

THESIS

THE ROLE OF TEACHERS IN ENHANCING STUDENT MOTIVATION THROUGH THE APPLICATION OF (PBL) PROJECT-BASED LEARNING METHOD



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(UIMSYA)
BLOKAGUNG BANYUWANGI
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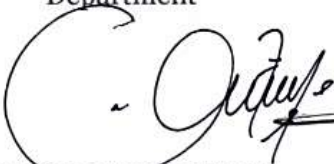
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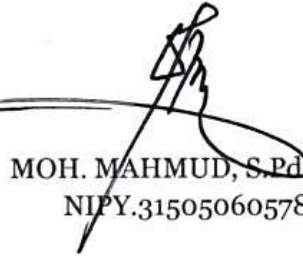
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MOTO AND DEDICATION

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وَتَوَكَّلْ عَلَى اللَّهِ وَكَفَىٰ بِاللَّهِ وَكِيلًا ۝٣

“And put your trust in Allah. And enough is Allah as a Disposer of affairs”.
– (Q.S Al-Ahzab: 3)”

Dedication:

“This thesis is dedicated to my sponsors, especially my beloved father and mother, who have fought with all their hearts and efforts so that I could reach this point. Every sacrifice, prayer, and support you have given has been the foundation of this journey. Words will never be enough to repay it all thank you, from the bottom of my heart. I would also like to express my gratitude to my entire support system those amazing people who stood by me, encouraged me, and reminded me to keep going when things got tough. You are the reason I kept moving forward. All of you hold a special place in this chapter of my life. Thank you for being a part of this journey.”

DECLARATION OF AUTHENTICITY OF THESIS

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Declare that:

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ABSTRAK

Rujhan, Ilya.2025. *The Role of Teachers in Enhancing Student Motivation Through the Application of (PBL) Project-Based Learning Methods.* Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Pembimbing: Moh. Mahmud, S.Pd, M.Pd.

Kata Kunci: Teacher Role, Learning Motivation, Project-Based Learning

Penelitian ini mengeksplorasi peran guru dalam meningkatkan motivasi belajar siswa melalui penerapan metode Project-Based Learning (PBL) dalam pembelajaran Bahasa Inggris. Guru berperan sebagai fasilitator, motivator, dan pembimbing yang mendorong siswa untuk lebih aktif dan percaya diri. Tujuan penelitian ini adalah untuk mengidentifikasi peran guru serta menganalisis strategi yang digunakan dalam implementasi PBL di SMKS Mukhtar Syafa'at Blokagung Banyuwangi.

Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, dengan subjek penelitian meliputi dua guru Bahasa Inggris, lima siswa kelas X RPL, dua guru pendukung, dan Wakil Kepala Sekolah bidang Kurikulum. Analisis data dilakukan dengan model Miles, Huberman, dan Saldana, serta uji keabsahan melalui triangulasi sumber dan teknik.

Hasil penelitian menunjukkan bahwa Project-Based Learning (PBL) mampu meningkatkan motivasi belajar siswa secara bertahap, terutama bagi siswa yang sebelumnya pasif dan kurang percaya diri. Strategi yang diterapkan guru meliputi pembagian tugas sesuai minat, pendekatan kontekstual, serta pemberian umpan balik yang membangun. Aktivitas proyek seperti mendeskripsikan benda nyata dan membuat video deskriptif menjadi sarana efektif untuk meningkatkan keterlibatan siswa. Dukungan dari pihak sekolah, fasilitas yang memadai, serta kebijakan kurikulum yang terbuka turut memperkuat keberhasilan penerapan Project-Based Learning (PBL) dalam meningkatkan motivasi dan partisipasi siswa dalam pembelajaran Bahasa Inggris.

ABSTRACT

Rujhan, Ilya.2025. *The Role of Teachers in Enhancing Student Motivation Through the Application of (PBL) Project-Based Learning Methods.* Thesis. English Education Study Program. Faculty of Tarbiya and Teachers Training Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Moh. Mahmud, S.Pd, M.Pd.

Keywords: Teacher Role, Learning Motivation, Project-Based Learning

This study explores the role of teachers in increasing students' learning motivation through the application of Project-Based Learning (PBL) method in English learning. The teacher acts as a facilitator, motivator, and guide who encourages students to be more active and confident. The purpose of this study is to identify the role of teachers and analyze the strategies used in the implementation of Project-Based Learning (PBL) at SMKS Mukhtar Syafa'at Blokagung Banyuwangi.

This research used a qualitative approach with a case study method. Data were collected through observation, interviews, and documentation, with the research subjects including two English teachers, five students of class X RPL, two support teachers, and the Vice Principal for Curriculum. Data analysis was conducted using the Miles, Huberman, and Saldana model, and validity testing through source and technique triangulation.

The results showed that Project-Based Learning (PBL) was able to gradually increase students' learning motivation, especially for students who were previously passive and lacked confidence. Strategies implemented by teachers include task division according to interests, contextual approaches, and providing constructive feedback. Project activities such as describing real objects and making descriptive videos are effective means of increasing student engagement. Support from the school, adequate facilities, and open curriculum policy also strengthen the success of PBL implementation in increasing students' motivation and participation in English learning.

FOREWORD

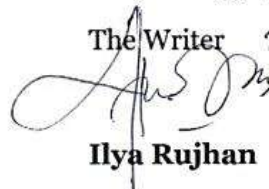
Alhamdulillah, we thank firstly to Allah, SWT, who has given us the strength to do this thesis, secondly, to all parties who have been involved in everything in helping the writing of the thesis, even though the authorship is not perfect. Sholawat and greetings we always pray for the grace and intercession later in life later. The result of this thesis is none other than the result of all the assistance from all parties in completing it. At the end of the work, the author took the time to all parties, in this case we say to:

1. Dr. H. Ahmad Munib Syafa'at, Lc, M.E.I as the Rector of Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi.
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The author realizes that the writing of the thesis is far from perfect and according to procedures. However, from the author's efforts from the beginning until now, the author hopes that the writings in this study can be useful for all parties. Amein

Banyuwangi, 15 July 2025

The Writer



Ilya Rujhan

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CHAPTER I

INTRODUCTION

1.1 Research Background

English has become an international language used in various fields, including education, business, technology, and global communication. In the context of education, English language learning is seen as an important ability to support students' intellectual development and expand their findings. In Indonesia, although Indonesian is the official language, English has been recognized as a global language that needs to be mastered by the younger generation to face the challenges of globalization and international competition. According to Crystal (2003), English functions as an international language or global language because it is learned and used as a means of communication in various countries, either as a first language, second language, or foreign language.

Along with these developments, many schools in Indonesia have begun to integrate English as the language of instruction in several subjects, especially at the higher education level. At the primary and secondary school levels, English language teaching has become one of the compulsory subjects that students must learn. However, there are still various challenges in implementing English as a common language in schools, such as limited facilities, lack of qualified teaching resources, and differences in students' interests and abilities in mastering this language.

In the current state of education, student motivation is one of the keys that greatly affects the teaching and learning process. High motivation can increase students' engagement in learning, while lack of motivation can lead to low learning outcomes. According to Ryan & Deci (2021), intrinsic motivation strongly influences students' engagement in learning activities, including in English lessons.

At SMKS Mukhtar Syafaat, the challenge of motivating students to learn English is very pronounced, after making observations, the researcher found that many students were less interested in English lessons. This can be seen from the low

participation of students in teaching and learning activities, as well as their lack of enthusiasm in completing tasks related to English.

This lack of interest can be caused by various factors, such as uninteresting teaching methods, materials that are not relevant to everyday life, or even a lack of understanding of the importance of English in today's global era. English, as one of the international languages, plays an important role in education and employment. Therefore, it is important to understand the causes of students' low interest so that appropriate remedial efforts can be made.

One effective way to increase student motivation is through Project-Based Learning (PBL). PBL is a learning approach that involves students in real projects, encouraging them to learn actively and creatively. According to Crespi et al. (2022), PBL can increase student engagement because they play a role in a more relevant and contextual learning process.

Teachers play an important role in applying the PBL method in English language learning. Research conducted by (Bravo et al., 2021) revealed that teachers who successfully design interesting projects can significantly increase student motivation. In this context, teachers not only function as material deliverers but also act as facilitators who support students in their learning journey.

PBL also provides opportunities for students to collaborate in groups, which can increase their sense of responsibility and motivation. A study conducted by (2021), showed that students who work in teams tend to have higher motivation to contribute to their projects. This is especially important in English lessons, where communication skills are needed.

In addition, PBL provides opportunities for students to hone important skills such as critical thinking, creativity, and problem-solving abilities. According to Jannah et al., (2024), these skills are needed in the world of work and will help students prepare for the future. Therefore, teachers need to design projects that are not only interesting but also relevant to students' daily lives.

However, the implementation of project-based learning (PBL) in English lessons is not free from challenges. Research conducted by Ferdiansyah & Kaltsum, (2023), shows that many teachers are still poorly trained in implementing PBL methods effectively. Lack of understanding of how to design and implement projects can lead to a decrease in the effectiveness of this method in increasing student motivation.

Through this research, the author seeks to explore the role of teachers in increasing student motivation through the implementation of Project-Based Learning (PBL), particularly in the context of English language learning. Using a qualitative and case study approach, this research is expected to provide in-depth insights into the strategies applied by teachers in implementing PBL and its impact on students' motivation levels.

This research was conducted at SMKS Mukhtar Syafaat Blokagung, Banyuwangi, because this school is a relevant example to study the application of Project-Based Learning (PBL) method in English learning, especially in a vocational school environment. The selection of this location is based on the real challenges related to the low motivation of students in learning English and the openness of the school to the application of innovative learning methods. In addition, SMKS Mukhtar Syafaat has a diverse student population with different learning needs, making it an appropriate environment to analyze the role of teachers in increasing learning motivation through the application of PBL. Grade X students were chosen as the main focus as they are in the early stages of adaptation to vocational learning and provide important insights into students' initial engagement with PBL methods in English lessons.

The data and information obtained in this study are based on the latest relevant journals. Thus, the results of the study are expected to make a significant contribution to the development of learning methods at SMKS Mukhtar Syafaat.

The findings of this study are expected to provide valuable recommendations for teachers and school authorities in optimizing the application of the Project-Based Learning (PBL) method in English language learning. With this step, it is expected

to motivate students and have a positive impact on their learning outcomes.

In the current era of globalization, mastery of English is crucial. Therefore, it is important for all parties involved to prioritize increasing students' motivation in English lessons. By applying the Project-Based Learning (PBL) method, it is hoped that the English learning process can take place more interestingly and provide greater benefits for students.

1.2 Research Problem

Based on the background of the problem above. The writer identifies some problems as follows:

- a. What is the role of teachers in enhancing students' motivation through the application of the Project-Based Learning method?
- b. What Strategies do teachers use in implementing the Project-Based Learning method to enhance students' motivation?

1.3 Research Objective

Referring to the problem statements that have been identified, the main objective of this study is to apply the Project-Based Learning Method (PBL) to increase student motivation. More specifically, this research will focus on the following:

- a. To identify the role of teachers in enhancing students' motivation through the application of Project-Based Learning (PBL) method in English teaching.
- b. To analyze the strategies applied by teachers in the implementation of Project-Based Learning (PBL) to in enhancing students' motivation.

1.4 Research Significances

Based on the research objectives above, the benefits of this research can be detailed as follows:

1.4.1 Theoretical Benefits

It can contribute to the literature regarding English language teaching, especially in the context of applying the Project-Based Learning (PBL) method to increase student motivation.

1.4.2 Practical Benefits

This research is very useful, both for the researcher and the researched. The results of the study are expected to provide improvements in the quality of English learning at SMKS Mukhtar Syafaat, especially for grade 10 students.

1.5 Definition of Terms

1.5.1 Teacher Roles

Teachers are role models who inspire learners, both in terms of knowledge and personality. In Javanese terms, a teacher is defined as a person who should be emulated and imitated. Therefore, a teacher is not only required to master the subject matter and have teaching skills, but also must have morals, character, and personality that are in line with Islamic teachings for students (Salsabilah et al., 2021).

1.5.2 Learning Motivation

Learning motivation, according to Novi & Alimuddin, (2023) is a psychological condition that encourages individuals to engage in the learning process. In this context, learning motivation is divided into two main types: intrinsic motivation and extrinsic motivation.

1.5.3 Project-Based Learning (PBL)

The Project-based learning model (PBL) is an innovative learning method that is student-centered and places educators as motivators and facilitators. Students are given the opportunity to work autonomously in constructing their learning (Mahtumi et al., 2022).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related theory, which is used in this research, and the related literature.

2.1 Theoretical Review

2.1.1 Teacher's Role

Teachers play a very important role in education. Their presence has a significant impact on the overall success and quality of education. The tasks carried out by teachers are very diverse and clearly visible in the form of their dedication.

Teachers hold various types of roles, according to Sardiman A.M, (2018) in his book, there are several opinions about the role of teachers, among others:

- a. Prey Katz describes the role of the teacher as a figure who communicates, as well as a friend who is able to provide advice. Teachers also function as motivators who inspire and encourage students.
- b. Havighurst explains that the role of the teacher at school is as an employee in official relations, as a subordinate to his superiors, as a colleague in relation to peers, as a mediator in relation to students, as a regulator of discipline, and as an evaluator and substitute for parents.
- c. James W. Brown states that the duties and roles of teachers include several important aspects, including mastering and developing subject matter, planning and preparing daily lessons, and controlling and evaluating student activities. According to his view, a teacher must master the teaching material that will be delivered to students and strive to expand this knowledge. In addition, teachers are also responsible for preparing the learning process in the classroom and supervising the learning activities that take place.

From some of the above opinions, it can be detailed the role of the teacher in teaching and learning activities. teaching and learning activities, can be briefly mentioned as:

- 1) Informant, the teacher's role is as an implementer of teaching methods informative teaching methods, field studies,

laboratories, and sources of information on academic and general activities.

- 2) Organizer, the teacher as an organizer, a person who manages academic activities, workshops, syllabuses, lesson schedules, and other activities. in academic activities, workshops, syllabuses, lesson schedules, and others. and others. All components related to teaching and learning teaching and learning, which are organized in such a way that can achieve efficiency and effectiveness in learning in students. learners.
- 3) Motivator, this is important to increase the enthusiasm and development of student learning activities. and development of student learning activities.
- 4) Direction/director, a teacher in this case must be able to direct and guide students' learning activities in accordance with the ideals to be achieved.
- 5) Initiator, in this case the teacher is the inventor of ideas in the learning process. learning process.
- 6) Transmitter, in learning activities a teacher will transfer wisdom in education and knowledge.
- 7) Facilitator, in this case the teacher will provide facilitators or facilities in the process of teaching and learning activities, for example ease in the process of teaching and learning activities, for example such as creating a learning atmosphere that is in line with the development of students, so that teaching-learning interactions will take place efficiently. teaching-learning interaction will take place efficiently and effectively.
- 8) Mediator, can be said to be an intermediary in student learning activities. student learning activities.
- 9) Evaluator, a teacher has the authority to assess learners' achievements in the academic field as well as social behavior, so as to determine the success of his/her students.

Furthermore, Mulyasa, E. (2021) states that the role of teachers today is not only as information conveyors, but also as facilitators and motivators who are able to create a pleasant learning atmosphere and encourage students to learn actively. In the context of project-based learning, teachers need to guide students to develop critical thinking skills and work together through solving real problems relevant to life. Teachers should also be sensitive to students' needs and able to build interactions that support the growth of learning motivation.

In line with this, Zuchdi & Haryanto (2022), explained that teachers are agents of learning transformation who not only teach material, but also shape students' mindsets and characters. Teachers are required to design meaningful and challenging learning, so that students are encouraged to be actively involved in the learning process and develop 21st century skills such as communication, collaboration, and problem solving.

In addition, according to Syah (2023), teachers also have a strategic role as a driver of student learning motivation, both from intrinsic and extrinsic aspects. Teachers need to create a supportive learning environment, reward students' efforts, and foster self-confidence. In applying the PBL method, teachers can provide space for students to take the initiative, make decisions, and evaluate the results of their own work, thus increasing their sense of responsibility and enthusiasm for learning.

From these various opinions, it can be concluded that the success of student learning is highly dependent on the active role of the teacher in guiding, motivating, facilitating, and evaluating the learning process. Teachers are not just teachers, but also character builders and companions in achieving students' best potential.

2.1.2 Learning Motivation

Learning motivation is one of the key factors in education that determines student success in the learning process. In this context, according to Slavin, (2018), defines learning motivation as the process that influences the direction, intensity, and persistence of students in learning. A deep understanding of this motivation can help educators design effective teaching strategies.

Furthermore, learning motivation, according to (Novi & Alimuddin, (2023) is a psychological condition that encourages individuals to engage in the learning process. In this context, learning motivation is divided into two main types: intrinsic motivation and extrinsic motivation. Intrinsic motivation arises from within the student, relating to the awareness and desire to achieve personal goals or ideals. Students who have intrinsic motivation tend to be more engaged and enjoy the learning process itself. In contrast, extrinsic motivation is influenced by external factors, such as the desire for high grades, praise, or rewards from others.

Meanwhile, according to Herwati et al., (2023), learning motivation is an important factor that affects the effectiveness of learning, functioning as a driving force that encourages students to actively participate in the learning process. This is defined as the overall impetus that triggers learning activities and ensures the continuity and direction of the process. Motivation can come from internal factors, such as the desire to succeed, as well as external ones, such as rewards and a conducive environment.

From several definitions of learning motivation that have been put forward, researchers agree with the theory put forward by Novi & Alimuddin, (2023), that learning motivation is a psychological condition that encourages individuals to engage in the learning process. In this context, learning motivation is divided into two main types: intrinsic motivation and extrinsic motivation. Intrinsic motivation arises from within the student, relating to the awareness and desire to achieve personal goals or ideals. Students who have intrinsic motivation tend to be more engaged and enjoy the learning process itself. In contrast, extrinsic motivation is influenced by external factors, such as the desire for high grades, praise, or rewards from others.

a. Factors that influence Learning Motivation

The following are the factors that influence learning motivation according to several figures. According to Hamalik (1995) in Novi & Alimuddin, (2023, p. 57), the emergence of motivation is influenced by several factors, namely:

- 1) Students' level of awareness is related to recognition of the motivations underlying their behavior, as well as awareness of the learning goals they want to achieve.
- 2) The teacher's attitude towards the class is influential, where a teacher who constantly encourages students to move towards clear and meaningful goals will promote intrinsic traits. Conversely, if the teacher emphasizes external stimuli, extrinsic traits will be more dominant.
- 3) The influence of the student group. If the group influence is too strong, the motivation tends to be extrinsic.
- 4) The classroom atmosphere has a significant influence on the emergence of certain traits in student motivation. An environment that provides freedom with responsibility

tends to encourage stronger intrinsic motivation than an atmosphere filled with pressure and coercion.

In addition, Syaftinentias et al., (2024, p. 16), explain that motivation is influenced by two types of factors, namely internal factors and external factors. One example of an internal factor is interest in learning the knowledge being taught. Meanwhile, external factors include various aspects, such as the quality of teachers, learning materials, methods applied, classroom conditions and atmosphere, and learning facilities that support the student learning process, such as libraries. Similarly, research conducted Yudyantara Risadi et al., (2022), also shows that motivation is influenced by intrinsic and extrinsic factors. Intrinsic factors include initial motivation in learning and interest, while extrinsic factors include rewards and punishments, the quality of teacher teaching, and facilities that support the learning process.

Based on the above explanation of the various factors that influence learning motivation, it can be concluded that learning motivation is influenced by two main categories: internal factors and external factors. Internal factors that influence motivation include interest and self-awareness that achieving goals or aspirations can be achieved through learning activities. Meanwhile, external factors that influence learning motivation include the role of teachers, the surrounding environment, and supporting facilities available in the learning process.

2.1.3 Project-Based Learning

a. Definition of Project-Based Learning

According to (2022), Project-based learning model (PBL) is an innovative learning method that is student-centered and places educators as motivators and facilitators, students are given the opportunity to work autonomously in constructing their learning.

Meanwhile, according to Dianawati (2022), Project-Based Learning (PBL) is a learning model that prioritizes active student involvement in real projects. Through this approach, students can not only develop cognitive and psychomotor

competencies but also affective competencies, all of which are very important in the current learning context. PBL provides opportunities for students to work in teams, solve real-world problems, and produce products or presentations that can be enjoyed by real audiences.

In addition, the opinion put forward by Rahman (2022), Project-based learning (PBL) is a learning model designed to activate students in the learning process. In this approach, learners are invited to find the concept of subject matter independently through various projects given so that they can build knowledge in themselves. Learners are given the freedom to find the sources of information needed to complete the project tasks, either through library studies, discussions with teachers, or exploring the surrounding environment.

Based on various opinions that have been expressed, it can be concluded that the Project-Based Learning Model (PBL) is an approach that prioritizes students as the center of the learning process (student-centered). This approach provides opportunities for students to develop various competencies, both cognitive, psychomotor, and affective. In PBL, students play an active and independent role through various real projects that are relevant to everyday life. They are given the opportunity to build their own knowledge by seeking information from various sources, such as literature studies, discussing with teachers, and exploring the environment around them. In this case, the teacher's role is as a motivator and facilitator who supports students throughout the learning process.

b. Characteristics of Project-Based Learning (PBL)

According to the Ministry of Education and Culture in Mahtumi et al. (2022), states that: The characteristics of project-based learning are:

- 1) There is a complex problem or challenge presented to learners.
- 2) Learners devise ways to solve the problem or challenge with a focus on the process of inquiry.

- 3) They learn and apply their skills and knowledge in various contexts during the project.
- 4) Learners work cooperatively in teams, including when discussing with the teacher.
- 5) They practice a range of skills that are important for their adult lives and careers, such as time management, individual responsibility, personal skills, and learning from experience.
- 6) Learners periodically reflect on the activities they have undertaken.
- 7) The final product of the project done by learners will be evaluated.

According to Daryanto (2014: 24) in (Mahtumi et al., 2022), explains that the characteristics of the Project-Based Learning Model are:

- 1) Learners have an active role in determining the framework.
- 2) There are problems or challenges presented to students.
- 3) Learners design a process to find a solution to the problem or challenge.
- 4) Collaboratively, learners are responsible for accessing and managing information to solve the problem. The evaluation process is ongoing.
- 5) Learners periodically reflect on the activities that have been carried out.
- 6) The final product of the learning process will be evaluated with a qualitative approach.
- 7) The learning situation is very supportive of tolerance for mistakes and changes.

Meanwhile, according to Sani (2015, p. 173) in (Mahtumi et al., 2022), The characteristics of Project-Based Learning are as follows:

- 1) It is important to focus on the problem so that students can master important concepts in the lesson.
- 2) Project creation allows learners to participate in constructive investigations.
- 3) Projects should be realistic.
- 4) Project planning is done by the learners themselves.

Based on various opinions from experts, the researcher concludes that the characteristics of the Project-Based Learning model are learning that hones students' skills or abilities to collaborate with their group mates in completing projects that have been given by the teacher at school.

c. Steps of Project-Based Learning Method

The steps of creating Project-Based Learning that must be understood in order for the project-based learning process to run well are:

1) Fundamental question

The presentation of the topic by the educator is followed by learners asking questions about how to solve a fundamental question. Learners are also required to find the right steps in solving the problem.

2) Project planning

The teacher divides the class into small groups according to the project procedure. Then learners begin to work on the project and find solutions to solve existing problems through discussion, brainstorming, arguing or going directly to the field.

3) Developing a project schedule

The teacher sets the steps and deadlines for learners to complete the project. Learners organize the project schedule according to the schedule.

4) Monitoring project progress

The teacher monitors learners' activity while completing their projects, and provides assistance to learners who experience problems in completing their projects.

5) Testing the results

The teacher discusses in monitoring the realization of the project that has been completed by the learners. The discussion that has been completed and outlined in the project worksheet is made into a report as material that will later be presented in front of other students.

6) Evaluation of learning experience

The teacher reflects and summarizes the outline of the project that the learners completed which the teacher obtained from the observation sheet.

2.2 Previous Study

In this context, the role of the teacher is crucial. Teachers not only function as material deliverers, but also as motivators who are able to change students' perceptions of English. By applying innovative learning approaches, such as Project-Based Learning (PBL), teachers can create a more interesting and relevant learning atmosphere. Through projects that involve students actively, it is expected that students can feel the direct benefits of learning English, so that their interest and motivation can increase.

The first study was conducted by Mohammed Abdullatif Almulla (2020) in the journal *International Education Studies*. The article entitled "The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning" aims to determine the effectiveness of the PBL approach in increasing student involvement in the learning process. The method used was quantitative with Structural Equation Modeling (SEM-AMOS) technique involving 124 teachers. The results show that PBL has a positive influence on student engagement, collaboration, authentic learning, and concept understanding. This research supports the thesis to be conducted, although it has not specifically highlighted the role of teachers in encouraging student innovation.

Furthermore, research was conducted by Fitria Hanaris (2023), published by STAI Alif Lam Mim Surabaya with the title "The Role of Teachers in Increasing Student Motivation: Effective Strategies and Approaches". This research uses a qualitative method with a literature study approach. The main objective is to identify strategies and approaches that teachers can use to increase student learning motivation. The results show that good relationships between teachers and students, contextual learning, and the application of varied methods are key in generating students' enthusiasm for learning. Although not focusing on PjBL, this research makes an important contribution to the understanding of the role of teachers in creating motivating learning, which is one of the important aspects in promoting innovation.

The third study was conducted by Isnaeni Wahab, Lena, and Sitti Aisyah (2024) in the journal *Seltics*. The title of the article

was “The Teacher's Role in Motivating Students to Learn English at High School Level”. Using a descriptive qualitative approach, the study involved observations and interviews of teachers and students in secondary schools. The aim was to understand how the teacher's role affects students' motivation in learning English. The results state that teachers who are able to utilize interesting learning media, give praise, and create a pleasant classroom atmosphere can increase students' interest and engagement.

The fourth relevant research is from Nadlir, Afiyatul Fitriyah, and Laili Farichatus Sholihah (2024) in the *Journal of Education and Social Sciences (JIPSI)* with an article entitled “The Role of Teachers in Implementing Project Based Learning in the Independent Curriculum”. This research uses a qualitative descriptive method with data obtained through interviews with a teacher at Madrasah Ibtidaiyah Lamongan. The research objective is to evaluate the implementation of PjBL in the Merdeka Curriculum and its impact on student learning outcomes. The results show that PjBL increases students' motivation, teamwork, creativity, and understanding of concepts. Teachers play an important role in designing the project, facilitating the learning process, and providing constructive evaluation.

The fifth research was conducted by Chandra Sagul Haratua and his colleagues (2024) published in the *SADEWA Journal* with an article entitled “The Role of Teachers in Encouraging Student Innovation Through Project-Based Learning Methods”. This research is the most relevant to the thesis to be carried out, because it directly discusses the relationship between the role of the teacher and student innovation through the PjBL approach. This research was conducted at MTs SA Al-Mukarrim, using a descriptive qualitative approach with data collection techniques in the form of observation, interviews, and document studies. The results show that teachers play the role of facilitator, mentor, motivator, and evaluator. Teachers assist students in identifying problems, designing solutions, and assessing project results, all of which encourage the emergence of innovation from within students.

It can be concluded that the researchers above have similarities in terms of approach, which both emphasize the

importance of the teacher's role in the learning process and the use of the Project-Based Learning (PBL) method as an effective strategy to increase student involvement and ability. The similarity also lies in the use of a descriptive qualitative approach, where most researchers collect data through observation, interviews, and documentation studies to describe the phenomenon in depth. The difference lies in the research method and the intended object.

Table 2.1 Previous Study

NO	Name, Year, Research Title	OJS Article Link, Journal/Thesis /Dissertation Name, PT Name	Research purposes	Research methods	Results/Conclusions	Equality	Difference
1	(Almulla, 2020) The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning	https://journals.sagepub.com/doi/full/10.1177/2158244020938702	The main objective of this research is to examine the effectiveness of a project-based learning (PBL) approach in improving student engagement in learning.	Research Type: Quantitative (SEM), Data: Quantitative (5-point Likert scale questionnaire), Data Source: 124 PBL user teachers at King Faisal University,	The results of this study showed that the PBL method significantly increased student engagement by allowing them to share and discuss knowledge and information more actively.	Research Topics: both discuss Project-Based Learning (PBL) as a learning method. The focus is on the teacher's role in increasing student engagement or motivation.	The location in the previous study was Universitas King Faisal, Arab Saudi. while in this study the object was SMKS Mukhtar Syafaayat Banyuwangi research Approach:

				Data Collection Procedure: Questionnaire, Informants: University teachers, Data Validity Techniques: CFA, Cronbach's Alpha, AVE, Data Analysis Tools: SPSS, SEM-AMOS.		Research Objectives: Both aim to analyze the effectiveness of PBL method in improving learning quality. Emphasize the importance of teacher involvement in PBL implementation.	Quantitative (Structural Equation Modeling - SEM) and Qualitative (case study with observation, interview, and documentation).
2	(Hanaris, 2023), Teachers' role in increasing	https://altinriset.com/journal/index.php/jkp	Identifying the Role of the Teacher: This research aims	Research Type: Qualitative	The conclusion of this study is that teachers play an	Research Topic: Both discuss the role of	Research Location Literature studies

	students' learning motivation: effective strategies and approaches	p/article/view/9	to identify the role of the teacher in increasing students' learning motivation. Analyzing Strategies and Approaches: Analyzing effective strategies and approaches that can be applied by teachers to motivate students to learn.	(literature study). Data & Data Source: Literature from books, journals, and related articles. Data Collection: Analysis of various academic references. Informants: None (due to literature study). Data Validity: Source triangulation (comparing	important role in increasing students' learning motivation through effective strategies and approaches, such as building rapport, linking learning to real life, and presenting challenging tasks. The implementation of cooperative learning, the use of technology and giving students autonomy also contribute significantly to motivation. By	teachers in increasing students' learning motivation. Research Methods: Both used qualitative methods. Focus on Strategies and Approaches: Both studies examined strategies that teachers can apply to increase student motivation.	without specific research locations. While in this study the object is SMKS Mukhtar Syafaat, Banyuwangi . Main Focus Analyzing the role of teachers in increasing student motivation through various general strategies, which uses a Qualitative approach
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				various literatures). Data Analysis: Descriptive-qualitative by drawing conclusions from the literature review.	creating a safe and supportive environment, teachers can help students reach their full potential.		(literature study). While this research, Analyzing the role of teachers in increasing student motivation through Project-Based Learning (PBL) using a qualitative approach (case study).
3	(Lena et al., 2024), The Teacher's Role in Motivating	https://ejournals.umma.ac.id/index.php/seltic	Determining the Teacher's Role: This study aims to determine the	Research Type: Descriptive Qualitative	The results showed that teachers act as motivators, mediators, and	Research Topic Both studies discuss the role of	Research locations MA Bustanul Ulum

	Students to Learn English in High School Level	s/article/view/2176	role of teachers in motivating students to learn English at the secondary school level. Increasing Student Participation: This research also aims to understand how teachers can encourage students to be more actively involved in English learning activities.	Data: Observation, interview, and documentation Data Source: English teacher & grade X students of MA Bustanul Ulum Toddolimae Data Collection Procedure: Class observation, teacher & student interview, documentation Informants: 1 English teacher, 6 grade X students	innovators in increasing students' learning motivation. Teachers use varied learning methods such as videos, games, and interactive media to increase students' interest.	teachers in increasing students' motivation or engagement in English learning. Both Research Approaches use qualitative methods with data collection techniques such as interviews, observation, and documentation.	Toddolimae, Maros, Indonesia. While this research, the object is SMKS Mukhtar Syafaat, Banyuwangi , Main Focus : Teacher's role as motivator, mediator, and innovator in increasing students' engagement in English learning. While this research is the role of
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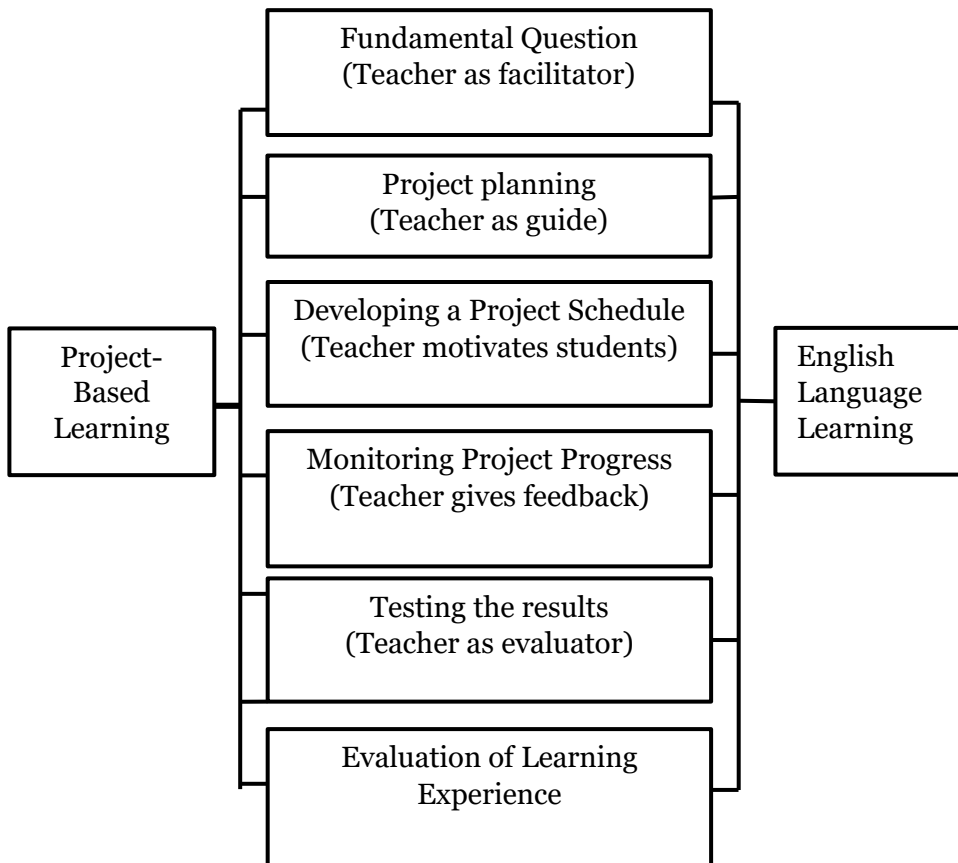
				Data Validity: Triangulation of methods observation, interview, documentation Data Analysis Tool: Miles & Huberman model (data reduction, data presentation, conclusion)			teachers in increasing student motivation through the Project-Based Learning (PBL) method.
4	(Nadlir et al., 2024) The Role of Teachers in Implementing Project Based Learning in the Merdeka Curriculum	https://putrapublisher.org/ojs/index.php/jip/si/article/view/557	The purpose of this study is to evaluate the application of the Project Based Learning (PjBL) model in the Merdeka Curriculum and its impact on student	Research Type: Descriptive Qualitative Data: Primary (interviews), Secondary (journals & online sources) Data Source: Teacher of	The results showed that Project Based Learning (PjBL) in the Merdeka Curriculum effectively increased students' learning motivation,	Research Topic: Both discuss the role of teachers in increasing student motivation through project-based	Research Location: Madrasah Ibtidaiyah Lamongan, Indonesia. While this research is at SMKS Mukhtar

			learning outcomes.	Madrasah Ibtidaiyah Lamongan Data Collection: Interview, observation, documentation Informants: Teacher with 17 years of experience Data Validity: Triangulation of sources & methods Data Analysis: Descriptive coding & interpretation	teamwork skills, creativity, and concept understanding.	learning (PBL). Research Approach: Both use qualitative methods with data collection techniques such as interviews, observation, and documentation.	Syafa'at, Banyuwangi . Research Approach: Qualitative descriptive. While this research is qualitative with a case study approach.
5	(Chandra Sagul	https://journal.aripi.or.id/index.php/ajip	his study aims to explore the	Descriptive qualitative,	The results showed that	Research Topics Both	Research Subjects:

	Haratua et al., 2024), The Role of Teachers in Encouraging Student Innovation Through Project-Based Learning Methods	x.php/Sadewa/article/view/966	role of teachers in encouraging student innovation through project-based learning methods in junior high school. This research also aims to identify the challenges faced by teachers and the solutions implemented to overcome these challenges in the context of project-based learning.	Qualitative (interview, observation, document) Data Source: Teachers & students of MTsS SA Al-Mukarrim. Interview, observation, document study. Teachers & students Data Validity: Triangulation of sources & methods Data Analysis: Data reduction, presentation, conclusion drawing	teachers have an important role in encouraging student innovation through the project-based learning (PBL) method.	discuss the role of teachers in implementing Project-Based Learning (PBL) to improve student learning outcomes. Research Approach Both use qualitative methods with interview, observation, and documentation techniques.	MTsS SA Al-Mukarrim. While this research is located at SMKS Mukhtar Syafa'at, Banyuwangi . Differences: The focus is more on student innovation and creativity, while this research is more on English learning motivation.
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2.3 Research Thought Flow

The purpose of making a conceptual framework of this research is to describe how the implementation of the teacher's role in increasing student learning motivation through the Project-Based method at SMKS Mukhtar Syafaat Blokagug Tegalsari Banyuwangi.



Picture 2.1 Thought Flow

The framework above illustrates the six main steps in the Project-Based Learning model, namely: formulating the question, planning the project, developing a schedule, monitoring the implementation, testing the results, and evaluating the learning. Each stage involves the active role of the teacher as facilitator, motivator, guide and evaluator. This model is applied in English language learning to see how far the teacher's role in each stage can increase students' learning motivation.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research used by the author is a qualitative approach with a case study method. According to Sugiyono (2019) the case study research method is used to examine a particular case or phenomenon that exists in society with an in-depth approach. The aim is to understand the background, conditions, and interactions that occur.

Through this research, researcher explored the role of teachers in increasing student motivation through project-based learning. Through in-depth interviews, observations, and analyzing documents, this research will provide a comprehensive understanding of how teachers can play an active role in implementing project-based learning (PBL) methods and their impact on student motivation.

3.2 Time and Place of Research

This research was conducted at SMKS Mukhtar Syafa'at with the aim of understanding the role of teachers in increasing students' learning motivation through the application of the Project-Based Learning (PBL) method. Through this approach, the researcher was able to observe the interaction between teachers and students, the PBL strategies implemented, and their impact on student motivation and engagement in the learning process. The researcher also prepared the research setting, which includes information about the research location, research schedule, available facilities and infrastructure, the condition of teachers and students, as well as a general overview of the school. The following is a more detailed explanation of the research setting:

3.2.1 Research Place

The research location is at SMKS Mukhtar Syafa'at Blokagung, a school located in Blokagung, Karangdoro Village, Tegalsari, Banyuwangi Regency, precisely on Jl. Gang Panti Asuhan Blokagung,

3.2.2 Research Time

The research was conducted for one month from April 22 to May 19, 2025, during which time researchers

collected information by making observations of the material to be studied, interviews with teachers and students, and interviews with several resource persons to obtain detailed, complete, and clear information.

3.3 Research Subjects

The research subjects are individuals who are the main targets in this research, namely those who experience directly the learning process using the Project-Based Learning (PBL) method in learning English. It is through these subjects that researchers obtained the main data to answer the research questions, especially regarding the effectiveness of the teacher's role in increasing students' learning motivation. In this study, the research subjects consisted of:

3.3.1 English Teachers (2 peoples)

Teachers who teach English in class X and apply the Project-Based Learning method in the learning process. They were directly observed in their teaching practice to find out their roles as facilitators, motivators, and guides in increasing students' learning motivation.

3.3.2 Grade X Students (5 people)

Students who participated in English learning using the Project-Based Learning method. They became the main subjects because the researcher wanted to know directly how the method affected their learning motivation.

3.4 Informant

Informants are individuals who have knowledge, experience, or access to information relevant to the object of research, and are willing to provide additional data to researchers. Informants were chosen because they can provide views, explanations, or supporting information that enriches the researcher's understanding of the phenomenon studied, namely the implementation of PBL and the role of teachers in increasing student learning motivation. The technique used to determine the informants was also purposive sampling, by considering the informants' involvement in the context of project-based learning. The informants in this study consisted of two categories:

3.4.1 Key Informant

- a) English Teacher (2 people)
 - 1) Implementing PBL in English learning.
 - 2) Experience in implementing the PBL method and its impact on students' motivation as well as strategies used to engage students.
- b) Class X students (5 people)
 - 1) Students who are actively involved in learning using PBL.
 - 2) First-hand experience of how PBL affected their motivation and engagement in learning English.

3.4.2 Supporting Informant

- a) Other Teaching Staff (2 people)
 - 1) Teachers of other subjects who also use PBL.
 - 2) Insights: Perspectives on the overall application of PBL and its impact on students across different disciplines.
- b) Deputy Curriculum

The Deputy Curriculum provides insights into curriculum policies and digital learning infrastructure.

3.5 Data and Data Sources

Data is information collected by researchers to understand a phenomenon and answer research questions. This data contains information, evidence, or facts obtained through observation of certain phenomena or to support a theory (Ramadhan, 2021). Thus, it is important for the data collected to be relevant to the problem being studied.

Data sources in this study include observation, interviews, and documentation. According to Lofland in (Sugiyono, 2019), words and actions are the main data sources in qualitative research, while additional data such as documents can be considered as complementary. The words and actions referred to are those of the individuals observed or interviewed, which serve as primary data sources. When using questionnaires or conducting interviews, data sources are called respondents, namely people who provide responses or answer questions asked, either in writing or orally. On the other hand, if the researcher applies observation techniques, the data source can be objects, movements, or ongoing processes.

According to Sugiyono (2019), Data sources are divided into two parts, namely:

3.5.1 Primary Data

Primary data is data obtained through interviews, participant observation, and field notes, which means that this data source directly provides data to researchers.

3.5.2 Secondary Data

Secondary data, namely, researchers do not directly receive from data sources.

Through this method, researchers hope to find out and explore in depth about The Role of Teachers in Enhancing Students' Motivation Through the Application of (PBL) Project-Based Learning Method at SMKS Mukhtar Syafaat. According to (Sugiyono, 2019), there are three types of interviews, namely structured interviews, semi-structured interviews, and unstructured interviews. In this study, researchers used a semi-structured interview method, which allows more freedom in information retrieval compared to structured interviews which are more rigorous and rigid. The purpose of semi-structured interviews is to explore information and discover problems more openly, where respondents are asked to give their opinions and ideas. The interviews were conducted in an open manner, where the interview subjects were aware that they were being interviewed and understood the purpose of the interview. For the initial stage, the researcher interviewed the English teacher. For the second, researchers conducted observations and interviews with class X students and the last data source in the form of documentation in the form of photos and interview results.

3.6 Data Collection Procedures

According to Sugiyono, (2019:309) Participant observation is a key data recording technology that includes interviews, document analysis, and the use of triangulation. When using observation as a data recording technology, it is important to clearly communicate what has been observed. However, the information needs to be conveyed in an appropriate manner during the interview. (Sugiyono, 2019), suggests that one of the most crucial steps in a study is the data collection technique. This is because data collection is the main purpose of any research. Data collection techniques can be done through various methods, such

as observation (observation), questionnaires (questionnaires), interviews (interviews), documentation, or a combination of the four.

Meanwhile, in this study, three data collection techniques will be used, namely observation (observation), interview (interview), and documentation techniques. Various types of data collection (Sugiyono, 2019).

3.6.1 Data collection by observation

Nasution (in Sugiyono: 297) argues that the basis of a science is observation. According to Mashall in (Sugiyono, 2019) states that through observation techniques, researchers can learn about behavior, and the meaning of research. In addition, according to (Lorraine R Gay, 2015) observation is an activity that knows about the object being observed. In this case, researchers observed teaching and learning activities at SMKS Mukhtar Syafaat, especially in class X, and the teacher's role in these activities was to make field notes about whatever the teacher did during teaching activities, activities from the beginning including schedules and observation times as well as researcher activities during observation.

In this observation, researchers observed English language learning through the Project-based Learning method related to the teacher's role in increasing student motivation.

3.6.2 Data collection by interview

Esterberg in Sugiyono (2019) suggests that an interview is a meeting between two people who aim to exchange information and ideas through question-and-answer sessions. This process allows them to build deep meaning related to certain topics. According to Susan Stainback (in Sugiyono, 2019) the interview technique said that the researcher will understand deeper things about participants in interpreting the situation and phenomena that occur, which cannot be found if only through observation. Therefore, the type of interview used is a semi-structured interview type. which allows more freedom in retrieving information compared to structured interviews

which are more rigorous and rigid. The purpose of this semi-structured interview is to explore information and find more open problems, where respondents are asked to provide their opinions and ideas.

3.6.3 Data collection techniques with documents

Documents are records that record traces of an event that has passed. Usually, documents appear in various forms, such as pictures, writings, or monumental works of a person. Documents in the form of images include photos, videos, paintings, sketches, and others. Meanwhile, documents in the form of writing include diaries, life histories, regulations, policies, and biographical stories. On the other hand, documents in the form of works of art can be in the form of sculptures, drawings, films, and various other forms of work (Sugiyono, 2019). Documents have high credibility to show accurate research results.

After referring to the opinions of experts regarding observation, interview, and documentation techniques, researchers then applied these techniques in field research at SMKS Mukhtar Syafa'at. The data collection steps were carried out systematically, including classroom observations, interviews with teachers and students, and collection of supporting documents. The full description is presented as follows:

3.6.1 Instrument Preparation

- a) Develop observation guidelines, interview guidelines, and documentation lists in accordance with the research indicators, especially related to the role of teachers in the Project-Based Learning (PBL) method.
- b) Determining observation and interview schedules, and obtaining permission from the school.

3.6.2 Implementation of Observation

- a) Observations were conducted twice in X RPL class.
- b) The focus of observation was directed at:
 - 1) The role of the teacher as a facilitator, motivator, and guide.
 - 2) Students' response and involvement in project learning activities.

- 3) The dynamics of group work and interaction between students.
 - 4) During the observation, the researcher recorded all relevant activities in the form of field notes.
- Conducting Interviews.

3.6.3 Interview Implementation

- a) Interview were conducted in a semi-structured manner to extract in-depth and flexible data.
- b) The interview informants consisted of:
 - 1) 2 English teachers as the implementers of PBL method.
 - 2) 5 grade X students who were directly involved in the project activities.
 - 3) 2 teachers of other subjects and 1 Vice Principal of Curriculum as supporting informants.
- c) The interviews were conducted face-to-face, recorded, and transcribed for further analysis.

3.6.4 Documentation Collection

- d) Researchers collected supporting documents as evidence of the implementation of project-based learning activities, including:
 - 1) Photos of teaching and learning activities.
 - 2) Students' project work such as description text and presentation video.
 - 3) Learning tools (lesson plans, student worksheets).
 - 4) Project implementation schedule and assessment rubric.

3.6.5 Data Triangulation

- a) To ensure the validity of the data, researchers triangulate by:
 - 1) Comparing data from observations, interviews, and documentation.
 - 2) Ensuring consistency between data collected from various sources and methods.
 - 3) Discussing the findings with the supervisor as an expert observer for additional validation.

3.6.6 Data Recording and Classification

- a) All data were classified based on appropriate thematic categories, such as teacher roles, learning strategies, and student responses.
- b) Data were analyzed using the Miles & Huberman model analysis technique: data reduction, data presentation, and conclusion drawing.

3.7 Data Validity

According to Licoln and Guna in (Sugiyono, 2019) provide standards for the validity of qualitative research data, including the following:

- a. The standard of credibility in research relates to high confidence in the facts on the ground. To achieve this, several important steps need to be taken:
 - 1) Make observations continuously and with sincerity so that researchers can understand more deeply the phenomenon under study.
 - 2) Extending the time of researcher involvement in the field in order to gain a more comprehensive understanding.
 - 3) Carry out triangulation which includes method, content, and process to ensure data accuracy.
 - 4) Involving or discussing with peers to get different perspectives.
 - 5) Conducting a review or analysis of negative cases as a form of broader understanding.
- b. The transferability standard refers to the criteria assessed by the reader of the report. A research result can be considered to have a high level of transferability if the reader can clearly understand the content and focus of the research.
- c. The dependability standard refers to the assessment or examination of the accuracy of the researcher in conceptualizing the data consistently. The consistency shown by the researcher throughout the entire research process makes it considered to have a high level of dependability.
- d. Confirmability standard, which is more focused on checking and auditing the quality based on the results of the research, whether the research results obtained from the field are correct.

According to (Zuldafril, 2012, p. 83) stating that data validity refers to suitability based on the concepts of validity and reliability, in accordance with quantitative research approaches and the demands of applicable knowledge, criteria, and paradigms. To achieve accurate data validity, it is important to use the right data collection process, one of which is the triangulation method. According to Afifuddin (in Sugiyono, 2019), triangulation is a technique used to check the validity of data by utilizing other sources outside the data itself. The source serves as a tool for checking or comparing the data obtained in the study.

According to Patton in Afifuddin (in Sugiyono, 2019) there are four kinds of triangulation techniques as checking techniques to achieve data validity, namely as follows:

- a. Data triangulation is done by utilizing various sources of information, such as archives, documents, observation results, and interviews. In this process, researchers can also conduct interviews with more than one subject who has different perspectives and experiences.
- b. Observer triangulation, in which an observer outside the research team checks the results of data collection. In the context of this research, the supervisor can act as an observer (expert judgment) who provides input on the results that have been collected.
- c. Theoretical triangulation involves using a variety of different theories to ensure that the data obtained meets the criteria set.
- d. Triangulation of methods involves the use of different methods to examine something, such as interview methods and observation methods.

Based on the four validity check techniques, the researcher applied data triangulation and method triangulation. For data triangulation, the researcher utilized various sources of information, such as documents, archives of interview results, as well as observation results, or by interviewing several subjects who each had a different point of view. Meanwhile, in method triangulation, researchers use several approaches in researching a topic. In this study, researchers utilized interview, observation, and documentation methods.

3.8 Data Analysis

In qualitative research, data analysis is a crucial process that allows researchers to construct meaning from raw information collected in the field. According to Sugiyono (2019, p. 318), data can be obtained from various sources using multiple techniques through triangulation, and the process continues until data saturation is achieved. Bogdan in Sugiyono (2019, p. 319) describes qualitative data analysis as a systematic process of searching and compiling data from interviews, field notes, and other relevant documents. Similarly, Susan Stainback in Sugiyono (2019) argues that data analysis in qualitative research encourages researchers to think critically, connect concepts, and formulate hypotheses based on relationships discovered in the data.

This study adopted the grounded theory approach in analyzing qualitative data. Theories or conclusions were not predetermined, but were inductively constructed based on the patterns and themes that emerged from the data collected. The researcher identified recurring patterns, grouped them into categories, and developed conceptual dimensions to explain the findings meaningfully. This process aligns with the principles of grounded theory, where understanding is built from the ground up, based on empirical realities.

Data analysis in this study used an interactive model from Miles and Huberman as cited in Sugiyono (2019: 321-329). This model consists of four main steps that are interconnected and repeated until the data reaches saturation point. The following are the steps of data analysis:

a. Data Collection

Data was collected through observation, interview, and documentation techniques during the research process in class X SMKS Mukhtar Syafa'at. All data obtained were recorded in the form of field notes, interview transcripts, and documents on the results of project-based learning activities.

b. Data Reduction

At this stage, researchers simplify, sort, and focus data that are considered important and relevant to the focus of the

research. Information that is not related to the research topic is set aside. This process includes data coding, grouping by theme (e.g. teacher's role as facilitator, teacher's strategy, student's response), and making summaries or abstractions.

c. Data Presentation (Data Display)

The data that has been reduced is then presented in the form of descriptive narratives, tables, interview quotes, or diagrams that make it easy to see the relationship between categories. Data presentation aims to provide a comprehensive picture of the situation in the field and support the conclusion drawing process.

d. Conclusion Drawing and Verification

At this stage, researchers begin to draw provisional conclusions based on patterns or findings that emerge from the data that has been presented. These conclusions are then verified continuously through a process of triangulation of methods and sources, as well as discussions with supervisors or key informants to ensure their validity and consistency. This process is dynamic and iterative until a valid and reliable final conclusion is obtained.

Through the application of the Miles and Huberman analysis model, researchers can deeply understand the meaning of the data collected and organize it into meaningful research findings that can be scientifically accounted for.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher will describe the Role of teachers in enhancing student motivation through the application of (PBL) Project-Based Learning Method.

4.1 Research Finding

4.1.1 Field Data Overview

This research was conducted at SMKS Mukhtar Syafa'at Blokagung, a vocational high school under the auspices of Pondok Pesantren Mukhtar Syafa'at, located on Jl. Panti Asuhan Blokagung, Karangdoro Village, Tegalsari District, Banyuwangi Regency. SMKS Mukhtar Syafa'at has three main majors, namely Software Engineering (RPL), Sharia Banking (PBS), and Motorcycle Engineering and Business (TBSM). The school was established in 2010 and has around 150 active students and more than 20 educators consisting of vocational teachers and general subject teachers. As a vocational education institution, the school focuses on building employability skills and strengthening student character through contextual learning that is in line with the needs of the world of work.

The choice of SMK as the research location is very relevant because in the education system, Vocational High School is designed to develop students' practical skills in a particular field. Vocational students tend to be more responsive to learning that is applicative and based on real experience. Therefore, the Project-Based Learning (PBL) method is considered appropriate to be applied in the SMK environment, because it can foster motivation, creativity, and active student involvement. In this case, SMKS Mukhtar Syafa'at is a strategic research location because it shows the suitability of this context.

SMKS Mukhtar Syafa'at was chosen as the research location based on several considerations. First, this school has started to implement innovative learning approaches through the support of teachers who are open to new methods such as PBL. Some teachers have attended training and workshops related to the development of active learning strategies, including project-based learning.

Secondly, the students in this school come from diverse backgrounds-both local and outside the region due to its integration with the Islamic boarding school environment-so it allows researchers to observe variations in students' motivation and response to the applied learning methods. Third, the school facilities and infrastructure are adequate to support the implementation of project-based learning, such as the availability of multimedia classrooms, projectors, and open areas for outdoor activities. In fact, the school routinely receives government and boarding school assistance to develop facilities such as libraries, laboratories, and learning support facilities.

In the context of this study, the researcher specifically took the X RPL class as the focus of observation. This class consists of 22 students, with details of 8 boys and 14 girls. Based on initial observations, X RPL students show good interest in lessons that are practical and creative, including in English lessons when delivered with a fun and interactive approach. This makes class X RPL a representative group to study the effectiveness of PBL implementation in increasing students' learning motivation.

By considering all of the above conditions-both in terms of curriculum, teacher readiness, student characteristics, and availability of facilities-SMKS Mukhtar Syafa'at is considered an appropriate location to be the object of research. This school provides a suitable context to examine in depth the role of teachers in increasing student learning motivation through the application of the Project-Based Learning method.

4.1.2 Field Data Verification

In any condition, the role of the teacher is something that has a huge impact on encouraging students to learn. Although in practice students are not always in ideal conditions such as lack of interest in learning, boredom, or lack of understanding of the importance of English. teachers must still be present as figures who are able to guide, motivate, and direct students to remain active and enthusiastic in learning. In addition to providing and transferring knowledge, teachers also need to look for new innovations so that learning is fun, not monotonous, and able to arouse students' enthusiasm for learning. The innovation can be the application of interactive learning methods, the use of creative

learning media, or a contextual approach that links the material to students' daily lives. Thus, students not only understand the subject matter, but also feel actively involved and motivated to continue learning.

The subjects in this study are class X students majoring in Software Engineering (RPL) at SMKS Mukhtar Syafa'at. presents the results of a case study on the role of teachers in increasing student learning motivation through the application of Project-Based Learning. This study aims to provide a concrete picture of the dynamics of learning in the classroom, based on field data obtained through observation, interviews, and documentation of learning activities.

The data verification process was carried out through direct observation, in-depth interviews with teachers, students, other teaching staff and the vice principal for curriculum, and supported by documentation of activities during the learning process. The presentation of these results is designed descriptively with a qualitative narrative approach, based on the reality that occurs in the classroom.

a. The Role of Teachers in Enhancing Student Motivation through the Implementation of Project-Based Learning (PBL)

Data verification regarding the role of teachers in increasing student learning motivation through the application of the Project-Based Learning (PBL) method was carried out through direct observation in class X RPL SMKS Mukhtar Syafa'at, in-depth interviews with teachers and students, as well as documentation in the form of photos, videos, and student work. The data obtained were analyzed using the Miles and Huberman model, which includes the stages of data reduction, data presentation, and conclusion drawing. Verification was carried out to ensure that the teacher's role in implementing PBL had an impact on increasing student learning motivation, both individually and in groups.

From the results of data processing, it was found that teachers play a very important role in encouraging students to be more active, confident and courageous in the learning process. This role is reflected in three main aspects, namely the

role as facilitator, motivator and guide. These three roles go hand in hand and complement each other during the PBL implementation process.

1) The role of Facilitator

The teacher plays a role in designing and facilitating project activities that are relevant to students' lives. In observation, the teacher clearly conveys the learning objectives and directs students to create descriptive texts about objects they like or recognize. The objects chosen by the students include the practice room, personal motorcycle, classmates, and even pets.

The teacher provides a descriptive text structure template and gives sample sentences so that students can more easily understand the expected form and content. In some groups, the teacher also displays visual images from a laptop or projector to help students develop ideas.

Example of observation result:

"The teacher provides a descriptive text structure template consisting of identification and description parts. The teacher also presents visual images to stimulate students' ideas."

The teacher also actively organizes the division of groups, ensuring each student has a role in the project activities. In some cases, teachers arrange the groups heterogeneously, combining active and less active students for mutual learning. This shows that teachers provide facilities and learning conditions that encourage the involvement of all students.

2) The role of a Motivator

In PBL activities, the teacher not only delivers the material, but also encourages passive students to get involved. Based on observations, there were some students who seemed less enthusiastic, such as only taking notes or following along without participating much. One of the cases observed was a passive student who in the first

meeting just sat quietly and did not contribute to the group discussion. The teacher then approached the passive student personally and gave him a special role as a group writer. After getting this role, student F began to show initiative, ask questions about sentence structure, and write his own descriptions.

The observation notes state:

“Students who were initially silent began to show initiative and ask questions about sentence structure after being given the role of writer in the group.”

Interviews with teachers reinforced these findings:

Teacher A: "I usually approach passive students, motivate them. I say, 'You can do it, try it first, I'll help you later.' If they have tried, they usually become more confident."

The teacher provides verbal reinforcement, praises the students' initial work, and gives space for students to try even if it is not perfect. The teacher also encourages groupmates to give support and work together positively.

3) The Role of a Guide

During the project process, the teacher actively guides each group and provides direct direction. In the observation activities, the teacher was seen going around the class, asking students about the progress of the project, and giving specific feedback on the text being worked on.

An example recorded:

“The teacher asked one of the students to read his writing, then gave feedback such as ‘Try using other adjectives to make it livelier,’ or ‘This sentence can be reversed to make it clearer.’”

The teacher also helped groups that were having trouble working together. In one group, there was a complaint from one member that the work was not shared fairly. The teacher then facilitated an internal discussion

and helped distribute roles based on each member's abilities and interests.

Teacher B: "If there is a dominant person, I invite the group discussion, I direct: who is strong in writing, who dares to present. This is important so that everyone feels they have a role."

Through this guidance, the teacher is able to ensure that all students have the opportunity to be involved and feel valued.

4) Evidence of Changes in Student Behavior (Student F Case)

The transformation of student F's attitude is one of the clear evidences of the teacher's success in carrying out his role. Initially, student F was passive and reluctant to get involved, but after being given an appropriate role and personal guidance, he began to write on his own, ask the teacher, and even become a reference for his groupmates.

Documentation supporting this change includes:

1. Photo of student F writing on the group presentation board.
 2. A transcript of the final project video showing student F reading his description in English in front of the class.
- b. Teacher Strategies in Implementing the PBL Method to Enhance Student Motivation

Data verification of the strategies used by teachers in implementing the Project-Based Learning (PBL) method in class X RPL SMKS Mukhtar Syafa'at was carried out using classroom observation techniques, in-depth interviews with teachers and students, and documentation of learning activities. The collected data were analyzed using the Miles and Huberman model, namely through the stages of data reduction, data presentation, and conclusion drawing. This verification process aims to ensure that the strategies applied by teachers are not just teaching techniques, but have an impact on increasing student motivation in learning English.

From the verification results, it was found that the strategies applied by teachers reflected efforts to encourage students' activeness, creativity and cooperation in the learning process. Teachers apply various approaches, both classroom and individualized strategies, to adapt the implementation of PBL to the diverse characteristics of SMKS students. These strategies proved to encourage students to be more interested, motivated and confident in using English, especially through project-based activities.

1) PBL Implementation Strategy through Grouping and Division of Tasks.

Based on the observation, the teacher actively organizes the division of groups and the distribution of project tasks in the group. The teacher does not let students choose their own groups, but arranges groups based on observations of student characters. One group usually consists of active, passive, creative students, as well as students who tend to follow their friends.

The purpose of this strategy is to create a balance in cooperation and allow students to complement each other. The teacher also assigns specific roles within the group, such as writer, reader, video conceptualizer, and presenter. This helps students feel they have a responsibility and an important role in the group.

The observation notes read:

"The teacher divides the group heterogeneously and distributes roles, then monitors each member to carry out their responsibilities."

Interviews with students also showed that the role-sharing system helped them feel more confident because they knew their roles and did not feel left out by the group.

Student C: "If I have a role, I know what to do. If not, I get confused and just follow along."

This strategy also minimizes conflict within the group because from the beginning the teacher has explained the expectations and roles of each member.

2) Strategies for Providing Examples, Guidance and Scaffolding.

The teacher not only gives general instructions about the project, but also provides various concrete examples and guidance. For example, the teacher writes the structure of descriptive texts on the board, gives examples of opening and body sentences, and shows texts that students have made in the previous year. In addition, the teacher also provided worksheets containing writing steps and a list of vocabulary that students could use in the project.

In one observation session, the teacher showed an example of a short video made by the previous year's students and then asked the current students to discuss the strengths and weaknesses of the video before starting to make their own projects. This strategy made it easier for students to understand the expected standards and provided inspiration for their work.

“The teacher showed sample videos from the previous year and asked students to comment openly.”

One student said that he found it easier to start the project after seeing the example:

Student A: "If there is an example, we know how it will turn out. So, we are not afraid to make mistakes."

Through this approach, teachers help students build confidence and reduce anxiety in completing projects.

3) Individualized Approach for Passive Students.

Teachers also apply an individualized approach, especially to students who show passivity. In one learning session, the researcher noted that the teacher approached student F who looked confused and did not do the task. The teacher then sat beside the student, asked if there were any difficulties, and modeled one descriptive sentence slowly.

The teacher also did not pressure the student to be able to immediately, but gave time and small praise when the student started trying to write. This interaction not only builds a positive relationship between teacher and student,

but also creates a sense of security for the student to explore.

Teacher A: "If there are children who are silent, I usually approach them slowly. I ask them why they are quiet, give examples, and then engage them in conversation. Usually, they want to try writing."

From the interview results, student F admitted that he was more comfortable if he was guided directly:

Student F: "At first I was afraid of being wrong. But because the teacher was nice, telling me how to write, I tried slowly. Eventually I was able to write a paragraph by myself."

This strategy is very important because it shows the teacher's attention to the learning needs of each student.

4) Strategies for Giving Feedback and Appreciation

After the students have worked on the project, the teacher gives direct feedback on the group's writing and presentation. In group discussion activities, the teacher scrutinizes the content of the text and provides constructive suggestions for improvement. The teacher also expressed appreciation for students' efforts, even for small improvements such as correct sentence structure or the use of new vocabulary.

On one occasion, the teacher praised a group that managed to compose a complete text with a good structure, although there were still spelling mistakes. Positive remarks from the teacher such as "This is good, just a little more can be neater" became an additional motivation for students.

Student D: "I was happy when I was praised. So I'm excited to finish the video."

Feedback was given both verbally in class and written on the student worksheets. The teacher also invited other groups to learn from the presentation of the group that

performed first, so that there was an exchange of ideas and joint reflection.

5) Strategies for Utilizing Media and Technology

In implementing PBL, teachers also use simple technology to help deliver the material. Some of the strategies applied include: showing videos of description examples, using projectors to show pictures of objects, and asking students to use cellphones to record videos of their projects.

In the photo documentation, it can be seen that students use their own devices to take pictures, record sound, and edit videos with basic applications. Teachers give students the freedom to choose their preferred tools and methods, as long as they are within the limits of the learning objectives.

This strategy capitalizes on SMK students' interest in technology and makes digital media part of a fun learning process.

Teacher B: "I let them use their cellphones to record or edit. Usually, they are more enthusiastic if they can use applications that they are familiar with."

6) Joint Reflection and Project Evaluation Strategy

Once the project is complete, the teacher engages students in reflection and evaluation of their work. In this session, the teacher asks each group to explain the process of the project, the difficulties they faced, and the parts they liked the most. The teacher also comments on each group and invites the whole class to respond.

This reflection is not only part of the assessment, but also a means for students to realize their development, strengthen their confidence, and learn from experience. In the observation, students were enthusiastic in explaining their projects and responding to other groups' presentations.

Student B: "When presenting, I was nervous, but happy because my friends said it was good."

This activity shows that the teacher's strategy does not stop at making the project product, but includes the whole learning process, from planning to evaluation.

4.2 Discussion

In this section, researcher discuss the results of field data verification with relevant theories and previous research results. The focus of the discussion consists of two main aspects that become the problem formulation in this study, namely: The role of teachers in increasing students' learning motivation through the implementation of Project-Based Learning (PBL) method, and the strategies applied by teachers in the implementation of PBL method to support the English learning process in vocational schools.

a. The Role of Teachers in Enhancing Students' Motivation through Project-Based Learning

Based on the results of data verification obtained through observations, interviews and documentation, the role of teachers proved to be very important in supporting students' learning engagement and motivation, especially in the context of project-based learning. The teacher performs several roles at once, including as a facilitator, motivator, and guide.

As a facilitator, the teacher organizes projects that are relevant to students' lives, provides media and examples, and directs learning activities to run systematically. This role allows students to feel helped in understanding the tasks given and feel comfortable following the learning process.

As a motivator, the teacher provides encouragement, especially to students who appear passive or lack confidence. An example can be seen in student F, who was initially silent and not actively involved. Through a personal approach and giving responsibility as a group writer, the student began to show courage to try writing, asking questions to the teacher, until finally being able to compose the text and present it.

As a mentor, the teacher continues to accompany the group work process, provide immediate feedback, and help overcome internal group constraints. The teacher also maintains the dynamics of group cooperation so that each member gets the appropriate role.

The transformation of student behavior is concrete evidence that the teacher's role in PBL is not only as a technical implementer, but also as a driver of change. This is in accordance with the theory of Sardiman (2018) which

emphasizes the importance of the teacher's role in shaping learning motivation through psychological support and meaningful learning. This is also reinforced by Mulyasa's (2021) opinion that teachers who are able to create a pleasant learning atmosphere will encourage students to be more active and confident.

b. Teacher Strategies in Implementing PBL to Enhance Student Motivation

In addition to playing an important role, teachers also apply various strategies in implementing the PBL method that are tailored to the character of SMK students and classroom conditions. These strategies are not only technical, but also designed to build active student participation and motivation.

The first strategy is heterogeneous grouping and assigning specific roles in the group. Teachers form groups based on student characters (active, passive, creative), then assign roles such as writer, presenter, and editor. This strategy helps students understand their respective tasks and responsibilities, and encourages balanced cooperation.

The second strategy is providing concrete examples and scaffolding. The teacher provided descriptive text templates, vocabulary lists, and videos of the previous year's projects. Students stated that the examples and guidelines were very helpful in understanding and working on the project.

The third strategy is a personal approach to passive students. Teachers take a direct approach to students who tend to be silent or not confident. The teacher accompanies students when doing assignments, motivates them, and does not force them. This approach succeeded in changing the attitude of student F who was initially reluctant to become more active and confident.

The fourth strategy is providing feedback and appreciation. The teacher gave comments on students' work, both in group discussions and project presentations. Feedback was given positively to strengthen students' confidence and improve the quality of project results.

The fifth strategy is the utilization of technological media, such as the use of mobile phones to record project videos. Teachers provide freedom and flexibility for students to

express their creativity through their preferred media. This makes learning more interesting and contextualized.

The final strategy is open reflection and evaluation of the project, where the teacher and students give each other feedback on the group's work. This reflection builds students' awareness of the learning process they are experiencing and encourages them to improve in the next project.

By applying these strategies, teachers are able to create a learning atmosphere that encourages students to be actively involved, creative and motivated. This strategy is in line with the theory of Mahtumi et al. (2022) who emphasized that project-based learning should be designed systematically and flexibly to suit students' needs.

NO	Patterns Found on the Ground	Category	Dimensions
1	Students become more confident after teachers provide personalized support	Teacher as motivator	Affective dimension: building student confidence
2	The teacher guides with open-ended questions and group discussions	Teacher as facilitator	Cognitive dimension: facilitating understanding of material through projects
3	Teachers create a safe space for students to try and express their opinions without fear	Teacher as a personal mentor	Psychological dimension: creating a supportive classroom atmosphere
4	Projects that relate to students' experiences trigger active engagement	Material contextualization strategy	Dimension of relevance: projects are meaningful and close to students
5	Students learn to compose texts with the help of formats and examples	Scaffolding strategy	Pedagogical dimension: gradual help in understanding structure

6	Group projects promote cooperation among students by dividing tasks according to potential	Collaborative strategy	Social dimension: building responsibility and interaction
7	Passive students want to perform after the teacher gives verbal reinforcement and praise	Affirmative and reflective strategies	Emotional dimension: encourages courage and self-expression

Table 4.2 Patterns, Categories, and Dimensions of Research Findings

CHAPTER V

CLOSING

5.1 Conclusion

Based on the results of research conducted at SMKS Mukhtar Syafa'at Blokagung regarding the role of teachers enhancing student motivation through the application of the Project-Based Learning (PBL) method, it can be concluded that teachers have an important role in creating a pleasant learning atmosphere and motivating students. Teachers not only act as material deliverers, but also as facilitators, motivators, and mentors who actively assist students in the learning process.

Through the implementation of PBL, students are given the opportunity to engage directly in project activities related to their real life. This is proven to be able to increase students' enthusiasm and engagement in English learning, especially for students in class X RPL. Students who were previously passive and lacked confidence began to show active participation and courage to try using English in real contexts. Teachers play an active role in providing direction, guiding groups, and building positive personal relationships with students.

The new findings that emerged in this study are that the success of PBL is greatly influenced by the teacher's ability to understand the character and needs of each student. The application of contextual and personalized approaches by teachers is able to generate student motivation, even for students who initially show less enthusiasm in learning. Thus, PBL is not only a learning method, but also a means to build a positive relationship between teachers and students, which has a direct impact on increasing learning motivation.

5.2 Research Implications

5.2.1 Theoretical Implication

Theoretically, this research strengthens the concept that the role of the teacher is very important in determining the success of a learning method, especially Project-Based Learning. Teachers who are able to build a learning atmosphere that is safe, fun, and relevant to students' lives will be more successful in increasing learning motivation.

This research also shows that students' learning motivation can grow through active involvement in projects, especially if the teacher is able to provide directions that are in accordance with students' potential and interests.

5.2.2 Practical Implication

Practically, the results of this study can be taken into consideration for teachers in implementing project-based learning, especially in vocational schools such as SMKS Mukhtar Syafa'at. Teachers are advised to design projects that match students' interests and backgrounds, build good communication, and provide constructive feedback so that students feel valued. Schools are also expected to provide support in the form of adequate facilities and training to teachers to develop innovative learning methods.

5.3 Research Limitations

This study has several limitations that need to be addressed. The research was only conducted in one class in one school, namely class X RPL at SMKS Mukhtar Syafa'at Blokagung, so the results cannot be generalized to other schools or different levels of education. In addition, the research implementation time is limited to only one month, making researchers unable to dig deeper into the development of student motivation in the long term. The interview process also encountered obstacles, where not all students were willing to answer questions openly due to shyness or lack of confidence. Nevertheless, the researcher has made every effort to obtain accurate data through a humanist approach and direct observation during the learning process.

5.4 Suggestions

Based on the results of the research that has been conducted, the researcher provides some suggestions that are expected to be input for related parties. Teachers, especially English teachers, are advised to continue developing and implementing project-based learning methods more creatively and contextually. Teachers should be able to design projects that are relevant to students' lives and pay attention to students' individual characters and needs, so that their learning motivation can grow naturally. In addition, teachers need to build good communication with students to create a comfortable learning atmosphere and support the active

participation of all students, including those who were previously passive.

For the school, it is recommended to provide more optimal support in the form of providing learning facilities and infrastructure that support the implementation of PBL. Such support can be in the form of technology facilities, open spaces for project presentations, and training for teachers to be more prepared in managing innovative learning. School involvement in creating an inclusive learning climate and being open to new methods is very influential in the successful implementation of PBL.

Meanwhile, for future researchers, it is recommended to conduct further research with a wider scope, both in terms of the number of participants, class variations, and longer implementation time. Future research can also examine the impact of PBL on other skills, such as speaking ability, critical thinking, or teamwork, so that the results of the study are more comprehensive and can provide a more thorough picture of the effectiveness of this method in learning English in vocational schools.

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Unit Kegiatan Mahasiswa (UKM) PMR – (UIMSYA BLOKAGUNG BANYUWANGI)
4. *Sie Bahasa (2017-2018) OSIS (SMK MUKHTAR SYAFAAT BLOKAGUNG BANYUWANGI)*

APPENDIX

Appendix 1: *Guidance Card*

6/17/25, 12:02 PM

SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSAYA BLOKAGUNG ::

NIM	2111221037	
NAMA	ILYA RUJHAN	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIK BAHASA INGGRIS	
PERIODE	20241	
JUDUL	THE ROLE OF TEACHERS IN ENHENCING STUDENT MOTIVATION THROUGH THE APPLICATION OF THE PBL PROJECT-BASED LEARNING METHOD AT SMK MUKHTAR SYAFAAT 2024-2025	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20241	17 Juni 2025	17 Juni 2025	Finishing to test	Bimbingan ke 10
2	20241	27 Mei 2025	27 Mei 2025	Bimbingan Chapter V Conclussin	Bimbingan ke 9
3	20241	27 Mei 2025	27 Mei 2025	Bimbingan Chapter V Conclussin	Bimbingan ke 9
4	20241	19 Mei 2025	19 Mei 2025	Bimbingan Chapter IV Discussion	Bimbingan ke 8mrrn
5	20241	05 Mei 2025	05 Mei 2025	Bimbingan Chapter IV Finding	Bimbingan ke 7
6	20241	22 Februari 2025	22 Februari 2025	ACC finishing mendaftar Seminar Proposal	Bimbingan 5
7	20241	22 Januari 2025	22 Januari 2025	Bimbingan Chapter 3 Research Method	Bimbingan 4
8	20241	09 Januari 2025	09 Januari 2025	Bimbingan Chapter 2 Related Review	Bimbingan 3
9	20241	19 Desember 2024	19 Desember 2024	Bimbingan BAB 1	Bimbingan ke 2
10	20241	05 Desember 2024	05 Desember 2024	Konsultasi Judul Thesis	Bimbingan 1
11	20241	05 Desember 2024	05 Desember 2024	Konsultasi Judul Thesis	Bimbingan 1

Appendix 2: Research Application Letter



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor : 51.2.12/035.164/FTK.UIMSYA/C.3/V/2025

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Kepala SMKS Mukhtar Syafaat
Blokagung, Banyuwangi

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : Ilya Rujhan
TTL : Pegayaman, 1 Agustus 2000
NIM : 2111221037
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris
Alamat : Pegayaman, Sukasada, Buleleng, Bali
Dosen Pembimbing : Moh. Mahmud, S.Pd, M.Pd.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah: *"The Role of Teachers in Enhancing Student Motivation Through The Application of (PBL) Project-Based Learning Method"*

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 10 Mei 2025

Dekan



Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY: 3150801058001

Appendix 3: Certificate of Conducting Research



SURAT KETERANGAN

Nomor:7.D4.VII/177/SMKS MS/SK/V/2025

Yang bertanda tangan di bawah ini Kepala Sekolah SMKS Mukhtar Syafa'at, menerangkan bahwa:

Nama : Ilya Rujhan
TTL : Pegayaman, 01 Agustus 2000
NIM : 2111221037
Fakultas : Tarbiyah dan Keguruan
Program Study : Tadris Bahasa Inggris
Alamat : Pegayaman, Sukasada, Buleleng, Bali
Pembimbing : Moh. Mahmud, S.Pd, M.Pd

Dengan ini menyatakan yang sesungguhnya bahwa nama tersebut diatas **BENAR** telah melaksanakan penelitian di SMKS Mukhtar Syafa'at selama 1 bulan mulai 22 April – 19 Mei 2025, dengan Judul Penelitian **“The Role of Teachers In Enhancing Student Motivation Through The Application Of (PBL) Project- Based Learning Method”**.

Demikian keterangan ini kami buat untuk dipergunakan oleh yang bersangkutan sebagaimana mestinya.

Karangdoro, 21 Mei 2025
Kepala Sekolah SMKS Mukhtar Syafa'at

MAHMUD, S.Pd

Appendix 4: Certificate of Plagiarism



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah Skripsi/ Tesis:

Nama : Ilya Rujhan
NIM : 2111221037
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Jenjang : Sarjana (S.1)

Dengan Hasil : **21%**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian Skripsi/ Tesis.

Banyuwangi, 10 Juni 2025
Kaprodi Tadris Bahasa Inggris

Ahmad Faruk, M.Pd.
NIPY. 3151611058801

Keterangan:

*menggunakan aplikasi Turnitin.

Appendix 5: Interview Guidelines

A. Introduction

1. The interview was addressed to the English teacher at SMKS Mukhtar Syafaat and the principal with the intention of obtaining information about “The Role of Teachers in Increasing Student Motivation through the Application of Project Based Learning (PBL) Methods.”
2. Information obtained from teachers, students or other Teaching Staff is very useful for researchers to analyze about “The Role of Teachers in Increasing Student Motivation through the Application of Project-Based Learning Methods (PBL).”
3. The data studied was obtained solely for research purposes, and did not affect the respondents if at any time there was a legal gap.

B. Interview Instructions

1. Introduction, introducing myself, explaining the purpose and asking permission to record.
2. Warm and easy initial questions.
3. The main part, which is asking the next question in a row.
4. Closing, which involves greetings and thanks.

C. Target List of Information Obtained

NO	Research Problem	Target Information Obtained
1	What is the role of teachers in enhancing students' motivation through the application of the Project-Based Learning method?	a. Teacher's role in preparing for PBL learning. b. Teacher's strategy in guiding students during the project. c. Teacher's technique in arousing students' interest in learning who are passive or dislike English. d. Teacher support in building group cooperation and student responsibility.
2	What Strategies do teachers use in implementing the Project-Based Learning method to enhance students' motivation?	a. Types of projects given in English learning. b. How the teacher relates the project to students' interests and experiences.

		c. Teacher evaluation and feedback techniques during and after the project. d. Challenges faced by teachers and solutions implemented.
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D. List of Interviews with English Teachers at SMKS Mukhtar Syafaat to Collect Data on The Role of Teachers in Enhancing Student Motivation through the Application of (PBL) Project-Based Learning Method

Informant Identity :

Respondent :

Day/Date :

Time :

Question Items

1. Persiapan Pembelajaran PBL

- a. Bagaimana Bapak/Ibu merancang pembelajaran berbasis proyek dalam mata pelajaran Bahasa Inggris?
- b. Apa saja pertimbangan dalam memilih topik proyek yang sesuai dengan siswa?
- c. Bagaimana proses pembagian kelompok dilakukan? Apakah mempertimbangkan karakter siswa?

2. Peran Guru selama Proyek

1. Apa saja peran Bapak/Ibu selama proyek berlangsung?
2. Bagaimana cara Bapak/Ibu memberikan bimbingan dan memantau progres siswa di setiap kelompok?
3. Dalam situasi siswa mengalami kesulitan, seperti bingung memilih kata atau struktur kalimat, bagaimana respons Bapak/Ibu?

3. Meningkatkan Motivasi dan Keterlibatan Siswa

1. Apa strategi yang digunakan untuk membangkitkan semangat belajar siswa yang awalnya pasif atau tidak menyukai Bahasa Inggris?
2. Apakah Bapak/Ibu memberikan ruang untuk kesalahan dan refleksi bagi siswa? Jika ya, bagaimana bentuknya?
3. Apakah ada perubahan perilaku pada siswa selama proses PBL berlangsung? Bisa diceritakan?

4. Evaluasi dan Umpan Balik

1. Bagaimana cara Bapak/Ibu memberikan penilaian terhadap proyek siswa?

2. Apakah siswa diberi kesempatan untuk merevisi dan memperbaiki hasil proyeknya?
3. Apakah umpan balik diberikan secara individu, kelompok, atau keduanya?
5. Kendala dan Solusi
 1. Apa tantangan utama dalam menerapkan PBL di kelas Bahasa Inggris?
 2. Bagaimana Bapak/Ibu mengatasi kendala tersebut, terutama terhadap siswa dengan motivasi rendah?

E. List of Interviews with Class X Students (5 People) of SMKS Mukhtar Syafaat

Informant Identity :

Respondent :

Day/Date :

Time :

Question Items

1. Pengalaman Belajar PBL
 - a. Bagaimana pendapat kamu tentang kegiatan belajar Bahasa Inggris melalui proyek?
 - b. Apa kesanmu saat pertama kali guru menjelaskan tugas proyek?
2. Peran Guru dalam Pembelajaran
 - a. Apa yang dilakukan guru selama kalian mengerjakan proyek?
 - b. Apakah guru membantu jika kamu mengalami kesulitan? Bagaimana caranya?
3. Motivasi dan Keterlibatan
 - a. Apakah kamu merasa lebih semangat belajar Bahasa Inggris saat menggunakan proyek? Mengapa?
 - b. Apa bagian paling menyenangkan dan paling menantang dalam proyek tersebut?
 - c. Bagaimana kamu bekerja sama dengan teman sekelompokmu?
4. Evaluasi dan Refleksi
 - a. Apakah kamu mendapat masukan dari guru atas hasil pekerjaanmu? Apa bentuknya?
 - b. Apa yang kamu pelajari dari proyek ini selain Bahasa Inggris?

F. List of Interviews with Other Teaching Staff of SMKS Mukhtar Syafaat to Collect Data About the Role of Teachers in Enhancing Student Motivation through the Application of (PBL) Project-Based Learning Method

Informant Identity :

Respondent :

Day/Date :

Time :

Question Items

1. Pandangan Umum terhadap PBL
 - a. Bagaimana pendapat Bapak terhadap penerapan metode PBL di sekolah ini?
 - b. Apakah metode ini sejalan dengan karakteristik siswa SMK?
2. Dukungan Sekolah
 - a. Apakah pihak sekolah memberikan dukungan khusus terhadap guru yang menerapkan PBL?
 - b. Bagaimana fasilitas dan kebijakan sekolah menunjang pelaksanaan PBL?
3. Kolaborasi antar Guru
 - a. Apakah ada kolaborasi antar guru lintas mata pelajaran dalam menerapkan PBL?
 - b. Apa bentuk dukungan dari guru lain terhadap pelaksanaan proyek siswa?

G. List of Interviews with Deputy. Curriculum of SMKS Mukhtar Syafaat

Informant Identity :

Respondent :

Day/Date :

Time :

Question Items

1. Pandangan Umum terhadap PBL
 - a. Bagaimana pendapat Bapak terhadap penerapan metode PBL di sekolah ini?
 - b. Apakah metode ini sejalan dengan karakteristik siswa SMK?
2. Dukungan Kurikulum dan Kebijakan Sekolah
 - a. Apakah pihak sekolah memberikan dukungan khusus terhadap guru yang menerapkan PBL?
 - b. Apakah kebijakan kurikulum di sekolah ini memang terbuka terhadap pendekatan pembelajaran seperti PBL?

- c. Bagaimana Bapak melihat peran guru Bahasa Inggris dalam mengimplementasikan PBL?
- 3. Fasilitas dan Koordinasi
 - a. Bagaimana fasilitas sekolah mendukung pelaksanaan PBL, khususnya dalam pelajaran Bahasa Inggris?
 - b. Apakah sekolah memfasilitasi koordinasi antar guru dalam pelaksanaan PBL?
- 4. Dampak dan Evaluasi
 - a. Apakah Bapak melihat dampak dari penerapan PBL terhadap motivasi dan kemampuan siswa?
 - b. Apakah metode ini akan terus didorong ke depan?

Appendix 6: Interview Transcript

Interview 1

Nama Informan : Miss Hidayatul Munawaroh, S.Pd
Jabatan : English Teacher

1. Persiapan Pembelajaran PBL

Q: Bagaimana Ibu merancang pembelajaran berbasis proyek dalam mata pelajaran Bahasa Inggris?

A: Saya mulai dari menentukan topik yang sesuai kurikulum, lalu saya modifikasi supaya bisa dikembangkan jadi proyek. Saya pilih yang dekat dengan kehidupan siswa, seperti mendeskripsikan lingkungan sekolah atau barang kesayangan.

Q: Apa saja pertimbangan dalam memilih topik proyek?

A: Saya mempertimbangkan minat siswa dan tingkat kesulitan. Kalau topiknya terlalu asing, mereka akan bingung. Tapi kalau mereka merasa familiar, mereka akan lebih semangat.

Q: Bagaimana proses pembagian kelompok?

A: Saya bentuk kelompok berdasarkan pengamatan saya. Biasanya saya gabungkan siswa aktif dan pasif supaya bisa saling melengkapi. Saya juga sesuaikan dengan kemampuan bahasa mereka.

2. Peran Guru selama Proyek

Q: Apa peran Ibu saat proyek berlangsung?

A: Saya lebih banyak berperan sebagai fasilitator dan pengarah. Saya tidak ingin terlalu dominan, biar mereka berkembang. Tapi saya tetap terlibat ketika mereka menemui kendala.

Q: Bagaimana memantau progres siswa?

A: Saya keliling kelas, lihat catatan mereka, dengarkan diskusi kelompok. Kadang saya beri tugas check point supaya mereka tetap pada jalurnya.

Q: Kalau ada siswa bingung memilih kata atau struktur kalimat?

A: Saya beri contoh atau arahkan mereka menggunakan kamus digital. Saya juga bantu mereka memahami struktur kalimat lewat diskusi ringan.

3. Meningkatkan Motivasi dan Keterlibatan

Q: Apa strategi Ibu untuk siswa yang kurang tertarik Bahasa Inggris?

A: Saya beri mereka peran kecil dulu dalam kelompok, misalnya jadi dokumentasi atau pencatat. Ketika mereka merasa dibutuhkan, motivasi itu tumbuh.

Q: Apakah ada ruang untuk kesalahan dan refleksi?

A: Sangat ada. Saya selalu tekankan bahwa kesalahan itu bagian dari belajar. Saya beri mereka waktu revisi dan refleksi kelompok.

Q: Adakah perubahan perilaku siswa selama proyek?

A: Banyak. Anak-anak yang biasanya diam mulai aktif saat mereka mengerjakan proyek yang mereka sukai. Apalagi saat hasil kerja mereka dipresentasikan, mereka tampak bangga.

4. Evaluasi dan Umpan Balik

Q: Bagaimana Ibu menilai hasil proyek siswa?

A: Saya nilai dari proses dan hasil. Saya lihat keterlibatan mereka di kelompok, dan hasil akhirnya baik tulisan maupun presentasi.

Q: Apakah siswa bisa revisi?

A: Bisa. Setelah saya beri komentar, mereka saya beri waktu untuk memperbaiki.

Q: Feedback diberikan secara individu atau kelompok?

A: Biasanya kelompok, tapi untuk siswa yang saya rasa butuh perhatian khusus, saya beri umpan balik pribadi.

5. Kendala dan Solusi

Q: Apa tantangan utama dalam menerapkan PBL?

A: Siswa kurang percaya diri dan kerja kelompok tidak seimbang. Ada yang hanya diam saja.

Q: Solusinya?

A: Saya atur ulang peran dalam kelompok, dan berikan dorongan personal bagi siswa pasif. Kadang saya dampingi secara khusus satu kelompok yang bermasalah.

Interview 2

Nama Informan : Mr.Rosyidin, S.Pd

Jabatan : English Teacher

1. Persiapan Pembelajaran PBL

Q: Bagaimana Bapak merancang pembelajaran PBL?

A: Saya awali dengan meninjau materi yang memungkinkan dijadikan proyek. Saya fokus ke materi yang bisa dipraktikkan langsung, contohnya deskripsi benda nyata. Saya juga buat panduan struktur teks agar mereka tidak bingung.

Q: Pertimbangan dalam memilih topik proyek?

A: Saya diskusi dulu dengan siswa. Saya tanya apa yang mereka suka. Kalau mereka memilih sendiri topiknya, mereka lebih antusias mengerjakannya.

Q: Pembagian kelompok dilakukan seperti apa?

A: Saya pilih berdasarkan keseimbangan kemampuan. Saya padukan siswa yang cepat memahami materi dengan yang lambat agar bisa saling membantu.

2. Peran Guru selama Proyek

Q: Peran Bapak saat proyek berlangsung?

A: Saya memberi arahan teknis dan membantu saat mereka stuck. Saya juga bertugas memastikan mereka paham struktur teks dan kosakata yang digunakan.

Q: Bagaimana memantau progres kelompok?

A: Saya minta mereka buat catatan proses, dan setiap dua hari saya cek hasil kerja sementara. Saya juga buat sesi sharing di kelas.

Q: Tindakan jika siswa bingung struktur kalimat?

A: Saya jelaskan dengan analogi sederhana, lalu saya suruh mereka coba lagi. Kalau masih kesulitan, saya beri latihan ringan dulu sebelum lanjut ke proyek.

3. Meningkatkan Motivasi dan Keterlibatan

Q: Strategi untuk siswa pasif?

A: Saya beri tanggung jawab tertentu, seperti menjadi presenter atau editor kelompok. Biasanya kalau diberi kepercayaan, mereka akan berusaha.

Q: Ruang untuk kesalahan?

A: Sangat penting. Saya selalu bilang “tidak masalah salah, asal mencoba”. Setelah proyek, saya minta mereka tulis refleksi singkat: apa yang mereka pelajari dan rasakan.

Q: Perubahan perilaku?

A: Ada. Misalnya, siswa yang dulu takut bicara sekarang mau tampil saat presentasi. Itu karena mereka merasa aman dan tahu bahwa guru mendukung.

4. Evaluasi dan Umpan Balik

Q: Bagaimana sistem penilaian?

A: Saya pakai rubrik. Ada aspek kerjasama, kreativitas, bahasa, dan presentasi. Saya kombinasikan nilai proses dan produk.

Q: Boleh revisi proyek?

A: Sangat boleh. Setelah saya beri catatan, saya beri waktu mereka memperbaiki dan melaporkan ulang.

Q: Umpan balik kelompok atau individu?

A: Dua-duanya. Kelompok untuk aspek kerja sama, individu untuk kontribusi personal mereka.

5. Kendala dan Solusi

Q: Tantangan utama?

A: Bahasa Inggris dianggap sulit oleh siswa. Banyak yang takut mencoba karena merasa tidak mampu.

Q: Solusi?

A: Saya buat suasana santai dulu. Proyek pertama saya buat ringan, tidak terlalu menekan. Setelah itu, baru proyek berikutnya lebih kompleks. Yang penting mereka percaya diri dulu.

Interview 3

Nama Informan :

Jabatan : Student 1

1. Pengalaman Belajar PBL

Q: Bagaimana pendapat kamu tentang kegiatan belajar Bahasa Inggris melalui proyek?

A: Menurut saya seru dan beda dari biasanya. Saya jadi lebih aktif karena bisa kerja kelompok dan diskusi bareng teman.

Q: Apa kesanmu saat pertama kali guru menjelaskan tugas proyek?

A: Awalnya bingung, tapi setelah dijelasin pelan-pelan saya mulai paham. Apalagi waktu itu kita bisa pilih topik sendiri.

2. Peran Guru dalam Pembelajaran

Q: Apa yang dilakukan guru selama kalian mengerjakan proyek?

A: Guru keliling ke tiap kelompok, bantu kasih ide, dan periksa tulisan kita.

Q: Apakah guru membantu jika kamu mengalami kesulitan? Bagaimana caranya?

A: Iya, misalnya saya bingung pilih kata, bu guru kasih contoh kalimat dan nyuruh saya ulang dengan versi saya sendiri.

3. Motivasi dan Keterlibatan

Q: Apakah kamu merasa lebih semangat belajar Bahasa Inggris saat menggunakan proyek? Mengapa?

A: Iya banget. Karena saya bisa belajar sambil praktek, bukan cuma dengerin teori.

Q: Apa bagian paling menyenangkan dan paling menantang dalam proyek tersebut?

A: Menyenangkan waktu bikin videonya. Yang susah waktu harus ngomong Bahasa Inggris, takut salah.

Q: Bagaimana kamu bekerja sama dengan teman sekelompokmu?

A: Kita bagi tugas, ada yang nulis, ada yang cari gambar. Kita kerja bareng dan saling bantu.

4. Evaluasi dan Refleksi

Q: Apakah kamu mendapat masukan dari guru atas hasil pekerjaanmu? Apa bentuknya?

A: Iya, bu guru kasih catatan langsung di kertas saya. Disuruh memperbaiki kalimat yang kurang tepat.

Q: Apa yang kamu pelajari dari proyek ini selain Bahasa Inggris?

A: Saya belajar kerja sama, berani tampil, dan lebih percaya diri ngomong di depan teman.

Interview 4

Nama Informan :

Jabatan : **Student 2**

1. Pengalaman Belajar PBL

Q: Bagaimana pendapat kamu tentang kegiatan belajar Bahasa Inggris melalui proyek?

A: Awalnya saya merasa berat, tapi lama-lama jadi tertarik karena belajarnya pakai contoh nyata.

Q: Apa kesanmu saat pertama kali guru menjelaskan tugas proyek?

A: Saya bingung, takut salah ngomong. Tapi setelah dijelaskan pakai contoh, saya mulai yakin.

2. Peran Guru dalam Pembelajaran

Q: Apa yang dilakukan guru selama kalian mengerjakan proyek?

A: Guru bantu jelaskan struktur teks dan ajak kami diskusi kata-kata yang tepat.

Q: Apakah guru membantu jika kamu mengalami kesulitan? Bagaimana caranya?

A: Iya, bu guru sering kasih daftar kosakata. Saya juga boleh nanya langsung kalau nggak ngerti.

3. Motivasi dan Keterlibatan

Q: Apakah kamu merasa lebih semangat belajar Bahasa Inggris saat menggunakan proyek? Mengapa?

A: Lumayan semangat, karena saya jadi tahu fungsi Bahasa Inggris itu buat apa, bukan cuma teori.

Q: Apa bagian paling menyenangkan dan paling menantang dalam proyek tersebut?

A: Yang paling seru waktu nonton hasil video bareng. Tapi yang susah waktu harus bikin teks deskripsi sendiri.

Q: Bagaimana kamu bekerja sama dengan teman sekelompokmu?

A: Saya bantu cari gambar dan ngetik. Teman saya yang lebih pintar bantu susun kalimatnya.

4. Evaluasi dan Refleksi

Q: Apakah kamu mendapat masukan dari guru atas hasil pekerjaanmu? Apa bentuknya?

A: Iya, guru kasih nilai dan saran waktu presentasi. Disuruh latihan pelafalan juga.

Q: Apa yang kamu pelajari dari proyek ini selain Bahasa Inggris?

A: Saya belajar tanggung jawab dan gimana kerja dalam tim.

Interview 5

Nama Informan :

Jabatan : **Student 3**

1. Pengalaman Belajar PBL

Q: Bagaimana pendapat kamu tentang kegiatan belajar Bahasa Inggris melalui proyek?

A: Menurut saya lebih menarik daripada nulis di buku terus. Kita bisa ngomong langsung dan lebih aktif.

Q: Apa kesanmu saat pertama kali guru menjelaskan tugas proyek?

A: Kaget, soalnya disuruh tampil. Tapi ternyata seru juga karena bisa kerja sama teman.

2. Peran Guru dalam Pembelajaran

Q: Apa yang dilakukan guru selama kalian mengerjakan proyek?

A: Guru kasih contoh teks dan bantu koreksi saat kita nulis atau latihan ngomong.

Q: Apakah guru membantu jika kamu mengalami kesulitan?
Bagaimana caranya?

A: Iya, guru nggak marah walau salah. Dikasih tahu pelan-pelan dan disuruh coba lagi.

3. Motivasi dan Keterlibatan

Q: Apakah kamu merasa lebih semangat belajar Bahasa Inggris saat menggunakan proyek? Mengapa?

A: Iya, karena saya tahu langsung cara ngomong dan praktek. Jadi nggak ngantuk belajarnya.

Q: Apa bagian paling menyenangkan dan paling menantang dalam proyek tersebut?

A: Yang paling menyenangkan waktu diskusi bareng. Yang paling susah waktu harus presentasi depan kelas.

Q: Bagaimana kamu bekerja sama dengan teman sekelompokmu?

A: Kita saling bagi tugas. Ada yang edit video, ada yang nulis, saya bagian ngisi suara.

4. Evaluasi dan Refleksi

Q: Apakah kamu mendapat masukan dari guru atas hasil pekerjaanmu? Apa bentuknya?

A: Dapat. Guru tulis komentar di kertas tugas dan juga kasih saran lisan.

Q: Apa yang kamu pelajari dari proyek ini selain Bahasa Inggris?

A: Saya jadi lebih percaya diri dan bisa ngomong depan orang banyak.

Interview 6

Nama Informan :

Jabatan : Student 4

1. Pengalaman Belajar PBL

Q: Bagaimana pendapat kamu tentang kegiatan belajar Bahasa Inggris melalui proyek?

A: Menurut saya cukup membantu. Saya jadi tahu struktur kalimat dan belajar lebih banyak kosa kata.

Q: Apa kesanmu saat pertama kali guru menjelaskan tugas proyek?

A: Saya tertarik tapi juga takut. Soalnya belum pernah bikin proyek pakai Bahasa Inggris.

2. Peran Guru dalam Pembelajaran

Q: Apa yang dilakukan guru selama kalian mengerjakan proyek?

A: Guru selalu dampingi, kasih contoh, dan ingatkan kita supaya kerja tepat waktu.

Q: Apakah guru membantu jika kamu mengalami kesulitan? Bagaimana caranya?

A: Iya, guru sabar banget. Kita boleh tanya kapan saja dan dibantu satu per satu.

3. Motivasi dan Keterlibatan

Q: Apakah kamu merasa lebih semangat belajar Bahasa Inggris saat menggunakan proyek? Mengapa?

A: Iya, karena saya merasa belajar jadi lebih hidup, bukan cuma teori.

Q: Apa bagian paling menyenangkan dan paling menantang dalam proyek tersebut?

A: Menyenangkan saat editing video. Menantang waktu ngomong karena saya masih malu-malu.

Q: Bagaimana kamu bekerja sama dengan teman sekelompokmu?

A: Kita tukar ide dan saling bantu. Kalau saya nggak bisa, teman saya yang jelaskan.

4. Evaluasi dan Refleksi

Q: Apakah kamu mendapat masukan dari guru atas hasil pekerjaanmu? Apa bentuknya?

A: Iya, guru kasih nilai dan komentar di akhir presentasi, bahkan kasih contoh bagian yang harus diperbaiki.

Q: Apa yang kamu pelajari dari proyek ini selain Bahasa Inggris?

A: Saya belajar percaya diri, tanggung jawab, dan lebih menghargai kerja kelompok.

Interview 7

Nama Informan :

Jabatan : **Student 5**

1. Pengalaman Belajar PBL

Q: Bagaimana pendapat kamu tentang kegiatan belajar Bahasa Inggris melalui proyek?

A: Seru. Biasanya pelajaran Bahasa Inggris bikin ngantuk, tapi proyek ini bikin saya semangat.

Q: Apa kesanmu saat pertama kali guru menjelaskan tugas proyek?

A: Saya penasaran. Karena biasanya kita cuma belajar grammar, ini disuruh bikin video.

2. Peran Guru dalam Pembelajaran

Q: Apa yang dilakukan guru selama kalian mengerjakan proyek?

A: Guru pantau kelompok, kasih ide, dan bantu kalau ada yang stuck.

Q: Apakah guru membantu jika kamu mengalami kesulitan? Bagaimana caranya?

A: Iya, guru bantu cari kata yang cocok dan benerin struktur kalimat kita.

3. Motivasi dan Keterlibatan

Q: Apakah kamu merasa lebih semangat belajar Bahasa Inggris saat menggunakan proyek? Mengapa?

A: Iya banget. Karena hasilnya bisa dilihat dan dibanggakan. Saya tunjukkan videonya ke orang tua.

Q: Apa bagian paling menyenangkan dan paling menantang dalam proyek tersebut?

A: Senangnya waktu rekaman. Tantangannya waktu ngomong karena saya grogi.

Q: Bagaimana kamu bekerja sama dengan teman sekelompokmu?

A: Kita buat jadwal, kerjain bareng di luar jam pelajaran. Ada yang ambil gambar, ada yang edit.

4. Evaluasi dan Refleksi

Q: Apakah kamu mendapat masukan dari guru atas hasil pekerjaanmu? Apa bentuknya?

A: Guru kasih nilai dan saran, contohnya pelafalan kata yang kurang pas.

Q: Apa yang kamu pelajari dari proyek ini selain Bahasa Inggris?

A: Saya belajar editing, teamwork, dan percaya diri buat tampil di depan orang.

Interview 8

Nama Informan : Mr. M. Muhtar Wahyudi, S.Tr.T
Jabatan : RPL and Graphic design Teacher

1. Pandangan Umum terhadap PBL

Q: Bagaimana pendapat Bapak terhadap penerapan metode PBL di sekolah ini?

A: Menurut saya PBL adalah pendekatan yang tepat untuk siswa SMK, terutama di pelajaran saya yang fokus pada keterampilan digital. Siswa membuat proyek seperti desain grafis, presentasi, atau video. Mereka jadi lebih terampil dan berani mencoba hal baru.

Q: Apakah metode ini sejalan dengan karakteristik siswa SMK?

A: Sangat cocok. Mereka lebih senang belajar melalui proyek nyata yang bisa langsung dilihat hasilnya. Bahkan siswa yang biasanya pasif jadi antusias ketika diberi tugas proyek digital.

2. Dukungan Sekolah

Q: Apakah pihak sekolah memberikan dukungan khusus terhadap guru yang menerapkan PBL?

A: Ya, sekolah memberikan kebebasan bagi kami untuk menerapkan metode PBL. Fasilitas lab komputer cukup memadai dan pihak sekolah tidak membatasi kreativitas guru.

Bahkan ada momen di mana kami diminta berbagi praktik baik antar guru.

Q: Bagaimana fasilitas dan kebijakan sekolah menunjang pelaksanaan PBL?

A: Kami punya lab komputer yang cukup baik, jaringan internet lancar, dan sekolah mendukung penggunaan media digital. Ada juga ruang diskusi untuk siswa mengerjakan proyek kelompok.

3. Kolaborasi antar Guru

Q: Apakah ada kolaborasi antar guru lintas mata pelajaran dalam menerapkan PBL?

A: Iya, saya pernah berkolaborasi dengan guru Bahasa Inggris saat siswa membuat video pengenalan diri. Teks dan narasi dibimbing oleh guru Bahasa Inggris, sedangkan saya bantu dari sisi editing video dan presentasi.

Q: Apa bentuk dukungan dari guru lain terhadap pelaksanaan proyek siswa?

A: Kami sering diskusi informal antar guru untuk menyelaraskan proyek. Jika proyek bisa terintegrasi, biasanya kami jadwalkan bersama agar siswa tidak terlalu terbebani dan bisa optimal hasilnya.

Interview 9

Nama Informan : Miss Nindya Febri Setyo, S.P
Jabatan : Entrepreneurship Teacher

1. Pandangan Umum terhadap PBL

Q: Bagaimana pendapat Ibu terhadap penerapan metode PBL di sekolah ini?

A: Saya sangat mendukung karena metode ini memang sudah saya terapkan sejak lama di pelajaran Produk Kreatif dan Kewirausahaan. Siswa diminta membuat produk nyata lalu dipresentasikan. Mereka terlihat jauh lebih aktif dan termotivasi karena merasa hasil belajarnya bisa langsung dilihat dan digunakan.

Q: Apakah metode ini sejalan dengan karakteristik siswa SMK?

A: Sangat sesuai. Anak-anak SMK lebih suka praktik dibanding teori. Mereka cenderung cepat bosan jika hanya mendengarkan penjelasan guru. PBL memberikan tantangan nyata yang membuat mereka lebih semangat.

2. Dukungan Sekolah

Q: Apakah pihak sekolah memberikan dukungan khusus terhadap guru yang menerapkan PBL?

A: Iya, sekolah mendukung baik dari segi fasilitas maupun kebijakan. Misalnya, saat saya ingin menggelar pameran hasil proyek siswa, sekolah memberi izin penggunaan aula dan alat presentasi. Saya juga diberi keleluasaan untuk mengatur waktu pengerjaan proyek.

Q: Bagaimana fasilitas dan kebijakan sekolah menunjang pelaksanaan PBL?

A: Fasilitas seperti ruang praktik, proyektor, dan peralatan usaha sederhana cukup mendukung. Kebijakan sekolah juga fleksibel dalam pengelolaan jadwal saat siswa butuh waktu tambahan untuk menyelesaikan proyek.

3. Kolaborasi antar Guru

Q: Apakah ada kolaborasi antar guru lintas mata pelajaran dalam menerapkan PBL?

A: Ada. Bahkan saya pernah bekerja sama dengan guru Bahasa Inggris. Saat siswa membuat produk usaha, mereka juga diminta membuat brosur atau deskripsi produk dalam Bahasa Inggris. Kolaborasi ini membuat siswa melihat keterkaitan antar pelajaran.

Q: Apa bentuk dukungan dari guru lain terhadap pelaksanaan proyek siswa?

A: Kami saling berbagi ide proyek, dan kadang saling bantu dalam pembimbingan. Guru lain juga terbuka jika ada siswa yang perlu pendampingan lintas mata pelajaran.

Interview 10

Nama Informan : Miss Binti Wakhidah, S.Pd
Jabatan : WKS. Curriculum

1. Pandangan Umum terhadap PBL

Q: Bagaimana pendapat Bapak terhadap penerapan metode PBL di sekolah ini?

A: Saya sangat mendukung penerapan PBL karena metode ini selaras dengan kebutuhan siswa SMK yang berbasis kompetensi dan praktik. PBL mendorong siswa aktif dalam pembelajaran, meningkatkan kreativitas, dan melatih tanggung jawab melalui kegiatan nyata.

Q: Apakah metode ini sejalan dengan karakteristik siswa SMK?

A: Sangat sejalan. Siswa SMK umumnya lebih menyukai praktik daripada teori. Dengan PBL, mereka bisa belajar langsung dari pengalaman. Ini membuat mereka lebih mudah menyerap materi dan lebih semangat dalam belajar.

2. Dukungan Kurikulum dan Kebijakan Sekolah

Q: Apakah pihak sekolah memberikan dukungan khusus terhadap guru yang menerapkan PBL?

A: Tentu. Kami memberikan ruang dan fleksibilitas kepada guru untuk mengembangkan model pembelajaran inovatif seperti PBL. Guru diberi keleluasaan mengatur skenario pembelajaran, termasuk waktu dan media yang digunakan selama proyek berlangsung.

Q: Apakah kebijakan kurikulum di sekolah ini memang terbuka terhadap pendekatan pembelajaran seperti PBL?

A: Ya. Kurikulum Merdeka memberikan kesempatan kepada guru untuk mengembangkan pembelajaran berbasis proyek. Kami mengarahkan para guru agar tidak terpaku pada ceramah saja, tapi mendorong partisipasi aktif siswa melalui kegiatan berbasis masalah dan proyek.

Q: Bagaimana Bapak melihat peran guru Bahasa Inggris dalam mengimplementasikan PBL?

A: Sangat baik. Saya amati guru Bahasa Inggris mampu menyesuaikan pembelajaran dengan kebutuhan siswa vokasi.

Mereka mengaitkan materi Bahasa Inggris dengan praktik seperti membuat video deskripsi, brosur, dan presentasi. Ini sangat tepat untuk siswa SMK.

3. Fasilitas dan Koordinasi

Q: Bagaimana fasilitas sekolah mendukung pelaksanaan PBL, khususnya dalam pelajaran Bahasa Inggris?

A: Kami siapkan fasilitas yang mendukung, seperti ruang kelas fleksibel, proyektor, speaker, bahkan alat multimedia. Guru juga diberi akses ke lab komputer jika dibutuhkan. Kami terbuka untuk pengajuan alat tambahan selama sesuai kebutuhan pembelajaran.

Q: Apakah sekolah memfasilitasi koordinasi antar guru dalam pelaksanaan PBL?

A: Ya. Kami dorong kolaborasi lintas mapel. Dalam rapat kurikulum, kami diskusikan integrasi PBL antarmata pelajaran, misalnya antara Bahasa Inggris dengan Kejuruan atau Simulasi Digital. Ini membuat proyek lebih kontekstual dan tidak berjalan sendiri-sendiri.

4. Dampak dan Evaluasi

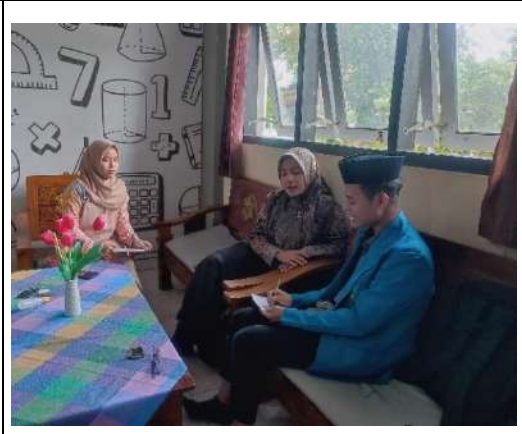
Q: Apakah Bapak melihat dampak dari penerapan PBL terhadap motivasi dan kemampuan siswa?

A: Dampaknya positif. Banyak siswa yang sebelumnya pasif kini mulai aktif dalam presentasi, lebih percaya diri saat menggunakan Bahasa Inggris, dan hasil proyek mereka juga menunjukkan peningkatan pemahaman. PBL membuat mereka merasa bahwa belajar itu bermakna.

Q: Apakah metode ini akan terus didorong ke depan?

A: Iya, kami akan terus mendorong. Bahkan dalam rencana pengembangan sekolah, pendekatan pembelajaran aktif seperti PBL menjadi bagian dari strategi penguatan karakter siswa dan peningkatan kualitas pembelajaran di semua mata pelajaran.

Appendix 7: Research Documentation

	
<i>School Condition</i>	<i>School Condition</i>
	
<i>Interview with the principal of SMKS Mukhtar Syafa'at</i>	<i>Interview with the vice principal of curriculum and English teacher</i>
	
<i>Interview with KWU teacher</i>	<i>Interview with RPL teacher.</i>



Classroom observation



Classroom observation



Classroom observation



Classroom observation



interview with 10th grade students



interview with 10th grade students

Appendix 8: Teaching Module and daily test grid

MODUL AJAR **Chapter 2: DESCRIBE TEXT**

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Hidayatul Munawaroh, S.Pd
Satuan Pendidikan	: SMKS Mukhtar Syafaat
Kelas / Fase	: X (Sepuluh) – E
Mata Pelajaran	: Bahasa Inggris Prediksi
Alokasi Waktu	: 4 JP (45 x 2)
Tahun Penyusunan	: 2025

B. DOMAIN ELEMEN

1. Menyimak dan Berbicara (Listening and Speaking)
2. Membaca dan Memirsa (Reading and Viewing)
3. Menulis dan Presentasi (Writing and Presenting)

C. FROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yag maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

D. SARANA PRASARANA

- | | | |
|------------------------|------------------------------|--------------|
| 1. Laptop/ Komputer PC | 4. Buku LKS | 7. Referensi |
| 2. Sound sistem | 5. Papan tulis/White Board | 8. Handout |
| 3. Akses Internet | 6. Infokus/Proyektor/Pointer | |

E. BAHAN AJAR

Buku Pelajaran Bahasa Inggris Kelas X Kurikulum Merdeka, Text Description dan Audio Rekaman, Slide Powerpoin.

F. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

G. METODE PEMBELAJARAN

Project Based Learning (PBL).

KOMPONEN INTI

A. KOMPETENSI AWAL

1. Peserta didik merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi dalam teks deskripsi menjadi rujukan utama dalam kemampuan berbicara.
2. Peserta didik membaca dan merespon teks deskripsi secara mandiri terhadap ide pokok.
3. Peserta didik menulis jenis text deskripsi menyajikan informasi dalam mode presentasi.

B. TUJUAN PEMBELAJARAN

1. Students are able to grasp the context of the spoken English and responding the question about descriptive text;
2. Students are able to initiate and sustain conversations or discussions about descriptive text;
3. Students are able to read and listen and analyze the structure of a text/audio description about tourist attraction.
4. Students are able to read and listen a text/audio description and understand the meaning of vocabulary in context;
5. Students are able to write and present a descriptive text about tourist attraction through guided activity.

C. PERTANYAAN PEMATIK

1. Have you ever described something? What is it?
2. How many times do you read descriptive text in a week?

D. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1 (2JP x 45 menit = 90 Menit)

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran.
2. Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (60 Menit)

1. Guru menampilkan beberapa Foto /Vidio tempat wisata yang ada di daerah Jawa khususnya Banyuwangi yaitu dengan disertai beberapa pertanyaan singkat tentang pengetahuan siswa mengenai tempat wisata tersebut.
 - What do you see in the picture?
 - Have you ever visited a tourism place?
 - What could you find there?
 - How was the weather there?
2. Siswa berdiskusi tentang tempat
3. Guru menjelaskan ciri teks deskriptif dan jenis-jenisnya.
4. Siswa menganalisis contoh teks deskriptif dan mengidentifikasi struktur serta unsur kebahasaan.
5. Guru membagi siswa ke dalam kelompok proyek dan setiap kelompok memilih objek yang akan dideskripsikan.
6. Guru menampilkan contoh text descriptive yang sudah di sediakan.
7. Guru meminta siswa untuk mencari/ menganalisis Generic Structure dan menyimpulkan text descriptive dari buku paket text yg sudah di sediakan.
8. Siswa bersama-sama dengan guru membahas informasi tertentu yang ada dalam contoh text descriptive yang ditampilkan.

Kegiatan Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.

2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

PERTEMUAN KE-2 (2JP x 45 menit = 90 Menit)

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran.
2. Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (60 Menit)

1. Guru memberikan penalaran ulang tentang materi Descriptipe text.
2. Siswa menyusun teks deskriptif berdasarkan objek pilihan kelompok masing-masing dengan struktur dan ciri kebahasaan yang tepat.
3. Guru memberikan bimbingan selama proses penulisan dan memfasilitasi revisi.
4. Setiap kelompok menyajikan hasil proyek dalam bentuk presentasi lisan atau video.
5. Kelompok lain memberi apresiasi dan tanggapan.
6. Guru memberikan umpan balik dan evaluasi terhadap proses dan produk

Kegiatan Penutup (10 Menit)

1. Siswa dan guru menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

E. ASSESMENT/ PENILAIAN

1. Guru menjelaskan bahwa untuk mengukur pengetahuan dan keterampilan peserta didik tentang materi yang disampaikan pada bab, penilaian dilakukan baik di dalam proses pembelajaran, seperti penilaian keaktifan peserta didik berkontribusi dalam diskusi, atau kegiatan lain dan di akhir pembelajaran dalam bentuk proyek yang dibuat oleh peserta didik yang dipresentasikan.
2. Guru menyampaikan bahwa peserta didik bekerja sendiri untuk menyelesaikan proyek itu.
3. Guru menyampaikan bahwa peserta didik dapat menyelesaikan proyek ini di luar kelas (atau secara asynchronous, apabila kelas dilakukan secara daring).
4. Guru menjelaskan langkah-langkah pembuatan proyek itu dan rubrik penilaian yang akan digunakan untuk menilai pekerjaan peserta didik seperti dijelaskan di Buku Siswa.
5. Guru menyampaikan bahwa peserta didik dapat bertanya atau berkonsultasi selama penyelesaian proyek itu.
6. Guru memberikan masukan, atau revisi apabila diperlukan selama peserta didik menyelesaikan proyek mereka.
7. Ketika proyek sudah selesai dikerjakan peserta didik, guru meminta peserta didik untuk menyajikan proyek mereka pada kelas dan melakukan penilaian berdasarkan rubrik yang ada di Buku Siswa.

F. REMIDIAL

1. Guru menjelaskan bahwa peserta didik perlu melakukan pengecekan terhadap pemahaman mereka pada materi yang diajarkan pada bab ini.
2. Guru meminta peserta didik untuk menjawab pertanyaan yang disediakan di Buku Siswa progress check itu peserta didik dapat mengukur sejauh mana mereka telah memahami materi yang diajarkan pada bab itu dan mengetahui bagian yang mereka belum pahami dan kuasai. Dengan demikian peserta didik dapat meminta bantuan guru untuk menjelaskan kembali bagian tersebut, atau melakukan pembelajaran sendiri dengan mencari dan mempelajari materi dari sumber yang dapat diaksesnya.

G. REFLEKSI

1. Guru menjelaskan bahwa peserta didik perlu melakukan refleksi atas apa yang telah mereka pelajari.
2. Guru menjelaskan bahwa refleksi yang mereka lakukan tidak saja penting bagi mereka tetapi juga penting bagi guru karena refleksi peserta didik memberikan gambaran bagi guru bagaimana perasaan peserta didik
3. Tentang materi yang sudah dijelaskan, cara guru menyampaikan pembelajaran dan hal-hal yang sudah dipelajari peserta didik.
4. Guru meminta peserta didik menuliskan hal-hal yang tidak dipahami dari materi pelajaran yang telah mereka pelajari.
5. Guru meminta peserta didik melakukan refleksi poin-poin atau hal-hal yang sudah mereka pelajari pada bab ini.
6. Guru menginformasikan pada peserta didik bahwa refleksi yang mereka lakukan mengikuti arahan yang disediakan pada Buku Siswa.

Lampiran

Daftar Pustaka

Buku Negara Maju E-Modulku Bahasa Indonesia Untuk kelas SMA/MA/SMK Kelas X (Fase E). Buku LKS

Kisi-Kisi Ulangan Harian

Sekolah	: SMKS Mukhtar Syafaat	Jumlah Soal	: 5
Mapel	: Bahasa Inggris	Jenis Soal	: Uraian
Kurikulum	: Merdeka	Semester	: Genap
Fase/ Kelas	: E/X (Sepuluh)		

No	Kemampuan yang di uji	Indikator	Nomor Soal
1	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat bersejarah atau terkenal di sekitar lingkungan/ daerah tempat tinggal siswa, pendek	Disediakan sebuah text descriptive, siswa diminta untuk menentukan tujuan dari text tersebut	1

	dansederhana, sesuai dengan konteks penggunaannya		
2	Menangkap makna secara Kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, pendek dan sederhana terkait tempat bersejarah atau terkenal di sekitar lingkungan/ daerah tempat tinggal siswa	Disediakan sebuah text descriptive, siswa diminta untuk menemukan informasi tentang alasan penamaan suatu tempat	2
		Disediakan sebuah text descriptive, siswa diminta untuk menemukan informasi tentang tertentu dari text tersebut	3
		Disediakan sebuah text descriptive, siswa diminta untuk mencari beberapa unsur kebahasaan dari sebuah text	4
		Disediakan sebuah text descriptive, siswa diminta untuk menemukan informasi tentang padanan kata	5

No	Soal	Jawaban	Score
	<i>Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese</i>		

	<i>King who converted into Islam. This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial. The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.</i>		
1	<i>What is the purpose of the text?</i>	<i>To describe Sultan Suriansyah Mosque</i>	<i>20</i>
2	<i>Masjid Sultan Suriansyah was constructed in the era of...</i>	<i>Sultan Suriansyah</i>	<i>20</i>
3	<i>What is mainly discussed in the text?</i>	<i>A historical mosque</i>	<i>20</i>
4	<i>Determine Simple present of the text</i>	<i>Masjid Sultan Suriansyah is a historical mosque</i>	<i>20</i>
5	<i>Make a conclusion by paying a. Structure Generic b. Using the Simple Present tense c. Results in front of the class</i>		<i>20</i>

Analisis hasil belajar ulangan harian

No	Criteria to be assessed	Low Performance	good performance	very good performance
	Score	1 Point	2 Point	3 Point
1	Text Organization	Doesn't use the correct text organization of Descriptive text	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea
2	Sentence Formation	Use simple sentences	Begins to very simple	Use a simple sentence,

			sentences and compound sentences	compound sentences and complex sentences correctly
3	Grammar	too many mistakes	6 until 10 mistakes	Under mistakes
4	Vocabulary	Basic Vocabulary, less precise	Developed vocabulary	Purposefully chosen vocabulary
5	Mechanic	Some errors with spelling and punctuation	Mostly effective use of mechanics errors does not detract from meaning	Effective use of capitalization, punctuation, and spelling
6	Tidiness and deadline	Write awkwardly unreadable, submit late more than 3 days from the deadline	Write Quite neatly, clear font, submit late three days from the deadline	Write neatly, clear font, submit the work in/ on time

KET 15-18 poin : A Exelent Score: A: 91-100
 12-14 poin : B Very Good B: 75-90,99
 9-11 poin : C Good C: 55-74,99
 6-8 poin : D Satisfactory D: 27-54,99
 0-5 poin : E Needs Improvement E: 0-26,99

NO	NAME	Text Org	Org idea	Sent Forma	Gram	Vocab	Mechanic	Jumlah	NILAI
1	Achmad Farieq	2	3	2	2	1	2	12	B
2	Ahmad Luqony	1	3	1	2	2	3	12	B
3	Ahmad Sirojul U	1	3	1	2	2	3	12	B
4	Bella Agustin H	1	3	1	2	3	3	13	B
5	Davin Adjie Putra	1	3	1	2	3	3	13	B
6	Erisa Dwi Agustin	2	2	2	2	1	3	12	B
7	Habib Shon Haji	1	3	2	2	1	3	12	B
8	Ken Budi Mulya	2	3	1	2	2	3	13	B
9	Muhammad R	1	3	2	2	1	3	12	B
10	Naisila Putri Aulia	3	2	2	2	2	2	13	B
11	Rodinal Islam	1	3	3	3	2	3	15	A
12	Uswatun Khoirun	3	2	3	2	1	3	14	B
13	Chelsea Oliviera	2	3	3	2	3	3	16	A
14	Eka Suci Eliyana	1	3	3	2	2	2	13	B
15	Eka Wulandari	2	3	3	2	3	3	16	A

16	Kanziyatul Mukhfi	1	3	2	2	1	3	12	B
17	Lia Rahma	1	3	3	2	1	3	13	B
18	Lu'luatul Jannah	2	2	1	3	3	2	13	B
19	Nora Tazkiyah	1	3	2	2	2	3	13	B
20	Oktavia Gusnatun	1	3	1	2	3	3	12	B
21	Tiara Selly Putri	2	3	3	2	3	3	17	A
22	Vina Fitriyatin N	2	3	1	2	1	3	12	B

Format penilaian keterampilan Speaking

NO	Kriteria penilaian	Skala Penilaian	NILAI	KETERANGAN
1	Fluency	1-5		Berbicara dengan lancar, hanya sedikit jeda
2	Pronunciation	1-5		Pengucapan sangat jelas dan akurat
3	<i>Grammar</i>	1-5		Penggunaan tata bahasa umumnya benar
4	<i>Vocabulary</i>	1-5		Menggunakan kosakata yang beragam dan tepat
5	Content	1-5		Isi pembicaraan, relevan, jelas, dan menarik
6	Organization	1-5		Struktur pembicaraan logis dan mudah di fahami
7	Interaction	1-5		Berinteraksi dengan benar dengan pendengar
Total Nilai		1-35		

KET: 30-35 : Excellent 15-19 : Satisfactory
 25-29 : Very Good 10-14 : Needs Improvement
 20-24 : Good