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The Implementation of Project-Based Learning in English Teaching: A Case Study at MAN 1 Banyuwangi

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THESIS

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(UIMSYA)
BLOKAGUNG BANYUWANGI
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MOTTO AND DEDICATION

"Great things take time—keep going."

I dedicate this thesis to myself for staying strong through every struggle. To my beloved parents, thank you for your endless support and prayers. To my lecturers and advisor, thank you for your guidance and knowledge. To my dear friends, thank you for always being there. May this work reflect the love and effort behind every step of this journey.

DECLARATION OF AUTHENTICITY OF THESIS

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Declare that:

1. This Thesis has never been submitted to any other educational institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Banyuwangi, 10 June 2026

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ABSTRACT

Afkarina, Fadilah Intan. 2026. The Implementation of Project-Based Learning in English Teaching: A Case Study at MAN 1 Banyuwangi. Thesis. English Education Department. Faculty of Tarbiya and Teachers Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Adib Ahmada, M.Pd.

Keywords: Project-Based Learning (PjBL), English Language Teaching, Case Study

This study to analyze the implementation of the Project-Based Learning (PjBL) model in English language teaching and evaluate students' responses toward the model at MAN 1 Banyuwangi. The primary focus is to describe the teacher's procedural steps in managing projects and capture students' psychological and behavioral perceptions during the learning process.

The research applied a qualitative approach with a case study design. The subjects included 26 eleventh-grade students from the Language Department and one English teacher. Data collection techniques consisted of participatory classroom observation, semi-structured interviews, and documentation of students' project deliverables. Data analysis followed an interactive model involving data reduction, data presentation, and conclusion drawing.

The findings revealed that the teacher systematically implemented PjBL through five recursive stages: Initiation, Recursive Process, Workshop Time, Publication, and Reflection. The teacher successfully transformed into a facilitator providing just-in-time feedback. Student responses were highly positive, with the majority finding the learning process exciting, interactive, and less monotonous. Linguistically, students reported significant improvements in speaking skills and vocabulary acquisition. However, challenges such as time management and unequal contribution among group members were identified. The study concludes that PjBL implementation is effective in enhancing learner autonomy and creating a student-centered classroom atmosphere within the Madrasah environment.

ABSTRAK

Afkarina, Fadilah Intan. 2026. The Implementation of Project-Based Learning in English Teaching: A Case Study at MAN 1 Banyuwangi. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Pembimbing: Adib Ahmada, M.Pd.

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Penelitian ini bertujuan untuk menganalisis implementasi model Project-Based Learning (PjBL) dalam pengajaran Bahasa Inggris dan mengevalusi respon siswa terhadap model tersebut di MAN 1 Banyuwangi. Fokus utama penelitian ini adalah mendeskripsikan Langkah-langkah procedural guru dalam mengelola proyek serta menangkap persepsi psikologis dan perilaku siswa selama proses pembelajaran.

Pendekatan penelitian yang digunakan adalah kualitatif dengan desain studi kasus. Subjek penelitian terdiri dari 26 siswa kelas XI Jurusan Bahasa dan satu guru Bahasa Inggris. Teknik pengumpulan data meliputi observasi kelas secara partisipatif, wawancara semi-terstruktur, dan dokumentasi hasil karya siswa. Analisis data dilakukan melalui model interaktif yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa guru menerapkan PjBL secara sistematis melalui lima tahapan rekursif: Inisiasi, Proses Rekursif, Waktu Lokakarya (Workshop Time), Publikasi, dan Refleksi. Guru berhasil bertransformasi menjadi fasilitator yang memberikan umpan balik tepat waktu. Respon siswa sangat positif, di mana mayoritas merasa pembelajaran menjadi lebih seru, interaktif, dan tidak membosankan. Secara linguistik, siswa merasakan peningkatan signifikansi pada keterampilan berbicara (speaking) dan penguasaan kosakata (vocabulary).

Meskipun demikian, terdapat hambatan berupa manajemen waktu dan ketimpangan kontribusi antar anggota kelompok. Simpulan dari penelitian ini adalah implementasi PjBL efektif meningkatkan

otonomi pembelajar dan menciptakan atmosfer kelas yang berpusat pada siswa di lingkungan madrasah.

FOREWORD

All praise is due to Allah SWT, the Lord of the universe, who has bestowed His mercy, blessings, guidance, health, strength, and opportunity upon the writer so that thesis can be completed successfully. Peace and salutation be upon Prophet Muhammad SAW, his family, companions, and all of his followers who remain steadfast on his path until the end of time.

This thesis entitled "The Implementation of Project-Based Learning in English Teaching: A Case Study at MAN 1 Banyuwangi" is presented to the English Education Department, Faculty of Tarbiya and Teachers Training, University KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi in partial fulfillment of the requirements for the degree of Strata-1 (S.Pd.).

In completing this thesis, the writer faced many challenges, difficulties, and obstacles throughout the process. However, with the help, support, prayers, and encouragement from many people, this thesis was finally completed. Therefore, the writer would like express sincere gratitude to all those who have contributed to this accomplishment.

First of all, the writer would like to express the deepest gratitude to beloved parents and family who always provide endless love, prayers, motivation, support, and sacrifices in every step of the writer's life. Without their sincere support, this thesis would never have been completed.

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Finally, the writer realizes that this thesis is still far from perfect. Therefore, constructive suggestions and criticisms are highly expected for the improvement of this thesis. Hopefully, this thesis will be useful for the writer, readers, and future researchers.

Banyuwangi, 09 June 2026

The Writer

Fadilah Intan Afkarina

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CHAPTER I

INTRODUCTION

1.1 Research Background

English continues to be an attractive feature offered by many schools to both parents and students. In recent years, the number of schools, particularly in major cities across Indonesia that promote English as an added value, has increased significantly. This trend indicates that English remains a prominent and essential program in preparing students for their future. Consequently, many educational institutions are motivated to develop English programs aimed at enhancing students' language competence, beginning with curriculum design and extending to the adoption of innovative instructional approaches. Moreover, in the context of twenty-first-century learning, students are expected to possess strong academic abilities, critical thinking and reasoning skills, collaboration competencies, and technological proficiency (Gunadi et al., 2022). These competencies enable students to develop decision-making abilities, collaborative skills, and digital literacy, which are crucial for their future professional lives (Pamuji et al., 2025).

In response to these demands, the school examined in this study has articulated a mission to cultivate students' critical thinking, effective problem-solving abilities, creativity, and a purposeful approach to life. To achieve these objectives, the school adopts a student-centered instructional approach known as Project-Based Learning (PBL). PBL is grounded in the provision of structured learning activities that engage students in exploring, receiving guidance, interpreting information, negotiating meaning, and producing meaningful outcomes to accomplish assigned tasks. Notably, this approach prioritizes active engagement in meaningful tasks rather than passive knowledge acquisition. In the rapidly changing context of contemporary education, innovative learning approaches have become essential in developing the skills and competencies required in the twenty-first century. One such approach is Project-Based Learning (PBL), which has emerged as a dynamic, learner-centered instructional model that moves beyond conventional teaching practices (Mckinney, n.d.). Rather than functioning solely as a teaching strategy, PBL represents an educational philosophy that actively engages students in

addressing real-world problems, thereby promoting critical thinking, collaboration, and problem-solving abilities. Through participation in authentic and experiential projects, PBL shifts learning away from rote memorization and supports a deeper and more meaningful understanding of academic content (Silma et al., 2024).

In English language learning, Project-Based Learning is not only perceived as an instructional model but also as a student-centered learning approach that facilitates communicative and collaborative language use. Through project-based activities, students are encouraged to employ English as a medium for expressing ideas, collaborating with peers, and presenting learning outcomes. Recent studies indicate that the implementation of PjBL positively influences the development of students' speaking and writing skills, as well as their confidence in using English (Davis & Tahrun, 2022).

However, the effectiveness of PjBL implementation cannot be separated from the role of teachers as learning facilitators. Teachers are responsible for designing relevant projects, providing constructive guidance, and evaluating student learning outcomes. Subiyantoro (2023) highlights that teacher readiness and professional support are key factors in the successful implementation of PjBL. A systematic review by Halim (2023) also shows that the main obstacles to the implementation of PjBL in EFL classrooms in Indonesia include limited time, resources, and a lack of training for teachers in managing collaborative projects.

Based on preliminary observations and discussions with an English teacher at MAN 1 Banyuwangi, Project-Based Learning has been applied in teaching English, particularly in the eleventh-grade Language Department. The teacher uses project-based activities to encourage students to be more active, collaborative, and confident in using English. This initial finding prompted the researcher to investigate further how Project-Based Learning is implemented in the classroom and how students respond to its application.

Considering the importance of PJBL in improving students' English skills and the need to understand its implementation in real classroom settings, this study focuses on analyzing the implementation of Project-Based Learning in teaching English at MAN 1 Banyuwangi.

In addition, this study also aims to examine students' responses toward the use of PJBL and how it contributes to the improvement of their English abilities (Zhang & Ma, 2023).

Generally, this study aims to analyze the implementation of Project-Based Learning in English teaching: A case study at MAN 1 Banyuwangi. Specifically, this study seeks to describe how Project-Based Learning is implemented in classroom practices and to examine students' responses toward its application in English learning (Sartika et al., 2022).

Theoretically, this study is expected to contribute to the development of Project-Based Learning scholarship in English language education, particularly within the madrasah context. It also aims to broaden understanding of PjBL as a student-centered instructional approach that supports active learning, collaboration, and communicative competence, thereby enriching the body of project research (LI, 2025).

Practically, the findings of this study are expected to serve as a reference for English teachers in designing and implementing effective and contextualized Project-Based Learning aligned with departmental characteristics. For schools, the results may be used as an evaluative basis for developing innovative learning policies. Furthermore, this research may provide a reference for future scholars interested in project-based English language learning within madrasah contexts (Sedubun & Nurhayati, 2024).

Previous studies reinforce this urgency. Herlambang et al. (2024) found that students taught using PjBL had higher creative thinking skills than those taught using the Problem-Based Learning method. Meanwhile, (Waluyo, 2025) showed a significant improvement in English writing skills after implementing PjBL at SMP Negeri 1 Kejobong, Purbalingga. The findings of (Sedubun & Nurhayati, 2024) through a literature review confirm that PjBL is effective in improving the quality of English learning, although adaptation to the local context is still necessary. (Hida, 2024) also reports that PjBL can improve students' speaking skills at the junior high school level, despite facing constraints in terms of time and facilities.

Considering these results, it is evident that Project-Based Learning has great potential to be applied in English learning in madrasahs. However, a deeper understanding of the strategies, challenges, and perceptions of teachers in implementing PjBL is needed, especially in environments with diverse student characteristics, such as MAN 1 Banyuwangi. Therefore, the study entitled "The Implementation of Project-Based Learning in English Teaching: A Case Study at MAN 1 Banyuwangi" is expected to contribute theoretically and practically to the development of an adaptive and effective project-based English learning model in madrasahs.

1.2 Research Problems

Based on the background of the study, the research problem of this study is formulated as follows:

1. How is Project-Based Learning implemented in teaching English to eleventh-grade students of the language Department at MAN 1 Banyuwangi?
2. How do students respond to the implementation of Project-Based Learning in learning English?

1.3 Research Objective

Based on the previous background, the research objective can be formulated as follows:

1. To describe how Project-Based Learning is implemented in teaching English to eleventh-grade students of the Language Department at MAN 1 Banyuwangi.

2. To analyze students' responses toward the implementation of Project-Based Learning in learning English.

1.4 Research Significances

This study is expected to make both theoretical and practical contributions to the area of English language learning, particularly in relation to the implementation of Project-Based Learning (PjBL) in English learning activities among eleventh-grade students of the Language Department at MAN 1 Banyuwangi.

1.4.1 Theoretical Benefit

From a theoretical perspective, this study contributes to the advancement of English Language Teaching (ELT) and Project-Based Learning (PjBL) literature by presenting an in-depth case study concerning the instructional implementation of PjBL within the context of an Islamic senior high school (Madrasah Aliyah). The study provides contextual insights into the application of Project-Based Learning in English learning processes, covering instructional procedures, project implementation, student involvement, and learning experiences within the Language Department at MAN 1 Banyuwangi.

In addition, this study supports the application of Constructivist Learning Theory, which highlights learners' active roles in constructing knowledge through meaningful experiences, social interaction, and engagement in learning activities (Guo et al., 2020; Thomas & Ph, 2021). By examining how Project-Based Learning is implemented in English learning, this research also contributes to academic discussions regarding student-centered learning approaches in English as a Foreign Language (EFL) settings, particularly within the educational environment of Indonesian madrasahs.

Although previous studies have extensively discussed Project-Based Learning in broader educational settings, limited attention has been given to exploring its instructional implementation in English learning at Madrasah Aliyah (Pinto, 2023). Therefore, this research is expected to address this gap by offering a detailed and context-specific understanding of how Project-Based Learning is implemented in English classroom activities, particularly among eleventh-grade students of the Language Departments at MAN 1 Banyuwangi.

1.4.2 Practical Benefit

Practically, this study is expected to contribute valuable benefits to several parties involved in educational practices.

1. For English Teachers

This study is expected to provide practical references for English teachers regarding the implementation of Project-Based Learning (PjBL) in English learning activities. The findings may assist teachers in designing project-based instructional activities, organizing interactive classroom learning, and creating learning experiences that

encourage students' active engagement. Furthermore, the results of this research may support teachers in developing more meaningful English learning processes that facilitate students' language development and classroom participation (Habók & Nagy, 2022).

2. For students

For students, the implementation of Project-Based Learning is expected to foster a more interactive and meaningful English learning environment. Through project-based activities, students are encouraged to participate actively in learning while improving their English language abilities and developing essential twenty-first-century competencies, such as critical thinking, creativity, communication skills, collaboration, and problem-solving abilities (Novia et al., 2024). In addition, project activities may provide opportunities for students to apply English in authentic learning situations, which can enhance their learning experiences and engagement during classroom instruction.

3. For The School (MAN 1 Banyuwangi)

The findings of this study are also expected to provide educational institutions with references for improving English learning practices through student-centered instructional approaches. Moreover, this study may serve as a useful source of information and reference for future researchers who intend to investigate the implementation of Project-Based Learning in English learning contexts, particularly within Islamic senior high schools (Madrasah Aliyah).

1.5 Definition of Term

1.5.1 Project-Based Learning

Project-Based Learning (PjBL) is defined as a student-centered instructional approach in which learners gain knowledge and develop skills through the completion of meaningful projects over an extended period of time (Tang, 2023). In this study, Project-Based Learning refers to the systematic implementation of project-oriented activities in English language teaching, including problem identification, project planning, collaborative work, product creation, presentation, and reflection. PjBL is employed as a pedagogical approach that emphasizes authentic language use, critical thinking, collaboration, and learner autonomy in the English classroom (Khoudri et al., 2023).

1.5.2 English Teaching

English teaching refers to the process through wich students develop their English language abilities, including listening, speaking, reading, and writing skills, through classroom learning activities and interaction. English teaching also involves students' participation, engagement, understanding, and experiences during the teaching and learning process(Wiangga, 2024).

In this study, English teaching specifically refers to the learning experience of eleventh-grade students of the Language Department at MAN 1 Banyuwangi during the implementation of Project-Based Learning. Through project-based activities, students are encouraged to actively participate, communicate ideas, collaborate with peers, and improve their English skills through meaningful learning experiences. This term emphasizes students' learning processes and responses toward the implementation of Project-Based Learning in English classes (Suci indah, saiful, 2023).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Project-Based Learning (PBL) Theory

Project-Based Learning (PjBL) represents a dynamic instructional paradigm wherein students acquire core competencies by engaging in sustained, collaborative investigations designed to address real-world challenges (Karan & Brown, 2022). Grounded extensively in constructivist learning philosophy, this framework posits that meaningful knowledge is actively constructed through personal experience and contextual social interactions rather than passive absorption (Mishra, 2023). In a project-based environment, instructional roles are radically redistributed; teachers transition from primary information transmitters to structured learning facilitators (Gunadi et al., 2022). Consequently, this pedagogical shift empowers learners to take charge of their cognitive development, thereby fostering essential modern capabilities including learner autonomy, collective accountability, and critical higher-order thinking skills (Pamuji et al., 2025).

In secondary education, PjBL drives what contemporary scholars categorize as "deeper learning". As argued by Karan and Brown (2022), this cognitive dimension extends beyond rote memorization, empowering students to synthesize complex theoretical information, engage in authentic problem-solving, and tranfer acquired knowledge flexibly into novel situations. Through structured project pathways, learners are continuously prompted to negotiate conceptual meaning with their peers, manage operational project timelines, and systematically reflect upon their learning trajectories. Thus, the project itself serves as the primary instructional vehicle through wich academic standards and practical life skills are simultaneously mastered, aligning learners with the rigorous demands of the modern era (Silma et al., 2024).

2.1.2 Theoretical Foundation: Project-Based Learning in English Teaching

Project-Based Learning (PjBL) is widely recognized not merely as a classroom technique involving group assignments but as a

pedagogical philosophy that promotes meaningful language learning experiences. Within English Language Teaching (ELT), PjBL is conceptualized not merely as a supplementary classroom activity involving group work, but as an overarching pedagogical philosophy that facilitates authentic language acquisition (Samaddar & Sikdar, 2023). In traditional English classrooms, language is frequently segmented into isolated syntactic components; conversely, PjBL establishes communication as a purposeful tool driven by authentic tasks. Samaddar and Sikdar (2023) observe that this instructional approach effectively transforms the foreign language environment into an interactive space where students actively employ the target language to conduct inquiries, synthesize research, and resolve pragmatic obstacles.

Furthermore, project-based language frameworks typically involve long-term tasks engineered to integrate multiple language proficiencies through a unified learning sequence. Throughout the implementation phase, learners naturally execute varied tasks such as gathering digital literature, discussing creative concepts, and compiling comprehensive oral or written data. (Laverick, 2018) underscores that this holistic framework allows receptive and productive macro-skills, namely listening, speaking, reading, and writing to develop in an integrated, organic manner. Rather than treating communicative skills as separate curricular blocks, language development becomes an embedded byproduct of task completion (Aisa et al., 2025).

An essential characteristic of Project-Based Learning is its role as the central component of classroom instruction rather than a supplementary activity conducted after formal teaching. Projects function as the primary learning process through which students acquire and practice language knowledge. During project development, learners continuously engage with language while exploring ideas, conducting investigations, discussing findings, revising work, and producing final products. Consequently, language learning becomes embedded within authentic learning experiences instead of being separated into isolated classroom exercises (Sadad et al., 2024).

The implementation of Project-Based Learning generally follows recursive learning cycles that enable students to revisit,

evaluate, and improve their work continuously (Laverick, 2018). Learning commonly begins with project initiation and brainstorming activities, where teachers facilitate students in generating ideas, identifying project directions, and establishing learning objectives collaboratively (Sadad et al., 2024). These instructional adjustments and brainstorming sessions support foregn language learners in exploring possible solutions, managing linguistic anxiety, and organizing strategic plans before active project execution commences (Waluyo, 2025)

Another important element in Project-Based Learning is the use of sample texts or model products. Teachers may provide authentic examples to help learners understand expectations, quality standards, and project requirements. These learning models function as references that guide students in organizing ideas and constructing project outputs more effectively (Mihail, 2023).

Finally, Project-Based Learning exhibits an inherent and robust alignment with the core tenets of Communicative Language Teaching (CLT), which emphasizes meaningful communication and authentic language use as central goals of language instruction (Sudarso et al., 2024). Several CLT tenets are deeply reflected in PjBL execution, including attention to language functions, emphasis on communicative fluency, the integration of real-life contexts, and collaborative interactions (Samaddar & Sikdar, 2023). Through these student-centered project activities, learners are structurally encouraged to communicate ideas, negotiate meaning, solve problems collaboratively, and employ English for genuine purposes beyond traditional, rote classroom exercises (Hida, 2024).

Therefore, Project-Based Learning represents a comprehensive instructional framework that integrates language development, communication, inquiry, collaboration, and authentic learning experiences. Understanding these theoretical principles is important for examining how Project-Based Learning is implemented within English teaching practices, particularly in the educational setting of MAN 1 Banyuwangi.

2.1.3 Instructional Steps of Project-Based Learning According to Laverick (2018)

The implementation of Project-Based Learning (PjBL) in English language instruction requires a systematic yet flexible process-oriented approach. Laverick (2018) emphasizes that PjBL is not merely an additional activity, but rather the primary learning process through which students acquire knowledge via in-depth investigation. Unlike conventional linear teaching models, Laverick's framework employs a cyclical approach that allows students to continuously revisit, revise, and refine their work.

Based on this framework, there are five main stages (indicators) for the effective execution of PjBl in language classrooms, namely:

1. **Initiation**: This stage is the initial phase where the teacher introduces the project to students. The primary focus is on clearly and transparently communicating the task. The teacher distributes assignment sheets and assessment rubrics at the beginning to provide guidelines on the expected quality standards. In this stage, the teacher also sets long-term goals so that students understand the final outcome to be achieved.
2. **Recursive Process**: According to Laverick, PjBL is recursive, meaning that students do not move in a straight line are allowed to revise and reinvent. This stage involves brainstorming activities to generate creative ideas as well as the analysis of sample texts. Analysis of these models serves as scaffolding to help students understand organizational structure, target vocabulary, and linguistic conventions before they attempt to produce their own work.
3. **Workshop Time**: This phase is the core of group work, where the teacher fully acts as a facilitator. During workshop time, the teacher circulates around the classroom to provide just-in-time feedback and technical assistance when students encounter obstacles. If many students are found to be struggling with the same linguistic concept (e.g., grammar or pronunciation), the teacher can deliver mini-lessons that are directly integrated with the project's current needs.
4. **Publication**: In this stage, students showcase or present their final products to a real audience, whether peers, family, or the school communicative purpose for using English. Through

public presentations, students' sense of responsibility for their learning outcomes increases, and they gain the opportunity to use the language in real-life social situations.

5. **Reflection**: The final stage entails an in-depth evaluation of the overarching learning cycle. Reflection involves assessing both the collaborative working process and the final product outcomes. Students are prompted to critically reflect upon their contributions within the group, the obstacles encountered, and what aspects could be optimized if given more time. During this phase, the teacher provides formative and summative feedback that prioritizes the cultivation of a growth mindset and collaborative literacy, rather than focusing merely on rigid numerical scores.

2.1.4 Students' Response in Learning

Explored qualitatively, student responses within a project-based environment encompass the multifaceted perceptions, localized experiences, and psychological reflections of the learners. These qualitative metrics provide critical insights into how students negotiate classroom demands, internalize instruction, and actively engage with innovative pedagogical frameworks. In English as a Foreign Language (EFL) contexts, these responses are systematically observed through shifts in student motivation, collaborative participation, and behavioral engagement during interactive tasks (Chen, 2021).

A primary catalyst for positive student response in PjBL is the expansion of learner autonomy and academic ownership. By granting students the liberty to direct their inquiry and choose their specific project product formats—such as digital media, physical posters, or dramatic written scripts—the instructional design satisfies core intrinsic psychological needs (Mihail, 2023). When learners are afforded genuine agency over their academic deliverables, they exhibit significantly higher investment and decreased resistance toward complex language tasks (Habók & Nagy, 2022). This sense of ownership directly mitigates foreign language anxiety, turning potentially intimidating assignments into empowering learning experiences.

An additional element influencing students' responses involves meaning negotiation through collaborative learning processes. Working in small teams forces students to actively communicate

abstract ideas, resolve internal ideological friction, and co-construct linguistic solutions. (Kasumi & Xhemaili, 2023) state that these collaborative dynamics expose students to rich, authentic language input while simultaneously mandating the production of communicative output. While this collaborative setup can occasionally trigger internal group friction or highlight personal linguistic limitations in oral fluency, it ultimately develops essential collaborative literacy and interpersonal problem-solving capabilities.

Lastly, modern student responses to PjBL are deeply intertwined with reflective learning processes and technological literacy. Incorporating reflective milestones allows students to critically evaluate their progress, identify specific linguistic hurdles, and assess the validity of their research strategies (Sudarso et al., 2024). In the contemporary digital landscape, this reflective component is increasingly crucial as students navigate the integration of Artificial Intelligence (AI) tools during their independent research phases. (Rasmi, 2025) emphasizes that evaluating student responses captured throughout the PjBL cycle provides a comprehensive view of how learner agency, peer collaboration, and technological problem-solving converge to enrich overall communicative competence.

2.2 Previous Study

Based on a review of previous studies, Project-Based Learning (PjBL) has been widely implemented in English learning and has demonstrated positive impacts on students' motivation, participation, and language skills. However, studies focusing on the implementation of PjBL in English learning at Islamic senior high schools, especially in the Language Department context, are still limited. Therefore, this study aims to explore the implementation of Project-Based Learning and students' responses toward its application in English learning at MAN 1 Banyuwangi.

No	Name, Year, Title of Research	Article link OJS, Journal Name/	Research Objective	Research Method	Results/ Conclusions	Similarity	Differences

		Thesis/Dissertation, Name PT					
1.	Wulandari (2022). Teaching Project-Based Learning in English for Specific Purposes	https://ejournal2.undip.ac.id/index.php/culturalistics/article/view/14071 , culturalistics: Journal of Cultural, Literary, and Linguistic Stuidies, Diponegoro University	To investigate the effectiveness of Project-Based Learning (PBL) in improving students' English skills and engagement	Qualitative descriptive	PBL increases students' motivation, participation, collaboration, and communicative competence in EFL classrooms	Uses PBL as main approach; focuses on student engagement and language skills	The previous study focuses on general EFL and ESP (English for Specific Purposes) contexts, whereas the present study focuses specifically on

							a Madrasah Aliyah (MAN) environment.
2.	Yulianti & Roza (2023), Students Perceptions on Project-Based Learning Implementation in At English Education Department.	https://journal.iaimnumetrolampung.ac.id/index.php/igcj/article/view/2591 , JEMAST (Journal of Educational Management and Strategy),	To identify students' perceptions of learning through PjBL and its impact on their learning experiences.	Quantitative method using a questionnaire instrument (Likert scale) administ	Most students (more than 50%) had a positive perception of the implementation of PjBL in terms of topic selection, development, and project documentation.	Both emphasize the role of teachers as facilitators in student-centered learning.	The previous study examines university-level students in an English Education Department, while the present

				tered to 32 sixth-semester students.			research examines secondary school students (MAN 1 Banyuwangi).
3.	(Irham et al. (2025) *Students' Perception and Engagement in English Project-Based Learning: A Qualitative Study at Senior High School Level.*	https://jes.ejournal.unri.ac.id/index.php/JES (*OJS Main Link*), Indonesian Journal of Educational Studies (IJES), Universitas Negeri Makasar	To explore students' perceptions and engagement toward the implementation of Project-Based Learning (PjBL) in English learnin	Qualitative case study design involving senior high school students	The findings revealed that students showed positive perceptions toward the implementation of PjBL. Students became more motivated, active, and confident in using English during	Both studies discuss the implementation of Project-Based Learning in English learning and examine students'	The previous study was conducted at a general public senior high school, while the pres

			g at the senior high school level.	, using interviews and classroom observations for data collection.	project activities, which improved their engagement, creativity, collaboration, and language skills.	responses and engagement during classroom activities.	ent study focuses specifically on the eleventh-grade Language Department at MAN 1 Banyuwangi using interviews and open-ended questionnaires via

							Google Forms.
4.	Syafwa et al. (2025) Case Study on Students' Perceptions of Project-Based Learning in Teaching Writing at a Senior High School	https://jes.ejournal.unri.ac.id/index.php/JES, Journal of Educational Sciences (JES), Universitas Singaperbangsa Karawang	To investigate the implementation of Project-Based Learning in improving students' writing achievement and self-confidence in English learning.	Qualitative Case Study design involving senior high school students.	The implementation of Project-Based Learning improved students' collaborative writing environment and boosted students' motivation.	Both studies examine the implementation of Project-Based Learning in English learning at the senior high school level for eleventh-grade students.	The previous study focuses exclusively on the teaching of writing skills (argumentative text), whereas the present study analyzes the

							overall implementation of PjBL across multiple language skills.
5.	Ayu et al. (2022), Project-Based Learning In English as Foreign Language Teaching	https://e-journal.unmas.ac.id/index.php/icsd/article/view/5198 , Proceeding 5th International Conference on Sustainable Development (ICSD) 2021, Universitas Mahasar	To understand implementation of project-based learning in language teaching, particularly for students of English as a Foreign Language (EFL).	Library-based research by reading and analyzing written sources	The results show that PjBL is a effective model that enhances knowledge and skills through meaningful projects in authentic contexts, while successfully 21st-century skills (4Cs) and technology	Both emphasize the use of PjBL to improve students' language proficiency, collaboration skills, and communicative comp	The previous study relies on a library research design focusing on a tertiary education level,

		aswati Denpasar.		such as articles and books.	integration.	etence.	while the present study is an empirical qualitative case study conducted directly in a secondary school (MAN) environment.

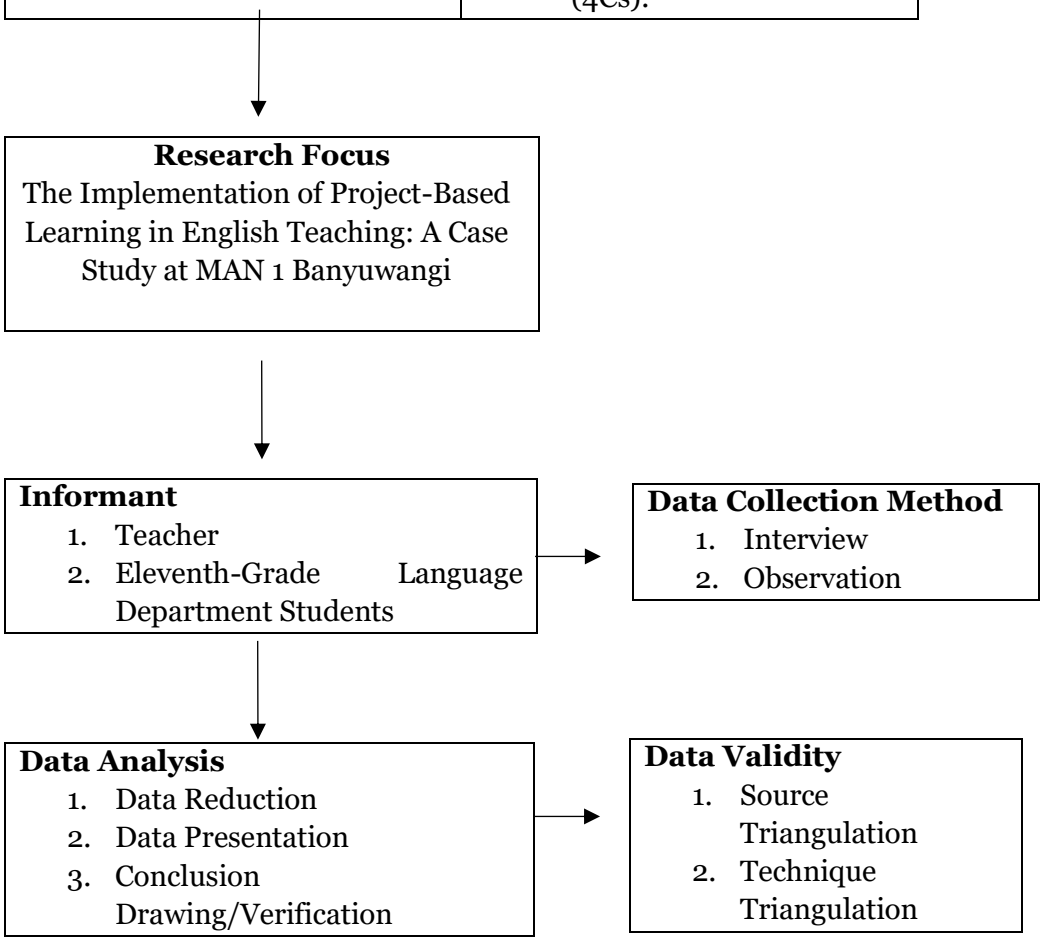
2.3 Research Thought Flow

The Implementation of Project-Based Learning in English Teaching: A Case Study at MAN 1 Banyuwangi

Theoretical	Empirical
1. Project-Based Learning (PjBL) is a student-	1. Research by Wulandari (Wulandari, 2022), PBL

centered instructional approach where learners actively construct knowledge and develop practical skills through the investigation and completion of meaningful, real-world projects over an extended period of time (Tang, 2023) 2. English Teaching Style refers to the pedagogical approaches, strategies, and interactive methods employed by teachers to deliver effective instruction, promote communicative competence, and enhance students' integrated language skills (listening, speaking, reading, and writing) in the classroom (Wiangga, 2024). 3. Specialized language departments or profiles in secondary schools function as high-exposure environments where language learning is optimized through content-project integration. Students in these tracks require student-led, project-oriented frameworks to simultaneously synthesize language	significantly increases students' learning motivation, classroom participation, pear collaboration, and communicative competence in EFL environments. 2. Research by Yulianti & Roza (Yulianti & Roza, 2023), Most students (more than 50%) demonstrate positive perceptions toward PjBL implementation, particularly in topic selection, project development, and final documentation. 3. Research by Irham et al. (2025) (Irham et al. (2025), n.d.) PjBL enhances secondary school students' active engagement, creativity, teamwork, and confidence, while drastically accelerating their English proficiency during project tasks. 4. Research by Syafwa et al. (2025) Syafwa et al. (2025), demonstrates that the implementation of Project-Based Learning successfully improves writing motivation through an

structures, duncational communication skills, and 21st-century competencies (Beckett & Slater, 2020).	active and collaborative learning environment. 5. Research by Ayu et al. (Ayu et al., 2022), PjBL serves as an authentic instructional model that enriches knowledge and language proficiency through meaningful projects while deeply integrating technology and 21st-century skills (4Cs).



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research applied a qualitative approach with a case study design to examine the implementation of Project-Based Learning (PjBL) in English teaching for eleventh-grade students of the Language Department at MAN 1 Banyuwangi. The case study design was selected because the research intends to investigate a specific phenomenon deeply within its natural setting, particularly the application of Project-Based Learning in English classroom practices.

The qualitative approach was considered suitable since the purpose of this study is to explore how the teacher applies Project-Based Learning throughout the teaching and learning activities and how students respond to the use of the approach. Through qualitative research, the researcher is able to obtain detailed information regarding participants' experiences, perceptions, and classroom interactions without emphasizing numerical data or statistical analysis.

The data in this qualitative study were explicitly obtained through direct classroom observations and semi-structured interviews with both the English teacher and eleventh-grade students of the Language Department. Through these two fieldwork methods, the researcher was able to obtain detailed, ono-numerical descriptions regarding participants' real experiences, field perceptions, and live classroom interactions within their natural setting. The open-ended questionnaire was intended to gather students' perspectives, opinions, and experiences related to the implementation of Project-Based Learning in English learning activities. Furthermore, the use of several data collection techniques allowed the researcher to apply data triangulation in order to strengthen the trustworthiness and validity of the research findings.

Faridha (2023), defines qualitative research as a research procedure that produces descriptive data in the form of written or spoken words and observable behaviors. This definition aligns with the present study, as the focus is on describing teaching practices, classroom interactions, and instructional strategies used in Project-Based Learning. Similarly, Dźwigoł (2024) states that qualitative

research seeks to understand social phenomena, perceptions, and human behavior within their natural context rather than through numerical measurement. Therefore, this study attempts to explore the implementation of Project-Based Learning in teaching English to eleventh-grade students of the Language Department at MAN 1 Banyuwangi comprehensively and contextually.

3.2 Location and Time of Research

This research was conducted at MAN 1 Banyuwangi, located in Banyuwangi Regency, East Java. The school was selected as the research site because it implements diverse instructional approaches in English language teaching and provides opportunities for student-centered learning, including the application of Project-Based Learning. In this study, the researcher focused specifically on the eleventh-grade students of the Language Program because the program focuses heavily on the development of communication skills and authentic language utilization in English learning activities.

The research was carried out during the 2025/2026 academic year, in accordance with the English teaching schedule for eleventh-grade students. The data collection took place during regular English learning activities to ensure that the implementation of Project-Based Learning was observed in its natural classroom context. The research period provided the researcher with an opportunity to understand how Project-Based Learning was implemented in English teaching and how students responded to the application of the learning model at MAN 1 Banyuwangi.

3.3 Research Subject

The subjects of this study were the eleventh-grade students of the Language Department at MAN 1 Banyuwangi in the 2025/2026 academic year. The participants were selected purposively because the English teacher implemented Project-Based Learning (PjBL) in the teaching and learning process, which was relevant to the focus of this research.

The selected class consisted of students with diverse learning characteristics and levels of English proficiency. These differences enabled the researcher to explore how students participated in project-based activities, interacted with their peers, and responded to the

implementation of Project-Based Learning during English learning activities.

In addition to the students, this study also involved an English teacher who taught the eleventh-grade Language Department class. The teacher served as the main informant because he implemented Project-Based Learning in the classroom and provided information related to teaching strategies, classroom management, learning activities, and students' participation during the learning process.

Students' responses toward the implementation of Project-Based Learning were obtained through open-ended questionnaires distributed using Google Form. The questionnaire was designed to gather students' opinions, experiences, and perceptions regarding the use of Project-Based Learning in English learning activities. Through these data sources, the researcher was able to gain a deeper understanding of how Project-Based Learning was implemented in the classroom context.

3.4 Informant

Informants in qualitative research are individuals who provide information and data related to the phenomenon being studied. They play an important role in helping the researcher understand participants' experiences, perceptions, and activities within the research setting. According to (Cowley & Kelliher, 2023), informants in qualitative studies are selected based on their involvement and relevance to the focus of the research so that the data obtained can provide meaningful and in-depth understanding.

3.4.1 Student

The main informants in this study were the eleventh-grade students of the Language Department at MAN 1 Banyuwangi who participated in English learning activities through the implementation of Project-Based Learning (PjBL). The students provided information related to their learning experiences, classroom participation, interaction during project activities, and their responses toward the use of Project-Based Learning in English classes.

The students were selected purposively because they were directly involved in project-based learning activities conducted by the

English teacher. Through students' responses obtained from open-ended questionnaires, the researcher explored students' perceptions, opinions, and experiences regarding the implementation of Project-Based Learning in the classroom.

3.4.2 English Teacher

Another informant in this study was the English teacher who taught the eleventh-grade Language Department at MAN 1 Banyuwangi. The teacher became an important informant because he implemented Project-Based Learning during the English teaching and learning process.

Through semi-structured interviews, the teacher provided information about instructional strategies, classroom activities, project implementation procedures, students' participation, and challenges encountered during the learning process. The information obtained from the teacher helped the researcher gain a deeper understanding of how Project-Based Learning was implemented in English learning activities.

3.5 Data and Data Sources

This study utilizes two types of data, namely primary data and secondary data.

3.5.1 Primary Data

Primary data are data obtained directly from the research participants and the actual research setting. In this study, the primary data were collected through classroom observation, semi-structured interviews, and open-ended questionnaires involving the English teacher and eleventh-grade students of the Language Department at MAN 1 Banyuwangi.

Classroom observations are conducted to examine the implementation of Project-Based Learning (PBL) in English learning activities, particularly focusing on teaching procedures, classroom interaction, student participation, and project-based activities during the learning process. Semi-structured interviews with the English teacher were carried out to obtain information regarding teaching strategies, classroom management, project implementation, and challenges faced during the application of Project-Based Learning.

In addition, students' responses were collected through open-ended questionnaires distributed using Google Forms. The questionnaire aimed to explore students' perceptions, experiences, opinions, and responses toward the implementation of Project-Based Learning in English classes. These primary data provided comprehensive information about how Project-Based Learning was implemented and how students responded to its application in the classroom.

3.5.2 Secondary Data

Secondary data in this research refer to contextual academic resources utilized to support the primary empirical evidence. In this study, the secondary data strictly include peer-reviewed journal articles, dynamic theoretical books, and relevant previous studies discussing the overarching framework of Project-Based Learning (PjBL) and English Language Teaching (ELT). These theoretical sources are integrated to enrich, guide, and strengthen the comprehensive qualitative analysis of the primary data gathered directly from the field.

In addition, books, journal articles, and previous studies related to Project-Based Learning, English language teaching, and students' responses toward learning activities were also used as secondary data. These sources were utilized to support, strengthen, and enrich the analysis of the primary data obtained during the research process.

3.6 Data Collection Procedures

In this study, data were collected through two primary field methods: classroom observation and semi-structured interviews. The data collection process was conducted systematically to obtain comprehensive and credible empirical data on the implementation of Project-Based Learning (PjBL) in teaching English to eleventh-grade students in the Language Department at MAN 1 Banyuwangi.

First, classroom observations were conducted to examine how Project-Based Learning was implemented in English learning activities, with a particular focus on teaching procedures, classroom interaction, student participation, and project-based activities. Second, semi-structured interviews were carried out with the English teacher to obtain information regarding teaching strategies, classroom management, project implementation, and challenges encountered

during the learning process. Third, documentation was collected to support and strengthen the data obtained from observations and interviews. In addition, students' responses toward the implementation of Project-Based Learning were gathered through open-ended questionnaires distributed using Google Forms. These procedures were conducted to answer the research questions concerning the implementation of Project-Based Learning and students' responses toward its application in English learning activities.

3.6.1 Interview

Interviews were used to obtain in-depth information regarding the teacher's experiences, perceptions, and strategies in implementing Project-Based Learning in English learning activities. This study employed semi-structured interviews, which allowed the researcher to prepare guiding questions while also giving flexibility for the informant to provide broader explanations related to the research topic.

The interview questions were adapted from several previous studies related to Project-Based Learning and English language teaching. The questions were modified based on the context and objectives of this research. Since the interview guidelines were adapted from relevant theoretical and empirical studies, they did not require statistical validity testing.

In this study, interviews were conducted only with the English teacher because the researcher focused on exploring the implementation of Project-Based Learning from the teacher's perspective. Meanwhile, students' responses and learning experiences were collected through open-ended questionnaires distributed using Google Forms.

Interview Questions for English Teachers

1. What are your reasons for implementing Project-Based Learning in teaching English?
2. How do you implement Project-Based Learning during the teaching and learning process?
3. What types of projects are usually assigned to students in English classes?

4. What challenges do you face when implementing Project-Based Learning in the classroom?
5. How do students respond to the implementation of Project-Based Learning in English learning activities?
6. In your opinion, how does Project-Based Learning help students improve their English learning?

3.6.2 Observation

Observation is a data collection technique in which the researcher systematically observes and records behaviors, activities, and interactions that occur naturally in the research setting in order to understand the implementation of a teaching approach (Formisano et al., 2024). According to Spradley, systematic observation is essential to capture classroom practices and social interactions within educational contexts (Rizal et al., 2023).

In this study, non-participant observation was strictly employed. The researcher did not intervene in the instructional activities but passively observed the English teaching and learning process as it naturally occurred in the eleventh-grade classroom of the Language Department at MAN 1 Banyuwangi. This approach enabled the researcher to record authentic patterns, step-by-step milestones, and actual student responses during the project execution. The observations focused closely on several English learning sessions involving Project-Based Learning activities, including project presentations. All observational data were systematically recorded using structured observational data were systematically recorded using structured observation sheets and detailed field notes.

The observations focused on several English learning sessions involving Project-Based Learning activities, including project planning, task execution, student collaboration, teacher guidance, and project presentation. Particular attention was given to identifying similarities and differences in instructional strategies, student engagement, and learning outcomes between the two departments. All observational data were recorded in detailed field notes to support comparative analysis.

3.7 Data Validity

The methods used to ensure data validity in this study include careful observation and triangulation. Observation plays a crucial role in qualitative research because it allows the researcher to directly

examine teaching practices, classroom interactions, and students' participation during the implementation of Project-Based Learning (PBL). Through systematic and continuous observation, the researcher is able to capture authentic classroom situations and interpret them into meaningful data.

In validating the data, careful observation involves identifying consistent patterns related to the teacher's instructional practices and students' learning experiences. According to Marlina et al. (2025), triangulation is a technique used in qualitative research to examine the consistency and reliability of data by comparing information obtained from various sources and methods. Furthermore, Donkoh and Mensah (2023) explain that triangulation can be categorized into several forms, such as source triangulation and technique triangulation.

3.7.1 Source Triangulation

Source triangulation was conducted by checking and confirming information obtained from different data sources (Schlunegger et al., 2024). In this study, the researcher compared information collected from the English teacher perspectives during the interviews with the experiential insights and responses gathered directly from the eleventh-grade students of the Language Department during their respective interviews. Cross-examining these distinct data sources ensured the consistency, multi-perspective credibility, and trustworthiness of the data regarding the implementation of Project-Based Learning.

3.7.2 Technique Triangulation

Technique triangulation was applied by utilizing data collection techniques to cross-examine the same phenomena, namely, classroom observation and semi-structured interviews. Observation was conducted to examine the live, real-time classroom activities and the step-by-step PjBL stages directly. Meanwhile, semi-structured interviews were deployed to obtain in-depth, reflective qualitative information from both the teacher and the students. Comparing the empirical data captured during classroom observations with the verbal expressions gathered from the interviews helped eliminate subjective bias and fundamentally strengthened the validity and reliability of the research data.

3.8 Data Analysis

This study applies an interactive qualitative data analysis model This study applies an interactive qualitative data analysis model consisting of three main steps: data reduction, data presentation, and conclusion drawing. Data collected from classroom observations, interviews, field notes, and documentation of students' project work are systematically organized to obtain a clear understanding of how Project-Based Learning is implemented as an English teaching approach in the Language Department

3.8.1 Data Reduction

Data reduction involves selecting, focusing, and simplifying data that are relevant to the research questions. In this stage, the researcher identifies key information related to the implementation of Project-Based Learning, such as instructional strategies, student participation, collaboration, project execution, and learning outcomes. Data that are irrelevant or repetitive are reduced to sharpen the focus of the analysis. This process occurs continuously throughout the data collection and analysis stages.

3.8.2 Data Presentation

After data reduction, the data are presented in organized forms such as narrative descriptions, tables, and thematic categorizations. Data presentation aimed to facilitate the researcher in understanding and interpreting the findings related to the implementation of Project-Based Learning in English learning activities.

At this stage, the researcher organized the findings from classroom observations, teacher interviews, students' responses through open-ended questionnaires, and documentation into several themes related to instructional practices and students' learning experiences. Through this process, the researcher was able to describe how Project-Based Learning was implemented and how students responded to the learning activities within the Language Departments class.

As an operational summary for the reader, the following table presents the operational indicators of Laverick (2018) PjBL milestones, which serve as the analytical foundation for the this research:

Table 2.1.3: Indicators of PjBL Implementation Based on Laverick (2018)

PjBL Stages (Indicators)	**Core Teacher and Students Activities**
Initiation	Distrubution of assignment sheets, explicit explanation of evaluation rubrics, and delineation of long-term project objectives.
Recursive Process	Interactive idea-brainstorming activities and critical analysis of product exemplars (model text analysis) to provide guidance.
Workshop Time	Collaborative group work, provision of immediate facilitator feedback by the teacher, and the delivery of just-in-time mini-lessons.
Publication	Formal presentation of final deliverables to a public audience to practice authentic English oral production (speaking skills).
Reflection	Comprehensive self-and peer-evaluation regarding the learning process, linguistic mastery, and collaborative teamwork skills.

3.8.3 Conclusion Drawing

Conclusion drawing and verification constitute the final stage of the interactive data analysis model, wherein the researcher extracts meaning from the systematically processed data. As posited by Miles, Huberman, and Saldana (2020), initial conclusions in qualitative research are inherently tentative, fluid, and open to continuous refinement as deeper empirical evidence emerges in the field. Therefore, the conclusions in this study were not merely formulated at the end of the research lifecycle but were iteratively verified throughout the ongoing data collection and reduction processes to ensure their robustness and credibility.

In this study, final conclusions were derived by identifying, conceptualizing, and validating consistent thematic patterns generated across multiple data strands: classroom observations, semi-structured teacher interviews, open-ended student questionnaires, and instructional documentation. These systematically verified conclusions provide an exhaustive narrative explanation regarding the qualitative operationalization of Project-Based Learning (PjBL) in English language instruction and capture the nuanced psychological and behavioral responses exhibited by the eleventh-grade students of the Language Department at MAN 1 Banyuwangi.

Ultimately, the entire data analysis trajectory in this research was deliberately engineered to provide a context-specific, multi-dimensional, and deep qualitative understanding of project-oriented language pedagogy within a specialized secondary educational stream. By synthesizing empirical data extracted from diverse qualitative instruments, the researcher was equipped to interpret the field findings comprehensively, draw reliable conclusions, and systematically contextualize them within the contemporary theoretical frameworks and empirical benchmarks established in the existing literature.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Finding

This section presents the descriptive data and empirical findings gathered directly through field observations, interviews, and documentation during the implementation of the research at MAN 1 Banyuwangi.

4.1.1 Field Data Overview

This research was undertaken at MAN 1 Banyuwangi, a state Islamic senior high school administered under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia. Situated on Jalan Ikan Tengiri No. 02, Sobo, Banyuwangi, East Java, the institution holds an institutional "A" accreditation status. This prestigious rating underscores the school's strict compliance with national educational standards, particularly encompassing institutional management, curriculum delivery, pedagogical efficacy, and the fulfillment of educational infrastructure. As a prominent Islamic educational institution in Banyuwangi Regency, MAN 1 Banyuwangi is profoundly committed to balancing academic distinction with the cultivation of religious values and character development among its students.

The optimization of instructional transformation at MAN 1 Banyuwangi is heavily supported by well-equipped, representative classroom facilities. Based on field observations, each classroom integrates technology-driven instructional media, including multimedia projectors, high-speed wireless internet access (Wi-Fi), laptops, and various supporting digital learning resources. The presence of this modern infrastructure provides crucial pedagogical support for the operationalization of the Project-Based Learning (PjBL) framework. Such technological accessibility effectively stimulates students to engage actively in information gathering, digital project construction, collaborative group work, and formal classroom presentations (Gunadi et al., 2022).

The primary participants of this study comprised eleventh-grade students from the Language Department at MAN 1 Banyuwangi during the 2025/2026 academic year, totaling 26 students (consisting

of 11 male and 15 female students). The selection of these participants was purposively predicated upon their direct involvement in an English learning environment that integrates the PjBL methodology. The unique academic orientation of the Language Department offers an expansive environment for communicative interactions and the acceleration of linguistic proficiency, particularly within the domain of oral production (speaking). The instructional lifecycle was facilitated by Mr. A professional educator boasting over two decades of teaching experience, including an eleven-year tenure at MAN 1 Banyuwangi.

In terms of institutional academic policy, MAN 1 Banyuwangi has successfully implemented the Merdeka Curriculum, which champions a student-centered learning paradigm designed to foster critical twenty-first-century competencies. Through this curricular orientation, learners are dynamically driven to sharpen their critical thinking, creativity, communication, collaboration, and autonomous learning capabilities. English instruction at this level is aligned systematically with the Learning Outcomes (*Capaian Pembelajaran*) formulated for Phase F. The core ethos of the Merdeka Curriculum exhibits a strong theoretical synergy with the structural characteristics of PjBL; both frameworks concurrently reinforce student-led knowledge construction through active participation, collaborative teamwork, and authentic problem-solving exercises.

The implementation of English instructional MAN 1 Banyuwangi is also supported by qualified and experienced teaching staff. One of the English teachers involved in this study was Mr. A who has more than two decades of teaching experiences in various educational institutions. Having taught at MAN 1 Banyuwangi for approximately eleven years, he prossesses extensive professional instructional approaches. His teaching experiences provide valuable support for the implementation of Project-Based Learning in the classroom.

4.1.2 Field Data Verification

4.1.2.1 Implementation of Project-Based Learning (PjBL) on English Language Instruction

To investigate the implementation of Project-Based Learning (PjBL) in English language instruction at MAN 1 Banyuwangi, the

researcher gathered data through interviews and classroom observations. The detailed data from these methods are presented in the following tables:

Interview results table:

No.	Qustions	Teacher's Responses
1.	How do you introduce this project for the first time so that students are immediately interested and understand its objective?	I introduce the project in a simple way by using words that are easy for students to understand so that they are interested. One of the strategies is by using appropriate learning media so they can easily comprehend the project's objective. It can be delivered through task sheets.
2.	When students start discussing to find ideas, how do you guide them so their ideas are creative and they do not just copy others?	We guide the students by approaching them and observing what is being discussed within each group one by one. Therefore, when there are indications that students want to look at or copy their peers' work, we can still handle and prevent it. When they face problems, we continuously provide constructive inputs to facilitate them in carrying out the activity smoothly.
3.	What role do you usually play in the classroom when students are busy working in groups?	We observe the classroom layout. If the students can be observed discussing properly, and to ensure they do not fool around, they can also ask questions whenever a problem arises. So, we closely monitor every student engaged in the activity to ensure they perform it correctly. We step in to help when they face obstacles; however, if they can already discuss effectively with their peers without involving the teacher, we simply keep monitoring the ongoing activity.

4.	How do you facilitate students to showcase or present their final work?	Once the group discussion is fully completed, we call upon a representative from each group to come forward and present their respective discussion results. Afterwards, if there are other groups who wish to ask questions or give feedback, we welcome them to do so.
5.	After the entire project series is completed, how do you encourage students to evaluate their learning experience?	We conduct a thorough evaluation within the activity by providing a comprehensive conclusion to the students and objectively conveying their shortcomings. Furthermore, if there is certain material that needs to be added, we supplement it so they become more experienced and knowledgeable regarding what they have discussed. We affirm that their work is already good, but if there are still flaws in their discussion, we inform them so they can improve their way of discussing and evaluating in the future.
6.	Do you usually emphasize reflection on the "grades/results" or the "learning process"?	Personally, I highly emphasize the process rather than the final results, because results cannot guarantee anything. Therefore, I focus on how actively the students participate in the learning process. I truly appreciate their active process even if they end up receiving a lower score. Conversely, when a student does not follow the process properly, I must thoroughly evaluate and correct what they have worked on.

Table of Observation Results:

PjBL Stages (Laverick)	**Description of Teacher & Student Actions (What was observed?)**	**Researcher's Reflection (Initial Impression/Analysis)**
Initiation *(Assignment & rubric delivery)*	The researcher observed the teacher opening the project-based learning session with a very simple delivery. The teacher carefully chose words that were easy to understand for the students in that class. To attract students' attention, the teacher distributed assignment sheets while simultaneously presenting relevant instructional media as an initial stimulus. Students appeared highly enthusiastic, paid close attention to the teacher's explanation, and began to understand the ultimate goals of the project they were about to undertake.	The initial project introduction ran effectively. The teacher's strategy of using down-to-earth, accessible language (instead of overly theoretical terms) combined with visual media and assignment sheets successfully eliminated students' confusion, allowing them to instantly focus on the project's objective.
Recursive Process *(Brainstorming & product sample analysis)*	As students entered the brainstorming and idea-seeking phase, the researcher noted that the teacher started circulating the classroom to approach each group individually. The teacher verified the flow of the discussion and directed students to remain	The teacher acted as a highly preventive facilitator. The interpersonal approach utilized by the teacher in visiting each group's table was excellent for minimizing peer plagiarism and effectively stimulating a more

	focused on developing their own group's ideas. When there were indications of students trying to merely copy or duplicate another group's work, the teacher immediately provided an educational intervention. The teacher provided constructive input and prompting questions to help students expand their original ideas.	creative brainstorming process.
Workshop Time *(Group discussion & teacher feedback)*	The researcher observed that students were deeply engaged and busy working within their respective groups. The teacher remained physically active, moving around to monitor the discussion progress in every corner of the classroom to ensure that no students were playing around or off-task. The teacher granted autonomy to the students if their peer discussion ran smoothly. However, whenever a group encountered obstacles or problems, the teacher immediately stepped in to provide technical assistance and feedback to get their activity back on the right track.	A healthy balance between student independence and teacher guidance was successfully maintained. The teacher did not dominate the classroom dynamic; instead, space was given for students to troubleshoot problems independently first, while the teacher remained siaga (ready) to provide feedback when necessary.

Publication *(Product presentation to the audience)*	After the group activities were concluded, the researcher observed the teacher leading the formal presentation session. The teacher called upon representatives from each group alternately to step forward and present the final results of their project work. Furthermore, the teacher facilitated a question-and-answer session by inviting students from other groups to propose questions or offer constructive feedback.	The publication stage was carried out interactively. The teacher successfully fostered a communicative classroom environment by training students' public speaking courage and opening up an active academic discussion space between groups.
Reflection *(Evaluation of the learning process)*	At the end of the entire project cycle, the teacher gathered all students to conduct a joint evaluation. The teacher delivered a comprehensive conclusion, highlighted specific areas of shortcomings objectively, and added extra material deemed necessary to deepen and expand the students' insights. The teacher motivated the students by praising their final products, while explicitly advising them that in the future, they must prioritize the	The reflection conducted by the teacher was highly comprehensive due to its process-oriented nature. The teacher valued the students' effort and active participation in learning far more than just the end result, which is highly beneficial for cultivating a growth mindset among the students.

	importance of active engagement in the process over mere final numerical scores.	

Based on the field data verification gathered through in-depth interviews with Mr. A and intensive classroom observations in the Language Department at MAN 1 Banyuwangi, it was revealed that the implementation of PjBL structurally followed the five pedagogical stages adapted from Laverick's (2018) framework. The detailed findings based on these indicators are delineated as follows:

1. **Initiation:** During this initial phase, the researcher observed that Mr. A opened the instructional session with a highly simple and adaptive delivery tailored to the eleventh-grade students' proficiency level. The teacher introduced the project using easily comprehensible language to ensure students did not feel intimidated by the task's complexity. To promote task transparency, the teacher distributed assignment sheets and evaluation rubrics, while simultaneously presenting relevant instructional media as an initial stimulus. Observation results indicated that the students were highly enthusiastic and immediately grasped the final objectives of the project they were about to undertake.
2. **Recursive Process Stage:** Throughout this stage, activities were heavily focused on brainstorming ideas and developing original concepts. The researcher noted that Mr. A acted as a preventive facilitator by circulating the classroom and approaching each group individually to monitor their discussion progress. Whenever there were indications of students tending to replicate or copy another group's ideas, the teacher immediately provided an educational intervention by delivering constructive feedback and prompting questions to expand the students' original ideas. This interpersonal approach proved highly effective in minimizing peer plagiarism and fostering the students' creative autonomy.
3. **Workshop Time Stage:** In this core phase, students were deeply engaged in collaborative group work to construct their project deliverables. The classroom dynamic demonstrated a

healthy balance between student autonomy and teacher guidance. Mr. A remained physically active, moving around to monitor the discussion progress in every corner of the classroom to ensure that no students were off-task or fooling around. Although students were encouraged to troubleshoot and solve problems independently with their peers, the teacher remained fully accessible to provide technical assistance and just-in-time feedback whenever a group encountered unresolved bottlenecks.

4. **Publication Stage:** This stage was managed interactively through formal product presentations in front of the class. Once the group discussions and project construction were finalized, the teacher called upon representatives from each group alternately to present their final deliverables. Mr. A then facilitated a question-and-answer session by inviting students from other groups to propose questions or offer constructive feedback. The publication stage successfully fostered a highly communicative learning environment, trained the students' public speaking courage, and stimulated cross-group academic discussions.
5. **Reflection Stage:** The project cycle concluded with the reflection stage through a comprehensive, process-oriented evaluation. The teacher gathered all students to deliver a holistic summary, objectively highlighted areas for improvement, and added supplementary materials to enrich the students' knowledge and insights. In terms of assessment, Mr. A explicitly emphasized that he prioritized the students' active engagement and learning process over mere final numerical scores. By appreciating the students' hard work and encouraging them to continuously refine their collaboration skills, the teacher successfully instilled a growth mindset within the classroom.

4.1.2.2 Student Responses to the Implementation of Project-Based Learning (PjBL)

To understand the students' real perspectives, psychological engagement, and personal attitudes toward the integration of Project-Based Learning (PjBL) in English instruction. Semi-structured interviews were conducted with representative students of the eleventh-grade Language Department. The qualitative insights

gathered from the students are summarized in the descriptive table below:

Table of student survey results:

No	Questions	Students' Responses/Description
1.	How do you feel about learning English through this project compared to your usual way of learning?	12 students gave positive responses (exciting, enjoyable, interactive, and not boring), 2 students answered "fairly good/average," and 1 student provided a mixed response (enjoying the project but feeling overwhelmed by too many project tasks from various subjects).
2.	During group work, how did you reconcile different ideas to complete the project?	12 students mentioned discussion, communication, deliberation, or brainstorming as the primary ways to synthesize ideas. 2 students tended to follow members who were considered more capable leaders. 1 student stated that combining group ideas was easy because they shared the same perspective.
3.	What is your opinion on the freedom to choose the project product format (video/poster/script) given by the teacher?	All 15 students gave positive responses regarding the freedom to choose the project product format. No students provided a negative response.
4.	Which part of this project helped you the most in improving your English skills (such as speaking, writing, or vocabulary building)?	7 students mentioned speaking, 7 students mentioned vocabulary building, 2 students mentioned writing skills, and 1 student highlighted an increase in self-confidence during the presentation.
5.	What was the biggest challenge you faced while working on this project, and how did you and your team overcome it?	10 students stated they did not experience any significant difficulties. 3 students faced constraints in the form of differing opinions within the group. 2 students experienced difficulties in using English, particularly in speaking and

		vocabulary selection. 1 student mentioned the difficulty of verifying information from AI.

Based on the empirical data gathered from the student survey displayed in Table 4.3, the eleventh-grade Language Department students exhibited highly favorable responses and positive psychological engagement toward the implementation of Project-Based Learning (PjBL) in their English language instruction. Regarding their comparative learning experiences, an overwhelming majority of the students (12 out of 15) emphasized that the project-based approach was significantly more exciting, enjoyable, and interactive than traditional, teacher-centered methodologies, which effectively mitigated classroom boredom. Only a minimal fraction of the cohort expressed neutral or mixed sentiments, with two students assessing the experience as fairly average, and one student noting a sense of academic fatigue due to a high volume of concurrent project assignments across various school subjects.

In terms of collaborative dynamics and problem-solving within group tasks, the students demonstrated robust interpersonal communication and peer synergy. Twelve students explicitly identified structured discussions, mutual consultations, and brainstorming sessions as their primary mechanisms for reconciling divergent viewpoints and synthesizing creative concepts. While two students preferred adopting a passive follower role under more capable peer leaders, another student highlighted that consensus was effortlessly achieved due to shared cognitive perspectives within their specific group. Furthermore, the pedagogical autonomy granted by the teacher regarding the freedom to select final product formats—such as videos, posters, or dramatic scripts—was universally and enthusiastically endorsed by all 15 participants, yielding a zero-percent negative response rate. This indicates that providing learner autonomy effectively maximizes academic motivation and ownership over the learning process.

From a linguistic development standpoint, the PjBL framework yielded substantial perceived improvements across the students'

macro-skills and micro-linguistic competencies. The survey revealed a balanced distribution of perceived benefits, where seven students identified speaking proficiency as their most improved domain, and another seven highlighted rapid vocabulary-acquisition. Additionally, two students acknowledged marked improvements in their English writing skills, while one student particularly emphasized a notable boost in self-confidence when delivering formal public presentations before an audience.

Conversely, while the majority of the students (10 individuals) reported encountering no structural or operational obstacles during the project execution, the survey successfully captured nuanced micro-challenges within the classroom environment. These challenges primarily included internal ideological friction or differing opinions among group members (reported by 3 students), and linguistic barriers concerning oral production and vocabulary selection (reported by 2 students). Interestingly, one student identified a modern digital literacy challenge involving the difficulty of verifying and cross-checking the accuracy of information retrieved from Artificial Intelligence (AI) tools during their independent research phase. Collectively, these findings demonstrate that while PjBL effectively drives communicative competence and student agency, it also introduces vital collaborative and technological problem-solving opportunities that enrich the overall language learning landscape.

4.2 Discussion

Based on the research findings at MAN 1 Banyuwangi, the implementation of Project-Based Learning (PjBL) in English language instruction has been executed systematically. This section discusses these findings in relation to the core theory proposed by Laverick (2018) and relevant previous empirical studies.

The implementation of PjBL stages by the teacher at MAN 1 Banyuwangi demonstrates a profound alignment with the framework advanced by Laverick (2018). The teacher consistently applied the five recursive stages, ranging from the initiation phase with transparent distribution of tasks and rubrics to the final reflection stage that prioritizes the learning process. The teacher's practice of providing direct guidance and educational interventions during group discussions

directly mirrors the concept of Workshop Time and the delivery of just-in-time feedback emphasized in Laverick's literature. By positioning himself as an active facilitator who continuously circulates the classroom, the teacher successfully transformed the learning environment from teacher-centered to student-centered, wherein English is utilized as a pragmatic communicative tool to accomplish the project rather than merely a subject for rote memorization.

The findings regarding the efficacy of PjBL steps in the field are strongly supported by various previous studies. The shift in classroom dynamics toward a more active and collaborative atmosphere at MAN 1 Banyuwangi closely aligns with a study by Irham et al. (2025), which posits that PjBL significantly enhances student engagement through authentic tasks. Furthermore, the teacher's role as a facilitator who delivers personalized guidance to each group reinforces the findings of Yulianti and Roza (2023) concerning the importance of educator support in maintaining project focus to ensure alignment with instructional objectives. The implementation within this madrasah demonstrates that a structured yet flexible environment encourages students to independently construct knowledge—a phenomenon also identified in Wulandari's (2022) research, where PjBL was proven to bridge students' academic needs with practical English competencies.

The students' positive responses toward the PjBL model in the eleventh-grade Language Department at MAN 1 Banyuwangi provide empirical validation for the learner autonomy theory in Laverick's (2018) book. Students reported feeling excited, enthusiastic, and engaged because they were granted the freedom to select their final product formats, such as creating a Spotify playlist or a video tutorial. According to Laverick (2018), offering choices to students is a pivotal element that sparks a sense of ownership over their assignments, which is considerably more effective than using conventional worksheets. The responses of students who felt more valued and independent demonstrate that the autonomy delegated by the teacher successfully lowered their affective filters, thereby minimizing psychological barriers to utilizing English through a process of creative exploration.

More broadly, these positive responses and the increase in students' self-confidence at MAN 1 Banyuwangi are highly consistent

with previous research outcomes at the secondary school level. The finding that students felt more confident speaking in public after delivering project presentations reinforces the results of Wulandari's (2022) study, which recorded significant improvements in speaking confidence. The interactive and exciting classroom atmosphere also resonates with the report by Irham et al. (2025), indicating that PjBL generates higher learning enthusiasm compared to conventional lecturing methods. Furthermore, the success of group collaboration in synthesizing diverse ideas in the field supports the findings of Syafwa et al. (2025), which showed that a supportive PjBL environment assists students in improving vocabulary mastery and grammar through peer feedback. Despite the presence of challenges related to time management, the overall responses of the students confirm that PjBL is an effective model to optimize learner autonomy and linguistic competence within a madrasah environment.

CHAPTER V

CLOSING

5.1 Conclusion

Based on the empirical data analysis and comprehensive discussion regarding the implementation of Project-Based Learning (PjBL) in English instruction at MAN 1 Banyuwangi, it can be concluded that this pedagogical model was operationalized systematically and adaptively. Mr. A consistently applied the PjBL framework through five recursive stages encompassing initiation, the recursive process, workshop, publication, and final reflection phases. Through the facilitative approach he developed, the teacher's role was successfully transformed from a one-way information transmitter into a dynamic mentor and workflow coordinator. Furthermore, the evaluation mechanisms deployed by the educator heavily prioritized process-oriented evaluation and active student engagement throughout the group dynamics, rather than merely assigning rigid summative grades to the final product outcomes.

In alignment with the efficacy of this implementation, the responses demonstrated by the eleventh-grade students of the Language Department were highly positive and enthusiastic. The application of this project-based learning method successfully rejuvenated the classroom atmosphere into an interactive, engaging, and communicative instructional space, thereby effectively eliminating the conventional monotony often associated with rote foreign language learning. The absolute flexibility and autonomy delegated by the teacher in determining the final product format—such as digital video tutorials, Canva infographic posters, or Spotify playlists—profoundly enhanced learner autonomy while simultaneously stimulating collective creative thinking tailored to the specific needs and characteristics of each group.

5.2 Research Implications

The empirical findings of this study carry valuable scientific implications within the landscape of English as a Foreign Language (EFL) instruction. Theoretically, the successful implementation of PjBL

at this Islamic secondary school reinforces the contemporary relevance of Constructivist Learning Theory and learner autonomy models. The field data explicitly demonstrates that the internalization of foreign language competence occurs profoundly when knowledge is actively constructed by students through authentic experiences, independent problem-solving, and meaningful social collaboration, confirming that learner agency flourishes optimally when substantial room is provided for students to exercise control over their academic deliverables. Practically, the PjBL model incorporating a flexible product scheme proves to be an effective catalyst for contextual vocabulary enrichment. The intensive verbal interactions during project development and subsequent public presentation phases are also proven to lower students' affective filters, thereby bolstering speaking confidence and refining writing fluency and precision in constructing functional texts.

5. 3 Research Limitations

Although the entire course of this research was carefully designed and executed to achieve optimal results, the researcher identified several field constraints and tactical limitations that were unavoidable during the data collection process. The first hurdle relates to technical technology, wherein a digital constraint was found in the form of "hallucinations" or factual inaccuracies in linguistic data generated by Artificial Intelligence (AI) platforms during the students' independent research phases. The second constraint stemmed from internal group dynamics, particularly regarding the prominent English proficiency gap among team members. In several instances, these disparities in working rhythm and comprehension triggered an inequitable distribution of labor, where students with higher language competencies tended to dominate the project completion process, while others faced challenges in contributing equitably.

5.4 Suggestion

Based on the conclusions and limitations outlined above, the researcher offers several constructive recommendations to the relevant educational stakeholders involved in this study.

5.4.1 For the Teachers

It is highly recommended for English teachers to sustain the instructional policy of granting product flexibility, as it fundamentally drives the students' intrinsic motivation and creative expression.

However, this autonomy must be paired with more intensive teacher scaffolding and explicit digital literacy guidelines. Teachers need to actively supervise and evaluate students' interaction with generative AI tools during the project lifecycles, ensuring that learners are equipped with the critical thinking skills necessary to detect and filter out inaccurate or "hallcinated" linguistic data before integrating it into their final deliverables.

5.4.2 For the Students

Students are strongly encouraged to actively enhance their digital literacy and critical thinking skills, particularly when utilizing Artificial Intelligence platforms as supplementary learning tools. They should develop the habit of consistently cross-checking, validating, and verifying any AI-generated linguistic data with reliable academic sources, standard dictionaries, or the teacher's guidance. Furthermore, regarding group dynamics, students should foster open communication, empathy, and collective responsibility to bridge the English proficiency gaps within their teams, thereby ensuring a more equitable distribution of workload and a genuinely collaborative learning experience.

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APPENDICES

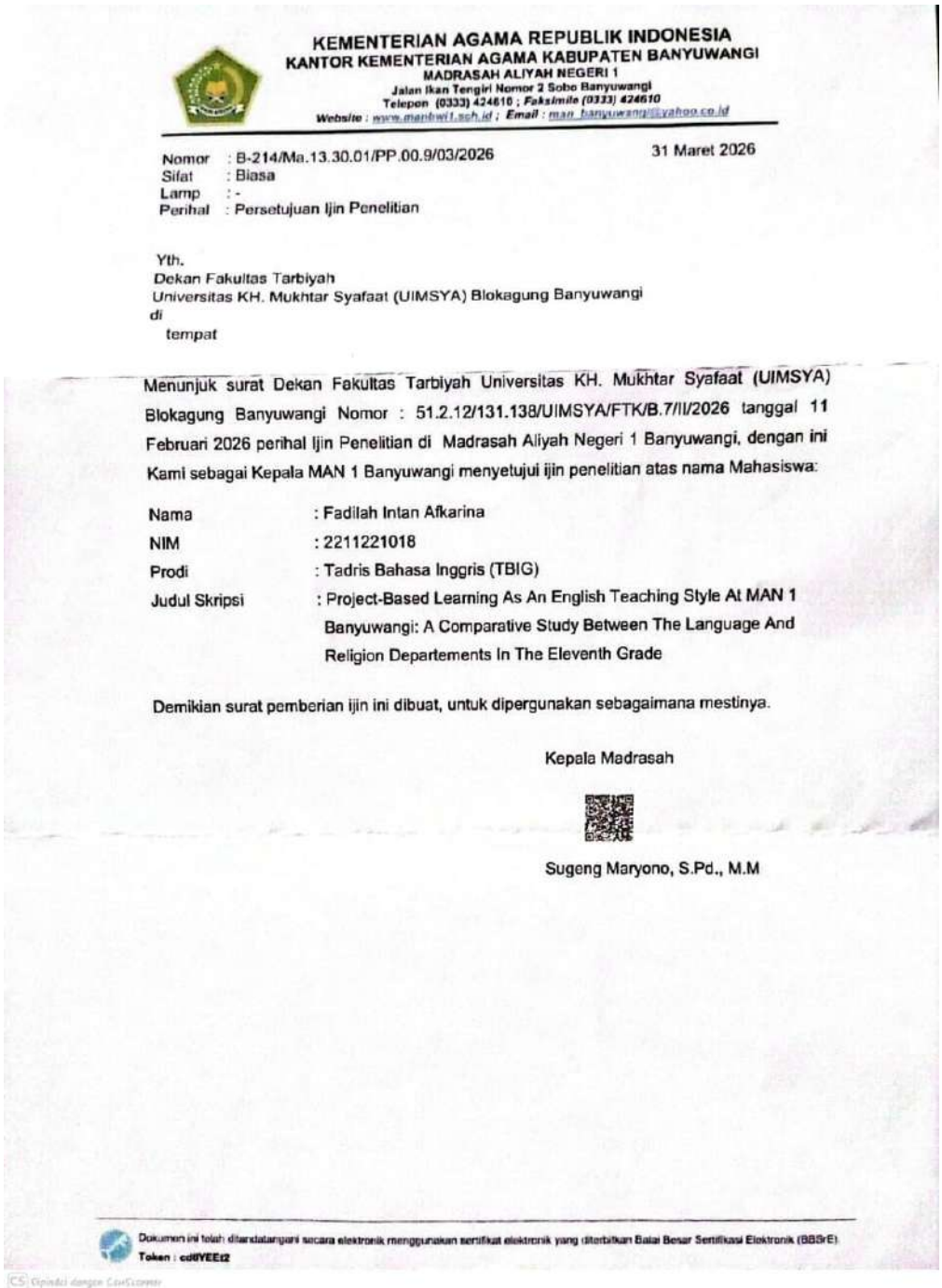
APPENDIX 1: Guidance Card

NIM	2211221018
NAMA	FADILAH INTAN AFKARINA
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20252
JUDUL	THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN ENGLISH TEACHING: A CASE STUDY AT MAN 1 BANYUWANGI



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20252	09 Juni 2026	09 Juni 2026	Acc	16
2	20252	01 Juni 2026	01 Juni 2026	bab 5	15
3	20252	25 Mei 2026	25 Mei 2026	bab 4	14
4	20252	05 Mei 2026	05 Mei 2026	analisis data	13
5	20252	20 April 2026	20 April 2026	mengumpulkan data	11
6	20252	10 Maret 2026	10 Maret 2026	menyusun instrument	10
7	20252	28 Februari 2026	28 Februari 2026	revisi bab 1-3	10
8	20252	01 Februari 2026	01 Februari 2026	Revisi bab 1-3	9
9	20251	08 Januari 2026	13 Januari 2026	data and source	revisi
10	20251	03 Januari 2026	05 Januari 2026	previous study	revisi
11	20251	31 Desember 2025	02 Januari 2026	research method	revisi
12	20251	29 Desember 2025	30 Desember 2025	pembahasan	revisi
13	20251	24 Desember 2025	26 Desember 2025	introduction	revisi
14	20251	03 Desember 2025	03 Desember 2025	judul dan outline	acc outline
15	20251	26 November 2025	27 November 2025	Bimbingan Outline	Revisi
16	20251	22 November 2025	22 November 2025	Konsultasi judul	Revisi

APPENDIX 2: Certificate of Having Conducted Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI
MADRASAH ALIYAH NEGERI 1
Jalan Ikan Tengiri Nomor 2 Sobo Banyuwangi
Telepon (0333) 424610 ; Faksimile (0333) 424610
Website : www.man1wit.sch.id ; Email : man_banyuwangi@yahoo.co.id

Nomor : B-214/Ma.13.30.01/PP.00.9/03/2026 31 Maret 2026
Sifat : Biasa
Lamp : -
Perihal : Persetujuan Ijin Penelitian

Yth.
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Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi
di
tempat

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Nama	: Fadilah Intan Afkarina
NIM	: 2211221018
Prodi	: Tadris Bahasa Inggris (TBIG)
Judul Skripsi	: Project-Based Learning As An English Teaching Style At MAN 1 Banyuwangi: A Comparative Study Between The Language And Religion Departements In The Eleventh Grade

Demikian surat pemberian ijin ini dibuat, untuk dipergunakan sebagaimana mestinya.

Kepala Madrasah

Sugeng Maryono, S.Pd., M.M

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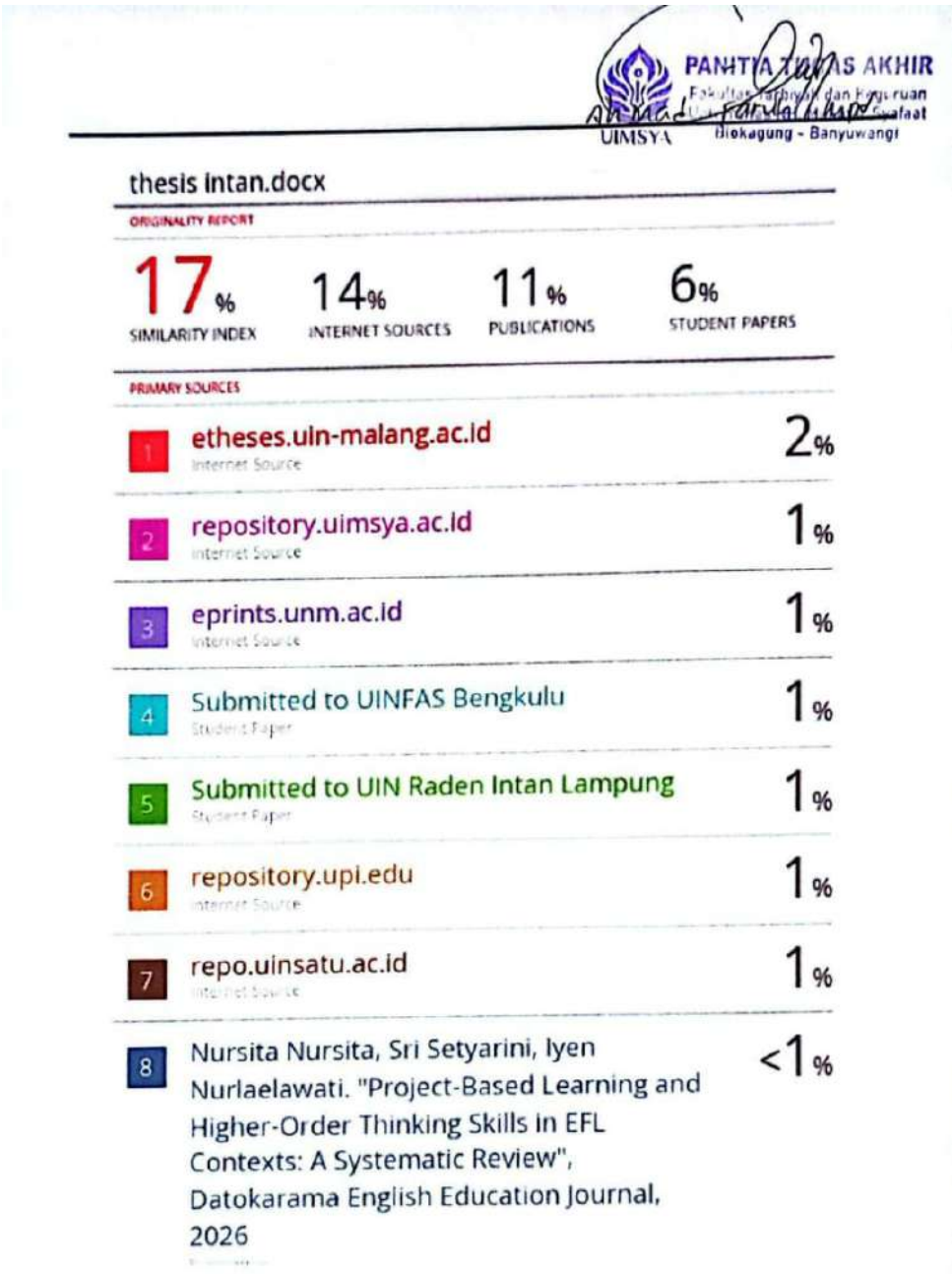

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APPENDIX 4: Thesis Examination Report

UNIVERSITAS KH. MUKHTAR SYAFAAT
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UIMSYA

BERITA ACARA UJIAN TUGAS AKHIR
FAKULTAS TARBIYAH DAN KEGURUAN

Pada hari ini ...SELASA.....Tanggal ...23.....Bulan ...JUNI..... Tahun Dua Ribu Dua Puluh Enam. Tim Penguji Tugas Akhir Fakultas Tarbiyah dan Keguruan telah menguji Skripsi/Artikel/Buku saudara/i :

Nama : Fadilah Intan Afkarina
NIM : 2211221018
Prodi : Tadris Bahasa Inggris (TBIG)
Judul Tugas Akhir : THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING ENGLISH : A CASE STUDY AT MAN 1 BANYUWANGI

Berdasarkan proses dan hasil ujian, tim penguji berkesimpulan bahwa mahasiswa tersebut :

LULUS / ~~TIDAK LULUS~~

dengan ketentuan:

- [x] Revisi
- [ ] Tanpa Revisi
- [ ] Menempuh Ujian Ulang

Blokagung , ...23... Juni 2026

Ketua Penguji	Penguji I	Penguji II
AHMAD FAROK, M.Pd.	MOH. MAHMUD, M.Pd.	ADIB AHMADA, M.Pd.

Mengetahui,
Dekan

Dr. Zulfi Zumala Dwi Andriani, S.S., M.A.
NIPY. 3150722128401

Catatan :

1. Jika Revisi,
   Batas akhir pengumpulan hasil revisi pada tanggal ...30...JULI..... 2026
2. Jika Ujian Ulang
   Pelaksanaan ujian ulang pada tanggal : 2026

APPENDIX 5: Research Documentation



Picture 1. Interview with the English Teacher of XI Language MAN 1 Banyuwangi



Picture 2. Classroom Observation



Picture 3. Class of XI Language MAN 1 Banyuwangi

Appendix 6: Interview Guidelines

Research Title: The Implementation of Project-Based Learning in Teaching English: A Case Study at MAN 1 Banyuwangi

Purpose of Interview:

To obtain in-depth and descriptive information regarding the procedural steps of implementing Project-Based Learning (PjBL) and to explore the authentic learning experiences and responses of the students.

Type of Interview: Semi-structured Interview

Participants: An English teacher and representative eleventh-grade students of the Language Department at MAN 1 Banyuwangi

Place: MAN 1 Banyuwangi

Interview: Fadilah Intan Afkarina

A. Interview Guidelines for Students

1. How do you feel about learning English through this project compared to your usual way of learning?
2. During group work, how did you reconcile different ideas to complete the project?
3. What is your opinion on the freedom to choose the project product format (video/poster/script) given by the teacher?
4. Which part of this project helped you the most in improving your English skills (such as speaking, writing, or vocabulary building)?
5. What was the biggest challenge you faced while working on this project, and how did you and your team overcome it?

B. Interview Guidelines for Teacher

1. How do you introduce this project for the firs time so that students are immediately interested and understand its objective?
2. When students start discussing to find ideas, how do you guide them so their ideas are creative and they do not just copy others?

3. What role do you usually play in the classroom when students are busy working in groups?
4. How do you facilitate students to showcase or present their final work?
5. After the entire project series is completed, how do you encourage students to evaluate their learning experience?
6. Do you usually emphasize reflection on the "grades/results" or the "learning process"?

Appendix 6: Interview Transcripts

A. Interview Transcript with Students

Participant: Student 1 (S1)

Researcher: How do you feel about learning English through this project compared to your usual way of learning?

S1: It's quite good.

Researcher: During group work, how did you reconcile different ideas to complete the project?

S1: We looked for the main arguments first.

Researcher: What is your opinion on the freedom to choose the project product format given by the teacher?

S1: I think it is good.

Researcher: Which part of this project helped you the most in improving your English skills?

S1: It was fine, it helped generally.

Researcher: What was the biggest challenge you faced, and how did you overcome it?

S1: Just the usual things, nothing too difficult.

Participants: Student 2 (S2)

Researcher: How do you feel about learning English through this project?

S2: It is exciting and more interactive.

Researcher: How did your group manage different ideas?

S2: We created a clear framework, used open discussions or brainstorming, found common ground, and then agreed on a final decision.

Researcher: What do you think about the freedom ro choose the project product?

S2: This approach is brilliant because it accommodates diverse learning styles-visual, auditory, or kinesthetic. It increases intrinsic motivation through a sense of ownership.

Researcher: Which part helped your English skills the most?

S2: It helped me sharpen various aspects, especially vocabulary, understanding contextual grammar, and writing flexibility.

B. Interview Transcript with Teacher

Participant: English Teacher

Researcher: How do you introduce this project for the first time so that students are interested?

Teacher: I introduce it in a simple way using easy-to-understand words. I also use appropriate learning media and task sheets so they understand the objectives quickly.

Researcher: When students discuss ideas, how do you guide them to be creative and not just copy others?

Teacher: I approach each group one by one to see what they are discussing. If I see signs of copying, I can handle it immediately. I also provide constructive input if they face problems.
Researcher: What is your usual role when students are busy in groups?

Teacher: I observe them to ensure they discuss properly and don't just fool around. I step in to help when they face obstacles; otherwise, I just monitor their progress.

Researcher: How do you facilitate the presentation of their work?

Teacher: I call a representative from each group to present their results, then I allow other groups to ask questions or give feedback.

Researcher: After the project, how do you encourage students to evaluate their experience?

Teacher: I provide a comprehensive conclusion and objectively point out their shortcomings. I add extra material if needed so they gain more insight.
Researcher: Do you emphasize "grades" or the "learning process"?

Teacher: I highly emphasize the process. I value their active participation even if the final score is small. If a student doesn't follow the process correctly, that is what I correct.

HISTORY LIST LIFE



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2. Anggota Paduan Suara Uimsya (2023-2024)
3. Anggota PMI Uimsya (2023-2024)

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SYAFAAT



THESIS

The Implementation of Project-Based Learning in English Teaching: A Case Study at MAN 1 Banyuwangi

SYNOPSIS

This thesis explores the implementation of Project-Based Learning (PBL) in English teaching at MAN 1 Banyuwangi. It investigates how PBL is planned, implemented, and evaluated, as well as its impact on students' engagement, collaboration, and English language skills. Using a qualitative case study approach, data were collected through observations, interviews, and documentation. The findings reveal that PBL encourages active participation, fosters critical thinking, and enhances students' communicative competence. However, challenges such as limited time, resources, and teacher readiness also emerged. This study highlights PBL as an effective instructional approach that can be adapted to improve the quality of English language teaching in secondary education.

ENGLISH EDUCATION DEPARTMENT
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BLOKAGUNG BANYUWANGI
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