

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING  
ENGLISH TO YOUNG LEARNERS AT GENTA SARASWATI  
BILINGUAL AND MONTESSORI SCHOOL  
IN GRADES 2A AND 2B**

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**ABSTRACT**

This research aimed to investigate the procedure of implementing Project-Based learning (PjBL) for teaching english to young students in classes 2A and 2B at Genta Saraswati Bilingual and Montessori Primary School, to identify the challenges encountered by teachers during it's implementation, and strategies to coped with the challenges. Using a case study method with a qualitative descriptive approach, data collection was carried out through observation checklists and interviews. The observation checklist assessed how teachers implemented PjBL, the challenges they encountered, and the strategies they used to coped those challenges. After observations, interviews with teachers were conducted to deepen and strengthen the findings. The results showed that teachers at Genta Saraswati succeeded in implementing PjBL, although there were minor omissions that did not have a significant impact on learning outcomes. Students were able to complete and present their projects effectively, showing maximum learning outcomes. Although teachers faced few significant challenges, they managed to overcome them well, particularly the challenge of building students' self-confidence. The strategies used by teachers, including different methods of dividing group projects, were effective in managing the class and ensuring a smooth learning process. Teacher 2A divided students based on ability, while Teacher 2B used a random strategy. These strategies, which were adapted to student characteristics and abilities, contributed to the overall success of PjBL implementation. This study underscored the importance of teacher knowledge and preparedness in creating supportive and effective learning environments for young learners.

**Keywords:** *Project-based Learning (PjBL), English Language Teaching, Young Learners*

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**Pendidikan Bahasa Inggris**



**ABSTRAK**

Penelitian ini bertujuan untuk mengamati prosedur implementasi Pembelajaran Berbasis Proyek dalam pengajaran Bahasa Inggris kepada siswa kelas 2A dan 2B di Genta Saraswati Bilingual and Montessori Primary School, mengidentifikasi tantangan yang dihadapi guru selama pengimplementasiannya, dan strategi yang digunakan guru untuk mengatasi tantangan tersebut. Menggunakan desain studi kasus dengan pendekatan kualitatif deskriptif, data dikumpulkan melalui daftar periksa observasi dan wawancara. Daftar periksa observasi menilai implementasi PjBL, tantangan yang dihadapi guru, dan strategi yang digunakan untuk mengatasi tantangan ini. Wawancara lebih lanjut mengeksplorasi dan memperkuat temuan observasi. Hasil menunjukkan bahwa guru telah menerapkan PjBL secara efektif, dengan celah minor yang tidak berdampak signifikan pada hasil belajar siswa. Siswa berhasil menyelesaikan dan mempresentasikan proyek mereka, mencerminkan efektivitas metode pengajaran. Sementara guru menghadapi tantangan minimal, masalah utama adalah meningkatkan kepercayaan diri siswa, khususnya di antara siswa yang pasif. Guru menggunakan berbagai strategi untuk mengelola kelas dan mengatasi tantangan, terutama dalam pembagian kelompok proyek. Guru 2A membagi kelompok berdasarkan kemampuan siswa, sedangkan Guru 2B menggunakan strategi pembagian acak. Pendekatan ini menunjukkan kesiapan dan pengetahuan guru dalam menciptakan lingkungan belajar yang kondusif. Secara keseluruhan, penelitian ini menyoroti peran penting guru dalam keberhasilan implementasi PjBL, menunjukkan bahwa strategi yang tepat dapat mengatasi tantangan secara efektif dan meningkatkan hasil belajar siswa.

**Kata Kunci:** *Pembelajaran Berbasis Proyek (PjBL), Pengajaran Bahasa Inggris, Pembelajaran Muda*