CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

A. Research Results
1. The Implementation of Project-based Learning on English Online Learning
a. Observation Result

Online Learning observation is used to know the implementation of Project-based learning and its challenges in online English learning based on the teacher's and the students' point of view. The observation conducted on Thursday, 23 March 2021 to 6 April 2020 in XII PBS B class of SMK Walisongo Pecangaan Jepara.

The first meeting started online English learning on 23 March 2021 via Google Classroom. The teacher shared the material about the job interview. Job interview is an important method in the recruitment and selection process of prospective employees. It is needed for the students after graduating from SMK Walisongo Pecangaan Jepara if they want to apply for a job. It seemed to match with the first step of Project-based learning because the challenge faced by the students of twelfth-grade in vocational high school who will graduate and meet the world of work is competing college graduates from diploma programs and even undergraduate degree to get jobs. This condition makes the students of vocational high school are pessimist and anxious cannot enter the world work.[1] In the material, the teacher delivered the overview of the job interview and its example that can be learnt by the students when applying a job vacancy.

The design of the project also shared in Google Classroom. The project comprises a command for

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[1] Ade Tuti Turistiati and Hafizh Faikar Agung Ramadhan, "Pelatihan Soft Skills Dan Pendampingan Siswa-Siswi SMK Di Kota Bogor Untuk Persiapan Memasuki Dunia Kerja," *Jurnal Komunitas : Jurnal Pengabdian Kepada Masyarakat* 1, no. 2 (2019): 2, https://doi.org/10.31334/jks.v2i1.286.

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making a job interview video. The students were free to ask about the project they should to be done in which they do not understand well. The teacher also responded to their questions related to the material. At the end of the material, the teacher gave the rule of the project's schedule. The deadline is 6 April 2021. It meant that the students have to submit their final project at the latest on 6 April 2021.

The second meeting started on 30 March 2021 and still used Google Classroom. The teacher monitored the students' project by checking the students' responses in Google Classroom and answered their questions.

Excerpt 1

Student1 : "Point-point dalam interview apa saja ya pak?"

Teacher : "Learn the materials at least understand what the interview looks like"

Student2 : "May I see the example from Youtube, sir?"

Teacher : "Of course. You can see from other sources"

Student3 : "Ada batas minimal durasi videonya ndak pak?"

Teacher : "It's up to you. Just do your best!"

Student3 : "Thanks sir"

Teacher : "Anytime"

Excerpt 1 above showed several students' responses by asking about the job interview material. Student 1 seems did not really understand about the material and asked it to the teacher. The teacher's response showed that he wanted to their student to be more active in understanding the material. Moreover, the teacher also let the students to see from other sources such as: Youtube, Google, etc. it can be concluded that teacher as a facilitator guided the students during the project completion process.

b. **Interview Results**

1) **Students' Interview**

The interview conducted on 8 to 11 April 2021. From 22 students in the class, the researcher chose five students who have submitted the video in early time. The researcher gave several questions to the students through a WhatsApp video call about the implementation of Project-based learning to encourage the students' self-confidence in speaking ability and its challenges on online learning system.

How is the English learning process through online class in SMK Walisongo Pecangaan Jepara?

According to the question above, the responses by respondents are the teacher only used the Google Classroom as the online learning media during this Covid-19 pandemic. Since the Covid-19 pandemic, all activities are disrupted including the educational sector. The government enforced to work from home or study from home. So that's why many schools used online media to continue their learning process. One of the online learning media that is used by many schools is Google Classroom. Google Classroom is a learning application platform that can be downloaded freely. It can simplify the teachers to deliver the lesson material to the students by creating he/his own class and share the code or invite the students. In other words, Google Classroom is a free platform for teachers and students to collaborate. The teachers can set up an online class, invite the students, and then deliver tasks. The teachers can communicate with the students about the material

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in Google Classroom and can monitor students' progress in teaching-learning process.[2]

What do you feel about study through online class?

According to the question above, there are positive and negative responses. It depends on student's interest in learning because the teacher not only asked the students to understand the material has shared but also allows the students to explore their mind from other sources. Some responses by respondents were "It's great. I can study from various sources even though it is more difficult than explained by the teacher directly". Other responses said that the students get some difficulties. Most of them were less understanding about the material delivered by the teacher through the online system using Google Classroom. They prefer to study in a class and notice the teacher's explanation directly for example, "Less understanding of the material presented by the teacher. I prefer studying directly than online". They were also forced to study and understand the material by themselves. The main challenge that caused the failure of the using Google Classroom as a platform of online learning process are lack of experience, budget, and source constraints.[3] It meant that both of teacher and students must have a good collaboration. The teacher delivered the material as interesting as possible to attract students' attention and the students must have a good motivation in learning English so the process of English learning can be occurred well.

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[2] Mike Okmawati, "THE USE OF GOOGLE CLASSROOM DURING PANDEMIC," *Journal of English Language Teaching* 9, no. 2 (2011): 110.

[3] Yousef Hamad Al-maini, "Issues in Integrating Information Technology in Learning and Teaching EFL: The Saudi Experience," *Merit Research Journal of Education and Review* 1, no. 5 (2013): 110.

What are the challenges you get during the online class?

According to the question above, the responses by respondents were bad signal became the challenges they get during online class. The limited quota also became the problem that interrupted their learning process. Moreover, the big challenge they got is they did not really understand the material delivered in online class by using Google Classroom. The students' response also supported in a literature that stated Google Classroom needs a high-speed signal internet connection and well-conditioned phone or computer with minimal requirements of a multi-tasking system to help the online learning process. Besides, the condition of every student is different and not all areas of Indonesia have high-speed signal internet connection that cause their learning process interrupted.[4]

Do you like the Project-based learning used by English teacher during the online learning process?

According to the question above, the responses by respondents were most of them like the Project-based learning used by the teacher during the online learning process. They assumed that they need something new such as speaking practice to develop their speaking ability. They were bored with monotonous activity such as doing the writing task on LKS. For example the student's response is "Yes I do. I like it because it is not only doing the task on LKS, so there is something new". By giving the project to make video became a good alternative to attract students interesting

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[4] Ahmad Azhari Yunus and Ahmad Syafi'i, "GOOGLE CLASSROOM AS LEARNING PLATFORM IN TEACHING WRITING," *Jurnal Bahasa Dan Satra Inggris* 9, no. 1 (2020): 61.

and give them support to practice their English speaking ability.

Did the Project-based learning help you to encourage your self-confidence in speaking ability?

According to the question above, the responses by respondents were Project-based learning helped the students to encourage their self-confidence in speaking ability because several reasons. Most of them were assumed that they are more confident to speak in front of the camera than in a class because they are worried to make mistakes and laughed by their peers. Moreover, Project-based learning forced them to do what the rule of the project, so they have to complete the task by practice their speaking ability. It means that Project-based learning is an effective way to attract students' interest in learning English speaking and practice it so their speaking ability can be improved. It also supported by the result of the research conducts by Chrisce Juonata Kaunang that Project-based learning could improve the students' speaking ability, and it is recommended to use Project-based learning in teaching English speaking.[5]

What are the challenges you get during the implementation of Project-based learning in online English learning?

According to the question above, the responses by respondents were the challenges that the students get during the implementation of Project-based learning were about the technical rule of project completion. The students confused about the project design because they did not meet the teacher in class, so the project instruction delivered in Google Classroom made the student less

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[5] Kaunang, "Using Project-Based Learning in Enhancing Students' Speaking Skill at SMA PSKD 7."

understand. Based on the theory, there are several challenges while implementing Project-based learning. First, the difficulty of mastering the project. Some teacher finds the difficulty to start and deliver the project to the students. Both of them find the difficulty to start a project, especially when they never use Project-based learning as a teaching method. Therefore, they should learn the theory from some sources to give them understanding with capability. Second, limited of time management. Before implementing Project-based learning, the teacher should determine a good time management and the students have to obey the teacher's rule about that. Last, inequity of students' ability. It is caused by the differences of students' capabilities in understanding the project delivered by the teacher.[6]

2) **Teacher's Interview**

The interview conducted 12 April 2021. The researcher gave several questions to the teacher about the implementation of Project-based learning to encourage the students' self-confidence in speaking ability and its challenges on online learning system. The questions which are follows:

How is the English learning process through online class in SMK Walisongo Pecangaan Jepara?

According to the question above, the teacher argued that the English learning process through online class in SMK Walisongo Pecangaan Jepara was little effective since the pandemic occurs because there is no meeting between the teacher and student. The learning process moves into

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[6] Nyai Cintang, Dewi Liesnoor Setyowati, and Sri Sularti Dewanti Handayani, "The Obstacles and Strategy of Project Based Learning Implementation in Elementary School," *Journal of Education and Learning (EduLearn)* 12, no. 1 (2018): 9, https://doi.org/10.11591/edulearn.v12i1.7045.

online system. But, besides the disadvantage, this pandemic also gives advantages which are for reducing the crowd and also getting social distancing as the government campaign.

It is showed that the Covid-19 pandemic gives big impact on the educational sector. It also happened in SMK Walisongo Pecangaan Jepara. All of learning activities delivered through Google Classroom. The learning process interrupted and should move into online system and it causes the effectiveness of the teaching-learning process is not achieved.

What are the difficulties of teaching English through online class?

According to the question above, the teacher argued that the students' participation is quite low. It's related to ownership of the mobile phone or the signal of the mobile phone. The material given is not maximal, because the learning process did not run well because asking and answering related to the material during the process was limited. It meant that technical problem including of mobile phone signal became obstacle during the online learning process occured. Another difficulty was the limitation of interaction between teacher and student that caused the material is not given maximally.

Do you use a specific technique to attract students' interest in English learning on online system?

According to the question above, the teacher argued that there were plenty of techniques used in learning through online system. But the most common was the simple interaction between students during online class. They were free to respond and ask questions related to the material given during the period of the subject. At least,

answering the students' questions as fast as possible.

What do you think about Project-based learning which is implemented in English learning on online system?

According to the question above, the teacher argued that Project-based learning was effective to use. Based on the teacher's experience, it could help students to understand more about the material because it gave them the real activity related to the learning material. There was a project that has been done before we go further material. And it could be a trigger for the students to be more engaged in the material because if they did not engage the material, they would not be able to complete the project.

Does Project-based learning effective to use in English learning on online system?

According to the question above, the teacher argued that Project-based learning is more effective than just gave the students a question and answer it. If we just gave them a bunch of questions and they have to answer, we did not know the real one. Whether they did it by themselves or they did it by asking someone to did it or just translate it from Google translate. But, by using Project-based learning, the students whether they like it or not they must be involved. They must be the real actor to did it.

What are the challenges during the use of Project-based learning in English learning on online system?

According to the question above, the teacher argued that motivation took an important role. The way to motivate the students to do the project. Regardless, how they got difficulties because motivation is taking the biggest part in Project-

based learning. So, the teacher was challenged to motivate the students and attracted the students' interest in an English online learning

How do you solve the problems you get during the use of Project-based learning in English learning on online system?

According to the question above, the teacher argued that to solve the problems the teacher got during the use of Project-based learning in English learning on online system is by motivating the students all the time. In other words, chatting with the students personally was aimed to get more in touch with them. Motivation being the main thing that needs to be emphasized to increase students' interest in learning so their self-confidence in speaking ability can be encouraged.

Does the students' self-confidence in speaking ability increase by implementing Project-based learning in English learning on online system?

According to the question above, the teacher argued that the students' self-confidence in speaking ability was increased because they have to speak up during the project's making. It shows that Project-based learning is an effective way to increase students' speaking ability.

c. **Documentation Result**

Documentation is used to know the real data information related to the implementation of Project-based learning to encourage students' self-confidence in speaking ability on online learning system and its challenges. The documentation conducted on 23 March 2021 to 11 April 2020 in XII PBS B class of SMK Walisongo Pecangaan Jepara. The documentation consists of teaching-learning process through Google Classroom, the interview between the researcher and students, and also the students' project comprises a video about job interview.

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B. Discussion

This section discusses the findings and drawing out the results based on the data obtained from observation, interview, and documentation.

1. *How is the implementation of Project-based Learning (PBL) to encourage students' self-confidence in speaking ability on online learning system of students in twelfth-grade in SMK Walisongo Pecangaan Jepara in the academic year of 2021/2022?*

   This question is answered based on the observation, interview, and documentation result. From the instruments mentioned before showed that Project-based learning succeeded make the students interest in English learning especially in practicing their speaking ability even though on online learning system. Furthermore, Project-based learning also gave good impact in encouraging students' self-confidence in teaching speaking. The overall of Project-based learning implemented will be explained as follows.

   Project-based learning is a learning strategy that arranges instruction around project. Projects are complex tasks based on real-world questions or problems that engage in designing, problem-solving, decision making, or investigate an activity.[7] Project-based learning is a student-centered, teacher-facilitated learning method that can be used to meet the demands of education in globalization era and developing skills for students to succeed in 21st century education.[8] We can see from the Project-based learning definition aforementioned that it is a suitable teaching method to improve students' speaking skills because they ask to solve real-world problems. The

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[7] John W. Thomas, *A REVIEW OF RESERACH ON PROJECT-BASED LEARNING* (California: The Autodesk Foundation, 2000), http://www.bie.org/research/study/review_of_project_based_learning_20 00.

[8] Stephanie Bell, "Project-Based Learning for the 21st Century: Skills for the Future," *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 83, no. 2 (2010): 39–40, https://doi.org/10.1080/00098650903505415.

students are engaged in communication goals to complete the project.

The implementation of Project-based learning to encourage students' self-confidence in speaking ability on online learning system is applied on online system by using the Google classroom because corona virus pandemic and to minimize the spread of this dangerous virus. The research instrument showed the process of the implementation of Project-based learning. The teacher followed the Project-based learning instructions well even though faced some challenges during the implementation. It could be seen from the material shared by the teacher, the screenshot of their online learning process through Google classroom, and the students' final project comprises the video about job interview. From the material and the screenshot, we knew how teacher implementing Project-based learning. The teacher implemented Project-based learning based on Project-based learning instructions that would be described as follows:

a. **Steps 1** (develop with the essential question): the teacher started the learning process with a challenging question that could give assignments to the students to carry out an activity. The topics taken related with the realities of the real-world and began with an in-depth investigation. The teacher decided to give project containing job interview video especially focused on self introduction. This project would be useful for students because when they graduated from SMK Walisongo Pecangaan Jepara and want to apply for a job, they should pass the interview section.

b. **Steps 2** (design a project plan): in the material of interview, the teacher explained the project plan and how the students should do to complete the project. the design of project plan was done collaboratively between teacher and students. It contained about the rules of the project making, the selection of activities that can support in answering essential questions by integrating a variety of supportive objects, and the sources that can be used by the students while completing the project. The students were allowed to

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see the example of how to introduce themselves from Google, YouTube, etc.

c. **Steps 3** (create the schedule): the teacher and students collaboratively develop a schedule of activities in completing the project. The teacher delivered the project completion time and the direction for students to manage existing time clearly at the end of interview material shared by the teacher. The teacher as facilitator let the students to understand it by themselves and they were allowed to explore something new. If they do not understand, they were free to ask through comment in Google classroom or chat personally with the teacher.

d. **Steps 4** (monitor the students' progress): the teacher monitored the students' progress by facilitate the students in each process of project making. In other words, the teacher role as a facilitator for students' activities. The teacher checked the comment in Google classroom to know the students' difficulties of project completion. Besides, the students were free to ask what they did not understand through WhatsApp chat out of learning process.

e. **Steps 5** (asses the result): We can see the result from students' final project comprises the video about interview especially in self-introduction. The teacher assessed the students' project to measure the achievement of students. Assessment also carried out to evaluate the progress of each student. Furthermore, it was providing feedback about the level of understanding that has been achieved by the students, and helped the teacher in developing learning strategies.

f. **Steps 6** (evaluate the students' experience): The evaluation process was carried out by the teacher and each student individually. At the end of the online learning process, the teacher and students reflected on the activities and project results that have been run. The teacher and students reflecting on the Project-based learning implementation. The teacher also

evaluates the result to make the next Project-based learning implementation to be better.

2. *How are the challenges of Project-based Learning (PBL) implemented to encouraging students' self-confidence in speaking ability on online learning of students in twelfth-grade in SMK Walisongo Pecangaan Jepara in the academic year of 2021/2022?*

This question was answered based on the interview result. The researcher used interview to get the students' and teacher's responses about the challenges they faced towards Project-based learning implemented. The researcher asked the teacher and students about the challenges they got during the process of the implementation of Project-based learning on online English learning through Google classroom. The teacher's interview consists of eight questions and one of the questions asked about the challenges of the Project-based learning implemented. Besides, one of the students' interviews also asked about the Project-based learning challenges.

Based on the question "What are the challenges during the use of Project-based learning in English learning on online system", the teacher and students explained their mind about the challenges during the implementation of Project-based learning during the English online learning by using Google classroom. The teacher argued that the students need motivation so they will be interested to join the learning process.[9] Therefore, the challenge faced by the teacher is how to motivate the students. Related to theory, motivation is the reason why somebody does something or behaves in a particular way.[10] Likewise, motivation is one of the most important factors that may influence the

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[9] Teacher's interview result

[10] https://www.oxfordlearnersdictionaries.com/definition/english/motivation?q=motivation

students' self-potency and willingness to participate in learning activities.[11]

Furthermore, based on the students' interview about the challenges they got during the implementation of Project-based learning was technical problems such as bad signal.[12] Online learning needs quota and supportive atmosphere and place to make the learning process occurred well. Students come from several backgrounds. Not all students have those supportive things, so their learning process was disrupted. Furthermore, the teacher delivered the material in Google classroom and almost no interaction directly between teacher and students so that it caused less understanding of the students about the material and the project also became the challenge for students because the learning process occurred through online class. Moreover, students' responses said that they prefer to study normally in face-to-face meetings before Covid-19 pandemic.

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[11] Valarmathie Gopalan, Juliana Aida Abu Bakar, and Abdul Nasir Zulkifli, "A Review of Motivation Theories, Models, and Instruments in Learning Environment," *Journal of Critical Reviews* 7, no. 6 (2020): 554.

[12] Students' interview result