CHAPTER II

LITERATURE REVIEW

This chapter presents some theories and previous studies related to this study. This section is divided into two sub-chapters, namely, a theoretical review and an empirical review.

2.1. Theoretical Review

2.1.1. Definition of Young Learners

Young learners are the initial level of children in the learning process. In contrast to adult learners, young learners are still in the early stages of getting to know something that interests them. Young learners have unique traits, such as having a smart brain, which is still clean, responsive, fast, and not infrequently attractive traits (Fajarina, 2017). Young learners also have another side, such as having a low awareness of learning, so they quickly lose interest and motivation, and sometimes, they are more active in other activities besides studying (Pinter, 2006).

Oktavia et al. (2022) stated that young learners at the elementary school level are children who have a natural talent for learning languages with high levels of critical thinking. Taking advantage of this critical period for children can be an effective way to help young learners learn English as a foreign language. Young learners usually always follow what they want and like because they like fantasy, imagination, and movement, so in

learning English, they need the right strategy to direct their focus on learning (Pinter, 2006). In each country, the age of young learners is categorized differently. In each country, the age of young learners is categorized differently, but many researchers say that young learners are children under twelve years old. According to Scooth and Lisbeth, in the article by Fajarina (2017), young learners are children under 11 years old. Young learners are divided into two groups: the younger group and the older group. The younger group starts from age 6 – 8, and the older group starts from age 9 – 12 (Hardi & Rizal, 2020).

So, it can be concluded that young learners are children under eleven. Young learners are in their initial stage of learning and getting to know new things like language. English can be taught to children from a young age because they are still in a clean condition because they do not know too much vocabulary, are responsive, and fast. However, young learners also have other disadvantages, such as quickly losing motivation to learn, so there needs to be an appropriate strategy to use when teaching English.

2.1.2. Characteristics of Young Learners

Young learners are highly interested in something. In this phase, children discover what interests them and follow what they like. Children at this age have their own lives and styles, so it is no wonder they are sometimes busy in their own worlds. Likewise, in the classroom, young learners have different characteristics.

As mentioned by Scooth and Lisbeth (1992) in (Fajarina, 2017) there are some characteristics of young learners, such as (1) at the age of 8-10 years, children are considered mature enough, (2) children have a particular point of view, (3) children can explain the difference between fact and fiction, (4) children are curious to ask questions, (5) children believe in what is said 'real' words to express and understand meaning/messages, (6) children are open to what happens in class and begin to ask for teacher decisions, (7) children have clear choices about what they like and dislike, (8) children can work together with others and learn from others.

According to Scott & Ytreberg (1993), young learners have diverse characteristics, and one has different characteristics from another. Young learners generally have similar characteristics, such as love to play, creating their own world, putting all their imagination into real life, being very curious, and always asking questions. With their restricted knowledge of vocabulary and grammar, they can understand the meaning when someone is talking to them. Young learners have a small focus of attention, so they are easily distracted, for example, when studying and playing.

Based on the explanation, it is concluded that the characteristics of young learners are very complex, between one learner and another have similar characteristics. Young learners at this age have their own world, so they still like to play, imagine, and have a high sense of curiosity. Young learners also have a focus of attention that is easily distracted, so learning requires strategies or activities that can attract their attention.

2.1.3. Learning Style of Young Learners

Learning style is a person's way of processing the knowledge being studied. According to Pashler et al. (2008), the perception that different people learn information differently is referred to as a learning style. Each learner has a unique way of focusing on, processing, absorbing, and remembering new and challenging material. This is known as their learning style. Pritchard (2009) explains that learning style is a person's preferred or effective way of thinking, processing information, and demonstrating that learning is reflected in their learning style. Each young learner is unique in various ways, including the various learning styles in which they feel most comfortable. While some students learn best in a group setting, others find that learning alone is most effective. Still, others prefer the company of an authoritative figure like a parent or teacher. Some people require a neat and orderly workspace, while others want to be transparent and allow everything to be seen.

There are three main learning styles stated by DePorter, B. & Hernacki, M. (2009) explained in the article of Shanti Manipuspika (2020), namely:

1. Visual learners: A person with a visual learning style typically finds it easier to organize, assimilate, and process information when it is presented visually, such as through graphs, diagrams, or pictures. However, a person with this learning style frequently

finds it difficult to recall instructions verbally. As a result, they frequently forget to communicate verbally with others.

2. Auditory learners: People who learn efficiently by listening to information spoken aloud, such as during lectures, audio recordings, podcasts, or teacher explanations. One benefit of auditory learning is that well-heard information can be retained by the learner. The fact that learning can be hampered by loud surroundings or other sound disturbances is a weakness.

3. Kinesthetic learners: People with kinesthetic learning styles typically use touch and body language to organize, assimilate, and process information more quickly. They are accustomed to doing certain gestures, like pacing back and forth, tapping their fingers on a table, or shaking their feet when thinking about something.

According to Gardner (1987), every student is distinctive, has a particular manner of processing information, and utilizes various kinds of intelligence in the process of learning, which is called multiple intelligences. There are eight types of multiple intelligences, as follows:

1. Linguistics: the use of language. Children with linguistic intelligence are usually good at writing, reading, explaining, and debating. They can also be stimulated by having stories read to them, teaching new words frequently, having them tell stories about school activities, and having them keep diaries.

2. Logical/mathematical: Kids with high reasoning abilities are typically intelligent and logical. They are capable of doing rational

and logical analyses of issues. Reasoning conceptually about numbers, patterns, and relationships is a trait of logically intelligent people.

3. Spatial: the type of person who enjoys imagining things with pictures, patterns, textures, and shapes; they also enjoy working with color, puzzles, and drawing. People who possess spatial intelligence as children typically have good memories.

4. Musical: Musically-related skills. Individuals possessing musical intelligence are typically proficient in songwriting and instrumental performance. Furthermore, they are able to comprehend beats, sounds, and melodies in music.

5. Kinesthetic: These skills are typically more bodily, like limb coordination. People with kinesthetic intelligence typically prefer physical pursuits like sports, dancing, mountain climbing, cycling, etc. It will be difficult for kids with kinesthetic intelligence to sit still for extended periods of time because it quickly bores them.

6. Interpersonal: the capacity for teamwork. Strong social abilities typically accompany this intelligence. They are able to work well in groups, get along well with others, make lots of friends, demonstrate empathy, and pay attention to the thoughts and feelings of others.

7. Intrapersonal: the ability for introspection, including motivations, strengths, and weaknesses. People can plan and make decisions more easily when they are aware of who they are. Youngsters

possessing intrapersonal intelligence are calm in both demeanor and behavior and have good self-control.

8. Naturalist: the capacity to interpret and arrange natural patterns. Eclectic intelligence takes pleasure in studying the natural world. It is enjoyable for them to identify different plant and animal categories.

It can be concluded that the learning style of each young learner is different. Some young learners like to study in groups, and others like to study alone because they feel more effective. However, apart from that, the choice of learning style depends on the comfort of each learner. Besides that, each learner also has a different way of learning, such as learning through visual, auditory, and kinesthetic. Learners are also free to choose a way of learning that suits their abilities so that they can develop their respective abilities and potential.

2.1.4. Definition of Project Based Learning (PjBL)

The term Project Based Learning, explained by Suciani, states in Puspa Rineksiane (2022), is an approach to learning that uses engaging classroom activities to encourage students' critical thinking. Students are asked to investigate the provided case. As part of their learning objectives, students are also required to evaluate, analyze, and synthesize data in various ways. According to Puspa Rineksiane (2022), Project Based Learning has different characteristics from other learning models such as, (1) Learning in the Project Based Learning method becomes the center of

learning. (2) Learning in the Project Based Learning method is more focused on providing questions or providing case studies that direct students to find solutions with relevant science concepts. (3) In this Project Based Learning method, students must be independent in building their knowledge by conducting investigations. (4) In this Project Based Learning method, students are fully required to be problem solvers. (5) Activities or case studies given to students in this Project Based Learning method are adjusted to the actual situation.

According to Rusiana et al. (2023), Project Based Learning is an instructional approach that encourages students' active engagement in projects or real-world research to enhance their conceptual comprehension and acquire valuable knowledge. Students in this PjBL carry out research and create solutions to issues. Therefore, the use of the PjBL method is good because it can provide better learning and develop students' abilities. Reinforced by Puangpunsi (2021), the PjBL method fosters a more positive learning environment and helps students embrace a positive outlook on learning English.

In conclusion, the PjBL method is one of the good learning methods to apply because it can develop students' critical thinking skills. By using this method, students can investigate, analyze, evaluate, and provide solutions to problems they find in the real world. In addition, in learning English, this method is also able to provide a positive environment that helps students have a positive outlook.

2.1.5. Implementation of Project Based Learning (PjBL)

According to Jusita (2019), the advantage of Project Based Learning is that it can involve students more in learning. Their involvement in learning increases their understanding of the meaning of learning. Soraya and Purnomo (2019) state in Jusita (2019), the two-way communication that occurs between teachers and students is indicative of an efficient learning process. Subjects with the capacity to actively seek out, process, create, and apply knowledge are called learners. The teacher serves as a facilitator, helping students to actively solve problems and increase their knowledge in pairs or groups *(student collaboration)*. In the learning process, students are the center of learning or student-centered. Consequently, there is a need for active learning that involves students in learning. Students who engage in learning activities can enhance and expand their skills, develop critical thinking abilities, and find solutions to learning problems.

According to Fahlevi (2022), the steps of Project Based Learning are explained as follows:

1. Start with the Essential Question. Provide students with questions that can be used to describe tasks, so they can complete them through projects. This approach starts with an in-depth examination and applies the problem to real-world realities. Teachers try to make the problems discussed relevant to their students.

2. Design a Plan for the Project. Students and teacher work together to plan activities. The expected impact of this activity is for students to feel involved and become the main figures in the project. Planning includes actions, techniques, and supplies that are useful for project completion.

3. Create a Schedule. To complete the project, students and teachers work together to plan a schedule of activities. At this level, students and teachers are asked to: (1) create a timeline for completing the project, (2) determine the project completion date, (3) plan new methods, (4) guide students when making inappropriate methods related to the project, and (5) explain (reasons) why they chose a method.

4. Monitor the Students and the Progress of the Project. Teachers are responsible for supervising student activities during the project. They supervise student activities and serve as guides. Teachers can create rubrics that are intended to facilitate the monitoring process by recording all important activities.

5. Assess the Outcome. Assessments are carried out to test competency, evaluate the development of each student as a group or independently, provide feedback on the amount of understanding that students/groups have gained, and support the teacher in preparing further learning plans.

6. Evaluate the Experience. At the end of the learning process, Students and teachers reflect on project activities and results. The

reflection process is carried out either individually or in groups. At this stage, students are asked to discuss their thoughts and experiences while working on the project. Teachers and students work together to improve performance during the learning process, with the goal of ultimately finding solutions to problems that have been posed in the early stages of learning.

Based on the explanation, it can be concluded that in implementing Project Based Learning, the teacher only acts as a facilitator because, in this learning method, the students are the center of learning. Because learning is centered on students, they can develop more critical thinking skills and find solutions in learning activities. In order for this learning method to run well, learning stages are also needed, such as (1) starting with the essential questions, (2) designing a plan for the project, (3) creating a schedule, (4) monitoring students, (5) assessing the outcome, (6) and evaluation.

2.1.6. Strengths and Weaknesses of Project Based Learning (PjBL)

Project Based Learning is an approach to teaching that builds students' technological, communication, critical thinking, problem-solving, and teamwork competencies. Learning based on the idea that students should be the primary source of focus when examining actual social issues is known as Project Based Learning, or PjBL. There are several advantages and disadvantages to this learning design. According to Sumarni (2013), there are eight advantages of implementing PjBL. First, Increase student learning motivation. When teachers successfully implement PjBL, students

can be highly motivated because they are actively involved in learning, resulting in high-quality work. Second, Improving student academic achievement. Through the PjBL method, students gain knowledge, skills, and attitudes when they create assignments or solve concrete problems and find solutions based on theoretical and practical knowledge. Third, Improve cooperation/collaboration skills. Through PjBL, students can hone their collaboration skills during the learning process. In addition, in PjBL, students can develop real-world skills such as the ability to make decisions, take initiative, and solve complex problems, as well as communication skills and self-management. Fourth, Improve communication skills. Through PjBL, students develop communication skills when they explain a problem and how to convince their listeners about the solutions they find. In addition, their communication skills also develop when they express their ideas.

Next, Create fun learning. In PjBL, the activities given to students sometimes require activities carried out outside the classroom so that they do not feel bored doing routines in the classroom. Through this interesting teaching environment, students are believed to be able to invite them to build knowledge using an authentic context. Sixth, Increasing student creativity. In PjBL, students are free to develop their creativity, each student has different skills and learning styles. Therefore, PjBL prepares students to help them develop the skills needed to train their creativity. Seventh, Improve problem-solving abilities. PjBL can help students become more proactive and more adept at solving complex problems. Last, Improve resource processing skills. PBL offers students experiences and practice in

planning projects and allocating time and other resources, like equipment, to finish tasks. It also offers learning opportunities that are complex, engaging, and geared toward real-world development.

Besides its advantages, PjBL also has some disadvantages. According to Kavlu (2017), in implementing PjBL, the project must be managed and carried out carefully if students are to succeed. As students' progress through the project's steps, their activities should be evaluated to support their progress and meaningful learning. Furthermore, project-based learning can double the time spent on preparation and assessment in the classroom, which is a responsibility for many teachers.

Without the careful direction of the teacher, such as suggestions on where to find resources, what kind of resources are reliable, how to sum up the collected data, etc., PjBL may become stuck. Teachers may be unable to effectively assist their students in learning important concepts if they are not properly trained or do not possess the necessary skills and abilities. Kavlu (2017) also states PjBL can be difficult to evaluate how much each student contributes to a group project. This may indicate that while some students work hard and learn, others take the easy route and let their peers handle the mental labour. It is possible that parents lack the necessary education to guide or assist their children, or they may find themselves unable to understand and decide how to support their children best.

2.1.7. Challenges in Implementing PjBL

In implementing Project Based Learning, each teacher experiences their own challenges. The challenges experienced by teachers certainly be the same or different. According to several experts, the following are some of the challenges experienced by teachers when implementing PjBL in schools.

According to Cintang et al. (2018), there are five impeding factors in the implementation of PjBL namely, (1) Time factor. Teachers do not implement Project Based Learning because of time limitations. This factor causes the failure of implementing PjBL because there is a lot of material and lessons that students can learn. (2) Teacher's capability. The teacher functions as a facilitator who can direct students in completing the project. For this reason, teachers need to be capable of mastering the implementation of PjBL so that they do not experience difficulties in managing time and mastering projects. (3) Student skills. Students have assignments to work on preparing projects. Students need discipline, teamwork, and activeness to complete projects. On the other hand, students who lack discipline will be inhibited from completing the project. (4) The project type, in the teacher's book, several projects are considered difficult for teachers to implement, such as projects that require outings outside of school. Every teacher has a different opinion about a difficult project. The teacher's perception of a difficult project is closely related to the teacher's ability to master the project. The project was difficult to implement due to the difficulty of providing tools and materials. (5) The factor of cost, in implementing PjBL,

teachers need sufficient funds to purchase the necessary tools and materials. Therefore. Without financial support, it will hinder the implementation of project-based learning

In the research conducted by Syahlan et al. (2023), there are eight obstacles faced by teachers and students when implementing PjBL such as, (1) poor time management, (2) Teachers and students do not understand the essence of PjBL, (3) Lack of motivation of teachers and students, (4) Teachers and students have not been able to understand the relationship between PjBL and real-life, (5) The inequality in the ability of students in groups makes the project implementation not run smoothly, (6) Teachers are confused about adapting learning to the PjBL model, (7) Lack of training for elementary school teachers on the PjBL model, (8) Inadequate facilities. Based on the difficulties experienced, it can be said that teachers still experience difficulties understanding PjBL itself when implementing PjBL. Hence, teachers need to be trained before implementing PjBL in the classroom.

Other research conducted by Nurkhamidah (2023) showed that teachers in PjBL faced eight challenges in writing class such as: (1) Shifting the instruction to facilitating group work, (2) Time for planning and implementing, (3) Creating the project, (4) Managing group working, (5) Managing the project, (6) Assessing the project to determine a grade. From the challenges experienced by these teachers, there needs to be an understanding for teachers in providing instructions so that they are easy to understand, managing time in planning and implementing projects so that

they are following the timeline, creating appropriate projects to suit their abilities, managing projects made by each student, and assessing projects that students have completed. In addition, the support teachers give students also needs to be done to achieve the learning goals together.

From the problems raised by the three researchers above, it can be concluded that the challenges experienced by researchers are almost the same. Such as challenges in managing time, giving projects carried out in groups, facilities, student attention, and teacher understanding in designing projects to suit student abilities. Therefore, teachers need to make very good preparations before implementing learning methods in the classroom so that learning can run optimally.

2.1.8. Strategies to overcome the challenges

Teachers also have strategies for dealing with challenges in implementing project-based learning. The strategies used by each teacher vary and differ when teachers experience different challenges. According to experts, the following are strategies used by teachers in several studies.

Research from Cintang et al. (2018), mentions four strategies teachers can use when implementing PjBL. The research results show that teachers have four strategies for implementing PjBL. First, teachers' beliefs and commitment. Teachers' confidence in implementing project-based learning increases their awareness, intention, and responsibility. Second, combining the project. Teachers can combine projects with learning or two related lessons into one when they have limited time. Third, creating a

semester program. The teacher estimates the time allocation that can be used to implement the project. Fourth, modifying the project. Teachers can create and customize projects depending on their students' needs. Instructors may modify the project implementation context or substitute harder-to-find tools and materials.

Research conducted by Bagheri et al. (2013) provides six strategies to cope with challenges experienced by teachers. First, organizing the groups. The teacher divides the students into several groups, including male and female students. The teacher explains group work and the rules for working in groups and divides tasks proportionally. Second, stating the subject and sub-subject. The teacher explains and introduces the PjBL strategy process to ensure that students fully comprehend the concepts and procedures of PjBL. Third, designing the project. The students initially designed the project plan while receiving assistance from their teacher. Fourth, the application of the project. Students in groups entered the project product stage to gather the data. Fifth, presentation. The students presented their project results. Last, evaluation, in the evaluation. The teacher was not the only one who evaluated the project but other members of the groups also gave an evaluation of the project.

Research by Syahlan et al. (2023) also provided three solutions to overcome the obstacles in implementing PjBL in elementary schools. First, teachers must receive PjBL model training from their schools before implementing it. This ensures that they are properly knowledgeable about both the theory and application of PjBL. Second, to overcome technical

challenges in implementing the PjBL model, a PjBL module that teachers and students can use as a project implementation guide is required. Third, the PjBL model's implementation barrier, a lack of facilities, can be overcome by utilizing technology and the surrounding area.

From the strategies carried out by the three researchers on the challenges they face, it can be concluded that, in implementing Project Based Learning, teachers must always be confident in increasing their responsibility during the learning process. Before implementing PjBL, teachers must also receive proper training so that they do not experience difficulties. By understanding the existing strategies, teachers can also face challenges that may occur in the learning process in the classroom.

2.2. Empirical Review

Research conducted by Kristianto & Harendita (2022) in the study entitled The Implementation of Project Based Learning in an ESP Class To Improve Reading and Speaking Skills explained that students' speaking and reading skills improve when PjBL is used. The results of this study show that using PjBL has improved speaking and reading skills through the completion of a variety of tasks. When students gained experience in English classes that equipped them to use the language in context, it became possible. In order to gather student opinions on applying PjBL in the English classroom, this study used interviews and questionnaires. It also demonstrated how well students responded to PjBL when it was used in English classes. Nineteen students, or

(94.7%), expressed satisfaction with the projects they completed in English class.

Other studies from Karyawati and Ashadi (2018) show a lack of interaction among Indonesian English teachers in the teaching and learning process. Teachers use GTM (Grammar Translation Technique) to emphasize grammar and deprive students of their 21st-century skills, called his 4Cs, such as critical thinking and problem-solving, communication, creativity, and collaboration. English teachers need to adapt their traditional teaching methods and place more emphasis on activities. One of the approaches she uses in her research is project-based learning. This study implemented a descriptive qualitative research design in the form of a case study. This study involved English drama instructors and 20 fourth-semester International Class Program (ICP) students (eight from the English education program, seven from the Islamic education program, and five from the Arabic education program). Educators agree that the benefits of Project Based Learning (PjBL) significantly impact improving students' speaking skills. Instructors can also use her PjBL to create an innovative learning environment for teaching English by introducing several exercises that involve communication, critical thinking, collaboration, and creative skills.

The resulting study from Jusita (2019) stated that the findings of this class action study support theoretical and empirical research on the efficiency of Project Based Learning (PjBL) in enhancing activities and learning outcomes for content that is characterized as analytical in nature. Every cycle makes it clear that there has been a notable increase. Only 12 students (37.50%)

participated in high learning activities in cycle I, with an average learning outcome of 65 and a success rate of 58 in the sufficient category. Learning activities in Cycle II reached 22 students (68.75%), with an average learning outcome of 76 and a success rate of 71 students in the good category. Cycle III saw 26 students (81.25%) participate in high learning activities, yielding an 80 good category success rate and 81 average learning outcomes.

Another study, according to Astawa et al. (2017) this research entitled "Project-based Learning Activities and EFL Students' Productive Skills in English" was conducted in one of the high schools in Bali using 28 7th-grade students as participants. this research discusses the productive English language skills of students after learning using the PjBL method. the results of this study show that there is a significant difference in the productive English language skills of students before and after being taught using PjBL. In addition, PjBL improved students' learning quality in terms of enthusiasm, confidence, creativity, and independent and collaborative learning ability, while from the teacher's side, PBL increased teachers' motivation and satisfaction in teaching.

Other researchers found that students' lack of fluency in speaking was caused by limited practice, incorrect pronunciation, and inappropriate learning methods (Widiyati & Pangesti, 2022). Because of this, researchers conducted this research to determine the effectiveness of using Project Based Learning (PjBL) to improve students' speaking skills. In this research, researchers used 59 class VII students of SMP Muhammadiyah 1 Kudus who were divided into experimental classes and control classes using a quasi-experimental research design. The researcher took three classes; 7A is the non-sample class, 7B is the

experimental class, and 7C is the control class. There were 32 students in the trial class, 29 in the experimental class, and 31 in the control class. Participants were aged 11 to 13 years. A significant difference exists in students' speaking abilities after implementing project-based learning. The post-test results showed that the experimental class treated using PjBL obtained higher scores (77.07 and 77.24) than the control class treated using the conventional method (69.42 and 68.50). PjBL can increase students' enthusiasm, creativity, and motivation in learning English.

Research from Mone et al. (2023) discovered findings indicating that, both before and after utilizing the Project Based Learning model, student learning outcomes in science content about the human circulatory system were significantly more effective. Twenty elementary school students in the fifth grade served as the research subjects for this study. Additionally, an experimental methodology (pre-experimental one-group pretest-posttest design) was used to carry out this study. This study is based on preliminary observations made on October 28, 2022, which identified barriers at SD Negeri Oebafok, specifically the absence of student participation or direct involvement in class V. The teacher engaged with the class more than the other students did, giving more explanations, while the remaining students paid attention and responded to the teacher's questions.

In another research from Spalek (2014), the purpose of Project or Problem-Based Learning is to teach students both theoretical and practical knowledge from a variety of courses (both academic and non-academic). It generates team-student, team-subject, project-subject, and project-team interactions in addition

to the conventional student-subject interaction during the learning process. Students can learn new experiences and abilities from each of these novel interactions, both in terms of theory and practical application. However, because of its many practical aspects, each project's results must be truly valuable. It indicates that work needs to be done on the product, design, or documentation. This is simpler to accomplish when it deals with technical or non-academic courses. Selecting a course topic that aligns with the practical outcomes of the course is a widely acknowledged challenge in higher education. Nevertheless, in non-academic courses, other aspects of human relations and team building are also vital. Among them, we may highlight the value of team diversity based on the personalities and skill sets of members. It is essential to form teams properly and then consistently inspire them during the duration of the semester-long project.

Different from Spalek, the result of research carried out by Humairoh & Purwati (2014), it is determined that application Project Based Learning is a method that can be applied in the language learning process. It was proven that students in class VIII C at SMPN 40 Surabaya felt interested and enthusiastic about learning English when this method was applied. PjBL has encouraged students' interest in learning to achieve good public speaking presentations. As a result, their motivation and confidence increase to speak English in front of the class without feeling bored and afraid. Most of them responded positively to this method. Apart from that, it also allows students to become active learners and better understand the material, namely short functional texts, especially advertisements. Then, speaking ability results are also reported by describing

students' speaking abilities related to their speaking components, including content, fluency, vocabulary, pronunciation, and grammar.

Research from Rat Dwiyana Putra et al. (2014) The comparison of the pre-test, post-test 1, post-test 2, and post-test 3 results allowed the researchers at Mahasaraswati University in Denpasar to conclude that all groups had significantly improved their writing. Because there is a significant rise in test scores, it is possible to conclude that applying the PjBL method can enhance students' writing skills generally based on the findings and discussion in the previous chapter. There was a significant difference in the increase in average scores for five domains (main idea, topic, details, essay parts, and word choice) in each test. The researchers discovered after a more thorough analysis of the improvement results in each domain of writing skills. In contrast, there was no apparent distinction in the other six domains transition, sound, grammar, spelling, length, and presentation between any of the tests. The previous explanation leads to the conclusion that PjBL can help students write better, particularly in the areas of "main idea," "about the topic," "details," "essay parts," and "word choice". However, PjBL is ineffective in enhancing "sound," "transitions," "grammar," "spelling," "length," and "presentation". After many modifications were made to the PjBL implementation, students responded positively, according to the results of the questionnaire used to implement PjBL. The project step (Investigation and data collection) was chosen as the most successful activity to promote student essay writing based on student responses. In addition, organizing the final report and grouping helps with students' written

assignments. Furthermore, the students felt that the investigations provided them with a sense of authentic learning.

The research conducted by Adiwijaya (2017) in the English Education Department at STKIP Suar Bangli researchers discovered that Project Based Learning helped students in the Translation/Interpretation I course learn more effectively. Their learning was improved by new experiences that did not involve lectures. The learners gained more practice and experience with self-management in completing the project by using this method. The student's final score demonstrates how well this strategy worked in raising the student's achievement. On the other hand, there were still certain implementation-related issues with Project Based Learning.

Different from the other article, research conducted by Artini & Padmadewi (2019) entitled "Character Education Practice in Primary School in Bali." This research used 5 teachers and 165 students in grade 5. This research shows character education in public primary schools in Bali, which appears to be a "work in progress" as it struggles to find the best model and methodology. The teachers have attempted to identify the values that are incorporated into each theme by analyzing the lesson plans. Students learn more from the book than from their teachers because teachers often follow the instructions on each page. Teachers who are meant to serve as role models for students in developing their character thus do not work well.

Based on the review of the study above, it can be seen that English learning in Bali has characteristics such as teachers still looking for the best learning

models and learning methods that can be implemented when teaching English in the classroom. The students only learn based on instructions that come from books, thus making the teacher's role as a model in the classroom less well-functioning. Through this, there is a great need for innovative English language learning strategies for elementary school teachers in Bali, called Project Based Learning methods. In accordance with the latest curriculum used in Indonesia, namely the Merdeka Curriculum, PjBL is an innovative learning method that can develop students' creativity, critical thinking skills and other abilities. Through PjBL teachers are also expected to be able to provide more meaningful learning to students. So that they can develop skills in 21st-century learning. In addition, based on the literature review above, it is also conveyed that many studies have discussed PjBL in English classes. However, many of these studies were conducted in areas outside Bali. The studies in Bali in the context of primary schools have not been done much, so this research is very important based on the review above. Besides that, new findings differentiate this research from other studies because this study uses a Montessori school for data collection. Montessori school emphasizes student-centered learning so that students have the freedom to learn in class. Montessori schools have the meaning of providing freedom for learners to determine their growth and development. The Montessori school is located in Gianyar Regency and is called Genta Saraswati Bilingual & Montessori School. As the name implies, this school uses the National Plus curriculum combined with Montessori and collaborates with Cambridge so that students use Indonesian and English as an intermediary in learning during the learning process.