APPENDIXS

Appendix 1 Observation Permit Letter

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3700/UN48.7.1/DT/2023   24 Oktober 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala Pelangi School

     di Banjar Kumbuh, MAS, Kecamatan Ubud, Gianyar, Bali

Dalam rangka pengumpulan data untuk menyelesaikan Pembelajaran Bahasa Inggris Berbasis Proyek (PjBL) untuk tujuan penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Komang Budianing
NIM	: 2012021222
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2 Research Permit Letter

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 769/UN48.7.1/DT/2024   14 Maret 2024
Perihal : **Permohonan Izin Penelitian**

Yth. Kepala Pelangi School
    di Gianyar, Bali

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat
kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	:	Ni Komang Budianing
NIM	:	2012021222
Jurusan	:	Bahasa Asing
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S1
Tahun Akademik	:	2023/2024
Judul	:	THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING ENGLISH TO YOUNG LEARNERS IN GRADE 5 AND 6 AT PELANGI SCHOOL BALI

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian
dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 3 Research Instruments

3.1. **Blueprint of Observation Checklist for Implementing Project Based Learning**

NO	RELATED THEORY
1.	This observation checklist table is made based on the syntax made by Fahlevi, in 2022 as follows: 1) Start with the essential question, 2) Design a plan for the project, 3) Make a schedule, 4) Monitor the students and the progress of the project, 5) Assess the results achieved, 6) Evaluate the experience.

3.2. **Observation Checklist of Implementation Project Based Learning**

Observation Checklist in Implementation of Project Based Learning in Grades 5 and 6 at Pelangi School Bali						
NO	SYNTAX	DESCRIPTION	GRADE 5		GRADE 6	
			THEME 1	THEME 2	THEME 1	THEME 2
1	Start With Essential Question (Fahlevi, 2022)	1. The teacher asks the students to observe the phenomena				
		2. The teacher asks the students to mention related phenomena				
		3. The teacher guides the other students to share knowledge				
2	Design a Plan for The Project	1. The teacher divides students into groups				

	(Fahlevi, 2022)	2. The teacher gives the students a project that is related to the phenomena				
		3. The teacher asks students to make a plan for the project that will be created				
3	Create a Schedule (Fahlevi, 2022)	1. The teacher makes a timeline to finish the project				
		2. The teacher guides students to find a suitable project that align with the schedule timeline				
		3. The teacher asks students to identify how the project need to be done during timeline				
4	Monitor Students and The Progress of The Project (Fahlevi, 2022)	1. The teacher monitors the students				
		2. The teacher gives the students help if they need				
		3. The teacher takes note of every student's progress while doing the project				
5	Assess The Outcome (Fahlevi, 2022)	1. The teacher assesses students' development				

		2. The teacher gives final assessment after the students done their presentation				
		3. The teacher gives feedback on students' understanding and invites other students to give their responses				
6	Evaluate The Experience (Fahlevi, 2022)	1. The teacher asks students to share their experiences during the project				
		2. The teacher and students reflect on the project activities and results				

3.3. Blueprint of Interview Guide for Implementing Project Based Learning

No	Theory	Items
1	There are six procedures in project-based learning. First, the teacher starts with the question. It means that the teacher guided the students to ask questions related to the material. Second, plan the project. It means that the students make some plans for the material/problem that the teacher gave. Third, create the project. It means that the	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

	students investigate the material in group discussion. Fourth, monitor the students. In this part, the teacher monitors the students' project in their group. Fifth, prepare and present. Here, the students prepare their project and present it in front of the class in each group. Last, assess and evaluate. The teacher assesses and evaluates their project (Fahlevi, 2022)	
2	Project-Based Learning (PBL) is a constructivist method thatencourages student collaboration in acquiring information viaactive learning. In its implementation, there are advantages that have a positive impact on learning and disadvantages that must be overcome by the teacher (Wainwright, 2018)	14, 15, 16, 17

3.4. Interview Guide of Implementation Project Based Learning

Aspect	Indicator	Question
Implementation of Project Based Learning	There are six procedures in Project-Based Learning, namely teacher startswith the questions, plan the project,create the project, monitor the	1. When implementing Project-Based Learning, does theteacher start the lesson byasking questions? 2. If yes, how does the teacherask questions?

	students, prepare and present, assess and evaluate (Fahlevi, 2022)	3. Does the teacher plan project creation activities together withthe students?
		4. Does the teacher design theproject together with the students?
		5. If yes, how does the teacher design the project together withthe students?
		6. Does the teacher make a project work schedule for students?
		7. If yes, how does the teacher create a project work schedulefor students?
		8. Does the teacher monitor andguide students when carryingout the project?
		9. How does the teacher monitorand guide the project creation process?
		10. When the project has been completed, do students make a presentation in front of the class regarding the project theycompleted?

		11. What does the teacher do when students make a presentation in front of the class?
		12. How do teachers assess and provide feedback to studentsboth individually and in groups?
		13. After completing the activity, does the teacher invite students to give each other feedback and share their experiences during the project?

3.5. Blueprint of Observation Checklist of Challenges in Implementing Project Based Learning

NO	RELATED THEORY
1	This observation checklist table is made based existing problem made by Cintang et al. (2018) as follows: 1) projects that is difficult to execute can be done by modifying the project, 2) the obstacle in terms of limited time can be solved by combining two lessons into one if you want to implement the project at the end of the theme, 3) financial problem for the project cost can be overcome by using class cash money, 4) the inequality of students' capabilities can be addressed by dividing the heterogeneous groups.

3.6. Observation Checklist of Challenges in Implementing Project Based Learning

Observation Checklist of Challenges in Implementing Project Based Learning in Grades 5 and 6 at Pelangi School Bali						
NO	SYNTAX	DESCRIPTION	GRADE 5		GRADE 6	
			THEME 1	THEME 2	THEME 1	THEME 2
1	Difficulty of mastering the project (Cintang et al., 2018)	1. Facing difficulties in starting the project				
		2. Experiencing difficulties in mastering PjBL method				
2	Time management (Syahlan et al., 2023)	1. Having difficulties in time management				
		2. Mismatching of time management with learning activities				
3	Technical difficulties of project implementation (Cintang et al., 2018)	1. Paying attention with teacher's instruction				
		2. Having difficulty in managing				
		3. Students' understanding affects the project results				
4	The project result is not maximal, particularly on the type of project that	1. Students' project results are not maximal				
		2. Lack understanding				

	produces real products (Cintang et al., 2018)	impact project results				
		3. Understanding the project takes a lot of time				
		4. Impacting on cost for the project results				
5	Manage group work (Nurkhamidah 2023)	1. Facing difficulty in group division				
		2. Dividing group based on students' capabilities				
6	Inadequate facilities (Syahlan et al., 2023)	1. Struggling to provide materials for the Project				
		2. Facing difficulty in managing costs for project facilities				

3.7. Blueprint of Interview Guide of Challenges in Implementing Project Based Learning

NO	RELATED THEORY	ITEMS
1	According to Cintang et al. (2018), there are 3 difficulties experienced by teachers when implementing PjBL, namely: (1) Difficulty of mastering the project, (2) Technical difficulties of project implementation, (3) The project result is not maximal, particularly	1, 2, 5, 6, 7, 8, 9, 10, 11

	on the type of project that produces real products.	
2	According to Syahlan et al. (2023), other assistance was also provided, namely (1) Time management, (2) Inadequate facilities.	3, 4, 14, 15
3	According to Nurkhamidah (2023), there are difficulties in managing group works in implementing PjBL	12, 13, 16

3.8. Interview Guide of Challenges in Implementing Project Based Learning

NO	QUESTION
1.	Do you find it difficult to start the project?
2.	Do you have difficulty in mastering the PjBL method? If yes, what kind of difficulties did the teacher experience?
3.	What difficulties do you experience in time management when designing lesson plans?
4.	Have you ever experienced a mismatch between time management and learning activities in the classroom?
5.	Do students pay attention to your instruction during the lesson?
6.	Do you have difficulty in attracting students' attention?
7.	Does the lack of students' attention affect their understanding in completing the project optimally?

8.	Do the students provide suboptimal project resultsduring the implementation of PjBL?
9.	Does the lack of students' understanding cause the project results to be less than optimal?
10.	Does the lack of student's understanding affect the project time?
11.	Does the cost affect the results of the student project to be less than optimal?
12.	Do you have difficulty in dividing the groups?
13.	Do the students' ability level a factor in group assignment?
14.	Do you have any difficulties in provide materials for the project?
15.	Do you have difficulty in Do you find difficulty in managing costs for project facilities?
16.	Do you have any other challenges they have experienced?

3.9. Rubric of Observation Checklist of Strategies in Implementing Project Based Learning

NO	RELATED THEORY
1.	Cintang et al. (2018) the three strategies are (1) Project Modification, (2) Limited Time, (3) Financial.
2.	Then the strategy according to Bagheri et al., (2020) explains group sharing as a learning strategy.
3.	The last strategy according to Syahlan et al., (2023) is about the lack of facilities.

3.10. Observation Checklist of Strategies in Implementing Project Based Learning

Observation Checklist of Strategies in Implementing Project Based Learning in Grades 5 and 6 at Pelangi School Bali						
NO	SYNTAX	DESCRIPTION	GRADE 5		GRADE 6	
			THEME 1	THEME 2	THEME 1	THEME 2
1	Project Modification (Cintang et al., 2018)	1. Modifying the project				
		2. Modifying helps students to complete the project				
2	Limited time (Cintang et al., 2018)	1. Combining more than 1 theme for a project				
		2. Increasing students' participation				
3	Financial (Cintang et al., 2018)	1. Having limit cost project				
		2. Using class cash for project				
		3. Using learning media funds				
4	Grouping (Bagheri et al., 2020)	1. Grouping the students as a strategy				
		2. Having maximal project outcomes in every group				
5	Lack of facilities (Syahlan et al., 2023)	1. Using school sources				
		2. Utilizing other equipment				

		that students bring				

3.11. Blueprint of Interview Guide of Strategies in Implementing Project Based Learning

NO	RELATED THEORY	ITEMS
1.	Cintang et al. (2018) the three strategies are (1) Project Modification, (2) Limited Time, (3) Financial.	1, 2, 3, 4, 5, 6
2.	Then the strategy according to Bagheri et al., (2020) explains group sharing as a learning strategy.	7,8
3.	The last strategy according to Syahlan et al., (2023) is about the lack of facilities.	9, 10

3.12. Interview Guide of Strategies in Implementing Project Based Learning

Indicator	Question
1. Projects that is difficult toexecute can be done by modifying the project	1. Has the teacher ever modified the project? 2. Do the modifications made by the teacher make it easier for students to complete the project?
2. The obstacle in terms of limited time can be solved bycombining two lessons into one if you want to implementthe project at the end of the theme	3. Does combining more than 1 theme make the project timeefficient? 4. Does combining more than 1 theme make students more activein participating in class?

3. Financial problem for the project cost can be overcome by using class cash money	5. Does the class you teach have problems with project costs? 6. How do you solve these problems? Do you use class cash*(if any)* or use funds from the school?
4. The inequality of students' capabilities can be addressed by dividing the heterogeneous groups	7. How is the student group division system, is it divided based on the level of student ability? 8. Does the division of groups based on the system that you use can make the project results maximized?
5. The lack of facilities	9. Do the students use school sources in creating the project? 10. Does the students utilize their own equipment in creating the project?
6. Other strategies	11. Do teachers have other strategies to overcome the challenges they experience?

Appendix 4 Research Findings

4.1 Observation Checklist of Implementation Project Based Learning

Observation Checklist in Implementation of Project Based Learning in Grades 5 and 6 at Pelangi School Bali						
NO	SYNTAX	DESCRIPTION	GRADE 5		GRADE 6	
			THEME 1	THEME 2	THEME 1	THEME 2
1	Start With Essential Question	1. The teacher asks the students to observe the phenomena	✓	✓	✓	✓

	(Fahlevi, 2022)	2. The teacher asks the students to mention related phenomena	✓	✓	✓	✓
		3. The teacher guides the other students to share knowledge	✓	✓	✓	✓
2	Design a Plan for The Project (Fahlevi, 2022)	1. The teacher divides students into groups	✓	✓	✓	✓
		2. The teacher gives the students a project that is related to the phenomena	✓	✓	✓	✓
		3. The teacher asks students to make a plan for the project that will be created	✓	✓	✓	✓
3	Create a Schedule (Fahlevi, 2022)	1. The teacher makes a timeline to finish the project	✓	✓	✓	✓
		2. The teacher guides students to find a suitable project that align with the schedule timeline	✓	✓	✓	✓
		3. The teacher asks students to identify how the project need to be done during timeline	✓	✓	✓	✓
4	Monitor Students and The Progress of The Project	1. The teacher monitors the students	✓	✓	✓	✓
		2. The teacher gives the students help if they need	✓	✓	✓	✓

	(Fahlevi, 2022)	3. The teacher takes note of every student's progress while doing the project	X	X	X	X
5	Assess The Outcome (Fahlevi, 2022)	1. The teacher assesses students' development	✓	✓	✓	✓
		2. The teacher gives final assessment after the students done their presentation	✓	✓	✓	✓
		3. The teacher gives feedback on students' understanding and invites other students to give their responses	✓	✓	✓	✓
6	Evaluate The Experience (Fahlevi, 2022)	1. The teacher asks students to share their experiences during the project	✓	✓	✓	✓
		2. The teacher and students reflect on the project activities and results	✓	✓	✓	✓

4.2 Interview Guide of Implementation Project Based Learning

In the interview section, the researcher used the symbol T^1 for the grade 6 teacher (Ony), T^2 for the first teacher in grade 5 (Efi) and T^3 for the second teacher in grade 5 (Edy).

4.2.1. Teacher Grade 5

1) *"Saya lebih suka bertanya dulu in general. Misalnya fairground saya akan menulis*

itu di papan "fairground" seperti mind mapping dan meminta anak-anak untuk maju

dan share apa itu fairground menurut mereka………Selalu saya pakai caraitu dan memang anak-anak suka. Mungkin karena itu pengalaman mereka.". (T²#20)

"I prefer to ask questions first in general. For example, I will write it on the board "fairground" like mind mapping and ask the students to come forward and share what they think the fairground is… I always use that method and the students like it. Maybe because it's their experience''.

2) *"Itu tergantung projek, untuk dua projek ini kebetulan cukup berat jadi guru yang menentukan siapa dengan siapa. Jadi memastikan yang memang kemampuannya lebih tinggi dipasangkan dengan yang kemampuannya kurang……" (T²#32)*

"It depends on the project, for these two projects it happens to be quite heavy so the teacher determines who is with whom. So ensuring that those with higher abilities are partnered with those with lower abilities… "

3) *"Kita kan memang punya planning kan di awal term itu ya memang sudah jauh jauh hari memperkirakan. memang anak-anak juga yang menentukan di situ. Tapi ya kita mencoba gimana caranya supaya itu bisa tidak lebih dari"* (T²#5)

"We do have a plan at the beginning of the term, it is already far away to estimate but the children are also the ones who determine there. But yes, we try to do it so that it can be no more than… "

4) *"……..Saya satu kelompok dengan tim saya di kelompok yang lain dan terus berpindah pindah. Kalau ada satu kelompok yang benar benar kesulitan sekali, kami akan memfokuskan itu tersebut dan meninggalkan kelompok yang sudah matang dengan pekerjaan mereka. Jadi sesuai dengan kondisi di dalam pengerjaan proyek tersebut".* (T³#12)

"   I was in one group and my team in another and kept moving around. If there is a group that is really struggling, we will focus on that and leave the groups that are mature with their work. So it's according to the conditions in the project"

5)   *"...kami punya rubrik penilaian sendiri. Jadi ketika mereka presentasi, kita biarkan dulu persentasi sampai waktu yang kita sediakan selesai. Nanti di akhir kita akan. Assess semua penilaian tersebut. Tapi juga yang paling penting lagi, proses mereka dari awal sampai akhir itu yang sebenarnya paling penting dalam pengerjaan proyek ini. Presentasi itu cuman beberapa persen saja, karena itu di akhir sekali".* (T^3#14)

"   we have our own assessment rubric. So when they present, we let them present until the time we provide is finished. Later at the end we will assess all the assessments. But also most importantly, their process from start to finish is actually the most important thing in this project. The presentation is only a few per cent, because it's at the end".

6)   *"Biasanya kita juga mendengarkan tindak dari yang lain. Ide apa yang bisa mereka lakukan dengan proyek teman mereka juga? Untuk menyempurnakan hal ini dikedepannya? Jadi di akhir biasanya mereka kasih motivasi yang membangun untuk temannya supaya kedepannya ada proyek lagi proyek seperti ini itu hasilnya lebih maksimal".* (T^3#16)

"Usually we also listen to comments from others. What ideas can they do with their friend's project to improve this in the future? So at the end, they usually give constructive motivation to their friends so that in the future there will be more projects like this that have maximum results".

4.2.2. Teacher Grade 6

1) *"Biasanya saya mulai dengan pertanyaan. Pertanyaan yang memotivasi siswa untuk mencari ide-ide tentang kasus-kasus terkini. Jadi sesuai dengan tema yang kita punya. Menggali ide atau pengetahuan awal yang mereka punya dengan mengajukan beberapa pertanyaan seperti itu".* (T[1] #1)

"I usually start with questions. Questions that motivate students to look for ideas about current cases. So in accordance with the theme that we have. Exploring the ideas or initial knowledge that they have by asking some questions like that".

2) *"............. pembagian grup ini biasanya dari saya dan siswa. Jadi, saya tidak mau dari saya saja. Soalnya ada beberapa siswa yang komplain nanti takutnya. Saya kok digrupkan dengan siswa ini lagi? Jadi, saya juga lihat kemampuan anak apa,………. Walaupun saya beri kebebasan siswa yang memilih, tetap saya guide untuk yang sesuai lah. Yang bagus di 3D, yang bagus di presentasi. Seperti itu. Jadi, mereka saling melengkapi".* (T[1]#7)

"............. group division is usually from me and the students. So, I don't want it to be just me who decides. Because there might be some students who complain later. Why am I grouped with this student again?...........Even though I give students the freedom to choose, I still guide them to what is appropriate. Those who are good at 3D, those who are good at presentation. Like that. So, they complete each other".

3) *"Seperti kita tahu bahwa di sini orientasinya ke siswa yang lebih aktif ya. Biasanya saya itu mengajukan pertanyaan dan siswa itu mulai merencanakan kegiatan itu bersama dengan guru. Jadi tidak dari saya sendiri. Kalau saya sendiri, nanti siswanya takutnya tidak mampu untuk menyelesaikan tepat waktu".* (T[1]#4)

"As we know that here the orientation is to be more active students. I usually ask questions and the students start planning the activity together with the teacher. So it's not from me only. If I do it myself, I'm afraid the students won't be able to finish on time".

4) *"Nah, jadwal ini kita sepakati di awal ya. Saya sendiri kemarin mengumpulkan anak, kita bahas proyek apa yang mereka akan buat. Setelah itu kita diskusikan. Berapa lama kira-kira?".* (T[1]#6)

"Well, we agreed on this schedule at the beginning. I gathered the children yesterday, and we discussed what projects they would make. After that we discussed. How long will it take?"

5) *" Untuk panduan prosesnya saya sendiri, sebagai guru, tentu saja melakukan* observasi, melakukan penilaian, berupa rubrik. Di situ saya punya rubrik penilaian sendiri, di mana saya seperti membuat note-note ketika mereka mengerjakan tugasnya. Setelah itu, di akhir itu akan ada presentasi. Selalu ada presentasi dari siswa. Karena itu kesempatan bagi siswa untuk menyampaikan apa yang telah mereka buat, apa ide-ide yang mereka buat… ". (T[1]#8)

"........ To guide the process, I as a teacher, of course, make observations, make assessments, in the form of rubrics. There I have my own assessment rubric, where I kind of make notes when they do the assignment. After that, at the end there will be a presentation. There's always a presentation from the students. Because it's an opportunity for students to convey what they have made, what ideas they have made ".

6) *"....Dan tentu saja, hal-hal yang mereka hadapi saat membuatan proyek itu disampaikan di sana. Ada feedback dari saya, ada feedback dari teman-teman, dan di situ kita membuat solusi terbaik untuk proyek-proyek ke depan".* (T[1]#8)

" And of course, the things that they face while making the project are conveyed there. There's feedback from me, there's feedback from friends, and there we make the best solution for future projects".

4.3 Observation Checklist of Challenges in Implementing Project Based Learning

Observation Checklist of Challenges in Implementing Project Based Learning in Grades 5 and 6 at Pelangi School Bali						
NO	SYNTAX	DESCRIPTION	GRADE 5		GRADE 6	
			THEME 1	THEME 2	THEME 1	THEME 2
1	Difficulty of mastering the project (Cintang et al., 2018)	3. Facing difficulties in starting the project	X	X	X	X
		4. Experiencing difficulties in mastering PjBL method	X	X	X	X
2	Time management (Syahlan et al., 2023)	3. Having difficulties in time management	X	X	X	X
		4. Mismatching of time management with learning activities	✓	✓	✓	✓
3	Technical difficulties of project implementation	4. Paying attention with teacher's instruction	✓	✓	✓	✓

	(Cintang et al., 2018)	5. Having difficulty in managing	X	X	X	X
		6. Students' understanding affects the project results	✓	✓	✓	✓
4	The project result is not maximal, particularly on the type of project that produces real products (Cintang et al., 2018)	5. Students' project results are not maximal	X	X	X	X
		6. Lack understanding impact project results	✓	✓	✓	✓
		7. Understanding the project takes a lot of time	X	X	X	X
		8. Impacting on cost for the project results	X	X	X	X
5	Manage group work (Nurkhamidah 2023)	3. Facing difficulty in group division	X	X	X	✓
		4. Dividing group based on students' capabilities	✓	✓	✓	✓
6	Inadequate facilities (Syahlan et al., 2023)	3. Struggling to provide materials for the Project	X	X	X	X
		4. Facing difficulty in managing costs for project facilities	X	X	X	X

4.4 Interview Guide of Challenges in Implementing Project Based Learning

In the interview section, the researcher used the symbol T^1 for the grade 6 teacher (Ony), T^2 for the first teacher in grade 5 (Efi) and T^3 for the second teacher in grade 5 (Edy).

4.4.1. Teacher Grade 5

1) *"tidak pernah, Tapi biasanya kami memilih proyek yang tentu yang menyenangkan dan juga pengerjaannya tidak melampaui kemampuan anak. Jadi terkadang kalau dibilang kesulitan, kami terkadang kesulitan untuk mencari ide saja sih untuk mencari ide yang gimana membuat proyek ini terlihat bagus. Anak anak senang membuatnya dan juga selaras dengan topik yang kami ajarkan".* $(T^3\#18)$

"Never, but we usually choose projects that are fun and also not beyond the child's ability. So sometimes if you say difficulties, we sometimes struggle to find ideas to make this project look good. The children enjoy making it and it is also in line with the topic that we teach".

2) *"lebih karena ke waktu, karena memang kita punya ekspektasi untuk selesai disini, tapi balik lagi ke kemampuan anak-anak, beberapa ada yang memerluka support lebih. Cuman kalo kita sudah benar-benar di kejar due date, kita minta mereka bekerja di waktu lain".* $(T^2\#18)$

"It's more because of time, because we have expectations to finish here, but back to the student's abilities, some need more support. But if we're really chasing the due date, we ask them to work at other times"

3) *"misalnya kita sudah planning selesai 2 minggu, jika ada anak yang belum mampu selesai di due date itu, kita akan memanggilnya atau memintanya untuk mengerjakan di snack time or lunch time"*. (T^2#19)

"For example, we have planned to finish in 2 weeks, if there are students who have not been able to finish on the due date, we will call them or ask them to work on snack time or lunch time".

4) *"Untuk intruksi, saya sendiri tidak ada strategi khusus…….Ya jadi saya pastikan jika intruksi untuk melakukan sesuatu "This is how we are going to work. It's time for you to make sure to listen and knowing what is the instruction so you will not get loss when you work on your project"*. (T^2#20)

"For instructions, I myself do not have a special strategy,.   Yes, so I make sure if the instruction is to do something "This is how we are going to work. It's time for you to make sure to listen and know what the instructions are so you will not get lost when you work on your project".

5) *"Biasanya kami bagi dulu dengan kelompok anak yang memiliki pengetahuan yang lebih bagus dari secara teori atau pun dari segi prakteknya. Jadi kami usahakan dalam satu kelompok tersebut ada satu anak yang benar-benar mampu untuk melaksanakan dan memimpin kelompok proyek tersebut"*. (T^3#30)

"We usually divide the group of children who have better knowledge in terms of theory or practice. So we try to have one child in the group who is really capable of carrying out and leading the group project".

6) *"............ guru ketika membuat project itu sudah ada support sistem dari sekolah.* Berapapun biayanya, kalau itu masih masuk akal dan mensupport pendidikan anak,

itu tidak pernah jadi masalah seperti itu. Karena kita memiliki bajet activities untuk di kelas". (T³#37)

"............ when the teacher makes a project, there is already a support system from the school. Whatever the cost is, if it is still reasonable and supports children's education, it is never a problem like that. Because we have budgeted activities for the classroom".

4.4.2. Teacher Grade 6

1) *"Karena kita kan secara kurikulum itu sebenarnya ada guideline-nya. Saya sendiri memilih proyek apa yang tepat untuk anak, jadi saya sesuaikan dengan kemampuan anak di kelas seperti itu………jadi kesulitan di awal itu sebenarnya tidak ada. Pintar-pintarnya kita mencari proyek yang tepat untuk anak itu sebenarnya."* (T¹#9)

"Because we actually have a guideline in the curriculum. I choose what project is right for the students, so I adjust it to their ability…   so there are no difficulties at the beginning. We are smart enough to find the right project for the child".

2) *"Ketidak sesuai itu biasanya terjadi ketika ada hal-hal yang mengganggu jadwal. Misalnya tiba-tiba ada ulangan umum, karena jadwal ulangan umum itu kadang lebih ke pemerintah. Invertificationnya itu seminggu mendadak".* (T¹#11)

"Discrepancies usually occur when there are things that interfere with the schedule. For example, suddenly there is a public test. because the public test schedule is determined by the government. The invertification is conducted in a week and quite sudden".

3) *"...........Jadi kita sudah punya yearly planning, kita sudah punya weekly planning,* ada daily planning. Jadi di situ kita sudah melihat, oh proyek ini selesai, oh oke lah tidak ada event-event seperti itu". (T[1]#11)

".......... So we already have yearly planning, we already have weekly planning, there is daily planning. So there we have seen, oh this project is finished here and there are no events like that".

4) *"Attract attention-nya mereka itu kan ada beberapa cara ya. Bisa dengan saya mengatakan "class 6 listening" dan kemudian dijawab oleh siswa "we are listening" ataupun meminta siswa tepuk tangan sekali atau lebih untuk menarik focus siswa".* (T[1]#13)

"There are several ways to attract their attention. It can be by saying "class 6 listening" and then being answered by students "we are listening" or asking students to clap once or more to attract student focus".

5) *"Pas memantau itulah saya pertanyakan kembali, apakah sudah paham. Saya kasih-kasih masukan, masukan ide-ide...........Ada beberapa anak yang memang butuh support dari gurunya. Di situ saya alokasikan waktu lebih untuk memberikan ide-ide saran seperti itu...........Ada saran dari guru, dan memang membuat instruksinya lebih simpel untuk beberapa anak".* (T[1]#14)

"When I'm monitoring, I ask them if they have understood. I give them feedback, ideas....There are some children who really need support from their teachers. I allocate more time to give ideas and suggestions like that. .... There are suggestions from the teacher, and it does make the instructions simpler for some children".

6) *"……saya juga lihat kemampuan anak. Kita biasanya melihat, oh, anak ini bagus di karya 3D gitu. Anak ini kurang di presentasi. Jadi, mereka saling melengkapi. Walaupun saya beri kebebasan siswa yang memilih, tetap saya guide untuk yang sesuai lah…   "*. (T[1]#7)

"   I also look at the student's ability. We usually see, oh, this student is good at 3D work. This student is lacking in presentation. So, they complement each other. Even though I give students the freedom to choose, I still guide them to what is appropriate.............".

4.5 Observation Checklist of Strategies in Implementing Project Based Learning

NO	SYNTAX	DESCRIPTION	GRADE 5		GRADE 6	
			THEME 1	THEME 2	THEME 1	THEME 2
1	Project Modification (Cintang et al., 2018)	3. Modifying the project	✓	✓	✓	✓
		4. Modifying helps students to complete the project	✓	✓	✓	✓
2	Limited time (Cintang et al., 2018)	3. Combining more than 1 theme for a project	X	X	X	X
		4. Increasing students' participation	X	X	X	X
3	Financial	4. Having limit cost project	X	X	X	X

Table title (table header row): **Observation Checklist of Strategies in Implementing Project Based Learning in Grades 5 and 6 at Pelangi School Bali**

	(Cintang et al., 2018)	5. Using class cash for project	✓	✓	✓	✓
		6. Using learning media funds	✓	✓	✓	✓
4	Grouping (Bagheri et al., 2020)	3. Grouping the students as a strategy	✓	✓	✓	✓
		4. Having maximal project outcomes in every group	✓	✓	✓	✓
5	Lack of facilities (Syahlan et al., 2023)	3. Using school sources	✓	✓	✓	✓
		4. Utilizing other equipment that students bring	X	✓	X	X

4.6 Interview Guide of Strategies in Implementing Project Based Learning

In the interview section, the researcher used the symbol T^1 for the grade 6 teacher (Ony), T^2 for the first teacher in grade 5 (Efi) and T^3 for the second teacher in grade 5 (Edy).

4.6.1. Teacher Grade 5

1) *"Iya, tentu. Kadang saya melakukan modifikasi………agar mereka lebih mudah mengerjakan proyek mereka, namun tetap memperhatikan tujuan dan hasil dari proyek tersebut……iya, pasti tujuan utama adalah untuk mempermudahkan siswa mengerjakan atau mempermudah siswa untuk memahami konten dari materinya".*

(T^3#3)

"Yes, of course. Sometimes I make modifications. ....to make it easier for them to work on their projects but still pay attention to the objectives and results of the project… Yes, of course, the main goal is to make it easier for students to work or easier for students to understand the content of the material ....."

2) *"……..Tapi untuk beberapa mata pelajaran lain mungkin sedikit bisa, seperti misalnya proyek ini dengan matematika sangat masuk sekali karena ditanya itung itungan dan juga bahasa Inggris karena harus menciptakan deskripsi yang cukup lengkap di akhir… "*. (T³#34)

"............But for some other subjects it can be, like for example this project with maths is very inclusive because it asks about calculations and also English because it has to create a fairly complete description at the end. "

3) *"tidak. Kami beruntung disini kami memiliki biaya proyek yang cukup. Jadi apapun bahan yang kami perlukan sangat bisa kami beli. Tapi balik ke tujuan proyek ini, kami lebih baik menggunakan barang barang yang mudah di daur ulang… "* (T³#36)

"No, we don't. We are lucky here that we have enough project costs. So whatever materials we need, we can buy them. But back to the purpose of this project, we prefer to use items that are easy to recycle… "

4) *"……….yang memang kemampuannya lebih tinggi dipasangkan dengan yang kemampuannya kurang. Dan itu sangat memaksimalkan kerja siswa"*. (T²#32)

" whose abilities are higher are paired with those with less ability. That really maximizes student work".

5) *"kebetulan sekolah anak-anak disini memiliki budget khusus untuk kelas resources. Jadi kita tidak pernah ada kendala untuk menyiapkan bahan-bahan proyeknya"*. (T^2#30)

"The school here has a special budget for the resources class. So we never have any problems preparing the project materials".

4.6.2. Teacher Grade 6

1) *"Kalau modifikasi project itu tentunya pasti ya, karena saya orangnya fleksibel, dimana kalau misalnya project itu saya liat kurang mampu untuk anak, disitu saya carikan solusi, mungkin antara modifikasi,".* (T^1#20)

"For project modifications, of course, yes, because I am a flexible teacher, where for example if I see that the project is not suitable for children, then I will find a solution, maybe between modifications…   "

2) *"   Jadi guru ketika membuat project itu sudah ada support sistem dari sekolah. Berapapun biayanya, kalau itu masih masuk akal dan mensupport pendidikan anak, itu tidak pernah jadi masalah seperti itu…   "*. (T^1#24)

"So when the teacher makes a project, there is already a support system from the school. Whatever the cost is, if it's still reasonable and supports students' education, it's never a problem like that''.

3) *"Ya kalau kalau saya sendiri itu ada beberapa kriteria dalam memilih kelompok ya. Kalau pertama kan pasti memasangkan anak yang belum pernah belajar kelompok dengan yang lainnya. Kedua, saya pasti melihat dari kemampuan anak itu sendiri   ".* (T^1#25)

"Yes, for me, there are several criteria in choosing groups. Firstly, I would pair children who have never learnt in groups with others. Secondly, I must look at the child's own ability………"

4) *"………sekolah yang memfasilitasi sekolah memberikan dana seperti itu.* Walaupun ada beberapa anak yang inisiatif misalnya kayak miniatur miniatur mobil mobilan seperti itu. Tapi biasanya untuk bahan bahan dan segala macam itu dari sekolah sendiri tanpa membebani orang tua   ". (T^1#28)

"   school that facilitates and provides funds like that. Although there are some students who take the initiative, for example like bringing miniature cars. But usually for materials and all kinds of things it is from the school itself without burdening parents. ".
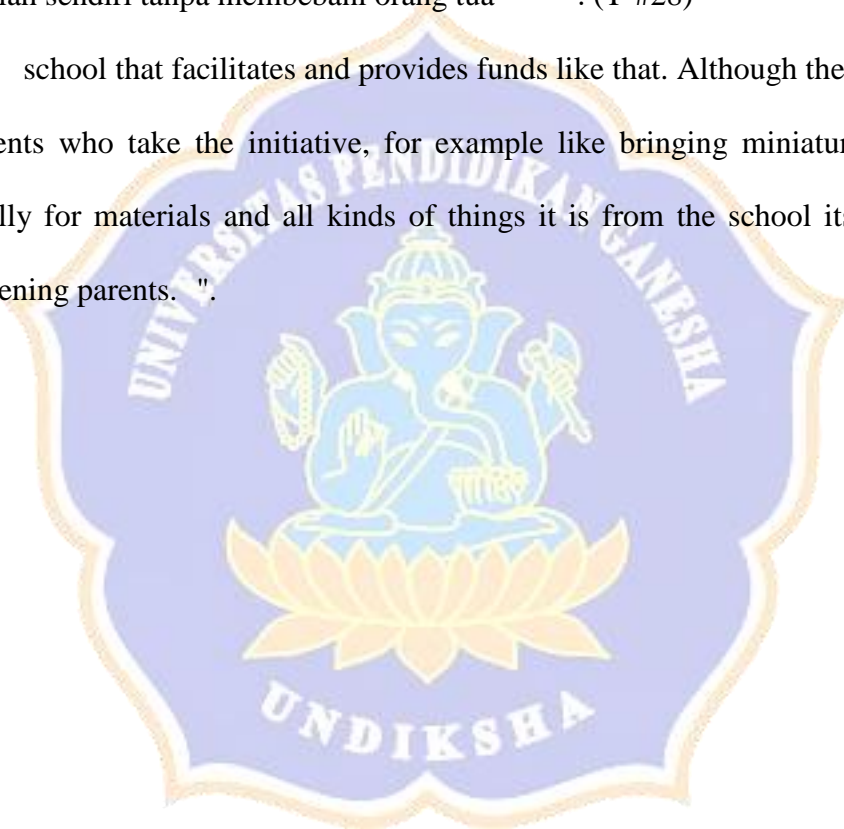
Appendix 5 Rubrics

FAIRGROUND RIDE

Group Members   :_____

Ride's Type   :_____

Project Requirements:

Each group will select one of the playground rides to research and present to the class. Your presentation needs to be in the form of a 3D model of the ride you choose along with information on each component. Everything on the model must be labeled.

You must include the following items in your project:

1. Name of your ride – give reason why you choose this name.
2. The forces involved in the ride.
3. Explanation of how the ride works using (at least) 5 scientific terms.
4. Identify 2 hazard risks that can happen on the ride.
5. Identify 2 things you can do the maintain your ride stays in good condition.
6. A list of references.

Rubrics:

Category	1	2	3	4
Cooperative work	The group often did not work well together and appeared to be the work of only 1-2 students in the group.	The group worked fairly well together with all members contributing some work.	The group generally worked well together with all members contributing some work.	The group worked well together with all members contributing significant amounts of quality work.
Creativity	Little thought was put into making the ride interesting or fun.	The group tried to make the ride interesting and fun, but some of the ideas made it harder to understand/enjoy the ride.	The group put some thought into making the ride interesting and fun.	The group put a lot of thought inti making the ride interesting and fun.
Mention of the forces driving rides to move.	All forces are described and are accurate to ride.	All forces are described but are inaccurate to ride.	Only 1- 2 forces are described with little or no detail.	No inclusion of forces.
Knowledge gained	Several students in the group could not correctly state facts about the science behind the ride.	Most students in the group could easily state 1-2 facts about the science behind the ride.	All students in the group could easily understand and interpreted some of the science behind the ride.	All students in the group could easily understand and correctly interpreted the science behind the ride.
Physics of the ride	The ride does not work.	The ride works some of the time. Few rules of physics are followed.	The ride works most of the time. Some rules of physics are followed.	The ride works perfectly every time and follows the rules of logic and physics.

Body Systems Project

Group Members:_____
Body System:_____
Due Date: _____   Presentation Date: _____

Project Requirements:

Each group will select one of the human body systems to research and present to the class. Your presentation needs to be in the form of a 3D model of the system along with information on each component.

You must include the following items in your project:

1) The purpose of the system - What does this system do that makes it important for survival?
2) The organs involved in the system. Tell the function of each organ involved in accomplishing the overall goal of the system.
3) Provide labeled diagram of the system. Do not just print something from the internet. Make your own drawings. (3D Model)
4) Identify 2 diseases or medical conditions that can affect the system. Tell the symptoms and how the problems are treated.
5) Identify 2 things you can do to improve the quality of the system's functioning. For example, exercising regularly is good for your circulatory system.
6) Create a quiz to give to your classmates following your presentation. The quiz should be 5 to 8 questions long. Please use multiple choice, matching, fill-in-the-blank, or true/false questions.
7) A list of references. A reference should have information about the title of the book, article, website, etc., the author if given, and the URL if appropriate.

Checkpoint:

You must have all of your research completed and recorded in your Notes before working on your presentation. Meet with your teacher to discuss your presentation. You must have teacher approval BEFORE you can begin working on your 3D model.

Here's a checklist to help you determine if you are ready.

_____ I have identified the purpose of the system.

_____ I have notes on all of the organs in the system.

_____ I have notes on at least 2 diseases or conditions that can affect the organs in the system and how they are treated.

_____ I have identified at least 2 ways that people can improve the health of the system.

_____ I have gathered the materials I need to complete the project.

_____ I have received final approval from my teacher to begin working on my product.

Teacher Signature: _____

Date: _____

Rubric:

Final Product	Score	Comment	Points
The purpose of the system is clearly stated.	0 1 2 3 4 5		__/5
Each organ is identified and its function and importance are clear.	0 1 2 3 4 5		__/10
Diagram of the system is labeled and complete. Neatness and visual appeal are key for getting maximum points.	0 1 2 3 4 5 X 2		__/10
Identification of diseases. Must have at least 2 or more for superior rating.	0 1 2 3 4 5 X 2		__/10
Explains how the disease affects the organs and the system. Gives symptoms of the diseases.			
Tells how the diseases can be prevented, if possible.	0 1 2 3 4 5		__/5
Identifies 2 ways that people can improve the health of the system.	0 1 2 3 4 5		__/10
Notes pages are complete.	0 1 2 3 4 5		__/5
Quiz has appropriate content and has 5 to 8 questions.	0 1 2 3 4 5 X 2		__/10
List of references is complete. You should have at least 4 sources.	0 1 2 3 4 5		__/5

Category	Criteria	Possible Points	Student Score	Teacher Comments
Preparation	• Arrives to class with necessary materials on time. • Actively participates in brainstorming and project planning discussions.	5pts	5	Alexis and Aletta consistently demonstrated excellent preparation throughout the project. They always arrived to class on time with all necessary materials, showcasing their commitment to learning. Furthermore, their active participation in brainstorming and project planning discussions highlighted their valuable contributions to the team's success.
Research and Learning	• Seeks out information from reliable sources (books, websites with approval, documentaries). • Asks thoughtful questions during research discussions. • Takes clear notes or creates outlines during research.	5pts	4	Alexis and Aletta excelled at finding reliable sources like books and websites. To further strengthen their research, consider encouraging them to explore a wider variety of resources.
Project Development	• Actively participates in group discussions or works independently as needed. • Contributes ideas and helps solve problems related to the project. • Uses class time effectively to work on the project.	5pts	5	Alexis and Aletta actively participated in group discussions and effectively used class time to contribute to the project's development.
Collaboration	• Works effectively with teammates to complete tasks and share ideas. • Communicates clearly and respectfully with teammates. • Takes turns leading and participating in group activities	5pts	5	Alexis and Aletta excelled at working effectively in group project. They communicated clearly and respectfully, contributing to a positive and productive team environment.
Problem-Solving	• Identifies and proposes solutions to challenges encountered during the project. • Shows willingness to adapt and adjust plans when needed. • Seeks help from teacher or peers when needed.	5pts	4	Alexis and Aletta actively identified and proposed solutions to challenges faced during the project. They demonstrated a willingness to adapt when needed.

Overall Participation	• Demonstrates consistent effort and engagement throughout the project. • Shows enthusiasm and interest in the chosen topic. • Contributes positively to the learning environment.	5pts	5	Alexis and Aletta consistently demonstrated effort and enthusiasm throughout the project. Their positive attitude and contributions fostered a positive and productive learning environment for everyone.

Appendix 6 Activity Photos

PERNYATAAN

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang telah saya susun dengan judul **"THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING ENGLISH TO YOUNG LEARNERS IN GRADE 5th AND 6th AT PELANGI SCHOOL BALI"** ini beserta seluruh isi dan kelengkapannya adalah benar-benar karya saya sendiri dan tidak melakukan penjiplakan serta pengutipan yang tidak sesuai dengan etika penulisan yang berlaku dalam masyarakat keilmuan. Dengan pertanyaan ini, saya siap bertanggung jawab atas segala sanksi/resiko yang dijatuhkan kepada saya apabila nantinya ditemukan adanya pelanggaran atas etika keilmuan dalam karya tulis saya ini atau ada klaim terhadap keaslian karya ini

Singaraja, 19 September 2024

Yang membuat pernyataan,

Ni Komang Budianing

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