The Implementation of Project Based Learning to Teach Speaking

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Abstract

Learning model is one of the important tools to transfer material by teachers to students in the classroom. Until this 21st century, many learning models have been created and developed which aim to facilitate learning in the classroom to be well organized and achieve the learning objectives themselves. This research aims to analyze the implementation of Project Based Learning (PJBL) learning model in teaching speaking. This research was conducted qualitatively with Milles, Huberman, and Saldana (2014) qualitative description model. Data collection in this study used observation, interview, and document collection methods, while the research participant of this study was one of the language classes that used the PJBL learning model in teaching speaking and three language teachers. The researcher chose a sample of one class IX at SMP Negeri 11 Semarang as the material and place of research. The validation of the instrument used by the researcher has been validated by educational expert with doctoral qualifications. The research findings showed that the language classes in SMP Negeri 11 Semarang had implemented the PJBL learning model in accordance with the instrument that became the research reference in the form of characteristics and steps of the PJBL learning process. However, the researcher also found problems in the learning process that can be handled collaboratively by students with teacher guidance.

Keywords: teaching, method, PJBL, implementation, project

INTRODUCTION

Basically, students using English is as a main component in language classes. In the other hand, this is contrary to the reality because students do not get many opportunities to practice their speaking skills massively (Sirisrimangkorn, 2018). Related to learning English, learning in the classroom does not only depend on the teacher, but also other factors such as student motivation, learning facilities, learning environment, and also the most important is the learning model applied (Zai & Mulyono, 2022). Learning models as one of the factors for the success of learning in schools, schools must ensure that they are able to determine educational and teaching model that suit their needs by adjusting the character of students and the times. There are lots of learning models that continue to be updated over time, from traditional learning models to modern learning models that are considered more optimal in achieving learning goals. Recently, the Project-Based Learning Model is a learning model that is currently being discussed in Indonesia because the characteristics of the PJBL learning model are claimed to improve various student abilities during the learning process in the classroom, learning to solve problems and work collaboratively in accordance with the objectives and characteristics of the Merdeka Curriculum as

an educational curriculum in Indonesia (Pertiwi et al., 2022). Project Based Learning is a teaching model for students to acquire Higher Level Knowledge and Thinking: bringing thinking to a higher level than restating facts; skills by working over a long period of time to investigate and respond to understand it, conclude, relate it to other facts and concepts, categorize questions, problems, or challenges that are authentic, interesting, and complex (Kwietniewski, 2022).

Project-Based Learning is actually not a new model that has developed, the Project-Based Learning Model has been applied for decades and not a few countries have implemented this model such as Alamo in Texas, Iroquois village in the Northeast, Civil War diorama in the South (Larmer, 2018). According to Patton, the concept of a project that asks students to make a product such as presentations, exhibitions, publications, etc., within a certain period of time (as cited in Riswandi & Pendidikan, 2018). According to Fauziati, the implementation of Project Based Learning goes through several stages including starting the project, developing the project, reporting results, and assessing the project (as cited in Haerani & Jatiraga, 2019). Project Based Learning is believed to be effective in honing students' skills in learning together, this belief is based on previous research that has tested and described the impact of teaching in the classroom using the Project

Based Learning model (Zare-Behtash & Sarlak, 2017)the best teaching method is one which helps language learners to speak more comprehensibly. PBL is a communicative approach which is supposed to improve speaking ability in terms of its five components (vocabulary, grammar, fluency, pronunciation, and organization. Kemdikbud. go.id (2010) suggest the application of the Project Based Learning model in the *Kurikulum Merdeka* that has been established by Nadim Makariem as the minister of education and culture since 2019 by including four new policies including regarding the *Ujian Sekolah Berbasis Nasional (USBN), Ujian Nasional (UN),* Lesson plan, and *Penerimaan Peserta Didik Baru (PPDB).* The four new policies that have been voiced by the minister of education and culture aim to focus learning on students to support and improve the quality of education in Indonesia.

To overcome the phenomena that occur in learning in language classes there are many important activities to train students' English skills such as dialogue, opinion, problem solving in groups, and singing (Hussain, 2017). The most important characteristic of spoken English is mastery of speaking, so that in order to gain mastery of English skills, students need to practice communicatively with or without the teacher's guidance. At present, many schools in Indonesia are still implementing the Teacher-centered learning model or the conventional model, where students feel less enthusiastic in carrying out learning and are more passive than teachers so that learning feels boring even though the learning model becomes the main influence in improving the ability of students, especially in improving the ability to communicate, speak, write, read, listen and then when students have found a match for learning strategies, they must need to be supervised, accompanied, and carry out assessment (Astawa et al.,, 2017). In the aspect of speaking, proper pronunciation is very important because it is a parameter of someone's ability to speak effectively or not (Kaunang, 2018).

Since the *Kurikulum 2013* was implemented in schools in Indonesia, the *Kurikulum 2013 (K13)* has a concept that emphasizes that students dominate learning in class, the K13 curriculum avoids the existence of a Teacher Learning Center where the learning model is in line with the Project Based Learning model (Pertiwi et al.,, 2022). Project Based Learning is a learning model that fits with the Merdeka curriculum as a curriculum that requires students to play an active role collaboratively in problem solving. Project Based Learning is not a new learning model and

it is enough to conceptualize it once, but PJBL has a process of many years going through the renewal phase of the K13 Curriculum and trials to become a fairly effective learning model (Hung et al., 2019). Project Based Learning is considered suitable when collaborated with the K13 Curriculum because it requires students to work on meaningful assignments, problem solving, designing and planning a project so that students have a more interesting and meaningful learning experience (Wahyu et al., 2018).

Project Based Learning is a learning model that makes students gain knowledge based on scientific work models, it is called a scientific approach model. This learning model is effective for developing students' skills through activities that are integrated and meaningful, because this learning can connect with real-world problems and allows students to apply / implement their knowledge in a fairly practical and simple way (Setia Dewi, 2020). Based on Daryanto (as cited in Musfiqon, 2015) the characteristics of Project Based Learning are; 1) Learners make decisions in the design and work plans, 2) Students are presented with a problem, 2) Students design and plan problem solving, 3) Collaboratively and responsibly the students cultivate a problem solving, 4) There are ongoing evaluation steps and carrying out reflection, 5) There is an evaluation of the final product, 6) The learning process gives tolerance to the process that occurs. Problem and Solution of Project Based Learning according to Musfiqon (2015) are 1) Time, cost, and equipment needed are not small in completing a project, 2) Some learning instructors still consider traditional learning to be more efficient, 3) Students find it difficult when faced with finding a source, 4) There is a possibility of feeling less interested in students, 5) There is a possibility of miss communication among students if the topics given vary widely between groups. Several sources have explained that there are steps in the learning process in the implementation of the Project Based Learning model, for example the process steps of the Project Based Learning model of learning activities mentioned by Musfiqon (2015) are 1) Starting with an essential question, 2) Designing a plan for the project, 2) Create a schedule, 3) Monitoring of students during the activity. 4) Assess the outcomes. 5) Evaluate the experience. In this study there is novelty in the form of differences in school grade, conditions after pandemic Covid-19, and learning media when the research was conducted.

Due to some of the phenomena that have been described above, the existence of Project-

Based Learning has been well received and has been implemented in many countries, including because it is being discussed in the educational sector, the researcher is interested to investigate how the implementation of the Project-Based Learning model in Language Class to improve students' speaking skills in Semarang junior high school

METHOD

Respondents

In this study, the researcher chose the ninth grade language class and three English teachers at SMP Negeri 11 Semarang as research participants. The teacher's initials are HP, with an active teaching status in the 9th grade of the school using the PJBL model. The researcher chose the class through several considerations, namely, 1) At the time of the research, the class will be starting new material with the PJBL learning model, 2) Both classes used the PJBL Learning model for determining practical grades, 3) The language teacher's recommendation to use class IX because it is considered to have more complete activities in implementing the PJBL model, 4) The school belongs to the middle class in Semarang city and can be represented by other schools in the implementation of the intended learning model.

Instruments
Research Instrument:
1. Interview

The purpose of the interview in this study was to obtain data needed by researchers from informants on topics raised by researchers, implementation of the learning process of the Project Based Learning model in language classes to improve students' speaking skills. The interviews in this study are semi-structured, the researcher will ask questions which of course are guided by the theory containing indicators as a reference, but of course it does not rule out the possibility that there will be modifications to the questions according to the conditions that occur during the implementation process. To obtain the necessary data, the researcher will carry out an interview process for teaching language classes related to the PJBL learning model in order to improve students' speaking skills

2. Observation

Observations carried out at schools aim to find the data needed with a naturalistic approach, where researchers do not create or modify situations and conditions during the learning process with the Project Based Learning model in an effort to improve students' speaking skills. In this activity the researcher acts as a non-participant observation, not taking control of the learning activities in the classroom

Validity Test

In a study, testing the validity of an instrument as a research measuring instrument need to be carried out in order to achieve the credibility of the instrument, obtain valid data and in accordance with the research objectives. According to Joppe (2000) Validity determines whether the measuring instrument used is in accordance with the research objectives and reaches the target of the research object. Mathison (1988) says validation and reliability cannot be separated from the triangulation test, Triangulation is a methodological matter in qualitative research to control biases that may occur in research. In relation to validity and reliability, this research collaborates with education experts with doctoral qualifications in Education as validators of research measuring instruments and triangulation as support for the validation and reliability of this research. The validity of this research uses expert opinion (expert Judgement) as a validator of the instrument that is constructed as a reference and measuring tool for research and through a consultation process with the thesis supervisor. Validators have the right to assess and criticize the relevance of the content and research instruments. The validator in this study is an educational expert with doctoral qualifications. As a reinforcement, this research refers to Denzin in (Moleong J Lexy, 2017) in an effort to gain trust by applying the three-triangulation technique in the form of; 1) Time triangulation, data collection in a study is determined at any time or period. In this study, it was carried out for seven consecutive weeks with sequential and interrelated activities, 2) Theory triangulation, Theoretical triangulation is considered important in this study because it will be associated with relevant theoretical perspectives in order to produce in-depth conclusions and avoid individual researcher bias. The research carried out theoretical triangulation to education experts with doctoral qualifications in the field of education as a tester between the relationship between theory, research instruments and problem formulations, 3) Triangulation of data sources, Triangulation of data sources in this study is to explore information with observational methods, interviews, and document collection and documentation as a means of extracting the truth of certain information. These methods will produce evidence and data on what was researched so

that it provides a view of the phenomenon under study.

Data Collection Procedures

In conducting research, researchers will carry out observations to see and understand the learning process with the PJBL model in language classes to teach speaking. Researchers will see how and what phenomena occur during the learning process. After carrying out observations, another effort made by researchers is to conduct interviews with the teacher in the class under study. In addition to observations and interviews, the results of the research will also be strengthened by documents in the form of lesson plans and documentation of the learning process.

Data analysis

In this study, researchers did not carry out research based on personal assumptions, researchers need to explore and analyze phenomena and data that occur in the field assisted by existing theories so that researchers can conclude the problems studied. In accordance with the qualitative model with a descriptive approach, the researcher will analyze data using the model by Miles, Huberman, and Saldana (2014) obtained during the data collection process was assisted by the theory stretched by the researcher so that it is expected to produce conclusions in accordance with the research objectives, data analysis according to Miles et al, (2014) has three strands, namely:
1) Data Collection

Data collection is the process of data collection by researchers by means of observation, interviews, and collection of necessary documents.
2) Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger.
3) Data Display

In this flow the researcher will describe the data which is the result of sorting at the data reduction stage in an arranged manner.
4) Conclusion and verification

After carrying out the two steps of data analysis, the researcher is tasked with drawing conclusions and validating data according to the data obtained

Data analysis in language classes focuses on the elaboration of the process of the project

based learning model, so researchers need to carry out steps that can help collect and process data. Researchers need to see the learning process and carry out interviews with related teachers to collect data.

RESULTS AND DISCUSSION

Finding 1 (Research Question 1)
The Implementation of PJBL to Teach Speaking

Teacher : "*Yes, I gave them essential questions and explained them so they understand what they want to learn. After all, the questions have told by Miss Heti, not only we can know that they were studying or not and also train them to think critically. The problem is it's been confirmed that if you go straight into the material and give them assignments the students will be in trouble.*" (Excerpt 1)

The implementation of the PJBL in SMP 11 Semarang is contained in the material report text which lasts for four weeks with a final project of a Vlog and student report. Broadly, students are asked to develop plans and designs to realize their projects in groups. To collect data on how the implementation of PJBL in teaching speaking at SMP Negeri 11 Semarang, the researcher extracted information through observation and interview with the language teacher.

Measured from the results of observations and interviews in excerpt 1, at the first week's meeting, students and teachers dissected the repot text material using the question and answer discussion method, this shows a step to stimulate students' knowledge even though not all of students are involved in this step because minority of students who look silent and answer questions with inappropriate answers. The purpose of stimulating students in the form of asking essential questions is to teach students to think critically and measure the extent of students' understanding.

The second is the provision of a problem in the form of designing a project design that students will carry out. Students are presented with a problem in the form of an assignment to design a project in the form of a video vlog and final report that related to the material reviewed the previous week, report text material. Students are asked to work in groups of 5 people and they will do the project together to create video vlog and reports. The teacher gives a lottery containing historical places in the city of Semarang such as, Lawang Sewu, Goa Kreo, Masjid Jawa Tengah, etc. Independently, the student groups that have

been formed begin to distribute their individual tasks, students are function of Cameraman and editor, information diggers, in front of the camera, and students who focus on final reports. Students are given examples of video vlog and reports to illustrate their work on this project, examples of video vlog and reports taken from previous years who have done similar projects. At the end of the lesson the teacher gave students a learning plan, in the third week the video vlog should be ready and the report completed in week 4, January 2023. This was agreed by the majority of class students involved in the lesson.

The next stage in week three, observations and interview showed that at the beginning of the lesson students were given time to continue their projects. Collaboratively and the majority of students worked on editing the video vlog and some groups started working on the final report. After a few minutes students were given the time to work in groups, the teacher concerned began to enter each group to monitoring the progress of student work and provide direction and recommendations to the project work group.

Teacher :*"Yes, there is an evaluation and reflection. The evaluation of my reflection is adjusted to the age of the students and the stage of my learning in class, the purpose is to see the facts on the field that occur, the achievement is adjusted to predetermined parameters, completeness in learning, and other supporting components"* (Excerpt 2)

In week 4, students should have completed all the projects carried out, so the teachers can evaluate and reflect on learning and students (based on observation and excerpt 2 interview). Teachers see the progress of student projects and make sure there are no barriers. Based to the interview and observation can be concluded that there is a learning evaluation, evaluation of project results, tolerance, and assessment in the learning process. In giving value, learning evaluation, product evaluation, and assessment are measured to measure learning achievement, adjusted to the needs of the field.

Finding 2 Problem and Solution of PJBL In teaching speaking at SMP Negeri 11 Semarang

Teacher : *"Yes, the students are very enthusiastic when they discussed projects, especially kind of this learning models is new experiences for them. This is the first time for Class IX to experience PJBL which requires them to observe and go directly to the field, especially vacation places… because nowadays students really enjoying*

doing it… Indirectly their motivation in learning has increased and I as a teacher are happy to see it, so I'm not stingy in giving scores to them. But there are some students who have difficulty in finding information because not all students are good at speaking, so maybe their group mates have to help. (Excerpt 3))

Based on these interviews in excerpt 3 and observations that researchers see in the field, it is indeed very visible the activeness of students in groups. Activeness in groups will affect their ability to communicate with each other and create the character of mutual cooperation help each other. With collaboration between students, they can solve a problem with discussion.

Teacher *: "So far there have been no problems that are difficult enough, I have equipped the students with effective and efficient data collection tricks, like what I told you earlier, indeed the only problem for students is an official letter from the school."* (Excerpt 4)

The result of interview above (excerpt 4) shows that there are some problems in the field, but the teacher has given direction so that problems can be faced with independence, and gives confidence in overcoming problems together. Students are required to be able to anticipate all forms of problems that they will face in the field such as the difficulty of obtaining observation permits and or they have to prepare a budget. All things experienced by students in this class PJBL learning model are new experiences that they have never had in previous classes.

Teacher : *"Yes, PJBL learning model is enough to sharpen the students' problem solving. By facing the problems that exist in the field, I as a teacher have given them the keys and independence in deciding what happens in the field. Their biggest problem is indeed a matter of licensing, the school has to issue a letter, when the letter comes out, I as a teacher have to accompany… if I accompany everyone, it would be difficult for me, because I teach not only one class, but more than five classes… so I just ask them for coming to other vacation places as visitors, to see, take photos or take videos if possible"* (Excerpt 5)

Time, cost and equipment are not the main issues in learning the PJBL model in language classes at SMP Negeri 11 Semarang. The teacher explains to researcher (excerpt 5) that the teacher has given a way for them to anticipate this, during the observation the researcher found out that students can make observations at any time when they are free and conditions allow, second-

ly students can make a representative of one or two personnel if the place of observation requires them to buy tickets. Third, if the location of the main destination cannot be visited students must spontaneously determine another destination for observation, that day too so there is no overrun of funds or time.

Teacher : *"I can't answer in detail. Because it depends on the literacy of the teachers, but most teachers here have been using the PJBL learning model for the past two years. But specifically for the class that I teach, I apply PJBL in several materials to sharpen character and collect students' practical value"* (Excerpt 6)

Analyzing from observations and interviews in excerpt 6 proves that not all teaching teachers use the PJBL model in delivering learning materials, but most and especially language teachers have been implementing PJBL for almost two years.

Discussion

This study aims to identify the implementation process and problems of the PJBL learning model in teaching student speaking at SMP Negeri 11 Semarang. The research refers to the theories of Erwan Herwandy (2013) and Williams (2003) as a reference for the characteristics of the PJBL model and problems and solutions from Arends (2012).

Learners make decisions in the design and work plans.

The decisions that researchers found during field observations were of various types depending on the problems that students faced. At the beginning of the design and planning of the student project collaboratively to discuss and select the group leader of each team, at that moment it is certain that each member has a consideration to decide on his choice to be the group leader. Another momentum found by researchers regarding students making decisions is when determining each job desk in each group, students will think and consider their own abilities and their group mates. Each group is given the freedom to divide job desks between members in the form of Leader, Vice Group, Secretary, Treasure, and several other job desks needed in the field such as decision-making activities are not only in these two matters, but students will be faced with various problems such as differences in determining their schedule for finding sources in order to work on video projects, procedures for implementation, video concepts and designs, and

even choosing who will be the In frame in the video vlog. The results of these observations are in line with the results of interviews conducted by researchers to the language teacher concerned, the teacher explained that students need to be given autonomy in decision making to train students to work in POAC (Planning – Organizing, Actuating, Controlling) and work in a structured manner. This learning characteristic of the PJBL model is quite important in its role. According to Mamahit et al., (2020) it is important for students to make decisions through various means, including the delivery of information and preparing themselves in strategies

Students present a problem

The learning process with the PJBL model certainly exposes students directly or indirectly to a problem. In the research conducted, students are faced with several problems, Setia Dewi (2020) and Dedi Supriadi (2001), this learning model is effective for developing students' skills and flexibility through integrated and meaningful activities, because it connects with real-world problems and allows students to apply their knowledge in a fairly practical and simple way In the initial part where students must fully understand the material to be learned through essential questions given by the teacher, students are indirectly faced with problems through class discussion forums. In this problem, students can open books or discuss with their friends to answer essential questions about report text material. Furthermore, another problem faced by students is the provision of projects in groups where students are free to choose their group mates. After the group is formed, students are faced with problems in the student project.

Students design and plan problem solving

All student groups in the first week to the fourth week of the project carried out their tasks based on the provisions of each group. Students discussed the project implementation time regularly and used the benchmark date as a time line that they had agreed upon. Another activity that shows how they do problem solving is the division of tasks in the implementation of the project according to the abilities of each member, the role of each group member is different, some become chairman, group representative, secretary, and other functions that can help them in the project.

Students collaboratively and responsibly the cultivate a problem solving

Based on Hussain (2017) and Fathuroh-

man & Lutfi (2019), learning in language classes there are many important activities to train students' English skills such as dialogue, opinion and problem solving in groups, collaboratively or individually and with a certain period of time students work on projects which are then displayed or presented In line with the findings of researchers in the field in the second week to the third week, when students carry out class learning, students will be formed into groups according to student groups before. Students collaboratively work on their projects such as working on reports in turn, alternately asking the teacher about the problems faced, discussing concepts and plans for further activities, and other momentum.

Teacher evaluates steps and carries out reflection

Evaluation and reflection in the research class was carried out in stages every week. The results of field observations show that the teacher always asks about the progress of each group's project and provides evaluation and input to groups that the teacher considers not working according to the project plan and objectives. During the interview session, the teacher explained that evaluation and reflection need to be done to observe the situation that occurs in the field and as a measure of completeness in PJBL learning.

Teacher evaluates the final product

After all student groups completed their projects in the fourth week of January 2023, the teacher asked students to submit their project results in the form of vlog videos and reports to be assessed. In the interview session, the teacher explained that the final product evaluation stage was carried out to see the achievement of learning targets. The implementation of the evaluation can be seen when the teacher found several problems encountered in the form of errors in report writing and video vlog concepts. Almost all student groups made mistakes when working on the report, errors in writing format, errors in determining the subchapters of the report, and errors regarding the video vlog concept that they should have memorized. The teacher's role is to help and provide direction to students to revise their projects so that they are correct according to the plan and design.

The learning process gives tolerance to the process that occurs.

Providing the tolerance gives students more opportunities to explore problems and find solutions, this can improve students' ability to think creatively (Sitompul & Situmorang, 2003).

Researchers found several internal and external student problems. These problems can be handled and resolved with the help of the teacher as the person in charge and the student motivator. The teacher as a research informant also explained that there needs to be tolerance and dynamic in its implementation, because tolerance is the pursuit of the character that will be formed to students.

The Process of PJBL Implementation
Starting with an essential question

Based on Boyes and Watts (2009) that questioning is an important activity for students to explore knowledge, look for alternative problem solving, and find out the smelly things around students. The results of observations are in line with the results of interviews by language teachers, researchers got an explanation that essential questions need to be given so that students understand what they will learn and teachers can find out how far students learn at home independently. The results of interviews and observations conducted in the classroom show that not all students understand and follow this session well. The results of interviews and observations showed that a small number of students chose to remain silent when the teacher opened a question and answer session in front of the class and a small number of students answered randomly.

Design a plan for the project

The results of observations carried out by researchers provide an overview that the planning of a project has been implemented in language classes. The project design is in the form of giving instructions to students to make vlog videos and final reports. Students are formed into teams of four or five people freely, students are given the authority to choose partners so that they can work together on the project. Furthermore, students are explained what rules and agreements will be applied to their class. The results of these observations are in line with interviews with the teacher concerned and the theory form Wahyu et al., (2018). The teacher testified that design a design project needs to be implemented in order to facilitate the rare learning and design that will be carried out, assistance in the form of providing report templates is also given to make it easier for students to do their work

Create a schedule

The provision of timeline is quite important when the PJBL learning model is applied, in addition to more structured learning activities,

of course, students will feel more encouraged to immediately complete the task on time. In addition to the teacher explaining the project plan and design, collaboratively the teacher and students negotiate about the time and series of activities. The timeline designed in class is; the first week is the delivery of material, work plans and designs, weeks two and three are project implementation (students can start modifying templates and making work plans to make vlogs), week four is the stage of reporting work results. In week four students need to make sure their projects are completed and ready to be submitted. The teacher concerned also explained to the researcher that making a timeline needs to be done because it is the most important thing in the PJBL learning model, making the timeline of course through discussion with students. The learning activities carried out continuously and gradually over four weeks make it an illustration of Bransfor and Stein's theory in Warsono & Herianto's (2012), stating that PJBL is a comprehensive learning that involves students in cooperative and continuous investigation.

Monitoring of students during the activity

Monitoring needs to be carried out so that learning activities are controlled and monitoring is a stage in the PJBL learning model. The teacher as the research informant also explained that monitoring was carried out by means of students reporting the progress of their activities and or the teacher asking about the progress of each group. The teacher is the main component that determines the success factor in learning. Teachers have an important role in teaching and learning including monitoring the learning process (Nahdatul Hazmi, 2019). The researcher also witnessed that the teacher would provide a separate approach for groups that were considered to have lagging progress compared to other groups, the teacher would be more intense in asking and giving directions to groups that were lagging behind so that the project continued according to the agreed plans and designs between teacher and students.

Assessment the outcomes

same as what Fauzati (as cited in Haerani & Jatiraga, 2019) the implementation of Project Based Learning goes through several stages including starting the project, developing the project, reporting results, and assessing the project. The results of observation and interviews with teachers as research informants explained that the assessment of the outcomes was carried out to take assessments and measurements of the implementation of PJBL, the assessment was adjusted to the assessment rubric that had been made.

Evaluation the Experience

The evaluation carried out by the teacher in the classroom is in the form of giving advice and input on the students' final product every week according to the progress of each group. The evaluation process that occurs in this study is in line with the evaluation theory by Sabariah (2020) that evaluation is the process of systematically collecting phenomena that occur regarding changes in the teaching and learning process in the classroom to measure the level of learning success

Problem & Solution of PJBL Implementation
Time, cost, and equipment needed are not small in completing a project

Through several conversations with students in the sample class, no problems were found that referred to these three aspects. Students have been equipped by the teacher with tactics so that students are not burdened by time, cost, and equipment. Students choose the most time to work on projects at school during class hours, students can edit videos or reports during class hours. Regarding cost, the teacher has given a strategy that students do not need to spend excessive accommodation, students can use public transportation if it is more effective. Regarding equipment, students can use the facilities they already have, such as cellphones to take videos and simple editing. The teacher explained to the researcher that were no problems that burdened students or teachers because they had anticipated possible problems that would be faced during the learning process, the teacher strengthened students with logic and motivation when they got into trouble. With the problems that can be solved in PJBL learning in the language class of SMP Negeri 11 Semarang, the concept of PJBL model learning is in line with Na'imah et al., (2016) that PJBL is a learning model that requires active students in finding solutions to problems through individual and group work.

Some learning instructors still consider traditional learning to be more efficient

SMP Negeri 11 Semarang is a school that has used the "Kurikulum Merdeka" as a learning guide since 2021 Project Based Learning is considered suitable when collaborated with the Kurikulum Merdeka Curriculum because it requires students to work on meaningful assignments, problem solving, designing and planning a pro-

ject so that students have a more interesting and meaningful learning experience (Wahyu et al., 2018). Through field findings in the form of interview results, language teachers feel that PJBL is quite effective in delivering material to students. Researchers found that there were three English teachers at the school who were implementing the PJBL model in 2023. According to the language teachers as informants of this research, PJBL is no worse than conventional learning models and the selection of learning models in the classroom depends on the teacher's literacy

Students find it difficult when faced with finding a source.

Barriers in achieving optimal results by students are cases of learning difficulties for students barriers have been found by researchers when carrying out observations, the researcher found problems about the constraints of finding sources by students, based Rumini et all. (as cited in Irham and Wiyani, 2013). The researcher found problems about the constraints of finding sources by students. Students explained that there were several tourist attractions (Sam Po Kong Temple and Lawang Sewu) as project materials they needed a formal permit letter from the school to carry out research. The researcher received an explanation from the teacher concerned that not all groups faced these problems and the teacher had given the best advice as a student guide and motivator.

There is a possibility of feeling less interested in students

From observations there are no problems that are difficult to solve by students and teachers, with the help of suggestions and recommendations given by the teacher as a motivator and guide, students can carry out project work smoothly. This form of motivation has been reviewed by Muhammad Fathrurrohman (2015) that PJBL not only increases creative abilities and self-admiration, but also increases student learning motivation. the researcher also found from the results of unstructured conversations with students, the majority of students felt happy because learning using this project was new to them and quite exciting because they could learn and visit tourist attractions and historical places, besides that students also felt that with the project of making vlogs and reports as the final result, students felt they could improve their speaking skills because there were provisions that required them to memorize and understand the content of each group's content. Looking at the results of observations and unstructured conversations between researchers and students on the willingness to solve problems and students' enthusiasm for learning.

PJBL implementation with the teachers' Lesson plan

The lesson plan is a guideline for teachers to assist the learning process that contains the steps of the learning process, learning objectives, learning outcomes and assessment models (Harmer, 2001). In this study to describe how the implementation process of the PJBL model, the researcher compared the results of observations, interviews, and documents. The misalignment between the results of field observations and lesson plans was in the first week. The results of field observations left a note that the main activities related to PJBL carried out by teachers and students dissect report text material with the presentation of essential questions, giving examples of video vlog reports, examples of final reports and presenting a problem then followed by an explanation of the repot text material, forming groups and planning video vlog projects and final reports. However, these findings are not in line with the lesson plan as a teacher's tool in the PJBL learning process. When associated with the lesson plan, field findings by researchers group formation is in week two. Another thing that contradicts the results of field observations and lesson plans as a teacher's guide in the learning process is the provision of triggering questions to students. Field observations made by researchers showed that the triggering question was only done in the first week, the beginning of entering the report text material. However, this activity contradicts the lesson plan which cites essential questions at the beginning of each meeting from week one to four. In addition to activities that contradict the results of field observations and lesson plans, alignment is also found. The alignment includes the first week the teacher asks triggering questions about the report text material and shows examples of video reports, and ends with the teacher doing a reflection. In week two, the teacher provides opportunities and monitors students in groups to discuss the design and plan of the project, and the meeting ends with a reflection. Week three to week four, the teacher follows up on the projects that students are carrying out by monitoring, assisting, reflecting, evaluating, and assessing the project and the student learning process

CONCLUSIONS

The implementation of Project Based Learning model to teaching speaking in the language class of SMP Negeri 11 Semarang has been in compliance with the research instrument carried out by the researcher. the language class of SMP Negeri 11 Semarang. In the PJBL learning model, students are presented with essential questions as a learning trigger, designing and designing a project, designing a timeline, monitoring by the teacher, evaluation and reflection on learning and products created by students, this is in accordance with the characteristics and processes of the PJBL model raised by the researcher. As for the problems and solutions in the language class of SMP Negeri 11 Semarang, there are still some problems that occur in the teaching process in the form of school permission letters needed by students in order to collect data as capital for doing assignments, a small part of students who feel shy or have difficulty in working on projects. But on the other hand, these problems have been solved collaboratively by teachers and students. Alongside these problems, the advantages of the PJBL model in language classes have also been found, students feel enthusiastic and improve several skills such as working collaboratively, the ability to speak, and problem solving skills. This research strengthens the theory owned Kwietniewski (2022), that it is Project Based Learning PJBL is teaching models in which students acquire knowledge and higher-level thinking, taking thinking to a higher level than restating facts, skills by working for long periods of time to investigate and respond to understand it, draw conclusions from it, relate it to other facts and concepts, categorize questions, problems, or challenges that are authentic, interesting and complex. In this study there are limitations that can be developed by other researchers in the future. The limitations of this research are in the methods used, interview sources with teachers as language class teachers, quantity of schools to find out more about the implementation, it is necessary to increase the number of schools as a research sample. Because of these limitations, research can be developed and updated according to future conditions.

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