
The Implementation Of Project-Based Approach In Teaching English For High School Students

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Abstract	The implementation of this project-based approach has many benefits and effective to be applied in the learning process so that students can be more active because they are required to complete a project so that can train cooperation in groups as a good team work is created. This research aims to observe the implementation of a project-based approach using drama projects with high school students and evaluate students' opinions regarding the use of drama projects in English learning assignments. Researcher used a qualitative case study design on grade 12 students divided into 3 classes at SMA Negeri 1 Kahayan Hulu Utara, Gunung Mas Regency, Central Kalimantan. Data was collected through observation checklist and interviews. The finding showed that English language teacher apply almost all the syntax of the project-based approach when teaching English language learning using drama projects as their assignment products and all high school students give positive responses to the use of this method in learning English which they consider increase students' creativity and effect their understanding when they feel interested in a subject because the approach used by the teacher concerned is interesting to them.
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Keywords	English Drama, High School, Implementation, Project, Project Based Approach
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INTRODUCTION

Project-based learning (PjBL) is a pedagogical approach wherein students are tasked with formulating and executing activities that culminate in the production of a tangible work product that can be presented. This methodology was adopted with the aim of fostering an enriching academic experience replete with authentic learning opportunities that engender the acquisition of new knowledge and proficiency through the resolution of problems and the answering of questions. The origins of problem-based learning (PjBL) can be discerned within the progressive educational tradition championed by John Dewey. Dewey insisted on the idea of “learning by

doing”, whereby knowledge and skills are acquired through active engagement in practical tasks and real-world situations. Wurdinger & Qureshi project-based learning (PjBL) is a pedagogical approach that has been demonstrated to be highly effective in promoting student motivation and inspiration to learn, providing that students are actively engaged in projects that are directly related to their specific areas of study.¹ The main of project-based learning is the idea that real-world problems matter to students and stimulate critical thinking as they acquire and apply new knowledge in a problem-solving context. Teachers act as facilitators, working with students to ask meaningful questions, create meaningful tasks, guide the development of knowledge and social skills, and carefully assess what students learn from experiences. Project-based learning (PBL), is characterized by a few shared features. One of these features involves the initiation of the project with a guiding inquiry. In the process, teachers develop students' skills and adapt to their learning needs while producing various outputs or artifacts to address the guiding inquiry. Through the successful fulfillment of a project of this nature, students are enabled to develop a capacity for self-directed learning, while also cultivating a sense of accountability. PjBL learning steps are as follows as start with essential questions, design project, create schedule, monitoring the students and progress of the project, assess the outcome and evaluation. The project-based approach, which is also referred to as Project-Based Learning (PjBL), is an instructional method that commences with the formulation of queries and entails cooperative research. Project-based learning (PjBL) necessitates the identification of genuine social predicaments, as it aims to bridge the gap between the theoretical knowledge acquired by students in class and its practical effective application in the real world by devising solutions to preexisting problems. The learning experiences experienced by students will hold considerable significance in their personal trajectories, wherein they will retain and recollect salient aspects of the pedagogical process.

The implementation of project-based learning methodology effectively involves various stakeholders such as educators, scholars, and instructional spaces to enhance literary skills and competencies among students. Kurt & Beck presently, project-based learning (PjBL) is a highly favored teaching methodology in modern education.² This approach is particularly useful for imparting crucial 21st-century competencies, such as proficiency in embedded language, content

¹ Scott Wurdinger and Mariam Qureshi, ‘Enhancing College Students’ Life Skills through Project Based Learning’, *Innovative Higher Education*, 40 (2015), 279–86.

² Mageswary Karpudewan, Jamunah Ponniah, and Ahmad Nurulazam Md. Zain, ‘Project-Based Learning: An Approach to Promote Energy Literacy Among Secondary School Students’, *The Asia-Pacific Education Researcher*, 25.2 (2016), 229–37 <<https://doi.org/10.1007/s40299-015-0256-z>>.

knowledge, and problem-solving abilities. Karpudewan et al., (2016) stated that research over 40 years shows PBL motivates learners about real-world issues, such as limited energy, through peer collaboration, critical thinking, communication skills, and interdisciplinary learning. Yamada states that project-based instruction fosters students' engagement and creativity, fueling their motivation and instilling a sense of self-assurance. English teachers benefit from PjBL involvement to facilitate dynamic learning environments then serves as a reference for how English teachers' active involvement in PjBL leads to a dynamic learning environment.³ This approach facilitates the enhancement of students' learning experiences by fostering an in-depth propensity towards subject knowledge and key competencies including creative thinking, collaborative aptitude, and effective communication. Miller et al., (2021) the utilization of project-based learning (PjBL), is characterized by several shared features. One of these features involves the initiation of the project with a guiding inquiry. In the process, teachers develop students' skills and adapt to their learning needs while producing various outputs or artifacts to address the guiding inquiry.

Stanley stated, in the context of an academic project, students may be allotted a period of two weeks to prepare presentations on the topic of cellular studies.⁴ During the two-week timespan, it is incumbent upon the students to make individual decisions regarding the allocation of their time. They can choose to engage in research activities, prepare and deliver presentations, create visual aids, or engage in deliberate practice. Furthermore, it is imperative for students to assess the appropriate allocation of time that ought to be dedicated towards each of these undertakings. Through the successful fulfillment of a project of this nature, students are enabled to develop a capacity for self-directed learning, while also cultivating a sense of accountability. Cutri et al., (2022) the implementation of project-based learning (PjBL) as an active learning methodology presents a promising avenue for fostering a comprehensive comprehension of physics and its practical applications. Effectively to complete projects within predetermined timelines, project teams must exercise time and resource management skills, while simultaneously navigating task and role differentiation and demonstrating robust self-direction.

Larkin Koushki during the latter part of the 1960s, the pedagogical potentials of drama in facilitating language acquisition were recognized.⁵ Drama can foster the development of various

³ Hiroshi Yamada, 'An Implementation of Project-based Learning in an EFL Context: Japanese Students' and Teachers' Perceptions Regarding Team Learning', *Tesol Journal*, 12.1 (2021), e00519.

⁴ Todd Stanley, *Project-Based Learning for Gifted Students: A Step-by-Step Guide to PBL and Inquiry in the Classroom* (Routledge, 2021).

⁵ Alison Larkin Koushki, 'Engaging English Learners through Literature, Fairy Tales, and Drama', *International*

valued qualities such as creativity, dexterity, sensitivity, subtlety, resilience, emotional stability, cooperation, and moral challenge, while also enhancing one's communication abilities. Park states that drama educates and engages in language learning. Expands speaking, performance, collaboration and writing processes. Project-based approach is researched to improve English skills, particularly speaking. English drama activities are a viable option for teaching and learning English.⁶ The English drama initiative is an innovative English language acquisition project that employs drama as a pedagogical tool in the instructional process. The use of English drama as an instructional tool in the teaching and learning process is deemed beneficial, as it facilitates the cultivation of students' creativity through the formulation of innovative concepts that relate to predetermined pedagogical directives. The use of drama can motivate students during the learning process. Through drama, students improve their language skills as there are multiple ways to respond emotionally, cognitively, and physically. It transcends language, as social interaction includes different levels of communication across social and linguistic boundaries. Being part of the drama and participating in imaginary scenarios, the class experiences a growing one-minute combination of emotions, facial expressions, movements, development, and a greater awareness of others who have no experience outside of the drama natural environment.

Bessadet students should use drama to deepen their understanding of life experiences, on specific situations, and gain a deeper understanding of the world beyond language.⁷ Dealing with drama in an English teaching environment has always been a big challenge for teachers. However, learning English through drama and discovering its aesthetic value helps students overcome their fear of public speaking, they can overcome reluctance to participate in class discussions, communicate with peers and enjoy teamwork. English drama is an English learning project using drama as a learning method during the learning process. Chia-Ti stated that the effectiveness of drama-based English projects among 47 students aged 18-20 give positive responses indicated improved language skills and knowledge of pragmatic usage, with collaborative learning boosting self-confidence.⁸ In English subject, students are taught about the concepts and theories of English drama studies and their application in the form of analysis of plays and performances as well as

Journal of Applied Linguistics and English Literature, 8.2 (2019), 138–44.

⁶ Heebon Park, 'Student Perceptions of the Benefits of Drama Projects in University EFL: Three Case Studies in Korea', *English Teaching: Practice & Critique*, 14.3 (2015), 314–34.

⁷ Latéfa Bessadet, 'Drama-Based Approach in English Language Teaching', *Arab World English Journal (AWEJ)* Volume, 13 (2022).

⁸ Tseng Chia-Ti, 'Drama-Based Group Projects in EFL Classroom', *International Journal of English Language Teaching*, 9.3 (2021), 40–52.

activities which are depictions of fictional or non-fictional situations. This project aims to facilitate the acquisition and understanding of fundamental concepts and theories in English subjects. Students will be exposed to critical analysis of plays and performances and engage in a variety of activities involving the depiction of fictional or non-fictional scenarios. Teaching through drama (educational drama) provides a natural, safe, and free platform through the systematic process of improvisation, presentation, knowledge, with expression, and the balance between language acquisition and dramatic performance.

One of the most important points of using drama in language courses is to provide a dynamic, stimulating, interesting, and imaginative environment to stimulate students' language learning potential. Students explore the English language vigorously through their creativity and creativity and crystallize it through dialect and other forms of communication including development, activities, movement, and role-play. The students were happier and more active when given role-playing projects in English subjects. This of course affects their level of understanding when they feel interested in a subject because the approach used by the teacher in question is very interesting in their opinion.

METHOD

This research is qualitative research with a case study design that analyzes a project in the English language learning process. This research aims to describe the application of a project-based approach in English language drama as a project taken by twelfth grade high school students from SMA Negeri 1 Kahayan Hulu Utara consisting of 72 students divided into three classrooms. The data collection instrument is based on a list of observations and through interviews. In the observation checklist instrument, the name of the project will be explained (in this case it is an English drama), then it will be carried out at the level of twelfth grade high school students, will present a description of the project and its objectives, then English material that will be used as learning material and assignments in the module them, then the assessment tools and how the learning steps of project-based learning are carried out in implementing the project. Then interviews will be conducted with several contributing participants representing three classrooms who will be asked to provide information in this research using questions that have been adapted to conditions in the field and the conditions of students at SMA Negeri 1 Kahayan Hulu Utara.

RESULTS AND DISCUSSION

The results of the research showed that English language teacher there fulfill almost all the steps in project-based learning syntax when teaching English in class. In these three classes, almost all the steps have been fulfilled by the English teacher when teaching. With the same material, the three classes were given the same material assignments with the same instructions. The material chosen is "offering help" material with the task of making a short video where students are divided into several groups who are then required to carry out role-playing actions (playing a short drama) where all the dialogue is determined based on the results of each group's discussion and then acted out to be recorded. The aim of giving this project assignment is so that students are expected to be able to express themselves more and play an active role in the teaching and learning process.

Project-based learning has six syntaxes which are generally known as follows, namely starting with essential question, design project, create schedule, monitoring the students and the progress of the project then assess the outcome, and lastly is evaluation. In both classes (i.e., class 12 MIPA-1 and 12 IPS) the first syntax is to start with important questions which are fulfilled by the English subject teacher when teaching while for one more class (i.e., 12 MIPA-2), the teacher who teaches skips one of the three steps in the first syntax. However, this does not make students in class 12 MIPA-2 experience confusion when learning begins just because the teacher who teaches misses one part of the first syntax. Because the students have passed the first stage, the teacher then starts the second syntax, namely designing the project. The project given by the teacher in question was the task of making a mini drama with the material "offering help" where the students were divided into several groups and played roles which were then recorded in video form. In this second syntax, there are two activities that are generally carried out by teachers in the teaching and learning process, namely planning which is of course agreed upon by the teacher and students and making agreements regarding the project such as project assignment rules or any tools that are helpful in the process of making the project. Based on observations checklist, in these three classes the teachers who taught fulfilled this syntax. After passing the second stage, the teacher moves on to the third syntax, namely creating a schedule consisting of five activities, which are creating a timeline for completing the project, setting a deadline for completing the project, inviting students to plan new plans, guiding students when they make plans. that do not fit the project, and then ask students to explain why they chose the method or plan they discussed. Based on observations, the subject teacher fulfills these five activities in the three classes so that students can plan their time mapping to complete the project assignments given by the teacher. Next is the

fourth stage which is monitoring students and the progress of the project. In this stage there are three activities, namely the teacher is responsible for supervising the students' activities in completing the project, monitoring activities are completed by facilitating the students during the process and then the teacher acts as a facilitator during the project completion process. In class 12 MIPA-2 and 12 IPS, the English subject teacher fulfills both activities and skips the part where the teacher facilitates the entire project completion process, whereas for class 12 MIPA-1 the teacher fulfills all three activities. This causes a slight difference because one class is facilitated while the other two classes are not, as a result the two classes concerned cannot complete their assignments more optimally because they must facilitate their own group project activities. The next stage is to assess the outcomes of these activities. Assessments are carried out to assist teachers in measuring standard achievement, play a role in evaluating the progress of each student, provide feedback on the level of understanding students have achieved, and assist teachers in developing further learning strategies. In this case, for the three classes the teacher fulfills these stages. This is done to test whether the projects or results that have been created by the students are in accordance with the previously agreed instructions or not. The final stage in PjBL syntax is evaluating. In this case, students will present the results or present the projects they have worked on within times with the teacher to get responses or feedback from either the teacher or students from other groups. In this stage there are three activities carried out, namely the teacher and students reflect on the activities and results of the project that has been implemented (the reflection process is carried out both individually and in groups) then students are asked to express their feelings and experiences while completing the project and the teacher and students develop discussions in order to improve performance during the learning process, so that in the end new findings are found (new inquiry) to answer the problems raised in the first stage of learning. Among the three classes observed, in class 12 MIPA-2 and 12 IPS the subject teacher fulfilled these three activities, while in class 12 MIPA-1 the subject teacher missed one activity, namely asking students to express their feelings or experiences while completing the project. This doesn't have much of an impact because the students are still able to practice their skills in English, especially in speaking, because while explaining or presenting the project they are also able to explain it quite well.

The use of English drama projects in learning English is of course quite effective for students because apart from having them be more active in the learning process, these students are also free to write dialogue scripts with their respective groups. Subject teacher makes students to

express themselves more in the learning process in the hope that students can play a more active role and become more interested in the lesson. Through interviews, the students expressed their opinions regarding the use of this English drama project which was quite effective because they were more active in speaking and honed their creativity to complete the project within the time previously agreed with the teacher. Representing class 12 MIPA-1, students who had been selected by the subject teacher as one of the recommended candidates for interview expressed their feelings while participating in the activity. The student was very happy with the project. In this project, the student has two roles, the first role as a reader in the dialogue or the same as with other friends and then the second role as an editor in the project. What they like most is when they can take a role in reading the dialogue and can also change roles with their group friends. Then from class 12 MIPA-2, students who were interviewed also expressed their opinions while participating in the project. They expressed that they were very happy, considering that this role-playing method really stimulated their English language skills which were still not good, and their roles in the project were not too big because they were shared equally because of their respective duties. They were very excited because they could take part in the project. From class 12 IPS, when interviewed, the student also expressed his feelings of happiness because he could study with friends, especially since the work was a group assignment. Then, the student's role in the project is as a narrator and as a note taker in the assignment. What is most preferred is when you form a group to work together to complete the task and within the group they divide the task, some are writing, some are reading and some are researching and looking for answers to the assignment. However, the use of drama projects in English lessons does not necessarily run very smoothly. There are several challenges faced by students during the process of completing the project, which in the process requires students to be more active or take a role in their speaking skills. Based on interviews, the challenges faced by students during the process are challenges when they cannot speak English (not fluent), but when there is an assignment in the form of a project like this, which requires them to be able to speak English, namely in role plays such as earlier. That is the challenge and very challenge for them. Not a few students felt this way, almost all students also expressed that this challenge was the one they encountered most during the process of working on the project. Other problems found apart from pronunciation problems in English were several other technical obstacles such as video editing and the deadline given by the teacher for completing the assignment which was considered quite short so they would just do what they could. The use of

drama projects like this has apparently been used by subject teachers with students in previous generations and even in previous school years. Students in class 12 MIPA-2 and 12 IPS had already had experience in working on similar projects when they were in class 11, while for class 12 MIPA-1 this project was their first experience in participating or working on the project. Even though some of them were experiencing the experience of working on an English drama project for the first time and even had challenges in the process, according to the students, using drama projects in English lessons was a very good thing. This role-play (drama) method is good. Because from here they can know how to play a role, how the character and nature of the role they will play. Also, in this method you can learn to pronounce every word in English properly and correctly. The use of role playing certainly increases students' creativity. The assignment where they must converse in English with friends, especially about the material, is "offering help" where they have a conversation in English to ask someone for help. According to them, it is very good because living humans help each other and help each other, especially friends who are in need.

CONCLUSION

One example of implementing PjBL is the use of English drama projects in English subjects where students are asked to be more active and more creative in completing the assignments given according to the deadlines and instructions given. The syntax of PjBL itself consists of six stages, namely, starting with essential questions, designing the project, creating a schedule, monitoring students and project progress as well as assessing outcomes and evaluating outcomes. From the beginning to the end, the subject teacher has fulfilled almost all the stages and made the students successfully complete the project assignments given well. Their opinion regarding the use of this drama project is considered very good because it gives these students the courage to be able to express themselves more and hone their speaking skills even though some are still not fluent, but with a project like this they are more challenged to have the courage to learn, let alone recite vocabulary they do not know yet.

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