learning method that can build students' autonomy to do the work project, such as an assignment or complex tasked based on some questions or problem needed to be solved. The students will give more contribute, active, creative while learning. In addition, PjBL (Project Based Learning) has an important role that may influence students initiate, goal driven, and to be independent in following the learning process in the classroom.

This learning method is aimed to guide the students into interactive, fun learning process and also to train and encourage their knowledge in understanding the material. At this time, project based learning is the popular one and has been applied in some institution in a certain school and also university. In short, project based learning

⁷ J. A. N. Tiangco, *“Project Based Learning Assesment for EFL/ESL Instruction: the Philippine Experience and its Implications to Taiwan.*

make students collectively construct and develop their own knowledge through reflection on their experience.

Meanwhile, Solomon⁸ stated that PjBL (Project Based Learning) is an approach to learning and in the process made to develop several skill succesively at the same time as they work on challenging project. Actually, this learning approach aimed to find out and explore deeply students's capability and also mastering one of English skill could be listening, speaking, reading and writing. This one may invite all the students actively participate in every single learning activities in the classroom.⁹ So that, Project Based Learning may stimulate student to know the concept that they have learned. If so, we call this one as a student centered pedagogy.

Moreover, project based learning namely as a teaching method which is affected to the learning outcomes of the learning. PjBL (Project Based Learning) is an instruction approach that shifts traditional teaching practices into long-term activities, which are student centered, and integrated with real word issues and practices.¹⁰ In short, PjBL (Project Based Learning) does not play a main role for the teacher while learning but here the students as a key to do all the activity in RELT classroom.

⁸ Solomon. G., "*Project Based Learning*": "*A primer Technology and Learning*". (2003) p.23-26

⁹ Lindsay Miller, Christoph A. Hafner, and Connie Ng Kai Fu, Project Based Learning in a Technologically Enhanced Leanubg Environment for Second Language Learner, E-learning and digital Media 9, no. 2 (2012): 183-95, <https://doi.org/102304/elea.2012.9.2.183>.

¹⁰ Tribune Chicago, http://schools.chicagotribune.com/school/herzl-elementary-school_chicago

Based on the description above we know that project based learning (PjBL) focuses on students centered as the main player and also the changemaker for getting the successful learning in the classroom. Project based learning concern with several task or project that given directly to the students to create an interesting learning concept then the teacher as a facilitator and monitoring the class. In PjBL lecturer become easier to stimulate the students motivation and also their critical thinking to deliver what they got from the given material.¹¹ Thus, this learning model is effective for enhancing and empowered their motivational.

According to Wong et al,¹² this approach also relies significantly on students initiated inquiry and interaction, resulting in the creation of knowledge¹³. This is also looked from some of departments in schools and also some universities have implemented PjBL that engaged the students to build the new knowledge or new perception related to the material given by the teacher.

¹¹ Kovalyova, Y.Y., et.al. “*Project Based Learning in Teaching Communication Skill in English As a Foreign Language to Engineers Students. International Journal of Emerging Technologies in Learning*” 7(4) 2016 p.153-156

¹² Wong, “*Teaching Language in Context*”, (Melbourne:Oxford University Express, 2012)

¹³ JALL (Journal of Applied Linguistics and Literacy), ISSN 2598-8530, September, Vol. 4 No. 2, 2020

In addition, this learning approach also as a way that may helpful for student and teacher while the learning process in the classroom so that the classroom become more active and certainly will create a fun learning classroom. Every single topic or material that will to be learned is covered completely and by giving a clear explanation using this learning approach.

Netto-Shek emphasizes that: Project work approach to learning centres on generating questions or inquiry that directs students to look at concept and principles related to their study.¹⁴ Based on some theories at the previous studies showed that PjBL significantly may increase their enthusiasm and give the positive values to the students Project based learning not only affect to academic aspect of the students but also this approach has many values and benefit to boost their skill in communication, team work, collaboration, art skill, internship and others.

So that, project based learning become an appropriate and effective learning model especially in teaching English in order to accomodate the students intelligence in the classroom. In conclusion, project based learning (PjBL) generally applied and known well in every grade of English learner which focuses on the students centered and the teacher as a controller in the classroom. The previous study defined Project Based Learning as an instructional approach which the students act as a central of learning process in order to increase English Productive Skills and also can promotes teaching motivation and satisfaction.

¹⁴ Thomas, "Project Based Learning in What Teacher Need to Know About ", (Australia: Peter Wesywood, Acer Press, 2008).

b. The Steps of Using Project Based Learning

In effective teaching of RELT, teacher lead the student in the classroom become more purposeful, active learner, and also proficient. In teaching RELT, the teacher should create a scheme and such a plan containing several steps how is the process of using Project Based Learning (PjBL). The steps are fundamental in feature of teaching method or strategies. Creative and smart teacher is not only deliver material but also play as a facilitator and manager in the classroom.

Steps are quite needed for the teaching process. Steps consist of how is the way to implement that method in order to support the learning goals as good as possible. The good steps will lead the class into fun learning classroom then it will make the students easier to make a sense of what they are learning about. Both teacher and students must follow every step systematically.¹⁵ Here are the following steps of implementing PjBL (Project Based Learning):

¹⁵ Novitasari, et.al. The Implementation of Project Based Learning To Improve Students Responsibility in School Studies Learning, (2018) p.19-32

Table 2.1
The Steps Implementing PjBL¹⁶

The Steps of Implementing PjBL	Classroom Activities
1. Starting the project	<ol style="list-style-type: none"> 1. The lecturer show one work project then explain it briefly to the class. 2. The lecturer divided the class into six groups and each group choose one topic from the book and after that discuss together. 3. Every group is given an examiner to be interviewed then asked the team some of questions related to the topic discussed in the book.
2. Developing the Work Project	<ol style="list-style-type: none"> 1. Every group give the file or printed materials to the lecturer to explain about their project as well as they can. 2. After getting the response from the lecturer after that, every team have to send an adress email that containing 1-5 questions for the lecturer. 3. After receiving the answer from the lecturer, each personal of the

¹⁶ .J. W. Thomas, "A Review of Research on Project-Based Learning", (The Autodesk Foundation : San Rafael, California 2000)

The Steps of Implementing PjBL	Classroom Activities
	<p>group analyze the answers together</p> <ol style="list-style-type: none"> 4. Each member of the group discusses the result of the previous topic then continue by comparing them with the keypoints stated in their textbook. 5. Every single group merge or collect their ideas then create an interesting power point slide presentation.
3. Informing to the class	<ol style="list-style-type: none"> 1. Each team shared the power point slide after that present it in front of the class. 2. While presentation, the other participant prepares the questions, then ask it to the group presentation.
4. Evaluating or Assesing the project	<ol style="list-style-type: none"> 1. Every group submit their presentation file and email the result to the lecturer. 2. The lecturer gives the evaluation to each member of group. The presentation rubric is used to give the score to the material during the presentation and personal assessment of each member within the team or group.

However, Stoller has shown that there three main stages or process of Project Based Learning for language learning that composed in eight learning activities as follows¹⁷:

a. Planning

Planning consist of five activities, which are choosing project topic, pre-communicative activities, asking essential questions, designing project plan and creating project timeline. Every student allows to explore and develop their ideas, creating a creative learning project as good as possible through the work project.

b. Implementation:

The implementation comprises of one activities, namely finishing the project. In this stage, the students practice or use Project Based Learning (PjBL) while learning process in *RELT* (Research in English Language Teaching) classroom. In this process, students still accept some instruction relate to the procedures how is project based learning implement in the classroom.

¹⁷ Stoller, "*Project-Based Learning*", 1st edition SEAQIL's Team (SEAMEO QITEP in Language, Jakarta 2020)

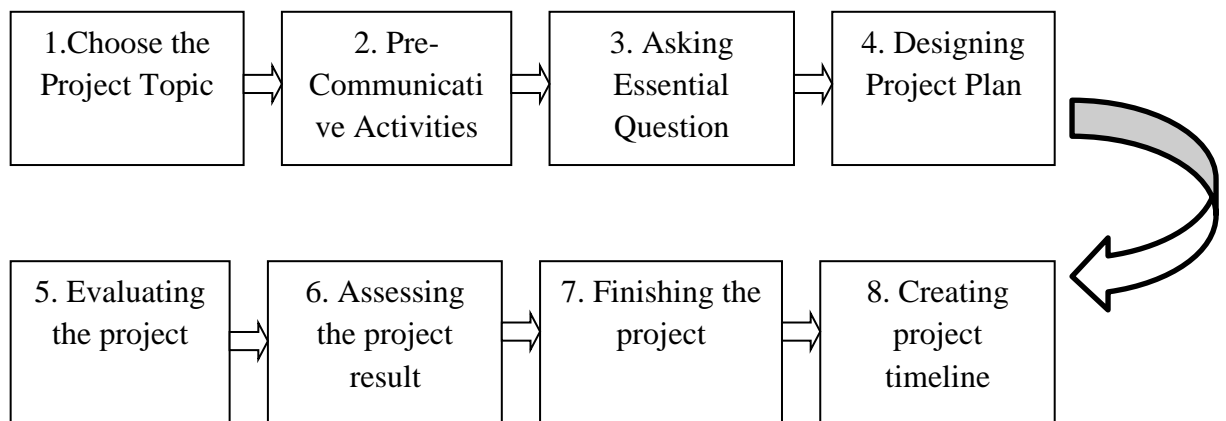
c. Reporting

There are two activities in this stage, namely assessing the project result and evaluating the project as well as evaluating project result and learning activity. This step as the last process in project based learning which the teacher will give such an evaluation or score to students' work. Then the teacher also give the time for discuss the topic at the time related to their work project that have been done.

The following scheme is the stages of the project-based learning model in sequence:

Chart 2.1

The Stage of Project Based Learning



d. The Advantages of Project Based Learning

Project Based Learning has lots of benefit or advantages for students and also the teacher. Project Based Learning is not only use for research problems but also applicable in others aspect or subject in education. Fragoulis defines there are some benefit that we get by applying this learning method it is Project Based Learning (PjBL) in learning RELT, they include the following:

1. Project based learning gives a clear naration or explanation for the student related to the material.
2. Project based learning can support the students to be more active and talkative in following the lesson.
3. Project based learning can also create a good atmosphere to raise up the students' interest during the learning process.
4. Project based learning guide the students in solving some problem when they get difficulties in certian part of the given material by the lecturer.
5. Project based learning absolutely train the students to have critical thingking and also enhancing their collabarative skills in the classroom
6. Project based learning may support the teacher and give a significant impact for achieving the learning goals.

7. Project based learning can improve students capability optimally by learn from work project.
8. Provide learning experience which involves students inside it and was designed to bring it into real life.
9. Project Based Learning may boost collaboration and communication skill in managing learning sources.
10. A dynamic classroom approach in Project based learning may give a deeper understanding through active exploration related to the material.
11. Improving students' final result or academic achievement.
12. Developing communication skill, information processing, self - management, problem solving and teamwork.
13. Engage student experience based student real context or life.
14. Train the capability of the student while studying actively and collaborative with their own teamwork.
15. Give some positive vibes for both student and lecturer in implementing in PjBL.¹⁸

¹⁸ Salomon. G, *"Project Based Learning": A primer, Technology and Learning*, (2003) p. 23, 20-26

In addition, PjBL gives more advantages for student. Project Based Learning emphasize on students' autonomy and teacher as a guider partner in learning process to develop the students' productive thinking ability. Hollistic and interdisciplinary. So that, PjBL significantly gives many benefits or advance for the students. Project Based Learning is not only expand the learning experience of students but also can optimize their skill or capability in managing learning process. This learning method also involves students' participation in whole activities while learning process.

Moreover, the advantages of project based learning described as follows:¹⁹

1. Project Based Learning is a meaning learning approach that significantly stimulate the student creativity in creating the english material for particular learner and particular field.
2. Project Based Learning can also promote the students in making a provision or decision while the finishing the work project.
3. By using Project Based Learning, it will allow the students practice in producing a good project which is still close relation with the course material, and result or products can be useful for themselves and others.

¹⁹ Yustina et. al. "*Advantages of Using Project Based Learning Dduring Covid 19 Pandemic*" JoES (Journal of Educational Study) 2022, 1st edition, Vol. 2, p. 11-12 <https://www.10.36663/joes.v2i1.253>

4. Project Based Learning may train the students to be attractive and easy to solve some problems while learning process and overcoming the difficulties, investigating activities and making a decision.
5. By using Project Based Learning will help the students to be able to achieve good knowledge of the given materials by the teacher²⁰.

In sum up, Project Based Learning may help students to overcome some difficulties related to the course material, task or others. By using this method, students act as a center in a classroom. It is because Project Based Learning can train them to express themselves and increase their critical thinking.

e. Disadvantages of Project Based Learning

Project Based Learning (PjBL) giving two side impact it is advantages and disadvantages for teachers and students. Here are some disadvantages of project based learning for students including:

1. Some of students are difficult to make such a project because there are many projects come in the same time.
2. Students can not finish the project maximal due to the time for collecting the project.
3. Students do not catch the point of material will be difficult to create the project.²¹

²⁰ Bas, G. "Investigating the Effect of Project Based Learning on Students' Academic Achievement and Attitude Towards English Lesson" (*TOJNED : The Online Journal Of New Horizons in Education*, 2011)

4. Students are lack of understanding for making a creative work project.
5. The teacher is lack of knowledge in incorporating project based learning into learning material or topic that going to be learned.
6. Project Based Learning takes significant time to plan and execute. Hence, the teacher face some barrier to choose the right or suitable topic.
7. The students have limited consultation time to consult about the difficulties while finishing the project.

Beside the positive side, Project Based Learning gives disadvantages for both students and also the teacher. In the implementation, Project Based Learning spend a long time to plan, design, and execute the work project. Moreover, some of lecturers lack of knowledge in associating Project Based Learning (PjBL) into certain learning subject. So that, sometimes student will get some difficulties to create a good project.

²¹ Thomas, (2008), *“Project Based Learning in What Teacher Need to Know About”*, Australia: Peter Wesywood, Acer Press.

Mihic²², also mention some disadvantages of project based learning for teachers as follows:

1. Time constraint to developing and implementing project based learning.
2. Need a big effort to plan and execution.
3. Teachers may inability to face the problem come of the project.
4. Need a big facilitator of learning.
5. Need more time to finish the work project.
6. Students need more tools.

Based on the explanation above, there are some disadvantages that mentioned by Mihic. The disadvantages of PjBL (Project Based Learning) looks from time efficiency while design the project and tools or facilitator of learning. If so, students and lecturer will face several challenges while planning and finishing the work project.

f. Challenges of Project Based Learning

Applying Project Based Learning (PjBL) in the classroom certainly give a certain challenge to the teacher who use that learning style. Even if now we are in digital era 4.0 but based on fact we still found some teachers lack of knowledge about IT (Information and Technology). Thomas stated that One of the basic challenge to the teacher is the conflict PjBL (Project Based Learning) lead or guide the students to the deep-

²² Mihic and Zavrski, "Professors' and Students' Perception of the Advantages and Disadvantages of Project Based Learning."

seated belief of teachers in their approach to teach a specific part of English subject and the degree of balance between students participation and teacher control over the activities in the classroom²³. In short, teacher and students must work together and contribute actively to the learning process in order to get the best outcomes optimally.

As the teacher, they have to get introduced to PjBL method, they tend initially to expand on the transmission of the learning approach.. Additionally, the teacher must be able to accept all the dimension of dynamic activity created by the students-centered²⁴. Every student must be active, fast response during the learning process.

Some of teachers may get a bit difficulties to complete the give curriculum because of the limit time needed to spend on projects. In addition, the teacher may be concerned teach out of the topic and the behavior of the students, which might prevent them to study through a small group discussion. Therefore, the teachers have troubles decide the students' time needed to build their skills; instead they think that they train the students' skill before starting the project.²⁵ Therefore, the teachers have troubles decide the students' time needed to build their skills, instead they think that they train the students' skill before starting the project.

²³ Allan Patton, *work that Matter Teacher's Guide to Project Based Learnin*", (Paul Hamlya Foundation, 2012).

²⁴ J. W. Thomas, "A Review of Research on Project Based Learning, Retrieved: Desember 23, 2021) from <http://www.bobpearlman/BestPractices/PBL-Research.pdf>

²⁵ M. Termizi, *The Effect of Project Based Learning on pre-Service Teachers Environmental Knowledge, Attitude and Behavior, Master Thesis*, (University Sains Malaysia, Retrieved from <http://pustaka2.upsi.edu.my/eprints/192/>. Accessed on Desember 25, 2021.

g. Elements that Influence Project Based Learning

In order to force up students spirit in doing work project within a set period of time, students need to create a new progress day by the day in their areas of interest. In addition, they also need to choose the relevant work project in order to be inspired and motivated to continue the next work project. To make a good performance of work project, the students need to provide the necessary skills and competencies both in context research and knowledge.

Therefore, teacher also need to fulfill both in the suitable pedagogical proficiency. As the part of facilitator and also guidance the teacher should provide regularly indicator to monitor the students' work progress. This may take the regular session among mentor and student project group to check on achievement and whether the group doing the task or not.

David notes that the basic factor that gave a strong affect to the school to facilitate project based learning environments for the learner. This one emphasized that the students and the teacher are encourage to build a good collaboration. Furthermore, nice collaboration would determaine the outcome and progression of the students. Thomas defines other aspects of school wide support and aspect of school based such as take a role and to be an active participant in the classroom.²⁶ Here are some factors that motivate and stimulate students in the context of Project

²⁶ C. Bereiter & M. Scardamalia, *“Process and Product in PjBL Research*, (Ontario Instiute for Studies in Education /University of Toronto

Based Learning (PjBL). Barron et.al, recommend the following basic principles as follow:

- 1) Explain the learning objective clearly that will product a deep understanding to the students.
- 2) Scaffold learning to make sure that the learning progress for the students keep stabil.
- 3) Have a suitable regular assesments to monitor studets' changes or progress and to get a feedback to be better in the next.
- 4) Work in team and do such a collaboration with each other absolutely can expand their critical thinking and contribute and also review others work and eventually can complete the task successfully.

Moreover, students also need to find the relevance project to be motivated to another student. Here, the teacher takes a role to monitor the progress of the students' project. So that, the teacher can assest and give an evaluation of their work project.

2. Review of Research in English Language Teaching

a. Definition of RELT (Research in English Language Teaching)

Research in English Language Teaching is the format, systematic application of the scientific method to the study of problems, educational to the study of educational problems. The effectiveness of project based learning has been investigated in various studies. Research has been prove through PjBL (Project Based Learning) students become more active, be the problem solver.

The teacher who applied the project based learning becomes more concern on the understanding of the students of the concept.²⁷ RELT is a subject that focuses on research theory which applied in teaching process. In learning RELT, there are many subtopics related to research discussion such as kind of research, characteristic of research, and the procedure how to do the research. Hence, research may collaborate and combine with PjBL while learning process.

Research on Project Based Learning may take some forms. Research can suggest to (a) make a value or as an indicator to measure the effectiveness of project based learning (summative evaluation), (b) describe or assess how success associated between Research and PjBL (formative evaluation), (c) assess the role of students' characteristic factor in PjBL effectiveness

²⁷ Geoffrey E. Mills, L.R. Gay, "Educational Research for Analysis and Application" (Boston Pearson Education, 2019)

(aptitude-treatment interaction), or it possible to do test some proposal features of Project Based Learning.

More important, PjBL seems to be efficient and equivalent better than learning models. There is evidence that PjBL has a main value for enhancing the quality of students' learning goals in a certain subject especially in RELT.

b. RELT in English Education Department

RELT (Research in English Language Teaching) subject at English Education Department in IAIN Padangsidempuan is guided by RELT Lecturer.²⁸ As for the material that was taught consist of several subtopics. Every topic is divided into some meetings. RELT subject go through blended learning.

Basically, research method subject were given the previous semester, but the lecturer still deals with the basic part of material of the research method. At the previous semester the lecturer only discussed the scope of research, what is research and the essential of the research for students. Then continue in the next semester, on the sixth semester RELT subject discussed more specifically and details about the types of the research, characteristics, steps or procedure and guide the students to make such a research formulation. As the result, students can do with education,

²⁸ RELT Lecturer, *Private Interview about RELT in English Education Department Padangsidempuan on July 2022.*

learning, and English teaching. If so, RELT gives detail description related to the research systematically.

c. Learning Method of RELT

On learning process, the lecturer often uses group discussion and question answer method while learning. Other commonly method that usually use are direct instruction and problem solving but the implementation of PjBL method have not work optimally. All of student of English education department in three classes TBI-1 till TBI-3 have passed six meetings learning RELT.

As the first meeting the lecturer presented the learning contract and give an explicit explanation of the basic title or subtopic of the RELT subject or schemata about all of them. The lecturer wants to know the background knowledge or prior knowledge of the student. Next, the second meeting the lecturer explains the definition of each kind of research briefly followed by giving the example. Then, the following meetings lecturer manages the schedule who will do the presentation in every week.

After doing the presentation, the group opens the second session it is question and answer time²⁹. In this session, every single group or team must prepare can be two or more question at least one question to the group presentation related to the material or what they have

²⁹ RELT Lecturer," Curriculum of RELT in English Education Department " of IAIN Padangsidempuan, 2022.

explained. One or two people as a vice to deliver the questions. So, that is the sequence learning method in learning RELT.

d. Learning Purpose of RELT

Learning RELT (Research in English Language Teaching) in English Education Department has many purposes especially for students. RELT take a main part or position to the next journey of the students. So, here are the following purposes of learning RELT.

1. Gives the specific knowledge for student about the various kinds of research that deals with English learning and teaching whether by quantitative, qualitative or mixed.
2. Prepare the student to research proposal, because in this subject students are required to be able to make a mini proposal at the end of the study.
3. Guiding students to be able to do research with good and proper procedure.
4. Enhancing students' analytical capability in to be problem solver
5. Train the student to think logical and systematically.
6. It is easier for student to understand how research works from research goal, research design, to research data collection.
7. Giving students an overview of basic knowledge on research.
8. Adding insight and sciences to student or rich their background knowledge.

9. Allow the students to arrange the concept of research that will they do later on.
10. To assist students in solving some problems related to research.³⁰

In sum up, there are many learning purposes of learning RELT as mentioned above. The learning purposes mostly for students' progress in understanding all about research and the problem inside it. This is also will give a big impact for students' achievement to be better. By learning *RELT* student can be more capable in comprehending some kind research discussion or materials with various topic related to the research activities. Absolutely, if they have known the purposes of learning *RELT* student will be easier to do the research when move to the next step later on.

e. Learning Material of RELT

In RELT (Research in English Language Teaching) subject consist of several subtopics which every subtopic or title is given to a certain group based on the decision of the lecturer. Then the lecturer will be divided into some meetings.

Here are the some materials or topics that will be studied in RELT study³¹:

³⁰RELT Lecturer , *Private Interview about RELT in English Education Department Padangsidempuan* on July 2022.

³¹RELT Lecturer , *Curriculum of RELT in English Education Department of IAIN Padangsidempuan*, 2022.

1. Descriptive Quantitative
2. Descriptive Qualitative
3. Experimental Research
4. Correlational Research
5. Classroom Action Research (CAR)
6. Case Study Research
7. Phenomenology
8. Mixed Research
9. Language Research
10. Comparative Research

The topics above are the main topics in *RELT* subject. The lecturer will give and choose a certain topic to each group or it can be for individually. The task project related to those topics depends on the instruction and lecturers' procedures that delivered to the students. By giving the topic to the students, the lecturer also provides some supporting resources to help the student in doing their task project as well.

B. Review of Related Findings

There are several research that support this research. The first research was conducted by Widyastuti³² which is aimed to know how PjBL (Project Based Learning) is applied in the classroom then the impact of work project to students progress in learning process. The result of this research told that PjBL also may improve students' critical thinking to be

³² Dwi Endah Widyastuti, "The use of Project Based Learning and Peer Assesment to Improve Students' Speaking Skill for Young Learner" p.66-71

an active, independent learner and may built their motivation of developing their creativity. The findings proved that PjBL (Project Based Learning) were give a number of positive effect for achieving learning goals maximal.

The second research, done by Karyawadi³³ and friends. It is the research about innovation in the classroom by implementing project based learning. This research was conducted at International Class Program (ICP) in one of university Salatiga. The participant of this study an English drama lecturer and 20 students of International Class Program (ICP). The result of this research indicated that students and teacher provide new learning atmosphere by using some activities which contain communication, critical thinking, collaboration, and creativity or 4C skills

The next research was done by, Maltini³⁴. It is about Project Based Learning in Indonesian EFL Classrooms: from Theory to Practice. This study describe and provide some detail information about pedagogical practice and also the implementation of PjBL EFL Classroom. The discussion is used to indicate the use of Project Based Learning in creating the high level of students' participation in learning and teachers' innovative while learning process.

³³ Alif Karyawadi, Ashadi Ashadi, "Innovation in the Classroom: Engaging English as a Foreign Learning Students Using Project Based Learning, <https://www.edutopia.org/project-based-learning>

³⁴ Yustinus Calvin Gai Maltini, "Project Based Learning in Indonesian EFL Classrooms: from Theory to Practice"

Further research was written by Tamim and M. Grant.³⁵ The finding of the research showed that learning method is quite affected to students' motivation in following the class. The students that already have high motivation can be better and increased significantly by using PjBL (Project Based Learning) method. Therefore is, this method play an important role to create a good class management.

Next research is done by Rubrica.³⁶ The result of the research showed that Project Based Learning has positive impact to the students especially. The students underwent PjBL had significantly higher achievement than those who still continue a traditional learning method. It was clearly proved that PjBL (Project Based Learning) is more effective teaching method. The statistical difference has proven the effectiveness of PjBL (Project Based Learning) is applicable use in process of learning.

In addition, the findings find that attitude, motivation and affective elements were positively impacted. To sum up, from the previous findings reviewed has similarities with this study where all the research analyze, observe and also investigate the implementation and the essential of PjBL (Project Based Learning) in some points of view not only in RELT classroom. The difference from this research is focused to observe the process. The researcher plans to show how is the process of using Project Based Learning (PjBL) in RELT classroom. That can be used as an

³⁵ Suha Tamim and Michael M. Grant, "*How Teacher Use Project Based Learning in the Classroom*" (2013).

³⁶ Richard Dean B. Rubrica, "*An Action Research on Project Based Learning and Understanding by Design and The Effect on The Science Achievement and Attitude of Science Students.*" (2018).

innovative learning method to create a meaningful and fun learning process especially in RELT course or subject. In this research, project based learning and RELT course as a main object or focuses which researcher will show, explain and describe the series of steps in implementing or using PjBL in RELT classroom activity. Here, the researcher as an observer in analyzing the sequence of steps that must followed and fulfilled by students and also the lecturer while the learning process. Related to the concept and stages of implementing PjBL will execute and practice in next chapter.

Moreover, the researcher is not only investigate the process of PjBL only but also observe the trouble or something that called as a difficulties or challenges while practicing this learning method in RELT classroom. The challenges may come from both student and lecturer. Certainly, the difficulties can be forced or minimized by using some strategies or alternatives that given by the lecturer. Therefore, all of that will be discussed and described completely in chapter discussion.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research has been conducted in IAIN Padangsidimpuan at the sixth semester of English Students in academic year 2021-2022. The setting of this research is in Campus State Institute for Islamic Studies. It is located at Jalan T. Rizal Nurdin Km 4,5 sub-district Sihitang Padangsidimpaun District, North Sumatera province. The researcher did the research on March 2022 up to October 2022.

B. Research Design

This kind of this research applied qualitative research. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action and others. In this study the researcher would analyze the learning process in RELT classroom using Project Based Learning (PjBL) from English students of State Institute for Islamic Studies.

C. Subject of the Research

The researcher took in one class participants, they are from the first English education department students of State Institute for Islamic Studies Padangsidimpuan. The researcher took the student TBI-1 by using random sampling. Subject of the research is students and a lecturer. Instrument of the research

In recognizing or identifying the research, the researcher certainly needs instruments which support and help the researcher to collect some information or data, so that it will help the researcher to finish the research. Instrument is very essential to back up every research.

a. Observation

This one consists of observation sheet or checklist that be prepared by the researcher before come to the classroom then make the list of how is the process of using Project Based Learning (PjBL) in RELT classroom. The researcher joined for some meetings in one class that study RELT.

b. Interview

Interview is a process asking and answering by meeting the person or respondent directly or maybe not directly. In this part, the respondents gather some information from the RELT lecturer Dr. Eka Sustri Harida, M.Pd and the answer can be recorded and will be noted. The researcher interviewed the informants face to face. The interview is structural interview where the questions about how Project Based Learning (PjBL) applying in RELT (Research in English Language Teaching) classroom.

D. Technique of Data Collection

In technic of collecting the data in this research, making a review or report. Here are the procedures of collecting the data as follows:

1. The researcher prepared the instruments before doing the research (interview and questionnaire sheet).
2. The researcher asked for the permission to all the informants to be existed during collecting the data until the research finish.
3. The researcher gave the instruction about the procedure to do fill the list observation.
4. The researcher made a whatsapp group in order to get the information from all informants easily.
5. The interview did by face to face. The researcher prepared the script of interview questions and observation sheet.
6. The researcher gave the list of interview to the lecturer and sheet observation to the infromant or English students.
7. Researcher asked the informants to collect and give the informants' answers in personal number not to the group.

E. Technique of Data Analysis

After collecting the data have been finished, the next step is do the data analysis. Data analysis is concerned with the context or what are the elements in data. Moreover, data analysis is the process of organizing the data in order to complete or to fill the regularity of pattern of the research. In this research, the researcher analyze the data the continue to develop the information that have been collected through observation and interview. Here, the researcher analyze the data through four steps as follows

In analyzing interview data in this research, there were three that should be followed:

1. Transcribing data obtained by interviewing. Afterward, through coding process identified the interviewers' answer. In this first step, transcribing the data in investigating the overviews regarding the process of using PjBL (Project Based Learning) method.
2. The data identified through coding process. Kerlinger³⁷ coding as translation of participants' responses of the interview question given to several categories for analyzing dat. Further, Creswell stated that³⁸ the purpose of using coding is to generate the description of the setting or the people along with categories or theme for analysis. The categories deal with the lecturer of RELT (Research in English Language Teaching) subject in using PjBL (Project Based Learning) method in RELT classroom.
3. The last step was data description. The data acquired through interview instrument were described, interpreted and summarized descriptively. The description which describes high school teachers' perception toward using Google Classroom in teaching English were discussed in a qualitative narrative to grasp the objective of this research.

³⁷ Louis Cohen et al., "*Research Method in Education*", 6th ed. (UK: Rotledge, 2007).

³⁸ J.W. Creswell, "*Research Design Qualitative & Quantitative Approaches, (1)* (California: SAGE Publications Inc., 994)

F. Technique to Maintain the Data Trustworthiness

Trustworthiness is kind a essential or important part in qualitative research because checking to the trustworthiness of the data is used to againts or contrast with the assumption of qualitative research is not enough scientific. The trustworthiness of a qualitative research can be raised by maintaining high credibility and objectivity. Therefore, to force down the bias of the data, and to improve the validity of the data collection, Lexy J. Moloeng³⁹ determines the data trustworthiness into nine parts as follow:

- a. The extension of participation is the extension not only done at the short time, but need a long time.
- b. The application of research is the researcher must do the research with careful, detail, and continuous to the object of the research.
- c. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
- d. Checking with friendly through discussion is done with expose the interview result that gotten in discussion with friends.
- e. Analyze the negative case is the research collects the example an inappropriate case with model and the inclination that have collocated a used as substances of comparison.

³⁹ Lexy J. Moloeng, "*Metode Penelitian Kualitatif*, (Bandung: Rosda Karya, 2009). p.135.

- f. Use verbatim accounts of observation or interview by collecting and recording data with tape recording or detailed filed notes.
- g. Record in journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
- h. Examine unusual result for explanation.
- i. Triangulate by using some of data sources to confirm one another, as when interview and recollections of other participants produce the same description of an event, or when a participants responds similarly to a personal question asked on three different occasions.⁴⁰

From all of the techniques above to determine the data trustworthiness above, the researcher use the seventh number is about checking the member is the most important in checking the credibility. Here, the lecturer will check the credibility of the instrument carefully and accurately to draw and describe context of the research.

⁴⁰ L. R. Gay, Mills, and Airasian, "*Educational Research Competencies for Analysis and Application*".

CHAPTER IV

FINDINGS AND DISCUSSION

As mentioned at the previous chapter, in this chapter the researcher presented the research result about the process of using Project Based Learning (PjBL) in *RELT* classroom at English Education department IAIN Padangsidempuan. It would be presented the findings of the research based on the data gathered from observation and interview. The researcher has done two instruments by face to face, the list observation for students and also the interview to the *RELT* lecturer. The researcher was done June 2022 up to October 2022 and the data were analyzed in September 2022. Next, the researcher described the result based on the data have been calculated. This research described data bellows:

A. Findings

1. The Process of Using Project Based Learning (PjBL) method in *RELT* Classroom.

The researcher was done the observation June 2nd 2022. The observation was done in two cycles which the first observation was done June 1st 2022 then, the second observation was done June 2nd 2022. The researcher has done the research at sixth semester English students of IAIN Padangsidempuan. The researcher started the observation with the students by face to face in a *RELT* classroom schedule. In this part, there are 15 informants in this observation session. The informants take

randomly from the three classes of English education department student TBI 1 until TBI 3. The observation was taken in two sources: Offline learning activities by using observation sheets then online learning activities by looking at the learning process in google classroom as a tool in teaching RELT (Research in English Language Teaching). The data in observation were categorized as three main steps or process: Planning, Practice or Implementation and Report and Closing.

a. First Observation

1) Planning/ Starting the Project

First observation was done 1st June 2022⁴¹. The participants were taken randomly from English education department. This observation purposed to investigate a sequence of step or process of using project based learning in *RELT* classroom, looking at the instructions given by the lecturer while applying project based learning (PjBL) method in the classroom. So that, this observation described how does the lecturer introduce that learning method and guide the student by giving the systematic instructions while learning process in the classroom.

Based on the observation, there were some learning activities which done by the lecturer and also students at the beginning of the learning process in RELT classroom using Project Based Learning method which called as a planning or starting. Both student and

⁴¹ First Observation in RELT Classroom of English Education Department, Retrieved from 1st June 2022.

lecturer was collaborated each other. Firstly, on this stage the lecturer open the class by say Salam, greet the students for instance (Alright, good morning class.

Here are the activities done by the lecturer in pre-teaching before implementing the Project Based Learning Model: “How are you today my students? “What was the last material?” ‘Are you ready to follow the class today?’” Then continue by giving some motivation, life quotes or such a moral messages to all students then continue by reading Basmalah together then ready to start the lesson activity and make sure that they are ready to study and follow the class as well.

According to the RELT lecturer, learning activities in this stage consisted of first the class started by greeting, sharing some motivations, learning quotes then connecting the prior knowledge about the previous material to the next topic. Those are activities are also followed by the students at the same time. The student answered Salam and greeting by the lecturer. Then continue by delivering the learning goals and learning competency that will be achieved for the next meeting. The lecturer gave the map concept which contain whole the sub material in *RELT* subject. After that, the students try to understand and analyze what have been explained by the lecturer before. Student can look for the given sources that had been sent by the lecturer.

Based on the interview above, can be seen that in this first stage the lecturer also developed and arranged the format for final project that will be collected at the end of the lesson then students follow all concept made by lecturer related to final work project. The fourth step is the lecturer plan to arrange a scope or main parts of work project that will be given to student to fulfill the final task project. Besides that, the students must accepted and follow all the instruction or procedures by the lecturer. In addition, the lecturer composed some of work project activities for student. The last part, the lecturer prepared and organized an assessment sheet related to the students' work project.

2) Practice/Implementation

At the beginning, the lecturer gave a task to every student individually to create and finish their own project depend on various material and subtopic related to RELT subject. At the same time, the students choose one topic or title from the list of assignment title for the final project.

RELT Lecturer stated that in this second step or stage, learning activities in the classroom arranged by some steps; "First was giving and dividing the task to student it can individually and teamwork. Then, provided them some subtopic about the scope of research for example kinds of research, example of the title of each kind of research, the procedures and others. After that, the students are allowed to choose one topic for their task project later on. At the last, while

presenting the project the lecturer give such a clarification and open discussion session in classroom so that the other can ask question and giving suggestion, appreciation or such a critic for the presenter at the time. Moreover, these activities could invite the student to be more active and increase the collaborative skill between the lecturer and students.

Therefore, in order to show the best performance in creating the task project, every student were obligated to make sure that topic chosen is suitable and include to scope of research methodology or RELT (Research in English Language Teaching) subject. Next, the student need to find some references and sources close to the planning work project that will be finished. While practice and performance had been finished time the lecturer also gave the time to the other team, it can be individual or group to find and correct the mistake from the presenter at the moment or may be by giving such a good comment, appreciation and suggestion for the group presentation.

Therefore, in this process both lecturer and students gave contribution and participate during learning process. Especially the students as a center during the learning process in classroom. Hence, by using PjBL (Project Based Learning) method the characteristic of every student in a class can be seen, which person is in a high learning motivation, ready to follow the class, high enthusiasm and which one is lazy and less spirit in the classroom.

3) Report and Closing

The last process, the lecturer takes a conclusion of a sequence learning activities which has been done at the previous step. After that, this one continue with, evaluation session to students' final project task. At the end, the lecturer also allow The lecturer give the chance to everyone to ask some question then it will be discuss together and find the solution of the difficulties or some problems.

Besides that, the lecturer also clarified explanation answered by the student. If there is something that have not clear yet, discussion will move to the WhatsApp group and Google classroom application. The student is allowed to correct the mistakes of the other students' performance. This one is purposed to train collaboration, communication and internship skill of every student that involved and contribute in classroom.

Thus, they can be more creative, active, active in communication and having such a discussion, problem solver and become more capable in creating a good task project given by the lecturer.

b. Second Observation

1) Planning/Starting the Project

The second observation was done 2nd June 2022⁴². The participants were taken randomly from English education department. This observation purposed to elaborate the process of using project based learning in *RELT* classroom. In addition, this second observation gave more detail explanation related to steps of implementing project based learning (PjBL) in the classroom. By this observation, the researcher know a little differences based on the students' narration related to learning activities in every step of PjBL (Project Based Learning).

In this step, students and lecturer were same involved during the learning process of using Project Based Learning (*RELT*) classroom. As usual, in the beginning of meeting the lecturer greet the students and opened the class by saying Basmalah together. Then, continue with praying by heart of each student in the class. Next, based on the observation result, the students are in charge of some learning activities that is guided by *RELT* lecturer. Here are some explanation related to the first step it is starting the project/planning.

The researcher found that there was a little differences about the arranging of each step in starting the lesson that is called

⁴² Second Observation in *RELT* Classroom of English Education Department, Retrieved from 2nd June 2022, Padangsidempuan.

as a pre-teaching. Generally, the student told that at the beginning of class meeting, they usually were given some essential questions about the previous material that had been explained by the lecturer before. The researcher called this part as Question and Answer session in pre-teaching or starting the project/planning. By the instruction, the students obligate and follow it all one by one. The lecturer gave them the same chance for every person to share and deliver anything in their mind based on their argument and opinion about the question related to the previous learning material. Absolutely, this activity is purposed to recall or open their memorized and remind them the given topic or material by the lecturer. As the result, the student will be hard or difficult to forget the previous discussion.

After that, the lecturer gave an explicit explanation about some topics that will be learnt for the next meeting, continued with delivered the learning goals, standard competency of learning *RELT* that must be complete by students as well. At the same time, the students have to analyze and comprehend what the lecturer delivered. On this stage, glossary and map concept were also given by the lecturer to the student. Then, they will make a note or take the gist in their own book as a reminder if someday they forgot it.

Next step, the lecturer also divided the student into some group discussion to do the work project related to the *RELT*

material. One group consisted of 2-4 students. Every single group has their own topic that had been decided by the lecturer. Every student is in charge of to finish and do the work project by the lecturer as good as possible.

Besides that, the lecturer also gave the procedures and such instruction related to the format how to finish the task project. Here, the lecturer also told the timeline of collecting the work project, the model of project, element of work project. This is purposed to make student easier to create and develop the project based on their own topic. So that, they did not confused about what they should to do with the task project given by the lecturer. Certainly, the student were obligate to follow whole the instructions in order to guide them do the final project as well.

The last, in this step the lecturer also prepared the form of assessment sheet related to the students' evaluation about what they had been done for their work project. The lecturer also prepared several indicators of evaluation, students' creativity in making the work project, and the activeness while the learning process in *RELT* classroom. Therefore, by following the steps on his stage holistically, both lecturer and student collaborated well and created a good communication in the classroom.

2) Practice /Implementation

At the beginning of this second stage, after designing the work project theme or the given task by the lecturer at the previous time next the group discussion presented their work project in front of the class. The lecturer gave the chance, time and same opportunities to show and explain their work project as detail as possible to another group.

While the group presentation present the project, at the same time the lecturer also monitoring the class and analyze the performance of group presentation at the time. The presenter conveyed the material that has been discussed with the member of group. After the group presentation explained and presented the result of the work project in front lecturer and students in the class. Whereas, the other group tried to understand the explanation related to the given topic.

Then at the same time, they also prepared several questions and answer session. Here, every single group is limited by two until three questions, at the same time the group presentation prepared the suitable answer for the questioner. In this step, the lecturer also guided all students and learning activities on this stage. In addition, the lecturer also did a deep investigation or such a detail analysis related to the progress and activities of every student in following the group discussion.

After the group presentation had been done, it would be continued by the lecturers' explanation which correlated with the topic of work project. For instance, the first group was in charge of in making a work project under the title is experimental research. After following and passed whole the process as well step by step, then continue with more explanation about it.

Moreover, the lecturer provided some supported materials or resources related to the given topic based on their own project that had been finished. The resources might take from some of articles, journal, e-book, handbook, website, and other resource. So that, by giving more information, certainly impacted to the students' capability to master and comprehend their work project as good as possible. Therefore, the student can be easier to understand the material for the next group presentation. Then, after explaining the material the lecturer gave the second chance namely question and answer session.

This is the best opportunity for every student in the classroom to ask and clarify something difficult or they were confused about a certain part of the explanation delivered by the lecturer. At this time all the participants of group discussion have a same chance to ask some questions directly to the lecturer and it will be discussed together.

In post learning the lecturer used to ask like “Have you got it?” “Are there any questions more?” this is purposed to make sure that the student had been understood well. At the end of this stage, the lecturer re -emphasize the important point of what had been discussed at the previous time.

2. The difficulties of using Project Based Learning method in *RELT* classroom.

The interview was done 8th June 2022⁴³ in Language Development Center of State Institute for Islamic Studies Padangsidempuan. Based on the interview result with *RELT* (Research in English Language Teaching) lecturer, told about the difficulties or problems of the implementation of using Project Based Learning on *RELT* classroom, it found that the student studied actively during *RELT* classroom. It had been looked from their affective while the lecturer give them some task, it can be individual task or group, most of student understand and do all procedures or instruction as well.

Moreover, *RELT* lecturer stated that Project Based Learning is quite important impact for the students’ progress and achieving the learning goals.

There were 4 questions in interview. The first question was “What do you think of *RELT* Classroom? Here were the answers from the *RELT* lecturer.

⁴³ *RELT* Lecturer, “*Private Interview, talked about RELT Classroom*”, Retrieved from 8th June 2022 Padangsidempuan.

a. RELT Classroom

The RELT classroom in the sixth semester was done adjusted to the instruction and procedures by the RELT lecturer. The lecturer gave the instruction and some procedures to the student about RELT material and also what are the steps that should they do in making the work project. Then student included to active learner. Due to, the students followed step by step in finishing the work project given by RELT lecturer. So that, the learning process was done systematically, as good as the lecturer hopes because the routine and detail monitoring by the lecturer in guiding student in creating the task project. The student followed the class once a week.

In addition, using PjBL (Project Based Learning) invites and make the student are free to express, create, expand then explored their own ideas and thinking as creative as they can through work or task project. They can also form a group discussion to learn together. Project Based Learning train the student to be more independent, behave them to think logically and having a critical thinking. In short, Project Based Learning (PjBL) also build up their characteristic, learning motivation, spirit and activeness during study time.

b. Teachers' Preparation

The lecturer provided some facilities for the students include some supporting articles, journal, e-book, example of citation, and other source. Those are supposed to make student be easier in fulfilling the task project

in a good form. So that, in the end of the class meeting refers to evaluation session, they will get the best final result in the end of meeting class.

The lecturer is not only use one learning method, Project Based Learning (PjBL) but also supported by other learning methods. For instance, direct method, group discussion, and problem based learning. Some kind learning method is needed each other and has their own characteristic and superior. Sometimes, the lecturer can apply or use more than one learning method while studying research in English language teaching.

According to the RELT Lecturer in teacher preparation there are several preparation when implementing or applying project based learning in RELT classroom, the lecturer has some preparations in order to make the learning process become systematically. There were some essential preparations and applying this learning method. For example, at the beginning of the lesson, preparing whole the topics, choose and compose the learning method, share the learning material to students and others.⁴⁴

In addition, the various kinds of learning method which used by the lecturer is purposed to expand and share the learning material depends on students' needed. Some of learning methods such as: discussion method, direct method, and others. Therefore, all the preparations include the facilities for students to arrange the work project were adjusted to the topic

⁴⁴ RELT Lecturer, "*Private Interview, talked about Teachers' Preparation*", Retrieved from 8th June 2022, Padangsidempuan.

or learning material of subject RELT that will to be learnt depend on the context and students' needed at the time.

a. The Difficulties in Applying PjBL

While implementing Project Based Learning model in the classroom, there are also some difficulties that found in stage or steps in process of using Project Based Learning. Here were parts of difficulties in each stage of PjBL:

a. The Difficulties in Planning Stage

1) Choosing Project Topic

In this term, choosing the project topic means the student take or choose the best topic to fulfill their task project later on. The lecturer the correlated topic based on what have been learned at the previous meeting. Based on the result interview with the RELT lecturer, the result showed that some of students still face some difficulties or troubles in choosing the suitable topic that they will create into a work project to fulfill their final task given by the lecturer. Even if the lecturer give the students already given or explained the material at the first of meeting but here the lecturer also provided some choices related to the topic that will be divided into some group work or team.

According to the RELT lecturer, the difficulties in this term came from the students' readiness which some of them are lazy to

ask the lecturer or maybe their friends then the last way is they cheat or just copy paste from the internet or other sources instantly. The students still obligated to re-comprehend the material so that they can choose the best topic for them. They can also start by trying to understand the given sources or references that given by the lecturer at the previous time. Moreover, they had to learn more the given topic to create a work project for final task.⁴⁵

In conclusion, in choosing the topic sometimes the students are allowed to choose based on their capability and understanding. The lecturer provided several topics related to the RELT material or research scope. On the other sides, the lecturer also is possible to give such a decision and choosing the topic for every single group which is given randomly to student.

2) Pre-Communicative Activities

In this step, the student got a little difficult in starting or opening the discussion with another member in group work that had been divided randomly by the lecturer. In pre-communicative activities they have to compose such a collaboration in order to make and combine their ideas related to the task project into a good one. So, in this stage the student may apply directly the collaborative skill to create a creative work project to fulfill their final assignment.

⁴⁵ RELT Lecturer, “*Private Interview, talked about The Difficulties in Planning Stage*”, Retrieved from 8th June 2022, Padangsidempuan.

The lecturer stated that, in this stage, the student got some difficulties because of the different background knowledge of each person so that, they have to combine and collaborate their ideas then composed their various ideas about the planning of project into one creative work project. Based on the interview can be seen that the difficulties in this stage mostly come from the student. Because the various kind of prior knowledge so that they have lot of ideas and different opinion in starting or opening the work project.

3) Asking Essential Question

Actually, in this step there is nothing a significant difficulties or troubles for student, because in this step the lecturer gave the time to every student if they have not clear enough by the previous explanation or instruction that delivered by the lecturer at the first meeting class as an opening.

According to the lecturer, in this stage the troubles or difficulties did not categorized as a quite difficulties for the student to follow the procedure or instruction by the lecturer. Here, the RELT lecturer gave the chance for student to ask such a basic question related to the procedure in planning the work project. For example: “How about the step to arrange the task project?” “What

about the sources to support the project?” How about the timeline to collect the work project?” and the other possible questions.⁴⁶

As the result, the interview above showed that students did not face such a big difficulties to follow this step, it was asking essential question related to the work project. The lecturer allowed them to ask freely about what will they do in creating the project. It can talk about the preparation, the facilities, sources, procedures, choosing the suitable topic, and others. So that, in this stage was really useful for students to guide them and introduce the systematic of finishing the work project.

4) Designing Project Plan

Designing project plan in this stage means the student are allowed to composed and arranged the work project as creative as possible. Based on the result, in this stage the student may find the difficulties in exploring their ideas to create a good and creative work project to fulfill their task.

Based on the RELT Lecturer, in this stage student usually find the difficulties or trouble when they want to decide and find the best ideas to create a creative work project. Certainly, this is affected by students' comprehending related to the given material whether they can catch the point by the lecturer explanation or not.

So that, in designing the work project the student just got a bit

⁴⁶ RELT Lecturer, “*Private Interview, talked about Asking Essential Questions*”, Retrieved from 8th June 2022, Padangsidempuan.

trouble in deciding and choosing the best idea for creating the project.⁴⁷

In short, the main things in this step was the students; creativity. More ideas that appear in teamwork so it would be easier to design a good work project. Here, the students also need to discuss more and desire some ideas from the team which depends on their own topic of each group and must be correlated with the given topic by the lecturer.

5) Creating Project Timeline

Creating the project timeline was refers to a decision about the time to give or collect the project assignment to the lecturer. In this stage, sometimes the student did not fulfill or submit their task project to the lecturer adjust to the timeline for collecting the work project. So that, some of the students were not ready yet the task project they can ask for additional time to collect the task in order to complete the project as well.

According to the RELT lecturer in this stage that called as a creating the project timeline. This step means the lecturer made a decision about the time for collecting the work project. The student got some difficulties in managing their time efficiently because of their planning to make the work project maximally and as creative as possible. Besides that, the lecturer sometimes faced some

⁴⁷ RELT Lecturer, “*Private Interview, talked about Designing Project Plan*”, Retrieved from 8th June 2022, Padangsidempuan.

barriers to choose the right or suitable topic for every group based on their ability and intelligence.⁴⁸

This is also categorized as the impact of limited time for the student to consult and discuss about the difficulties while finishing the project. Moreover, the difficulties also happened due to another task or work project that comes from another subject. In conclusion, They are stuck in finishing their work project in a good project.

b. The Difficulties in Implementing Stage

In implementing stage means time to perform or present the task project in front of the classroom. The students were free to show the best performance about the project assignment. Due to the less comprehending of the given material by the lecturer at previous, they did not pay full attention when the lecturer explained the material and the instruction at the previous time so that the student found such a barrier in finishing the work project as well.

The RELT lecturer stated that, This was the second step in process of using project based learning in RELT Classroom. Implementing here refers to time for each group or individually to practice and present the result it is called as a work project.

Furthermore, the students' difficulties or barrier come from the

⁴⁸ RELT Lecturer, "Private Interview, talked about Creating Project Timeline", Retrieved from 8th June 2022, Padangsidempuan.

readiness of each group to present their work project in front of the class which some of them are less confidence to show the best performance or presentation of their work project to audience or other group.⁴⁹

In conclusion, in this stage student acts as a key and main player in classroom. The difficulties may come from the readiness and also students' capability to perform and show what they had been done and follow whole the procedures at the previous steps. Therefore, every group work absolutely has a different score or point from the lecturer when evaluating session.

c. The Difficulties in Reporting Stage

Reporting stage refers to the closing part which is divided in two main activities, they are; assessing the project result and evaluating session by the RELT lecturer. In this step, the student did not find a barrier or difficulties. In reporting stage, the main activity was only done by the lecturer namely evaluating or assessing the work project by student. The lecturer already prepared the indicator of evaluating and giving score to every single group based on a certain aspect of evaluation decided by the *RELT* lecturer.

According to the RELT lecturer in this reporting stage the lecturer played a main role to evaluate the work project result and

⁴⁹ RELT Lecturer, "Private Interview, talked about *The Difficulties in Implementing Stage*", Retrieved from 8th June 2022, Padangsidempuan.

analyze the activeness of student that involved a series of learning activities while the learning process. After finishing the work project, so that the students' project will be evaluated by the RELT lecturer then continue by giving the score based on the indicator of evaluation arranged by the lecturer.⁵⁰

Therefore, from the result interview can be seen that, this was the last step as the closing in the process of implementing project based learning. Absolutely, there was not a significant barrier or difficulties in this stage because the activity done by the lecturer. So that, there were only two main activities in this stage they are: Evaluating (scoring) and Closing.

B. Discussion

This research took 15 informants by doing observation and interview. The researcher analyzed the process of using project based learning in *RELT* classroom. The process of implementing project based learning that adopted from Stoller theory. The indicator of process consisted of three stages or steps they are: planning, implementing or practicing and the last is reporting and closing.

Based on the research findings, the researcher found that the process of using project based learning had been applied as well in *RELT* classroom. The lecturer used and practiced all the stages of the process of

⁵⁰ RELT Lecturer, "Private Interview, talked about *The Difficulties in Reporting Stage*", Retrieved from 8th June 2022, Padangsidempuan.

using project based learning in a class also the student have been followed and done all the procedures made by the lecturer. Teacher and lecturer have their own responsibilities during the learning process, which the lecturer acts as a manager, facilitator, and instructor. Whereas the students a main position, doing such action in the classroom, then play an important role while learning process.

Students act as a center of learning. In practicing project based learning lecturer use project based learning to deliver and explain the topic but also use various kinds of learning method such as direct method, discussion, problem based learning, and others. The lecturer combined two or more methods to teach research in English language teaching. That is purposed to make the class to be more active, fun, and interesting. So that, the students was not bored in following the lesson. By using project based learning method, students got a lot of advantages in many aspects for instance, self-confidence, communication skill, critical thinking, internship, intelligence and so on.

Relating to the previous studies with relevant to this study. Widyastuti's⁵¹ study, project based learning gave a big impact to the students' progress in learning process. By implementing that learning method, students' critical thinking may improve by the time. In addition, students become an independent learner, boost their creativity and share idea through a work projects

⁵¹ Dwi Endah Widyastuti, "The use of Project Based Learning and Peer Assesment to Improve Students' Speaking Skill for Young Learner" p.66-71

Another research is from Karyawadi and Ashadi⁵², project based learning (PjBL) has been applied in some class program not only in Indonesia but also in another country. The result showed that project based learning provided fun learning atmosphere by doing some interest learning activities consisted of communication, critical thinking, collaboration, and creativity.

Relating to the previous studies, project base learning may provide some detail information depend on what the learner needed, then that learning method also invited and increased students' participation or contribution in many of learning activities in classroom. Hence, the students become students' center.

Furthermore, relate to the Tamim and Grant⁵³ theory at the previous study. In fact, project Based learning (PjBL) is quite affect to the students' character and personality include learning interest, motivation and open minded in following the class then solve some problems and troubles during the learning process.

Moreover, relating to the previous studies which relevant to this research, Cintang et.al⁵⁴ find the difficulties and trouble of implementing project based learning (PjBL) in RELT classroom. Some of them are

⁵² Alif Karyawadi, Ashadi Ashadi, "Innovation in the Classroom: Engaging English as a Foreign Learning Students Using Project Based Learning, <https://www.edutopia.org/project-based-learning>

⁵³ Suha Tamim and Michael M. Grant, "How Teacher Use Project Based Learning in the Classroom" (2013).

⁵⁴ Nyai Cintang, "The Obstacle and Strategy of Project Based Learning Implementation in Elementary School" Journal of Education and Learning (EduLearn) Vol. 02 No. 1 <http://Journal.uad.ac.id/index.php/EeduLearn>

categorized in some aspects or main parts. The result of the previous study also talked about teacher strategies in integrating project based learning to the learning process and faced the difficulties while applying it at grade elementary school. The difficulties might come from teacher and also student.

Based on the result of this study showed that both research studies was correlated. The difficulties that found in elementary school also happened by university student. Here are several obstacles faced by the lecturer can be seen; 1) Difficulties in terms of student's capability, and it can be overcome by introduce or familiarizing such a complete task project. 2) Difficulties in terms of indiscipline. This one can be faced by optimizing teachers' role as a manager and guider during the learning process in the classroom. 3) Difficulties in terms of time to finish the project. This part namely as a time constraint or time management in finishing the work project given by the lecturer. Time constraint solved by discussed the suitable timeline to collect the task project. 4) The difficulties in terms of facilities or equipment availability. This one can be overcome or addressed by modifying the model of project into the creative form and different. 5) The difficulties in terms of students' inequality. Some of students were confused to start and design their work project. They feel hard to plan and execute the project based on the procedures, and sometimes student were less understanding about the project. This

trouble or difficulties can be solved by discussing with table mate, other friends, or may ask directly to the lecturer.

C. Checking Data Trustworthiness

In this research, the researcher used checking. It referred to the extension of involvement of the research and checking the member. The researcher analyze the data of the two instrument observation sheet and list of interview in purpose those diversity of data ensures a more expansive look at the situation. The researcher used the methods to investigate and observe the sequence process of the implementation of Project Based Learning (PjBL) from the result of observation and interview were analyzed. So that it becomes comprehensive and accountable data set.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result from observation and interview that done by the researcher about the process of using project based learning (PjBL) in research in English language teaching (RELT) at English department IAIN Padangsidempuan. The researcher can conclude as follow:

1. Based on the result of observation, it found that step or the process of using Project Based Learning is running well. Students can follow all the instruction from the *RELT* lecturer, and doing the work project as good as possible depend on the given topic about research. In fact, project based learning. Absolutely this learning method train students become more active, boost their participation and enthusiasm while the learning process. Step by step had been done as well. Lecturer lead the discussion and explained the material briefly then student comprehend, take a gist of what they read or listen, write their ideas into a creative work project.
2. Based on the result of interview, the *RELT* lecturer still found some troubles and difficulties in implementing project based learning. It could be seen from some aspects such as timing, and understanding the task project. Those are the difficulties that faced by the lecturer during the process of learning in practicing project based learning. Based on the statement of the lecturer that showed that some of students are

difficult to understand the material or explanation of the lecturer. As the result, they have to make or finish the project. They have to memorize and comprehend the material before doing the project. In fact, students also are limited for managing the time in finishing the task project then use the time efficiently. All problem or difficulties had been solved by opening Q and A (Question and Answer) session and followed by discussion activities in WhatsApp group, Google classroom or maybe ask directly to the lecturer.

B. Suggestions

Based on the conclusion and the implication of the research that have mentioned previously, the researcher would like to give some suggestion to people who get benefit from this research as follow:

1. For the lecturer, the researcher hopes for the next the lecturer becomes more innovative for developing a suitable and various some interesting learning methods in teaching *RELT* and other subject, so that the students do not feel bored and enjoy all the classroom activities. Due to the way of the lecturer teach, the media or facilities that lecturer used, and the learning method that the lecturer apply in the classroom. Those are really important and absolutely give a significant impact in achieving the learning goals.
2. For the students, it is very important to know and study about project based learning in order to activate their intelligence and train the critical thinking through the work project. By using that, the students are free to

share and expand their ideas by making a project. Additionally the students can control their selves to be more independent and try to solve the trouble or difficulties while the learning process.

3. For the researcher, hopes that other researcher will conduct a research related to the topic this research especially to find out deeply in the using of project based learning (PjBL) in research in English language teaching (*RELT*) subject.

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CURRICULUM VITAE



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Religion : Islam
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B. Parents

Father's Name : Irham Ritonga
Mother's Name : Rozelly Siregar

C. Educational Background

1. Elementary School : SD Negeri 200103 Padangsidempuan, 2012
2. Junior High School : MTsN 1 Model Padangsidempuan, 2015.
3. Senior High School : MAN 1 Padangsidempuan, 2018.
4. University : UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan, 2018- 2022

Appendix 1

The Observation Sheet of Learning RELT Using Project Based Learning

Name :

Registration Number :

Date and Time :

NO	The Steps of Implementing PjBL	Learning Activities
1.	Planning/ Starting the Project	
2.	Practice/Implementation	
3.	Report and Closing	

Appendix 2

The Observation Sheet of Learning RELT Using Project Based Learning

Name :

Registration Number :

Date and Time :

NO	The Steps of Implementing PjBL	Learning Activities
1.	Pre- Teaching	
2.	While Teaching	
3.	Post Teaching	

Appendix 2

The Observation Sheet of Learning RELT Using Project Based Learning

Name : Era Fajira Pohan

Registration Number : 1920300031

Date and Time : 2nd June 2022

NO	The Steps of Implementing PjBL	Learning Activities
1.	Planning/ Starting the Project	<ol style="list-style-type: none"> 1. The lecturer greets the students 2. The lecturer lead the students to read the prayer together 3. The lecturer asked the attendance list 4. The lecturer review the last material 5. The lecturer give instruction to start a discussion by group presentation
2.	Practice/Implementation	<ol style="list-style-type: none"> 1. The group present the work project in front of the class 2. The speaker clarify who have not understood well the material 3. The speaker open question and answer session 4. Presenter close the presentation
3.	Report and Closing	<ol style="list-style-type: none"> 1. The lecturer explain the result of the presentation from the group 2. The lecturer writes the conclusion briefly 3. The lecturer give a chance for student to ask questions 4. The lecturer close the lesson by Hamdalah

Appendix 2

The Observation Sheet of Learning RELT Using Project Based Learning

Name : May Sari Aisyah Dalimunthe

Registration Number : 1920300068

Date and Time : 2nd June 2022.

NO	The Steps of Implementing PjBL	Learning Activities
1.	Planning/ Starting the Project	<ol style="list-style-type: none"> 1. the group presenting comes to the front of the class and opens the presentation. 2. the presenter explains about the lesson being discussed. 3. the presenter opens a question and answer session to other friends and answers them 4. the presentation is closed by the presenter by giving a conclusion from the lesson
2.	Practice/Implementation	<ol style="list-style-type: none"> 1. the lecturer gives a more detailed explanation after the presentation is finished 2. lecturer gives time for question and answer session to students 3. giving examples of projects that will be carried out by students
3.	Report and Closing	<ol style="list-style-type: none"> 1. the lecturer gives practice to the students to see the understanding of the lesson 2. the lecturer checks the work done by the students 3. the lecturer closes the class by giving the conclusion of the lesson

Appendix 3

Instruction of interview:

1. The researcher meet the lecturer and prepare the phone to record
2. The researcher asks list question to the lecturer directly.

List of interview questions about thr process of using Project Based Learning (PjBL) in RELT Classroom English department at sixth semester:

Lecturer Name :

Date and Time :

No.	Questions	Answer
1	What do you think of RELT classroom?	
2	How is the teacher preparation in applying PjBL method in RELT classroom?	
3	What are the difficulties does the lecturer face when applying PjBL method to students?	
4	How do you solve the problem during the implementation of PjBL method in RELT classroom?	

Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

Email *

.....

eliasbdiasiragar@gmail.com

Name *

.....

Eli Saldia Siragar

Class *

.....

TBL 2

Registration Number *

.....

1020200100

What are the learning activities in Pre-Teaching while learning *RELT* using project based

*

learning? Write step by step

1. The lecturer greets the students.
2. Lecturer guides students to read prayers together.
3. The lecturer asked the students about last week's material.

.....

What are the learning activities in while teaching in learning *RELT* using project based

*

learning? Write step by step

1. Lecturer provide opportunities for groups who want to present the discussion material.
 2. The lecturer provides an explanation that is in accordance with the material that has been discussed.
 3. Lecturers provide examples related to the type of research discussed.
 4. Lecturers provide opportunities for students to ask questions about the material that has been discussed.
-

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

1. The lecturer concludes the material that has been discussed.
 2. Lecturer gives projects that are in accordance with the type of research that has been discussed.
 3. The lecturer closed the meeting by saying hamdalah and praying together.
 4. The lecturer said goodbye and said Salam.
-

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

Email *

fragile0091@gmail.com

Name *

Dagil Ananda Sugi

Class *

TBL 1

Registration Number *

1020200024

What are the learning activities in Pre-Teaching while learning *RELT* using project based learning? Write step by step *

According to me, the learning activities in Pre-Teaching while learning RELT using project based learning are:

1. Having an essential question as the start of the learning activities such as a task in order to know the learners' ability and motivation
2. Make a plan for the further problems that gained from the learners while having their test/task then analyze.

What are the learning activities in while teaching in learning *RELT* using project based

*

learning? Write step by step

According to me, the learning activities in while teaching in learning *RELT* using project based learning are:

1. Applying the design for deep investigation in the class

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

According to me, the learning activities in Post Teaching in learning *RELT* using project based learning are:

1. Do a final test according the presentation of the project.

2. Evaluation the result of learning activities and project.

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

Email *

.....

tamara Nutri a12@gmail.com

Name *

.....

Tamara Nutri aisyah herahan

Class *

.....

TBL 2

Registration Number *

.....

1020200020

What are the learning activities in Pre-Teaching while learning *RELT* using project based learning? Write step by step *

First we have to have some questions as the beginning of learning, for example activities such as giving assignments to find out the abilities and motivation of students, secondly we have to make plans for further learning or problems that students get during the test/task then analyzed together in order to find answers and finally we will design the most effective learning for students so that they can be

.....

What are the learning activities in while teaching in learning *RELT* using project based learning? Write step by step *

I think the first is to determine the appropriate design for in-depth investigation in the classroom and monitor all processes during the project

What are the learning activities in Post Teaching in learning *RELT* using project based learning? Write step by step *

In my opinion, the first is to do a final test according to the lessons and presentations that have been given during the project. secondly we have to evaluate the results of the activities as well as the

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

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.....

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Name *

.....

Era Fajira Dehan

Class *

.....

TPI 1

Registration Number *

.....

1020200021

What are the learning activities in Pre-Teaching while learning *RELT* using project based learning? Write step by step *

1. the lecturer greets the students
2. The lecturer leads the students to read the prayer together.
3. The lecturer asked which students were not present in today's lesson.
4. The lecturer asks the material last week that has been studied again.
5. The lecturer reviews the material last week.
6. The lecturer gives instructions to the group to start a discussion of the lesson to be studied.

What are the learning activities in while teaching in learning *RELT* using project based learning? Write step by step *

1. Discussion groups present their presentation results in front of the teacher and friends.
2. The speaker asks students for those who do not understand to ask them questions.
3. The speaker answers the questions that have been given by his friends.
4. After the discussion is over, the presenters close their presentations by saying hamdalah together.

What are the learning activities in Post Teaching in learning *RELT* using project based learning? Write step by step *

1. The lecturer explains the results of the presentation from the group.
2. The lecturer writes the conclusion of the material briefly on the blackboard.
3. The teacher asks students to ask questions if they do not understand.
4. The lecturer gives assignments to students to hone the skills of the material that has been studied today.
5. the lecturer closes the lesson by saying hamdalah together
6. The lecturer greets and leaves the class.

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

Email *

.....

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Name *

.....

Inrid Nauli Pemedhani

Class *

.....

TBL 2

Registration Number *

.....

1020200046

What are the learning activities in Pre-Teaching while learning *RELT* using project based learning? Write step by step *

Start the lesson by doa

And lead in with the questions backward for the last lesson (quiz)

The lecturer asks students about the last project if they have already and will introduce the new material if

What are the learning activities in while teaching in learning *RELT* using project based

*

learning? Write step by step

Lecturer will explain the material and held the discussion for the students about the material, if they just start the new material and discussion. Lecturer will guide students doing the project by open the room

.....

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

Lecturer check the task about the project given and suggests the revision

.....

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

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Name *

.....

MAHMUDI ANSHADY NARASA SIDIQAD

Class *

.....

TPI 1

Registration Number *

.....

1020200002

What are the learning activities in Pre-Teaching while learning *RELT* using project based

*

learning? Write step by step

1. Pray together to Allah SWT
2. Discuss previous topic
3. Q&A with the lecturer

.....

What are the learning activities in while teaching in learning *RELT* using project based

*

learning? Write step by step

1. Listen to the new material
 2. Discuss together the material that the students do not understand clearly
 3. Q&A
-

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

1. Review the topic
 2. Do some exercise/Quiz
 3. Pray together to close the lesson
-

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

Email *

.....

rebayuciracer@gmail.com

Name *

.....

Dehayu utami dawi

Class *

.....

Thi 2

Registration Number *

.....

1020200020

What are the learning activities in Pre-Teaching while learning *RELT* using project based

*

learning? Write step by step

Start with essentials question

.....

What are the learning activities in while teaching in learning *RELT* using project based

*

learning? Write step by step

- design the project
 - create the schedule to make the project
 - monitoring the student about progress of project
-

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

- asses the outcome
 - evaluation the experience
-

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

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.....

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Name *

.....

Aziratul febril azmi

Class *

.....

Thi?

Registration Number *

.....

1020200000

What are the learning activities in Pre-Teaching while learning *RELT* using project based

*

learning? Write step by step

1. Have a questions
2. Make a plane for the future
3. Design the material

.....

What are the learning activities in while teaching in learning *RELT* using project based

*

learning? Write step by step

1. Applications the design
 2. Monitor the process
-

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

1. Make a final test
 2. Evaluation
 3. Reflection
-

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

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.....

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Name *

.....

Devy Subnutri Daulay

Class *

.....

TBL 1

Registration Number *

.....

1020200022

What are the learning activities in Pre-Teaching while learning *RELT* using project based *

learning? Write step by step

1. Identify a unique challenge or problem.
2. Investigate the challenge using the inquiry process & apply ideas in the discipline.
3. Explore the ideas and challenge them through collaborative activities.
4. Utilize the inquiry process to refine products.

.....

What are the learning activities in while teaching in learning *RELT* using project based

*

learning? Write step by step

- (1) the formulating the expected learning outcome,
 - (2) understanding the concept of the teaching materials,
 - (3) skills training,
 - (4) designing the project theme,
 - (5) making the project proposal,
 - (6) executing the tasks of projects and
 - (7) presentation of the project report.
-

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

- (1) the formulating the expected learning outcome,
 - (2) understanding the concept of the teaching materials,
 - (3) skills training,
 - (4) designing the project theme,
 - (5) making the project proposal,
 - (6) executing the tasks of projects and
 - (7) presentation of the project report.
-

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

Email *

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Name *

Meli Handevani Siregar

Class *

TBL 2

Registration Number *

1020200020

What are the learning activities in Pre-Teaching while learning *RELT* using project based learning? Write step by step *

1. Greetings
2. Pray
3. Repeat the last lesson

What are the learning activities in while teaching in learning *RELT* using project based

*

learning? Write step by step

1. Presented the project
 2. Q n A
 3. Conclusion
-

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

1. More explanation from the lecturer
 2. Conclude the project
-

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

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.....

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Name *

.....

Siti Sarah.net

Class *

.....

Thi 2

Registration Number *

.....

1020200052

What are the learning activities in Pre-Teaching while learning *RELT* using project based *

learning? Write step by step

1. Say greetings.
2. Pray
3. Taking student absent
4. Asking students' readiness to take part in learning
5. Warming up

.....

What are the learning activities in while teaching in learning *RELT* using project based

*

learning? Write step by step

1. Explain the material in easy-to-understand language, concise and clear
 2. Ask students to stand up to reduce the game
 3. Re-emphasize the important points
-

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

1. Summarize the material
 2. Then Ask the students again who wants to give a conclusion about the material
-

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

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Name *

.....

Mev Sari Aievh Delimuntha

Class *

.....

Thi 2

Registration Number *

.....

1020200060

What are the learning activities in Pre-Teaching while learning *RELT* using project based *

learning? Write step by step

1. the group presenting comes to the front of the class and opens the presentation
2. The presenter explains about the lesson being discussed
3. The presenter opens a question and answer session to other friends and answers them
4. The presentation is closed by the presenter by giving a conclusion from the lesson

.....

What are the learning activities in while teaching in learning *RELT* using project based

*

learning? Write step by step

1. The lecturer gives a more detailed explanation after the presentation is finished
 2. Lecturer gives time for question and answer session to students
 3. giving examples of projects that will be carried out by students
-

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

1. The lecturer gives practice to the students to see the understanding of the lesson
 2. The lecturer checks the work done by the students
 3. The lecturer closes the class by giving the conclusion of the lesson
-

Konten ini tidak dibuat atau didukung oleh Google.

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

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Name *

.....

Webdini

Class *

.....

Thi 2

Registration Number *

.....

002276010106

What are the learning activities in Pre-Teaching while learning *RELT* using project based learning? Write step by step *

1. Teacher start the lesson by greating and doa
2. Teacher take the attentent list
2. Teacher aks the material of yesterday to the students (review material)
3. Teacher tell the material that will be study

.....

What are the learning activities in while teaching in learning *RELT* using project based

*

learning? Write step by step

1. Teacher explain the material
 2. Teacher gives the example
 3. Teacher ask the students about the lesson
 4. teacher give the homework
-

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

1. Teacher ask the students to give their homework
 2. Teacher give th feedback about students' homework
 3. Teacher give the clear explanation then,
-

Konten ini tidak dibuat atau didukung oleh Google.

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Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

Email *

.....

anantaunitaherahan20@gmail.com

Name *

.....

Ananta Junita Herahan

Class *

.....

Thi 2

Registration Number *

.....

1020200047

What are the learning activities in Pre-Teaching while learning *RELT* using project based

*

learning? Write step by step

1. First, the lecturer opens the lesson by praying together
2. the lecturer gives some directions and reminds him of the previous material, before continuing with the next presentation
3. students listen and remind the previous material
4. Then the lecturer invites students with the next group to convey the results of their discussion

.....

What are the learning activities in while teaching in learning *RELT* using project based

*

learning? Write step by step

1. the speaker opens the presentation and introduces himself
the discussion continues and the presenter conveys the material that has been discussed with the group
2. The speaker asks other students about the material that is not understood so that it can be questioned
3. Then the speaker answers the questions that have been submitted by other students

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

1. After the presentation is finished, the speaker gives time for the lecturer to convey the material that has been discussed so that it is better understood
- 2 The lecturer gives several important points, so that students understand the material previously presented

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Google Formulir

Lembar Observasi

The Process of Using Project Based Learning in RELT Classroom

Email *

.....

wildariannur122@gmail.com

Name *

.....

Wilda Ariannur

Class *

.....

TPI 1

Registration Number *

.....

1020200060

What are the learning activities in Pre-Teaching while learning *RELT* using project based

*

learning? Write step by step

- 1.pray together and check the pretend list
- 2.do the warming up

.....

What are the learning activities in while teaching in learning *RELT* using project based learning? Write step by step

1. Discussion Groups Present their presentation results in front of the teacher and friends.
2. The Speaker asks students for those who do not understand to ask them question
3. The Speaker answer the question that have been given by his friend
4. after the discussion is over,the presenters close their presentations by saying hamdalah together

What are the learning activities in Post Teaching in learning *RELT* using project based

*

learning? Write step by step

1. The lecturer explains the results of presentation from the group.
2. The lecturer writes conclusion of the material briefly on the blackboard

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Documentation of The First Observation



Documentation of Interview with RELT Lecturer



Learning RELT by using Google Meeting Room



Learning RELT Using Google Classroom**ekasutri -**

May 19



Assalamu'alaikum Wr. Wb.

Good kroning. LETs start our lesson by Basmallah.

Our lesson today is for expanding your comprehension about correlational research. Re-study it. Then do task! Waaasm.

7 attachments

30 class comments

**New assignment: Project Proposal Experimental resea...**

May 15



Add class comment

**New assignment: Project Proposal**

Apr 20

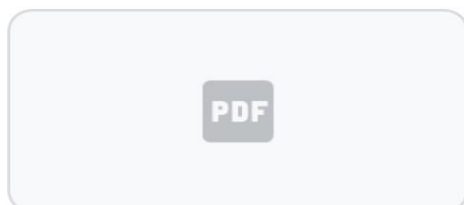
**Stream****Classwork****People**

**ekasutri -**

Mar 11

Assalamu'alaikum. Our lesson for last thursday, at March 10 was about correlational reserach. Here is the materials..

Attachments



K. Correlational Research
TBI 1 - 3.pdf

[Save all files offline](#)

Class comments

**Deva Suryani** Mar 11

Walaikumussalam mom
Thank you very much mom

**Rahayu utami dewi** Mar 11

Walaikumussalam mom
Thanks a lot mom

Documentation of Second Observation



Appendix 4

The script of interview with RELT lecturer as below:

Lecturer Name : Dr. Eka Sustri Harida, M.Pd

Date and Time : Kamis, 28 Juli 2022.

Interview : What do you think of Research in English Language Teaching (*RELT*) classroom?

Lecturer : My classroom in the sixth semester is Research in English Language Teaching. I personally think my *RELT* classroom is good. They are good students and absolutely the process of learning is also running well. We enter the classroom once a week and then every student are active in the classroom, follow the class as well.

Interview : How do you teach Research in English Language Teaching, mom?

Lecturer : Alright, actually for thus semester this is still in Covid- Era. If so, there is also blended learning. As we know some of meetings have been done by online classroom then some of them done by face to face or offline classroom. I teach my student by some learning methods. For instance, discussion method and also various kinds of learning method. Some of them are group presentation, discussion, and I also use as you research it is Project Based Learning for my student in *RELT* classroom. Therefore, most of teaching method that I used in

RELT classroom is Project Based Learning. Most of my learning method my teaching method is by using Project Based Learning.

Interview : How do you use Project Based Learning in Research in English Language Teaching?

Lecturer : Well, when I taught my student, certainly the first step is I give them the learning material and then I ask them to find the topic or material first. Next, I give and show them some slides of power point also. I found it and then asked them to look for the source by their own selves. After that, I sent them some books, I sent them some articles and also find another sources. For the example, when we learn about experimental research then I give them power point about experimental research. Next, I give them some articles supported by e-book related to that topic. Then they will understand and read it all. Then when we are in a classroom I have explained about what is experimental research and the key points of it just at glance and then I will give them an example followed by short explanation too from the article that they found, example of title, method, and how they do. At the last, I will give them a project that they should finish or do. Some of the meetings I ask them to do the task in group but the other time I give them only for individual task. So here, I asked them, I give them some titles then they choose one. For example, please find one title of

classroom action research (CAR) then the students have to write a mini or short proposal by giving the explanation completely.

Interview : What are the difficulties you face when applying Project Based Learning method to students?

Lecturer : Alright, while the learning activities some of students are less understanding about the work project. They do not know their plan and still confused to start the task project. I think it is because they did not listen and pay full attention on my explanation, so that they did not catch the point of what I teach related to the procedures in creating the work project. In the other side, other students have understood well the material but they are lack of sources, such as some articles, journal to support their project. Therefore, students got trouble to finish the project. Those are the common difficulties that happened while implement project based learning method in *RELT* classroom.

Interview : Okay, I got the point mom. That's all for this chance, I really thankful for your time and kindness mom. I got lot of information and knowledge today. Once more, I say thank you so much mom..
Wassalamua'laikum Warohmatulahi Wabarokatuh.

Lecturer : You are welcome, Waalaikumsalam Warohmatulahi Wabarokatu



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Nomor : 76 /ln.14/E.6a/PP.00.9/08/2022
Hal : **Surat Keterangan Penelitian**

Agustus 2022

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa:

Nama : Bulan Ritonga
NIM : 18 203 00101
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan pada tanggal 02 Juni 2022 dengan judul "A Study on the Process of Using Project Based Learning in RELT at English Department IAIN Padangsidempuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M. Hum.
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Nomor: B - 2301 /ln.14/E/TL.00/07/2022
 Hal : Izin Penelitian
 Penyelesaian Skripsi

29 Juli 2022

Yth. Kepala Program Studi Tadris Bahasa Inggris
 Fakultas Tarbiyah dan Ilmu Keguruan
 IAIN Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Bulan Ritonga
 NIM : 1820300101
 Program Studi : Tadris/Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "A Study on The Process of Using Project Based Learning in RELT Classroom at English Department IAIN Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dr. Lenny Suda, M.Si.
 0920 200003 2 002



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Ref : B/1147/Un.28/E.1/PP.00.9/02/2023

24 Februari 2023

Objek : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Eka Sustri Harida, M.Pd.
 Rahmadhani Siregar, M.Pd.

(Pembimbing I)
 (Pembimbing II)

Assalamu'alaikum Wr. Wb.
 Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi siswa dibawah ini sebagai berikut:

Nama : Bulan Ritonga
 NIM : 18 203 00101
 Program Studi : Tadris Bahasa Inggris
 Judul Skripsi : The Process of Using Project Based Learning in *RELT* Classroom at English Department IAIN Padangsidempuan.

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang bersangkutan.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu diucapkan terima kasih.

Ditgetahui
 dan
 Wakil Dekan Bidang Akademik

Ketua Program Studi
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