APPENDICES

Appendix 1: Classroom Observation Checklist

Classroom Observation Checklist for Kinds of PBL Implemented in Teaching English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date :

Grade :

This is classroom observation checklist. Please put thick ($\sqrt{}$) to yes if the kinds of project are found during classroom observation. Please put cross (x) if the kinds of projects are not found during the observation. Describe on how the teachers do the kinds of projects on the description column.

No	Classification		K		
	based on Henry,		1		
	as cited from	Kinds of Projects	5		100
	Khoiriyah and	based on the	Yes	No	Description
	Setyaningrum,	classification	168	NO	Description
	(2015), Novotna				
	et al. (2016) and	DNDIKS	N. Sel		
	Kalabzova (2015)			4	
1	Based on the way	Structured Project			
	to organize the	Semi-structured			
	project	project			
		Unstructured			
		Project			
2	Based on the	Mini projects			
	amount of time in				
	doing the project	Short-term			
		projects			
		Medium-term			
		projects			
		Long-term projects			

3	Based on the	Individual projects		
	learners'	Group projects		
	involvement	Whole-class		
		projects		
		Whole-school		
		projects		
		Extensive projects		
4	Based on the aims	Problem-based		
		projects		
		Construction-		
		based projects		
		Aesthetic-based		
		projects		
		Drill-based	1	
		projects		
5	Other projects (if	WW8 S FUNDING	11	
	any)		6	

Classroom Observation Checklist for the Procedures in Implementing PBL for Teaching English at Bali Kiddy School

Instrument	: Classroom	Observation	Checklist
HISH HIREHI	. C.IASSI OOIII	CONSCIVATION	CHECKLISE

Date :

Grade :

This is classroom observation checklist. Please put thick ($\sqrt{}$) to yes if the procedures are found during classroom observation. Please put cross (x) if the procedures are not found during the observation. Describe on how the teachers do the procedures in implementing PBL on the description column.

No	Procedures based				
	on Papandreou				
	(1994), The	Cuitania	Vac	No	Description
	George Lucas	Criteria	Yes	NO	Description
	Educational				
	Foundation (2005)				

	and Bell (2010)				
1	Preparation	The teacher			
		introduces the topic			
		to the students and			
		asks them to			
		discuss or ask			
		questions			
		The teacher starts			
		the teaching and			
		learning process by			
		giving students			
		essential questions			
		Additional			
		activities (if any)			
		-			
		- SENDIDIE			
2	Design a plan for	The teacher gives	C		
	the project	students chance to	1		7
	N S	participate by) ?		
		sharing their ideas	\$		
	1	on the projects	*		
		The teacher inform	M		
	7	the rules of the	IJ.		
		project		//	
		development (The		/	
	1	project might be in			
		the form of a			
		presentation, a			
		performance, a			
		product, a			
		publication, etc.)			
		The teacher inform			
		the selection of the			
		materials, the			
		activities leading to			
		the project			
		accomplishment,			
		and the tools			
		needed for the			

		project		
		Additional		
		activities (if any)		
		-		
		-		
3	Create a schedule	The teacher and		
		students discuss		
		about the time		
		allocation of		
		working on the		
		project		
		The teacher and		
		students make an		
		agreement or about		
		the deadline of the		
		project William		
		development in	No	
		which the students	7	
	V 8	must submit their	1	7
	5	end product		
		Additional	Λ	
		activities (if any)		
	77	delivities (if any)		
			<	
4	Conducting the	The teacher		
7	project	facilitate the	2 /	
	project	learning process to		
	.0			
		guide the students		
		during the project		
		development		
		The teacher help		
		students when they		
		find difficulties,		
		and to ensure that		
		the student is		
		involved in the		
		project		
		Additional		
		activities (if any)		

		-			
5	Assess the	The teacher			
	outcome	conducts			
	outcome	assessment to			
		measure the			
		students'			
		achievement			
		The teacher also			
		provides students			
		with feedback at			
		this phase			
		Additional			
		activities (if any)			
		activities (if any)			
		PENDIDIA			
6	Evaluation	The teacher and	"C		
		students reflect on			-
	N S	the project they	, ;		
	6	have done	Š		
	1	The teacher needs	*		
		to make sure that	1		
	7	the students are			
		able to find			
		answers of			
	1	essential question			
		The teacher and		4	
		students share their			
		experience of			
		conducting the			
		project and discuss			
		about the projects			
		(what needs change			
		and improvement			
		for the following			
		project, as well as			
		share ideas on the			
		new projects).			
		Additional			

	activities (if any)		
	(1)		

Classroom Observation Checklist for the Teacher's Difficulties in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date :

Grade :

This is classroom observation checklist. Please put thick $(\sqrt{})$ to yes if the difficulties are found during classroom observation. Please put cross (x) if the difficulties are not found during the observation. Describe on how the teachers faced the difficulties in implementing PBL on the description column.

No	Diffculties				4
	based on	\$. 4		, J.	1
	Cintang et al.	Criteria	Yes	No	Description
	(2007) and	Critchia		110	Bescription
	MacMath et		/ 喧闹	1	
	al. (2017)		VANA	7	
1	Preparation	Difficulties in		4	
		planning	CV.		
		Difficulties in	rvs	4	
		mastering			
		projects			
		Other			
		difficulties (if			
		any)			
		-			
		-			
2	Project	Difficulties in			
	Activities	time			
		management			
		Technical			
		difficulties			
		Difficulties			

		which			
		because the			
		inequality of students'			
		capabilities			
		needed for			
		the project			
		Classroom			
		interactions			
		Difficulties in			
		facilitating			
		students'			
		inquiry	<u> </u>		
		Difficulties in			
		technology			
		<i>Other</i>	Ammi	40	
		difficulties (if	命	· G	
		any)	#1	1	
			: 21	(A)	鱼
			IK	X	
3	Assessment	Difficulties in			
		assessing the		2	
	1	students'	(III	
	\	projects			
		Difficulties in		4 6	
		providing ***	IKS		
		constructive		Name and Address of the Owner, where the Owner, which is the Owner, where the Owner, which is the Ow	
		feedback to			
		students			
		and/or			
		engage them			
		in self-			
		assessment.			
		Other			
		difficulties (if			
		any)			
		-			
		-			

Classroom Observation Checklist for Students' Attitude toward the Implementation of PBL in Learning English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date :

Grade :

This is classroom observation checklist. Please put thick $(\sqrt{})$ to yes if the students' attitude found during classroom observation. Please put cross (x) if the students' attitude not found during the classroom observation. Describe on how the students' attitude found on the description column.

No	Components of				
	Attitude based	SPENDIN			
	on Wenden	MASTERIAL	MAN		
	(1991) as cited		- Sart	10	
	in Samadani	Criteria	Yes	No	Description
	and Ibnian		(9)	퍞	
	(2015) and	V or S	17	1.60	
	Plato as cited in				
	Khoir, (2014)				
1	Cognitive	Students like to			
		give opinion in	7		
		English during	4 17		
		English lesson	A. S.		
		Students like to			
		ask someting in			
		English during			
		English lesson			
		Students like to			
		give comments			
		and critics to the			
		other friends'			
		project			
		Other attitudes (if			
		any)			
		-			

	1		ı	1	T
		-			
2	Affective	Students feel			
		enthusiastic when			
		the English class			
		is being taught			
		Students enjoy			
		doing activities in			
		English class			
		Students do not			
		get anxious when			
		they have to			
		answer question			
		in English class			
		Students feel			
		excited when they			
		communicate in	Ir.		
	//	English with	- 1		
	3/	others in doing		1	
		the projects	7eD		
		Students do not	VK.	- 12	
		feel embarrassed	LY		
		to speak English			
	7	in front of other	YYY)	1
		students	\prec		/
		Other attitudes (if	20176	7/	
		any)	II.		
			2		
		-			
3	Behavioral	Students pay			
		attention when			
		the teacher is			
		explaining the			
		lesson			
		Students like to			
		practice the four			
		skills of English			
		(listening,			
		reading, speaking			
		and writing)			

Students do the project seriously and show their		
effort		
Other attitudes (if		
any)		
-		
-		



Appendix 1a: The Result of Classroom Observation in Grade 4B

Classroom Observation Checklist for Kinds of PBL Implemented in Teaching English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date : 12th March 2020

Grade : 4B

This is classroom observation checklist. Please put thick ($\sqrt{}$) to yes if the kinds of project are found during classroom observation. Please put cross (x) if the kinds of projects are not found during the observation. Describe on how the teachers do the kinds of projects on the description column.

No	Classification based on Henry,	VIAS PENDIDI	CANC		
	as cited from Khoiriyah and Setyaningrum, (2015), Novotna et al. (2016) and Kalabzova (2015)	Kinds of Projects based on the classification	Yes	No	Description
1	Based on the way	Structured Project		X	
	to organize the project	Semi-structured project			The project: Country Card The project is defined and organized in part by the teacher and in part by the students. Teacher gave the general topic the students need to choose a country and find information related to the country. They can also design it based on their own

					creativity.
		Unstructured		X	·
		Project			
2	Based on the	Mini projects	V		It is only a mini
	amount of time in	1 0			project. It can be
	doing the project				done in one meeting.
		Short-term		X	-
		projects			
		Medium-term		X	
		projects			
		Long-term projects		X	
3	Based on the	Individual projects	V		The project is an
	learners'				individual project
	involvement				which prepared,
					designed, presented
	/	- SEKNIMI	10		by the students
		A THE	C		individually.
		Group projects		X	7
	1 8	Whole-class	33	X	
		projects	X		
	14	Whole-school)	X	
		projects	21		
	10	Extensive projects		X	
4	Based on the aims	Problem-based		X	
		projects	4.5		
		Construction-		X	
		based projects			
		Aesthetic-based		X	
		projects			
		Drill-based	$\sqrt{}$		The aim of the
		projects			project is to certain
					writing and speaking
					skill. Writing when
					the students need to
					write the information
					about the country
					and speaking when
					the students present

				the country card.
5	Other projects (if		X	
	any)			

Classroom Observation Checklist for the Procedures in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date : 12th March 2020

Grade : 4B

This is classroom observation checklist. Please put thick $(\sqrt{})$ to yes if the procedures are found during classroom observation. Please put cross (x) if the procedures are not found during the observation. Describe on how the teachers do the procedures in implementing PBL on the description column.

No	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions	1		Yes, the teacher inroduce the topic and invite the student to ask something related to the topic.
		The teacher starts the teaching and learning process by giving students essential questions	V		The teacher also gave a brainstorming to the students in order to stimulate their critical thinking related to the material that they going to learn.
		Additional activities (if any)		X	

		-			
		-			
2	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	V		Yes, the teacher asked the students about what country that they will choose, how they will design their country card and what information that the students wants to put
	Did.	The teacher inform the rules of the project development (The project might be in the form of a presentation, a performance, a product, a	Y CHANGE	TOWN.	Yes, the teacher inform the rules and the form of the project. It is a presentation.
		publication, etc.) The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project		1	Yes, the teacher informed everything in the beginning. She informed the material, steps to do the project, and the things that the students need to prepare.
		Additional activities (if any) -		Х	
3	Create a schedule	The teacher and students discuss about the time allocation of working on the	٧		Yes, they discussed the time allocation. The time allocation for doing the project is in one meeting.

		project			
		The teacher and	$\sqrt{}$		The teacher informed to
		students make an			the students that they
		agreement or about			will do the project in
		the deadline of the			one meeting and will
		project			present it in the next
		development in			meeting.
		which the students			meemg.
		must submit their			
		end product			
		Additional		**	
				X	
		activities (if any)			
		-	I		
4	Conducting the	The teacher	V		The teacher looked
	project	facilitate the	1		around, supervised the
		learning process to	"G		students, asked the
		guide the students			students' progress,
	1 3	during the project			assisted the students
		development	Ž.		who need help.
	1	The teacher help			The teacher move
		students when they			around to check and
	4	find difficulties,			make sure all students
		and to ensure that			involved in the project.
		the student is			
	1	involved in the	30		
		project	and the last of		
		Additional		X	
		activities (if any)			
		-			
		-			
5	Assess the	The teacher	V		The teacher conduct
	outcome	conducts			assessment based on the
		assessment to			scoring rubric. She
		measure the			checked on the project
		students'			and the way the
		achievement			students present the
					project.
		The teacher also	V		The teacher gave a
		1110 10401101 4150	']	ind toucher gave u

		provides students			positife feedback to
		with feedback at			appreciate the students'
		this phase			effort in completing the
		_			project.
		Additional		X	
		activities (if any)			
		-			
		-			
6	Evaluation	The teacher and			They had a discussion
		students reflect on			after the students
		the project they			presented the project.
		have done			The teacher asked about
					the diffuculty faced by
					the students and the
					most interesting part in
		- SPENDIDIR			doing the project.
		The teacher needs	1/1/		The teacher make sure
		to make sure that			that the students
	1 8	the students are			understand about the
		able to find	Š	1	material that they have
	4	answers of	,		learnt by giving some
		essential question	1		questions.
	7	The teacher and	V		Yes, they had a sharing
		students share their			session in which the
		experience of			teacher gave some
	1	conducting the			suggestion about what
		project and discuss	-		the students need to
		about the projects			improve for their
		(what needs change			project.
		and improvement			
		for the following			
		project, as well as			
		share ideas on the			
		new projects).			
		Additional		X	
		activities (if any)			

Classroom Observation Checklist for the Teacher's Difficulties in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date : 12th March 2020

Grade : 4B

This is classroom observation checklist. Please put thick $(\sqrt{})$ to yes if the difficulties are found during classroom observation. Please put cross (x) if the difficulties are not found during the observation. Describe on how the teachers faced the difficulties in implementing PBL on the description column.

No	Diffculties				
	based on	700	NDID		
	Cintang et al. (2007) and	Criteria	Yes	No	Description
	MacMath et al. (2017)			90	SIL 7
1	Preparation	Difficulties in planning		x	I did not find difficulty in planning because all well organised by teacher and students. Interview and
	1	DNA	(A P	questionnaire will be used to get more information about this.
		Difficulties in		X	
		mastering projects			
		Other difficulties (if		X	
		any) - -			
2	Project	Difficulties in	$\sqrt{}$		It seemed that the teacher had a
	Activities	time			difficulty in managing the time
		management			especially to handle all students who worked individually.
		Technical		X	

		difficulties			
		Difficulties	V		It seemed that not all students
		which			capable enough to do the project
		because the			individually, so the teacher will
		inequality of			assist and gave guidance to the
		students'			students.
		capabilities			
		needed for			
		the project			
		Classroom	X		
		interactions			
		Difficulties in		X	
		facilitating	_		
		students'			
		inquiry			
		Difficulties in	MIN	X	
		technology	魚	C	
		Other		X	
	1	difficulties (if	11	(4)	SE /
		any)	14	1	
	14	- (25)			
		- 100		2	
3	Assessment	Difficulties in		X	
	1	assessing the			
		students'	- V	4.0	
		projects	TIK S		
		Difficulties in		X	
		providing			
		constructive			
		feedback to			
		students			
		and/or			
		engage them			
		in self-			
		assessment.			
		Other		X	
		difficulties (if			
		any)			
		-			

	_		

Classroom Observation Checklist for Students' Attitude toward the Implementation of PBL in Learning English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date : 12th March 2020

Grade : 4B

This is classroom observation checklist. Please put thick $(\sqrt{})$ to yes if the students' attitude found during classroom observation. Please put cross (x) if the students' attitude not found during the classroom observation. Describe on how the students' attitude found on the description column.

No	Components of	- sendi	le.		
	Attitude based on	TABLE	MAN		
	Wenden (1991) as			70	
	cited in Samadani	Criteria	Yes	No	Description
	and Ibnian (2015)		72		
	and Plato as cited	V m	1/2		
	in Khoir, (2014)			20	
1	Cognitive	Students like	1	1	The students were really
	1	to give opinion	$\angle <$		active to share their ideas
		in English	1	T.	during the discussion
		during English	4.1		time in the beginning
	1	lesson			using English.
		Students like	1	=-3-	The students seemed like
		to ask			having a high curiosity
		someting in			and always asked
		English during			something in learning
		English lesson			process.
		Students like	$\sqrt{}$		The students gave
		to give			comment and suggestion
		comments and			to their friends' project
		critics to the			especially when it is
		other friends'			presentation time.
		project			Teacher also invited the
					students to share their

					opinion.
		Other attitudes		X	
		(if any)			
2	Affective	Students feel			The students really
		enthusiastic			showed their enthusiastic
		when the			in doing the project.
		English class is			
		being taught			
		Students enjoy	$\sqrt{}$		They seemed really enjoy
		doing activities			each of the process or
		in English			activities.
		class			
		Students do			When the teacher asked
		not get anxious			about something, the
		when they			students did not get
		have to answer	IRAD		anxious to answer it.
	- //-	question in			
		English class			
	1 2	Students feel		1	They seemed really
		excited when	N.		excited when the teacher
	1	they	(4)		told them that they can
		communicate		1	start doing the project.
	1	in English with	YJJ	4	1
		others in doing			/
		the projects	a b	7/	
	1	Students do	$\sqrt{}$	_//	The students presented
		not feel			their project confidently
		embarrassed to			in front of other students
		speak English			and the teacher.
		in front of			
		other students			
		Other attitudes		X	
		(if any)			
		-			
		-			
3	Behavioral	Students pay			They put their attention
		attention when			when the teacher
		the teacher is			explaining about the
		explaining the			project.

	lesson			
	Students like	$\sqrt{}$		Yes, in this project they
	to practice the			practiced writing and
	four skills of			speaking.
	English			
	(listening,			
	reading,			
	speaking and			
	writing)			
	Students do the	V		Yes, the students did the
	project			project seriusly and they
	seriously and			put their best effort on it.
	show their			
	effort			
	Other attitudes		X	
	(if any)	IRA.		
	SILL S		3	
			1	

Appendix 1b: The Result of Classroom Observation in Grade 4C

Classroom Observation Checklist for Kinds of PBL Implemented in Teaching English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date : 5th March 2020

Grade : 4C

This is classroom observation checklist. Please put thick $(\sqrt{})$ to yes if the kinds of project are found during classroom observation. Please put cross (x) if the kinds of projects are not found during the observation. Describe on how the teachers do the kinds of projects on the description column.

No	Classification				
	based on Henry, as cited from Khoiriyah and Setyaningrum, (2015), Novotna et al. (2016) and Kalabzova (2015)	Kinds of Projects based on the classification	Yes	No	Description
1	Based on the way	Structured		X	
	to organize the	Project			
	project	Semi-structured project	1		The project: My Mythical Beast
					The project is defined and organized in part by the teacher and in part by the students. Teacher gave the general topic the students need to design their own mythical beast and
					make up the
					information about their mythical beast. They
					can also design it based

					on their own creativity.
		Unstructured		X	-
		Project			
2	Based on the	Mini projects	$\sqrt{}$		It is only a mini project.
	amount of time in				It can be done in one
	doing the project				meeting.
		Short-term		X	
		projects			
		Medium-term		X	
		projects			
		Long-term		X	
		projects			
3	Based on the	Individual	$\sqrt{}$		The project is an
	learners'	projects			individual project
	involvement	- NOVE			which prepared,
		- FEBRUALINI	10		designed, presented by
		ALL ALLES	16	7	the students
					individually.
	1 8	Group projects		X	1
		Whole-class	X	X	
	14	projects			
		Whole-school		X	<i>A</i> .
	1(6)	projects			
		Extensive		X	
		projects	3 0		
4	Based on the aims	Problem-based		X	
		projects			
		Construction-		X	
		based projects			
		Aesthetic-based		X	
		projects			
		Drill-based			The aim of the project
		projects			is to certain writing and
					speaking skill. Writing
					when the students need
					to write the information
					about the mythical
					beast and speaking

				when present beast.	students mythical
				beast.	
5	Other projects (if		X		
	any)				

Classroom Observation Checklist for the Procedures in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date : 5th March 2020

Grade : 4C

This is classroom observation checklist. Please put thick $(\sqrt{})$ to yes if the procedures are found during classroom observation. Please put cross (x) if the procedures are not found during the observation. Describe on how the teachers do the procedures in implementing PBL on the description column.

No	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions	V		Yes, the teacher inroduce the general topic and invite the student to ask something related to the topic.
		The teacher starts the teaching and learning process by giving students essential questions	V		The teacher also gave a brainstorming to the students in order to stimulate their critical thinking related to the

					material that they
					going to learn.
		Additional		X	
		activities (if any)			
		-			
		_			
2	Design a plan for	The teacher gives			Yes, the teacher asked
	the project	students chance to			the students about
	r g	participate by			what mythical beast
		sharing their ideas			that comes up from
		on the projects			their imagination, how
		i i i i i i j			they will design their
		A			mythical beast and
					what information that
					the students wants to
		PENDIDIA			put there.
		The teacher inform	1		Yes, the teacher
		the rules of the	1		inform the rules and
	N S	project	0		the form of the
	E .	development (The	1		project. It is a
		project might be in	1		presentation.
		the form of a	A		
	7/	presentation, a	9	1	
		performance, a		//	
		product, a		/	
		publication, etc.)			
	la la	The teacher inform	1		Yes, the teacher
		the selection of the			informed everything
		materials, the			in the beginning . She
		activities leading to			informed the material,
		the project			steps to do the project,
		accomplishment,			and the things that the
		and the tools			students need to
		needed for the			prepare.
		project			
		Additional		X	
		activities (if any)			
		-			
		-			

3	Create a schedule	The teacher and students discuss about the time allocation of working on the project	V		Yes, they discussed the time allocation. The time allocation for doing the project is in one meeting.
	DATA	The teacher and students make an agreement or about the deadline of the project development in which the students must submit their end product Additional activities (if any) -	CAMESHA	X	The teacher informed to the students that they will do the project in one meeting and will present it directly.
4	Conducting the project	The teacher facilitate the learning process to guide the students during the project development The teacher help students when they find difficulties, and to ensure that the student is involved in the project	7		The teacher looked around, supervised the students, asked the students' progress, assisted the students who need help. The teacher move around to check and make sure all students involved in the project.
		Additional activities (if any) -		Х	

5	Assess the outcome	The teacher	V		The teacher conduct
		conducts	,		assessment based on
		assessment to			the scoring rubric. She
		measure the			checked on the project
		students'			and the way the
		achievement			students present the
		acmevement			•
		Th. 411	- 1		project.
		The teacher also	$\sqrt{}$		The teacher gave a
		provides students			positife feedback to
		with feedback at			appreciate the
		this phase			students' effort in
					completing the
					project.
		Additional		X	
		activities (if any)			
		S S B KUNINIK			
			6		
6	Evaluation	The teacher and	V		They had a discussion
	1 3	students reflect on			after the students
		the project they	1		presented the project.
	1	have done	å		The teacher asked
			A		about the diffuculty
	7/	COMMANN	9	1	faced by the students
				7/	and the most
					interesting part in
		NDIKSH			doing the project.
	1	The teacher needs	V		The teacher make sure
		to make sure that			that the students
		the students are			understand about the
		able to find			material that they have
		answers of			learnt by giving some
		essential question			questions.
		1			*
		The teacher and	1		Yes, they had a
		students share their			sharing session in
		experience of			which the teacher
		conducting the			gave some suggestion
		project and discuss			about what the
		about the projects			students need to
				ī	

(what needs change		improve	for	their
and improvement		project.		
for the following				
project, as well as				
share ideas on the				
new projects).				
Additional	X			
activities (if any)				
-				
-				

Classroom Observation Checklist for the Teacher's Difficulties in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date : 5th March 2020

Grade : 4C

This is classroom observation checklist. Please put thick ($\sqrt{}$) to yes if the difficulties are found during classroom observation. Please put cross (x) if the difficulties are not found during the observation. Describe on how the teachers faced the difficulties in implementing PBL on the description column.

No	Diffculties based on	NPII	KSH		
	Cintang et al. (2007) and	Criteria	Yes	No	Description
	MacMath et				
	al. (2017)				
1	Preparation	Difficulties in		X	I did not find difficulty in
		planning			planning because all well
					organised by teacher and
					students. Interview and
					questionnaire will be used to
					get more information about
					this.
		Difficulties in		X	

		mastering			
		_			
		projects			
		Other		X	
		difficulties (if			
		any)			
		-			
		-			
2	Project	Difficulties in	V		It seemed that the teacher
	Activities	time			had a difficulty in managing
		management			the time especially to handle
					all students who worked
					individually.
		Technical		X	
		difficulties		71	
		Difficulties	2		It seemed that not all
		which because	This		
				Na	students capable enough to
	/	the inequality of	<i></i>	4 A	do the project individually,
		students'			so the teacher will assist and
	1	capabilities	2/9) ř	gave guidance to the
		needed for the	$\leq V$	8	stude <mark>nt</mark> s.
	14	project	mine)	-	
		Classroom		X	
		interactions	TYY)		
	-	Difficulties in		X	//
		facilitating			
		students' inquiry	(S !!	30	
		Difficulties in		X	
		technology			
		Other			
		difficulties (if			
		any)			
		_			
2	Aggaggmant	Difficulties in		**	
3	Assessment	Difficulties in		X	
		assessing the			
		students'			
		projects			
		Difficulties in		X	

providing constructive feedback to students and/or engage them in self-assessment.		
Other difficulties (if any) -	X	

Classroom Observation Checklist for Students' Attitude toward the Implementation of PBL in Learning English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date : 5th March 2020

Grade : 4C

This is classroom observation checklist. Please put thick $(\sqrt{})$ to yes if the students' attitude found during classroom observation. Please put cross (x) if the students' attitude not found during the classroom observation. Describe on how the students' attitude found on the description column.

No	Components of				
	Attitude based on				
	Wenden (1991) as				
	cited in Samadani	Criteria	Yes	No	Description
	and Ibnian (2015)				
	and Plato as cited				
	in Khoir, (2014)				
1	Cognitive	Students like to	1		The students were really
		give opinion in			active to share their ideas
		English during			during the discussion time
		English lesson			in the beginning using
					English.

		Students like to	2/		The students seemed like
			V		
		ask someting in			having a high curiosity and
		English during			always asked something in
		English lesson			learning process.
		Students like to			The students gave
		give comments			comment and suggestion
		and critics to the			to their friends' project
		other friends'			especially when it is
		project			presentation time. Teacher
		r			also invited the students to
					share their opinion.
		Other attitudes (if		X	share then opinion.
				Λ	
		any)			
		-			
		-//			
2	Affective	Students feel	1		The students really
		enthusiastic when	16		showed their enthusiastic
		the English class			in doing the project.
	\\ ≥	is being taught			
	<i>a</i>	Students enjoy	1	100	They seemed really enjoy
	4	doing activities in			each of the process or
		English class	5		activities.
	7/	Students do not	V	7	When the teacher asked
		get anxious when	\leq		about something, the
		they have to		37	students did not get
		answer question	Sad.		anxious to answer it.
),	in English class			
	.000	Students feel	V		They seemed really
		excited when they	, v		excited when the teacher
		communicate in			
					told them that they can
		English with			start doing the project.
		others in doing			
		the projects	,		
		Students do not	$\sqrt{}$		The students presented
		feel embarrassed			their project confidently in
		to speak English			front of other students and
		in front of other			the teacher.
		students			
		Other attitudes (if		X	

		any) - -			
3	Behavioral	Students pay attention when the teacher is explaining the lesson	V		They put their attention when the teacher explaining about the project.
		Students like to practice the four skills of English (listening, reading, speaking and writing)	V		Yes, in this project they practiced writing and speaking.
		Students do the project seriously and show their effort	T GN	1	Yes, the students did the project seriusly, showed their creativity and they put their best effort on it.
		Other attitudes (if any)		X	

Appendix 2: Classroom Checklist for English Teachers of Grade 4

Classroom Checklist for Kinds of PBL Implemented in Teaching English at Bali Kiddy School

Instrument : Classroom Checklist

Date :

Grade :

This is classroom checklist. Please put thick $(\sqrt{})$ to yes if the kinds of project are used during classroom practices. Please put cross (x) if the kinds of projects are not used during the teaching learning process. Describe on how the teachers do the kinds of projects on the description column.

No	Classification based on Henry, as cited from Khoiriyah and Setyaningrum, (2015), Novotna et al. (2016) and Kalabzova (2015)	Kinds of Projects based on the classification	Yes	No	Description
1	Based on the way to organize the project	Structured Project Semi- structured project Unstructured Project	SH	•	
2	Based on the amount of time in doing the project	Mini projects Short-term projects Medium-term projects Long-term projects			
3	Based on the	Individual			

	learners'	projects			
	involvement	Group			
		projects			
		Whole-class			
		projects			
		Whole-			
		school			
		projects			
		Extensive			
		projects			
4	Based on the aims	Problem-			
		based			
		projects			
		Construction-			
		based			
		projects	DIE.	1	
		Aesthetic-		'G	
		based	S .		4
	1 3	projects	16		
		Drill-based	5 V	8	
		projects			
5	Other proje <mark>ct</mark> s (if	(Please write	3	1	- d
	any)	down here)	966		3

ADIKSHA

Classroom Checklist for the Procedures in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Checklist

Date :

Grade :

This is classroom checklist. Please put thick $(\sqrt{})$ to yes if the procedures are used during classroom practices. Please put cross (x) if the procedures are not used during the teaching learning process. Describe on how the teachers do the procedures on the description column.

No	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions The teacher starts the teaching and learning process by giving students essential questions Additional activities (if any)	ANGAR.	ARSHA .	
2	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects The teacher inform the rules of the project development (The project might be in the form of a presentation, a performance, a product, a			

publication, etc.) The teacher inform the selection of the materials, the	
inform the selection of the materials, the	
selection of the materials, the	
materials, the	
activities leading	
to the project	
accomplishment,	
and the tools	
needed for the	
project	
Additional	
activities (if any)	
Teachers inform	
about	
assessment	
criteria of the	
project	
3 Create a schedule The teacher and	
students discuss	
ab <mark>out the time </mark>	
allocation of	
working on the	
project	
The teacher and	
students make an	
agreement or	
about the deadline	
of the project	
development in	
which the	
students must	
submit their end	
product	
Additional	
activities (if any)	
_	

		_			
4	Conducting the	The teacher			
	project	facilitate the			
	FJ	learning process			
		to guide the			
		students during			
		the project			
		development			
		The teacher help			
		students when			
		they find			
		difficulties, and to			
		ensure that the			
		student is			
		involved in the			
		project			
		Additional	C		
		activities (if any)			-
	N S	Teachers will	A		
	9	remain the	K	100	
	1	students about the			
		time so that the	N		
	1	students can			
		manage their time		- //	
		well.			
5	Assess the	The teacher		1	
	outcome	conducts			
		assessment to			
		measure the			
		students'			
		achievement			
		The teacher also			
		provides students			
		with feedback at			
		this phase			
		Additional			
		activities (if any)			
		-			
		-			

6	Evaluation	The teacher and			
		students reflect on			
		the project they			
		have done			
		The teacher needs			
		to make sure that			
		the students are			
		able to find			
		answers of			
		essential question			
		The teacher and			
		students share			
		their experience			
		of conducting the			
		project and			
		discuss about the	40		
	- //-	projects (what	C		•
		needs change and			74
	N S	improvement for	A		
	-	the following	X	Total Control	
	1	project, as well as			
		share ideas on the	D. A.		/
	7	new projects).			
		Additional		11	
		activities (if any)		11	
	1	- ADIKSA	Mari		

Classroom Checklist for the Teacher's Difficulties in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Checklist

Date :

Grade :

This is classroom checklist. Please put thick ($\sqrt{}$) to yes if the difficulties are experienced during classroom practices. Please put cross (x) if the difficulties are not experienced

during the teaching learning process. Describe on how the teachers experienced difficulties on the description column.

No	Diffculties				
	based on				
	Cintang et al.	a			
	(2007) and	Criteria	Yes	No	Description
	MacMath et				
	al. (2017)				
1	Preparation	Difficulties in			
	I	planning			
		Difficulties in			
		mastering			
		projects	_		
		Other			
		difficulties (if	N D F to a		
			KUUJ	KAD.	
		any)	余		
		A 1	<u> </u>		
	D .	-	32/	6	
2	Project	Difficulties in	1 4	T.	
	Activities	time		Y	
		management	III II	4	
	7	Technical	V	99	
	1	difficulties		\prec	
)	Difficulties		8-11	
	•	which	IKS	1	
		because the			
		inequality of			
		students'			
		capabilities			
		needed for			
		the project			
		Classroom			
		interactions			
		Difficulties in			
		facilitating			
		students'			
		inquiry			
		Difficulties in			
		Difficulties III			

		technology			
		Other			
		difficulties (if			
		any)			
		-			
		-			
3	Assessment	Difficulties in			
		assessing the			
		students'			
		projects			
		Difficulties in			
		providing			
		constructive			
		feedback to			
		students			
		and/or	NDIDA		
		engage them		1	
				-	Z.
		in self-			
	1	assessment.	2/	(the	
		Other		X	
	1.4	difficulties (if			
		any)		\$	
			1447	M	A
	1		4 - 4		

Classroom Checklist for Students' Attitude toward the Implementation of PBL in Learning English at Bali Kiddy School

Instrument : Classroom Checklist

Date :

Grade :

This is classroom checklist. Please put thick $(\sqrt{})$ to yes if the students' attitude found during classroom practices. Please put cross (x) if the students' attitude not found during the teaching learning process. Describe on how the students' attitude found on the description column.

No	Components of				
	Attitude based on				
	Wenden (1991) as				
	cited in Samadani	Criteria	Yes	No	Description
	and Ibnian (2015)				
	and Plato as cited				
	in Khoir, (2014)				
1	Cognitive	Students like			
	_	to give opinion			
		in English			
		during English			
		lesson			
		Students like			
		to ask			
		someting in			
		English during	IR.		
		English lesson	11/1		
		Students like		1	
	N S	to give	7.eD	0	
		comments and			
		critics to the	The		
		other friends'		N .	
	77	project	YYY)	
		Other attitudes			
		(if any)	2014		
		- NDIK	11.		
			3		
2	Affective	Students feel			
		enthusiastic			
		when the			
		English class is			
		being taught			
		Students enjoy			
		doing activities			
		in English			
		class			
		Students do			
		not get anxious			
		when they			

		T	1	1	
		have to answer			
		question in			
		English class			
		Students feel			
		excited when			
		they			
		communicate			
		in English with			
		others in doing			
		the projects			
		Students do			
		not feel			
		embarrassed to			
		speak English			
		in front of			
		other students	IIP.	-	
		Other attitudes		2	
		(if any)		1/2	
	V 8	-	725	60	7
			- The second		
			1/2		
3	Behavioral	Students pay)
3	Benavioral	attention when	VYY)	
		the teacher is	\leftarrow		
		explaining the			
		lesson	AB		
	1	Students like			
		to practice the			
		four skills of			
		English			
		(listening,			
		reading,			
		speaking and			
		writing)			
		Students do the			
		project			
		seriously and			
		show their			
		effort		i	

	Other attitudes		
	(if any)		
	-		
	-		



Appendix 2a: The Result of Classroom Checklist from English Teacher of Grade 4A

Classroom Checklist for Kinds of PBL Implemented in Teaching English at Bali Kiddy School

Instrument : Classroom Checklist

Date : 12th May 2020

Grade : 4A

This is classroom checklist. Please put thick $(\sqrt{})$ to yes if the kinds of project are used during classroom practices. Please put cross (x) if the kinds of projects are not used during the teaching learning process. Describe on how the teachers do the kinds of projects on the description column.

No	Classification based on Henry, as cited from Khoiriyah and Setyaningrum, (2015), Novotna et al. (2016) and Kalabzova (2015)	Kinds of Projects based on the classification	Yes	No	Description
1	Based on the way to organize the project	Structured Project	SH		The teachers determines and organize the project starting from choosing the topic, informing about what the students need to prepare, what they need to do in the project, how they will present the project and how will be the assessment criteria.
		Semi- structured project	√ 	X	Sometimes, the teachers also only give the general topic of the project, then the students need to choose their own topic as well as the way they accomplish the project.

		Project			
2	Based on the	Mini projects	V		The project can be done only in
	amount of time in				one meeting.
	doing the project	Short-term	V		The teacher give the amount of
		projects			time in doing the project within
					days or week.
		Medium-term		X	
		projects			
		Long-term		X	
		projects			
3	Based on the	Individual			Students often doing individual
	learners'	projects			project especially during
	involvement				home-based learning then they
					present it individually.
		Group	$\sqrt{}$		In order to improve their
		projects	MIS.	N.	collaboration, communication,
				"Ca	critical thinking and creativity,
			S		they sometimes work in group
	1 8	Whole-class	$\angle \mathfrak{A}$	X	臣 //
		projects	5 V	8	
		Whole-	(動作	X	
		school	WAY.	V)	
	1	projects		4	1
		Extensive		X	
<u> </u>		projects	4	3	
4	Based on the aims	Problem-	V		The teachers sometimes give a
		based			problem-based and stimulate
		projects			the students' critical thinking
					through the problem or case
		C	- 1		given.
		Construction-	√		Teachers also give some
		based			practical or physical task such
		projects Aesthetic-	V		as making model.
		based	\ \ \		In order to appreciate arts,
					sometimes they makes project
		projects			which related to appreciation of someone's work.
		Drill-based	V		
		Dini-based	V		Every ends of unit material that

		projects		the students have learnt, they will make a scrapbook in form of writing and they need to present it.
5	Other projects (if any)	(Please write down here)	X	

Classroom Checklist for the Procedures in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Checklist

Date : 12th May 2020

Grade : 4A

This is classroom checklist. Please put thick $(\sqrt{})$ to yes if the procedures are used during classroom practices. Please put cross (x) if the procedures are not used during the teaching learning process. Describe on how the teachers do the procedures on the description column.

No	Procedures based	400			
	on Papandreou	DNDIKSE			
	(1994), The	ADIKS	N. ST.		
	George Lucas	Criteria	Yes	No	Description
	Educational				
	Foundation (2005)				
	and Bell (2010)				
1	Preparation	The teacher	$\sqrt{}$		Usually, in the
		introduces the			beginning the teachers
		topic to the			will introduce the
		students and asks			topic of the project to
		them to discuss or			the students.
		ask questions			
		The teacher starts	$\sqrt{}$		The teachers usually
		the teaching and			do brainstorming
		learning process			(asking essential

		by giving students			question) which
		essential			relevant to the goals
		questions			that the students must
		questions			achieve during the
					ŭ
		A 11'4'1			project development.
		Additional		X	
		activities (if any)			
		-			
		-	,		
2	Design a plan for	The teacher gives	V		Teachers will give the
	the project	students chance to			time to the students to
		participate by			share their ideas for
		sharing their ideas			the project in order to
		on the projects			meet the students'
					capabilities and
		- 8 SENDIDIY			interest.
	- //-	The teacher	V		The teachers will
		inform the rules			inform to the students
	N S	of the project	Ø.		about how the project
		development (The	R		will be and how will
	1	project might be			they present the
		in the form of a			project.
	77	presentation, a	YYY	1.5	
		performance, a		- 77	
		product, a		7//	
		publication, etc.)			
)	The teacher	V		The teachers always
		inform the	,		do this step because
		selection of the			it's really important
		materials, the			for the students to
		activities leading			know what is the
		to the project			material, what do they
		accomplishment,			need to prepared in
		and the tools			order to do the project.
		needed for the			order to do the project.
		project	2		The students -1
		Additional	V		The students always
		activities (if any)			have a high curiousity
					about how the

		Teachers inform about the assessment criteria of the project			teachers will assess their project and what are the criterias. Therefore, the teacher need to design the way to assses the project.
3	Create a schedule	The teacher and students discuss about the time allocation of working on the project The teacher and		ARSH.	Time allocation is really needed in order to limit the students' time in doing the project. It is based on the situation, sometimes the teachers decided the time allocation, sometimes they will discuss it with the students. The teachers usually
		students make an agreement or about the deadline of the project development in which the students must submit their end product		1	decide the deadline for the submission of the project. Sometimes, it is taken from the agreement between teachers and students.
		Additional activities (if any) -		Х	
4	Conducting the project	The teacher facilitate the learning process to guide the students during the project	V		In teaching learning process at school, teachers will always guide the students during the project development.

	development			
	development The teacher help students when they find difficulties, and to ensure that the student is involved in the project	1		The teachers will look around and help the students when they found problems or when the students asked about something. The teachers also need to make sure that all students involve in the project especilly when they got a group
	Additional activities (if any) Teachers will remain the students about the time so that the students can manage their time well.	THE SAME AS	T SHA	Reminding the students about the time is really needed especially for young learners. The teachers need to help them to manage their time well so that they can finish the project on time.
5 Assess the outcome	The teacher conducts assessment to measure the students' achievement	1		Teachers always do assessment to check the result of their project as well as measure the students achievement.
	The teacher also provides students with feedback at this phase Additional	V	X	Positive feedback is really needed for young learners. Therefore, the teachers always tried to give positive feedback for each project.

		activities (if and)			
		activities (if any)			
		-			
		-			
6	Evaluation	The teacher and	V		Reflection is usually
		students reflect on			done after the teachers
		the project they			assess the students'
		have done			project or
					presentation. The
					teachers usually ask
					about the difficulties
					that the students'
					found or the most
					interesting part in
					doing the project.
		The teacher needs	V		In order to check the
		to make sure that			students'
	1/4	the students are	WC.		understanding, the
		able to find			teachers need to make
	N S	answers of	D.		sure that they
		essential question	R		
	1	The teacher and	1		The teacher and
		students share	5		students share their
	7/	their experience	700	100	experience of
	A	of conducting the		-//	conducting the project
		project and			and discuss about the
		discuss about the	y and		projects, what needs
		projects (what		4	change and
		needs change and			improvement for the
		improvement for			following project.
		the following			
		project, as well as			
		share ideas on the			
		new projects).			
		Additional		X	
		activities (if any)			
		_			
		_			
	İ	İ	l .	Ì	



Classroom Checklist for the Teacher's Difficulties in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Checklist

Date : 12th May 2020

Grade : 4A

This is classroom checklist. Please put thick $(\sqrt{})$ to yes if the difficulties are experienced during classroom practices. Please put cross (x) if the difficulties are not experienced during the teaching learning process. Describe on how the teachers experienced difficulties on the description column.

No	Diffculties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Yes	No	Description
1	Preparation	Difficulties in planning Difficulties in mastering projects Other difficulties (if any) -	IKS	x	Sometimes the teachers finds confusion in choosing the best topic and suitable project for the students. It is solved by sharing to other teachers and sometimes do discussion with the students.
2	Project Activities	Difficulties in time management	V		In order to complete the project well, teachers as a facilitator need to have good management skill. Sometimes the teachers found problems in managing the time to reach all the materials within the

					project.
		Technical		X	
		difficulties			
		Difficulties			This might be the biggest
		which	\checkmark		challenges faced by the teachers
		because the			because the students' capabilities
		inequality of			are different one with another.
		students'			Therefore, the teachers need to
		capabilities			design a project which can be
		needed for			done both by the students who
		the project			have high capability and the low
		1 0			one.
		Classroom	_	X	
		interactions			
		Difficulties in		X	
		facilitating	KIDIDA	Par.	
		students'	A		2
		inquiry			
		Difficulties in		X	
		technology	14	18	
	1	Other		X	
		difficulties (if		A	
	7	any)		91	A
	1	- 7			/
		Da		4 1	
3	Assessment	Difficulties in	LIKS	X	
		assessing the		and the same of	
		students'			
		projects			
		Difficulties in		X	
		providing			
		constructive			
		feedback to			
		students			
		and/or			
		engage them			
		in self-			
		assessment.			
		Other		X	

	difficulties (if		
	any)		
	-		
	-		

Classroom Checklist for Students' Attitude toward the Implementation of PBL in Learning English at Bali Kiddy School

Instrument : Classroom Checklist

Date : 12th May 2020

Grade : 4A

This is classroom checklist. Please put thick ($\sqrt{}$) to yes if the students' attitude found during classroom practices. Please put cross (x) if the students' attitude not found during the teaching learning process. Describe on how the students' attitude found on the description column.

No	Components of				
	Attitude based on	W m	1/1/	1000	
	Wenden (1991) as	C // 10			
	cited in Samadani	Criteria	Yes	No	Description
	and Ibnian (2015)	7000	14		
	and Plato as cited		7		
	in Khoir, (2014)	ONDIV	4.11		
1	Cognitive	Students like	1		The students always
		to give opinion			active in giving and
		in English			sharing their opinion
		during English			during English lesson in
		lesson			English. If there is a
					student who do not speak
					English, the teacher will
					remind he/she to speak in
					English.
		Students like	$\sqrt{}$		Students always have
		to ask			high curiousity to ask
		someting in			about something which is
		English during			related to the materia or

		English lesson			the project by using English.
		Students like to give	V		The teachers usually invite the students to give
		comments and critics to the			comment
		other friends'			
		Other attitudes		X	
		(if any)			
2	Affective	- Students feel	√		The students really enjoy
_		enthusiastic			and show their
		when the English class is	IRAL	4	enthusiastic when the English class is being
		being taught		1	taught especially when they have project.
		Students enjoy doing activities		THE SERVICE SE	They really enjoy and do the project happily.
		in English			the project happiny.
	7	Students do	1		They never get anxious,
		not get anxious when they	7		the teachers treated them just like a friend. When
		have to answer	H.		the teachers ask about
		question in English class			something, the students will answer it in English fluently.
		Students feel excited when	V		They likes to practice their English, so that the
		they			teachers always
		communicate in English with			communicate by using English. They also feel
		others in doing the projects			excited when they communicate in English
					with others in doing the projects.

		Students do not feel embarrassed to speak English in front of	V		The students really excited when they need to present something in front of the other student because they really want
		Other attitudes (if any) -		X	to show the result of their project.
3	Behavioral	Students pay attention when the teacher is explaining the lesson	TRANGE OF THE SECOND SE	CHARSHA	The teachers usually applied some rules in the class such as giving reward or star if they can behave nicely in the class.
		Students like to practice the four skills of English (listening, reading, speaking and writing)	N A A		They really like to practice, they likes to sing English song, listening to an audio, reading story and writing something for their project.
		Students do the project seriously and show their effort	V		The students always show their best effort in doing the project and teachers always observe the students' behavioral, so far they do the project seriously.

	Other attitudes	X	
	(if any)		
	-		
	-		

Badung, 12th May 2020 English Teacher of Grade 4A

Coded : E



Appendix 2b: The Result of Classroom Checklist from English Teacher of Grade 4B

Classroom Checklist for Kinds of PBL Implemented in Teaching English at Bali Kiddy School

Instrument : Classroom Checklist

Date : 12th May 2020

Grade : 4B

This is classroom checklist. Please put thick $(\sqrt{})$ to yes if the kinds of project are used during classroom practices. Please put cross (x) if the kinds of projects are not used during the teaching learning process. Describe on how the teachers do the kinds of projects on the description column.

No	Classification based on Henry, as cited from Khoiriyah and Setyaningrum, (2015), Novotna et al. (2016) and Kalabzova (2015)	Kinds of Projects based on the classification	Yes	No	Description
1	Based on the way to organize the project	Structured Project	SHA		All well prepared by the teachers. starting from topic selection, design of the project, project timing, project criteria and scoring criteria.
		Semi- structured project	V		Sometimes the teachers also give a chance to the students to choose their specific topic for their project and how they will accomplish it. therefore, the students will aso have a chance to share their ideas, not only from the teachers.
		Unstructured Project		X	The teachers always take part in the project, all structured

					well.
2	Based on the amount of time in doing the project	Mini projects	V		Most of the projects given to the students is mini project. The projects can be done in one or two meetings only.
		Short-term projects	√		Not only mini project, sometimes the teachers also give a project which need to be done within a week or more.
		Medium-term projects		X	
		Long-term projects		X	
3	Based on the learners' involvement	Individual projects	DIRA	CAN	The students prepare the things, do the project and present the project individually.
	Na Na	Group		Ĭ	To improve their social skill, to be more collaborative with other students, sometimes the students also work in group.
		Whole-class projects		X)
		Whole-school projects	SHA	X	
		Extensive projects		X	
4	Based on the aims	Problem- based projects	V		In order to stimulate the students' critical thinking, topic of the project will related to problem-based.
		Construction- based projects	V		Sometimes, the students also need to construct something such as making model or 3D shape.
		Aesthetic-	$\sqrt{}$		The teachers ever gave a

		based projects			project which related to aesthetic such as music review.
		Drill-based projects	V		In each project, the teachers usually focused on 4 skills (reading, writing, listening and speaking). Writing and speaking usually drilled in each project.
5	Other projects (if any)	(Please write down here)		X	

Classroom Checklist for the Procedures in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Checklist

Date : 12th May 2020

Grade : 4B

This is classroom checklist. Please put thick ($\sqrt{}$) to yes if the procedures are used during classroom practices. Please put cross (x) if the procedures are not used during the teaching learning process. Describe on how the teachers do the procedures on the description column.

No	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1	Preparation	The teacher			In the beginning of the
1	Treparation	introduces the topic to the students and asks them to discuss or ask questions	,		lesson, the teachers will introduce the topic that they will learn.

		The teacher starts the teaching and learning process by giving students essential questions Additional activities (if any)	7	x	The teachers will do brainstorming in order to stimulate the students' prior knowledge.
2	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects The teacher inform the rules of the project development (The project might be in the form of a presentation, a performance, a product, a publication, etc.)	A THE STATE OF THE		The next step is giving the students chance to share their ideas on the projects, it is usually done in order to stimulate the students' critical thinking. Teachers will inform the students about the design of the project.
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project Additional activities (if any) -	V	X	Teachers always inform the students about this.

		-			
3	Create a schedule	The teacher and students discuss about the time allocation of working on the project	V		Teachers and students need to set the time allocation before doing the project.
		The teacher and students make an agreement or about the deadline of the project development in which the students must submit their end product	1		Agreement is needed so the students can manage their time.
	MILITA	Additional activities (if any) -	GANASHA	X	7
4	Conducting the project	The teacher facilitate the learning process to guide the students during the project development		1	Teachers here as facilitator.
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	V		Teachers always assist the students when they have project at school.
		Additional activities (if any) -		Х	
5	Assess the outcome	The teacher conducts	$\sqrt{}$		Teachers always do this step, usually the

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really
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ally the
ll give
or the
ject and
t.
of the
teachers
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vith the
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perience,
nat the
ced and
need to

share ideas on the		
new projects).		
Additional	X	
activities (if any)		
-		
-		

Classroom Checklist for the Teacher's Difficulties in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Checklist

Date : 12th May 2020

Grade : 4B

This is classroom checklist. Please put thick $(\sqrt{})$ to yes if the difficulties are experienced during classroom practices. Please put cross (x) if the difficulties are not experienced during the teaching learning process. Describe on how the teachers experienced difficulties on the description column.

No	Diffculties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Ŭ IK	Yes	No	Description
1	Preparation	Difficulties planning	in	V		Sometimes, teachers find difficulties in choosing the topic which is appropriate to be used as a project especially for young learners. In this case, teachers usually do a discussion among teachers or with students.
		Difficulties	in		X	

		mastering projects			
		Other difficulties (if any) -		X	
2	Project Activities	Difficulties in time management	V		Sometimes the teacher face difficulty in managing time because in one project there might be some material. So the teachers should have the capability in managing time so that all materials can be completed.
		Technical difficulties	DIR	X	
		Difficulties which because the inequality of students' capabilities needed for the project		GANGE S	With the heterogeneity of the students, not all students capable in doing or following the procedures of the project. So, the teachers usually will do group work in which they can work and help one another.
		Classroom interactions	SI	X	
		Difficulties in facilitating students' inquiry		X	
		Difficulties in technology		X	
		Other difficulties (if any)		X	
3	Assessment	Difficulties in assessing the students' projects		X	
		Difficulties in		X	

providing		
constructive		
feedback to		
students and/or		
engage them in		
self-assessment.		
Other difficulties	X	
(if any)		
-		
-		

Classroom Checklist for Students' Attitude toward the Implementation of PBL in Learning English at Bali Kiddy School

Instrument : Classroom Checklist

Date : 12th May 2020

Grade : 4B

This is classroom checklist. Please put thick $(\sqrt{})$ to yes if the students' attitude found during classroom practices. Please put cross (x) if the students' attitude not found during the teaching learning process. Describe on how the students' attitude found on the description column.

No	Components of	NDIKSE		7/	
	Attitude based on	A DIK S	71.001		
	Wenden (1991) as				
	cited in Samadani	Criteria	Yes	No	Description
	and Ibnian (2015)				
	and Plato as cited				
	in Khoir, (2014)				
1	Cognitive	Students like to			Students always use
		give opinion in			English during English
		English during			lesson to talk with the
		English lesson			teacher and their friends.
		Students like to			They really likes to ask
		ask someting in			question related to the
		English during			material or their project.
		English lesson			

Affective Students feel enthusiastic when the English class is being taught Students enjoy doing activities in English class Students do not get anxious when they have to answer question in English class Students feel excited when they have project. They seems really enjoy and never complained about something, even they like to share their ideas related to the material. Students do not get anxious when they have to answer question in English class Students feel excited when they communicate in English with others in doing the projects Students do not feel embarrassed to speak English in front of other students Other attitudes (if any)	other friends' for their friends' project Other attitudes (if any)
, , , , , , , , , , , , , , , , , , , ,	enthusiastic when the English class is being taught Students enjoy doing activities in English class Students do not get anxious when they have to answer question in English class Students feel excited when they communicate in English with others in doing the projects Students do not get anxious when they communicate in English with others in doing the projects Students do not get anxious when they communicate in English with others in doing the projects Students do not get anxious when they communicate in English with others in doing the projects Students do not get anxious when they communicate in English with others in doing the projects Students do not get anxious when they are really confidently when they have present their project English. Other attitudes (if x

		-			
3	Behavioral	Students pay attention when the teacher is explaining the lesson	V		There might be a few students who did not pay attention but the teachers will always try to find a way to get students' attention.
		Students like to practice the four skills of English (listening, reading, speaking and writing)	V		The students really show their interest and effort in completing the project whether it is focused on listening, reading, speaking or writing.
		Students do the project seriously and show their effort	ANG		Yes, they do the project seriously and put their best effort for that.
		Other attitudes (if any)	R	X	

Badung, 12th May 2020

English Teacher of Grade 4B

Coded: Et

Appendix 2C: The Result of Classroom Checklist from English Teacher of Grade 4C

Classroom Checklist for Kinds of PBL Implemented in Teaching English at Bali Kiddy School

Instrument : Classroom Checklist

Date : 12th May 2020

Grade : 4C

This is classroom checklist. Please put thick $(\sqrt{})$ to yes if the kinds of project are used during classroom practices. Please put cross (x) if the kinds of projects are not used during the teaching learning process. Describe on how the teachers do the kinds of projects on the description column.

No	Classification based on Henry, as cited from Khoiriyah and Setyaningrum, (2015), Novotna et al. (2016) and	Kinds of Projects based on the classification	Yes	No	Description
	Kalabzova (2015)	COMM	MY)	9	
1	Based on the way to organize the	Structured Project	1		All organised by the teachers.
	project	Semi-	1		Half organised by the
		structured			teachers, half from the
		project			discussion with the students.
		Unstructured Project		X	
2	Based on the amount of time in doing the project	Mini projects	V		Almost all project is only a mini project. It can be done only even in one meeting.
		Short-term projects	V		Sometimes there is a project that needs more amount of time such as one or two weeks.

		Medium-term		X	
		projects			
		Long-term		X	
		projects			
3	Based on the	Individual			Students prepare the
	learners'	projects			things, do the project and
	involvement				present it by individually.
		Group			Sometimes they also work
		projects			in group which can makes
					them more collaborative
					and can support each other
					in group.
		Whole-class		X	
		projects			
		Whole-		X	
		school	DIRA		
		projects		6	
		Extensive	5	X	
		projects		÷	
4	Based on the aims	Problem-	511		Some of the projects
		based			aimed at solving problem.
		projects		1	It is needed to improve the
		COUNTY		2	students critical thinking.
		Construction-	1	S	Sometimes the students
		based	- 4 1	- 7	have project in form of
		projects			making model or making
					product.
		Aesthetic-			The project sometimes
		based			aimed at having aesthetic
		projects			sense such as reviewing
					music and song that the
					students likes.
		Drill-based	$\sqrt{}$		The project form given
		projects			usually writing and
					presenting, the students do
					practice especially in
					writing and speaking many
					times from the project.

5	Other projects (if	(Please write	X	
	any)	down here)		

Classroom Checklist for the Procedures in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Checklist

Date : 12th May 2020

Grade : 4C

This is classroom checklist. Please put thick $(\sqrt{})$ to yes if the procedures are used during classroom practices. Please put cross (x) if the procedures are not used during the teaching learning process. Describe on how the teachers do the procedures on the description column.

No	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions			The teachers will introduce the topic, the material and invite the students to ask something related to the topic.
		The teacher starts the teaching and learning process by giving students essential questions Additional activities (if any)	V	x	Teachers usually do brainstorming to the students and ask some question related to the material.

	<u> </u>				
		-			
	D 1 2	-	,		m 1 '''
2	Design a plan for	The teacher	$\sqrt{}$		Teachers will invite
	the project	gives students			students to share their
		chance to			ideas and opinion for the
		participate by			project.
		sharing their			
		ideas on the			
		projects			
		The teacher			Teachers will inform the
		inform the rules			rules and steps that the
		of the project			students need to follow in
		development			doing the project.
		(The project			
		might be in the			
		form of a			
		presentation, a	No		
		performance, a		1 3	
	1 S	product, a		0	7
		publication, etc.)		11	(
		The teacher	\		Teachers inform all in the
		inform the			beginning.
		selection of the			oogmining.
		materials, the	\prec		
		activities leading		3//	
		to the project			
	1	accomplishment,			
	.00	and the tools			
		needed for the			
		project			
		Additional		X	
		activities (if any)			
		-			
		-	,		** 11
3	Create a schedule	The teacher and	$\sqrt{}$		Usually time allocation
		students discuss			decided by the teacher
		about the time			and sometimes discuss it
		allocation of			with the students.
		working on the			

students make an agreement or about the deadline of the deadline is needed.	he
students make an agreement or about the deadline of the deadline is needed.	
about the deadline of the	
deadline of the	
project	
development in	
which the	
students must	
submit their end	
product	
Additional x	
activities (if any)	
- SERVIDIA	
4 Conducting the The teacher √ The teacher will lo	ok
project facilitate the around and observe t	he
learning process students.	
to guide the	
students during	
the project	
development	
The teacher help ✓ The teacher will always	-
students when facilitate the students a	nd
they find guide them.	
difficulties, and	
to ensure that	
the student is	
involved in the	
project	
Additional x	
activities (if any)	
5 Assess the outcome The teacher $$ Assessment from t	he
conducts project and the way t	he
assessment to students present t	he
measure the project.	

		students' achievement The teacher also provides students with feedback at this phase Additional activities (if any)	V	X	Usually feedback will be given after the students present their project.
6	Evaluation	The teacher and students reflect on the project they have done The teacher needs to make sure that the students are able to find answers of essential question The teacher and students share their experience of conducting the project and discuss about the projects (what needs change and improvement for the following project, as well as share ideas on the new projects).		A SHA	Teacher and students have a discussion about the difficulties faced by the students in doing the project and the interesting part. Teacher will ask again the essential question and make sure the students understand what they have learnt. Teacher and students will share ideas about what needs change to make a better project.

	Additional	X	
	activities (if any)		
	-		

Classroom Checklist for the Teacher's Difficulties in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Checklist

Date : 12th May 2020

Grade : 4C

This is classroom checklist. Please put thick ($\sqrt{}$) to yes if the difficulties are experienced during classroom practices. Please put cross (x) if the difficulties are not experienced during the teaching learning process. Describe on how the teachers experienced difficulties on the description column.

No	Diffculties	Criteria	Yes	No	Description
	based on	THAM A			
	Cintang et al.				
	(2007) and	Dr			
	MacMath et	ADIK	SIL		
	al. (2017)				
1	Preparation	Difficulties in	$\sqrt{}$		Sometimes teachers face
		planning			difficulty in planning such as
					choosing the best topic which
					can covered the material that
					need to be reached by the
					students.
		Difficulties in		X	
		mastering projects			
		Other difficulties		X	
		(if any)			
		-			

		-			
2	Project Activities	Difficulties in time management	V		Sometimes the teacher face the difficulty in managing time and dividing the time for each project plan to reach all materials. Therefore, all need to be well prepared in the preparation step.
		Technical difficulties		X	
		Difficulties which because the inequality of students'	1		This might be happened when the students have a group work. But this problem solved by dividing a fair member of
		capabilities needed for the project	DIRA	VO	group, in one group consist of high and low achieving students.
		Classroom interactions		X	students.
		Difficulties in facilitating students' inquiry		X	
		Difficulties in technology	9	X)
		Other difficulties (if any) -	SH	X	
3	Assessment	Difficulties in assessing the students' projects		X	
		Difficulties in providing constructive feedback to		X	
		students and/or engage them in self-assessment. Other difficulties		X	

	(if any)		
	-		
	-		

Classroom Checklist for Students' Attitude toward the Implementation of PBL in Learning English at Bali Kiddy School

Instrument : Classroom Checklist

Date : 12th May 2020

Grade : 4C

This is classroom checklist. Please put thick $(\sqrt{})$ to yes if the students' attitude found during classroom practices. Please put cross (x) if the students' attitude not found during the teaching learning process. Describe on how the students' attitude found on the description column.

No	Components of	C ALLANA ALLA		,	1
	Attitude based on				
	Wenden (1991) as			17/	
	cited in Samadani	Criteria	Yes	No	Description
	and Ibnian (2015)				
	and Plato as cited				
	in Khoir, (2014)				
1	Cognitive	Students like to	V		The students always
		give opinion in			communicate using
		English during			English and they likes to
		English lesson			share their opinion.
		Students like to	$\sqrt{}$		The students always have
		ask someting in			a high curiosity about
		English during			something especially
		English lesson			when they do the project.
		Students like to	$\sqrt{}$		Usually the teacher will
		give comments			invite the students to give

		and critics to the			comment and critics or
		other friends'			suggestion to their
					friends' project when
		project			= -
					their friends present the
					project.
		Other attitudes (if		X	
		any)			
		-			
		-			
2	Affective	Students feel	V		They always feel
		enthusiastic when			enthusiastic especially
		the English class			when they have project
		is being taught			because they can show
		8			their creativity.
		Students enjoy	V		They seems really enjoy
		doing activities in			each of the process. They
		English class	Wo		do the project happily.
		Students do not	2	1	They never get anxious,
			V	C	
		get anxious when			they feel excited when
		they have to	N	1.00	they need to ask
		answer question			someting related to the
		in English class	24		material or project.
	1	Students feel	V		Yes, they always feel
		excited when they		7	excited to communicate
		communicate in		7/	in English along the
	1	English with	Mari Toron	4/	working process.
		others in doing			
		the projects			
		Students do not			The students really
		feel embarrassed			excited when they need
		to speak English			to present because they
		in front of other			can show their work to
		students			their friends.
		Other attitudes (if		X	
		any)		11	
2	Dahari and	Students	2		Hanally than always
3	Behavioral	Students pay	$\sqrt{}$		Usually they always pay
		attention when			attention while listening

the teacher is			to the teacher's
explaining the			explanation.
lesson			
Students like to	$\sqrt{}$		Yes, they really like and
practice the four			enthusiastic to practice
skills of English			the four skills.
(listening,			
reading, speaking			
and writing)			
Students do the	$\sqrt{}$		So far, the students
project seriously			always do the project
and show their			seriously and show their
effort			best effort.
Other attitudes (if		X	
any)			
- PREENTING	77		
A TES	6		

Badung, 12 Mei 2020 English Teacher of Grade 4

Coded: F

Appendix 3: Open-Questionnaire for English Teachers of Grade 4

OPEN QUESTIONNAIRE

Research Problems	Question	Answer
1. Kinds of project implemented by the teachers in teaching English for grade 4 at Bali Kiddy School	1. What kinds of project are implemented by the teachers in teaching English for grade 4 at Bali Kiddy School? 2. How do the teachers usually organize the project? 3. Do the teachers usually give amount of time in doing the project? 4. How do the teachers usually ask the learners' involvement in doing the project? 5. Do the teachers usually determine the aim of giving each of	Answer
2. Procedures of teaching English implemented in teaching each of the project given	the project? 6. What procedures of teaching English are implemented in teaching each of the projects given? 7. What activities do the teachers usually have in the preparation of the project? 8. How is the teachers and students' role in conducting the project	

	givon?	
	given?	
	9. How will the teachers	
	assess each of the	
	project given?	
	10. Will the teachers	
	give any evaluation	
	after the students	
	completing the	
	projects given?	
	11. What are the	
	difficulties faced by	
	the teachers in	
	teaching English	
	using project-based	
	learning in the	
	classroom?	
	12. What do youfeel	
	when teaching the	
/	English class using	
	project-based learning	
	strategy?	
	13. What do you	4 /
	think about the	
3. Difficulties faced	implementation of	
	project-based learning	<u> </u>
by the teachers in	in your English class?	
teaching Engli <mark>s</mark> h	14. Have you ever	
using PBL in the	found any difficulties	<u> </u>
classroom		
	during the preparation	
	such as choosing the	
	topic of project-based	200
	learning in your	
	English class?	
	15. Have you ever	
	found any obstacles	
	during the	
	implementation such	
	as handling the	
	students while	
	implementing project-	
	based learning in your	
	English class?	
	16. Have you ever	
	found any difficulties	

	in assessing the	
	students projects?	
	And how are the	
	students' achievement	
	after taught using	
	project based	
	learning?	
	17. How is the	
	students' attitude	
	toward the procedure	
	of project-based	
	learning which	
	implemented by	
	teachers in teaching	
	English?	
	18. How is the	
	students' attitude	
	toward the type of	-
	project given?	
	students' attitude	
4. Students' attitude	toward the group	
	work during the	
toward the	project-based	
implementation of	learning?	
PBL in learning		
English	20. How is the	
Ziigiisii	students' attitude	
	toward the difficulty	
	level and time	
	provided in doing	20
	project-based	
	learning?	
	21. How is the	
	students' attitude	
	toward the	
	establishment of the	
	project?	
	22. How is the	
	students' attitude	
	toward the	
	assessments of the	
	project-based	
	assessment?	

	1	I
	23. Do your students have great willingness and curiosity in learning English through project-based learning?	
	24. Do your students participate enough in your English class when implementing project-based learning?	
	25. How do you think	
	your students' feeling	
	in learning English	
	using project-based?	
5. Other information:	Additional information:	2
If you have other		
information	Carle III a. 3	
concerning the		-
implementation of	717	
PBL needs to be		
informed, please	COMMON OF THE PROPERTY OF THE	
kindly descri <mark>be</mark>		/
briefly in the next		
column.	ADIKSHA	

Appendix 3a: The Result of Open-Questionaire from English Teacher of Grade 4A

OPEN QUESTIONNAIRE

Research Problems	Question	Answer
	1. What kinds of project	We usually have individual and
	are implemented by	group project, which sometimes
	the teachers in	organised fully by the teacher or
	teaching English for	sometumes from the discussion
	grade 4 at Bali Kiddy	with students, the project can be
	School?	done in one or two meting, or
	o PENDIDIR.	within days or week. Every kinds
/	Who was a sale	of project has different goals to be
		achieved by the students.
	2. How do the teachers	The teachers determine and
1	usually organize the	organize the project by
	project?	themselves in terms of the topic,
1. Kinds of project		materials, methodology and
implemented by	COMMANDO	presentation because the students
the teachers in		in young age still need guidance.
teaching English		Sometimes, the teachers also only
for grade 4 at Bali Kiddy	NDIKSH	give the general topic of the
Bali Kiddy School		project, then the students need to choose their own topic as well as
School		the way they accomplish the
		project. The students should be
		given a chance to be brave and
		creative in designing the project
	3. Do the teachers	Yes, we do. Usually the project
	usually give amount	can be done only in one meeting.
	of time in doing the	Sometimes within days or week
	project?	only. It was because the the
	1 3	project selection should not too
		difficult and complex for young
		students on grade 4.

		Tent
	4. How do the teachers usually ask the learners' involvement in doing the project?	The teachers ask the students to make the project based on their own ideas and creativity. Students often doing individual project especially during home-based learning then they present it individually. In order to improve their collaboration, communication, critical thinking and creativity, they sometimes work in group
	5. Do the teachers usually determine the aim of giving each of the project?	Yes, we do. The teachers sometimes give a problem-based to stimulate the students' critical thinking through the problem or case given, some practical or physical task such as making model, sometimes they makes project which related to appreciation of someone's work and project which aimed to practice and drill the students' skill such as writing.
2. Procedures of teaching English implemented in teaching each of the project given	6. What procedures of teaching English are implemented in teaching each of the projects given?7. What activities do the teachers usually have in the preparation of the project?	Preparation, designing the project, conducting the project, assessing and evaluating the project. Teachers will introduce the topic of the project to the students and do brainstorming (asking essential question) which relevant to the goals that the students must achieve during the project development
	8. How is the teachers and students' role in conducting the project given?	Teachers will always guide the students during the project development. The teachers will look around and help the students

		1 4 6 1 11 1
		when they found problems in
		doing the project or when the
		students asked about something.
		The teachers also need to make
		sure that all students involve in
		the project especilly when they
		have a group project.
	9. How will the teachers	The teachers will assess based on
	assess each of the	the scoring rubrics. We always do
	project given?	assessment to check the result of
		their project as well as measure
		the students achievement. We also
		give like a positive feedback for
		each project.
	10. Will the teachers	Yes, we will. We usually ask
	give any evaluation	about the difficulties that the
//	after the students	students' found or the most
	completing the	interesting part in doing the
	projects given?	project. In order to check the
1		students' understanding, the
		teachers need to make sure that
		they know what they have learnt.
7	(WWWW)	The teacher and students also
		share their ideas about what needs
1		change and improvement for the
	NATUSEA	following project.
	11. What are the	Difficulties during preparation
	difficulties faced by	
	the teachers in	such as choosing the best topic which can cover material which
	teaching English	
3. Difficulties faced	using project-based	need to be achieved, difficulties in
by the teachers in	learning in the	time management for project plan
teaching English	classroom?	or when in the class because need
using PBL in the		to handle and guide all students,
classroom		difficulties because of the
		different capability of students
		and also because of classroom
		interaction such as indiscipline
		student.
	12. What do youfeel	I feel happy because the students

	when teaching the English class using project-based learning strategy? 13. What do you	can show their ideas and creativity. It is usually fun and runs
	think about the implementation of project-based learning in your English class?	effectively.
	14. Have you ever found any difficulties during the preparation such as choosing the topic of project-based learning in your English class?	Yes, sometimes the teachers finds confusion in choosing the best topic and suitable project for the students. It is solved by sharing to other teachers and sometimes do discussion with the students.
	found any obstacles during the implementation such as handling the students while implementing project-based learning in your English class?	Yes, usually in managing time, sometimes the teachers found problems in managing the time to reach all the materials within the project. Therefore, the teachers need to consider everything well in the preparation and having good time management. But the students usually do the project nicely.
	16. Have you ever found any difficulties in assessing the students projects? And how are the students' achievement after taught using project based learning?	So far I never found difficulties in assessing the students projects. The students' have a good result because they are excited and show their effort in doing the project.
4. Students' attitude toward the implementation of PBL in learning English	17. How is the students' attitude toward the procedure of project-based learning which implemented by	Usually, they are enjoy with each of the procedure and active in each activity.

	<u></u>
teachers in teaching English?	
18. How is the students' attitude toward the type of project given?	They show a good attitude, they never complained and always show their best effort.
19. How is the students' attitude toward the group work during the project-based learning?	Mostly, they contribute in group work. But sometimes students' misbehavior sometimes happened in the class. This might take times to handle such as indiscipline students. But the teachers usually applied rules and agreement with the students.
20. How is the students' attitude toward the difficulty level and time provided in doing project-based learning? 21. How is the	They never complained because we usually have a discussion for the design of the project and the time allocation. They are active, enthusiastic and
students' attitude toward the establishment of the project?	enjoy the process.
22. How is the students' attitude toward the assessments of the project-based assessment?	Teachers will inform clearly about the scoring criteria, how the criteria of a good project and what they need to achieve, so far all is well and they show their best when the assessment time.
23. Do your students have great willingness and curiosity in learning English through project-based learning?	Yes, they do. The students always active in giving and sharing their opinion during English lesson. Students always have high curiousity to ask about something which is related to the material or the project by using English.
24. Do your students	Yes, they do. Students pay

	participate enough in your English class when implementing project-based learning?	attention when the teacher is explaining the lesson, they likes to participate and practice four skills. They always show their best effort in doing the project and teachers always observe the students' behavioral, so far they do the project seriously.
	25. How do you think your students' feeling in learning English using project-based?	The students really enjoy and show their enthusiastic when learning using project-based. They do the project happily. They never get anxious, the teachers treats them just like a friend.
4. Other information: If you have other information concerning the implementation of PBL needs to be informed, please kindly describe briefly in the next column.	Additional information:	E H H SHILL
	NDIKSHA	

Badung, 14 Mei 2020 English Teacher of Grade 4

Coded : E

Appendix 3b: The Result of Open-Questionnaire from English Teacher of Grade 4B

OPEN QUESTIONNAIRE

Research Problems	Question	Answer
1. Kinds of project implemented by the teachers in teaching English at Bali Kiddy School	1. What kinds of project are implemented by the teachers in teaching English at Bali Kiddy School? 2. How do the teachers usually organize the project?	Individual, group project, hands-on project, product, presentation, etc. Teachers select the topic, prepare the materials and decide how the projects going to be assessed. All well prepared by the teachers because the students still need assistance and guidance Sometimes, I also give a chance to the students to choose their specific topic for their project and how they will accomplish it, not only from
	3. Do the teachers usually give amount of time in doing the project?	the teachers to make them more creative Yes, we do. Most of the projects given can be done in one or two meetings only. Sometimes, the teachers also give a project which need to be done within a week. This timing must be considered because the students were still in grade 4

	4. How do the teachers	Students will collect
	usually ask the	information based on given
	learners'	topic, design their own project
	involvement in	and present their project to the
	doing the project?	class individually. To improve
		their social skill and to be more
		collaborative with other
		students, sometimes the
		students also work in group.
	5. Do the teachers	Yes, we do. The aim such as to
	usually determine	stimulate the students' critical
	the aim of giving	thinking in solving a case
	each of the project?	given, to construct something
		such as making model or 3D
		shape, to appreciate art or
17.2	PENDIDIA	someone's work such as music
/	1180 - A	review and to practice the
		students' skill in reading,
	S STEED A	writing, listening or speaking.
	6. What procedures of	The procedures such as
	teaching English are	preparation, designing the
	implemented in	project, determine the time
7	teaching each of the	allocation or schedule,
	projects given?	conducting the project,
1		assessment of the project as
1.27	ONDINSH	well as evaluation.
	7. What activities do	Select topic, decide kinds of
2. Procedures of		project and choose form of the
teaching English	have in the	project, prepare project
implemented in	preparation of the	materials and scoring rubric for
teaching each of	project?	
the project given	FJ	assessment. In the beginning of
		the lesson, the teachers usually
		will introduce the topic that the
		students will learn. The
		teachers also will do
		brainstorming in order to
		stimulate the students' prior
		knowledge related to the
		material.

	8. How is the teachers and students' role in conducting the project given? 9. How will the teachers assess each of the project given?	Teachers facilitate and supervise students in working on their projects, students actively involved in designing their own project. By refering to the scoring rubric that has been prepared. We will also give comment for the students' project and feedback for their effort.
	10. Will the teachers give any evaluation after the students completing the projects given?	Yes, we will. In the end of the lesson, we usually have a discussion with the students to reflect on their project. Sharing is needed in order to discuss the students' experience, problems that the students' faced and things which need to be improved.
	11. What are the difficulties faced by the teachers in teaching English using project-based learning in the classroom?	Deciding form of the project and the suitable topic of the project especially for young learners, time and class management, students' capability.
3. Difficulties faced by the teachers in teaching English using PBL in the classroom	feel when teaching the English class using project-based learning strategy?	Excited to see that students are enthusiastic to work on their project.
Clussicolli	13. What do you think about the implementation of project-based learning in your English class? 14. Have you ever	It's great, fun and enjoyable both for teacher and students. Yes, in deciding form of the
	found any difficulties during	project and the suitable topic especially for young learners.

	the preparation such	In this case, teachers usually
	as choosing the	do a discussion or sharing
	topic of project-	among teachers or with
	based learning in	students.
	your English class?	Students.
	-	
	15. Have you ever	So far, the students did the
	found any obstacles	project seriously and they
	during the	followed the instructions
	implementation such	nicely.
	as handling the	
	students while	
	implementing	
	project-based	
	learning in your	<u> </u>
	English class?	
/	16. Have you ever	I never found difficulty in
	found any	assessing because we prepared
	difficulties in	all well in the beginning and
	assessing the	we informed the students about
	students' projects?	what they need to do in order
	And how are the	to get a good result.
	students'	to get a good result.
1	achievement after	
	taught using project	
1.0	based learning?	
	17. How is the	Students are attentive to follow
	students' attitude	teacher's instruction
	toward the	
4. Students' attitude	procedure of project-based	
toward the	learning which	
implementation of	implemented by	
PBL in learning	teachers in teaching	
English	English?	
	18. How is the	Students love to work on
	students' attitude	hands-on projects and always
	toward the type of	show their best effort.
<u> </u>	<u>l</u>	<u>l</u>

project given?	
19. How is the students' attitude toward the group work during the project-based learning?	Some can show good team work but some find it hard to work in group and thus give less contribution to the group. Therefore the teacher need to make sure all students involve in doing the project and divide the group fairly including fast and slow learners.
20. How is the students' attitude toward the difficulty level and time provided in doing project-based learning?	They never complained because we usually have a discussion for the design of the project and the time allocation.
21. How is the students' attitude toward the establishment of the project?	They are active, excited and enjoy each of the the process.
22. How is the students' attitude toward the assessments of the project-based assessment?	their best when the assessment
23. Do your students have great willingness and curiosity in learning English through project-based learning?	Yes, they do. They really likes to ask question related to the material or their project.

	24. Do your students participate enough in your English class when implementing project-based learning?	Yes, they do. The students really show their interest and effort in completing the project whether it is focused on listening, reading, speaking or writing. They do the project seriously and put their best effort for that.
	25. How do you think your students' feeling in learning English using project-based?	The students always feel excited and enthusiastic when they have project. They seems really enjoy and do the project happily. They are also really confident when they have to present their project in English.
5. Other information: If you have other information concerning the implementation of PBL needs to be informed, please kindly describe briefly in the next column.	Additional information:	CHRISTIA

Badung, 14 Mei 2020 English Teacher

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Appendix 3c: The Result of Open-Questionnaire from English Teacher of Grade $4\ensuremath{\mathrm{C}}$

OPEN QUESTIONNAIRE

Research Problems	Question	Answer
1. Kinds of project implemented by the teachers in teaching English for grade 4 at Bali Kiddy School	1. What kinds of project are implemented by the teachers in teaching English at Bali Kiddy School? 2. How do the teachers usually organize the project?	I usually have my students to do individual project or group project. Sometimes it is fully designed by the teacher. Sometimes teacher will decide the topic and the students are free to choose any ways to present it. All organised by the teachers. Starting from choosing the topic, designing the form of project, as well as designing the scoring criteria. All organised by the teachers considering the students still in the young ages so it would be easier for them if everything organized by the teacher Sometimes half organised by the teacher Sometimes half organised by the discussion with the students to stimulate their critical thinking
	3. Do the teachers usually give amount of time in doing the project?	Almost all project is only a mini project. It can be done only even in one meeting.
	doing the project:	Sometimes there is a project that needs more amount of time such as one or two weeks maximum. The timing were

	4.	How do the teachers usually ask the learners' involvement in doing the project?	limited because it should not gave pressure to the students in young age. Students prepare the things, do the project and present it by individually. Sometimes they also work in group which can makes them more collaborative and can support each other in group.
	5.	Do the teachers usually determine the aim of giving each of the project?	Yes, some of the projects aimed at solving problem. It is needed to improve the students critical thinking. Sometimes the students have project in form of making model or making product, to appreciate art or music, or to practice their skill.
	6.	What procedures of teaching English are implemented in teaching each of the projects given?	We usually have preparation, designing the plan of the project, setting the time allocation, conducting the project, assessing the project and do reflection or evaluation in the end.
2. Procedures of teaching English implemented in teaching each of the project given		What activities do the teachers usually have in the preparation of the project?	Class discussion. The teachers will introduce the topic, the material and invite the students to ask something related to the topic. Teachers usually do brainstorming to the students and ask some question related to the material.
	8.	How is the teachers and students' role in conducting the project	Teacher acts as a facilitator, and advisor. The students are the active

	given?	learners who need to be
		involved in the project.
	9. How will the teachers assess each of the project given?	Based on the scoring rubric. Assessment is taken from the project and the way the students present the project. Usually feedback will be given after the students
		present their project whether it is individual or group work.
	10. Will the teachers give any evaluation after the students completing the projects given?	Yes, we will. Teacher and students have a discussion about the difficulties faced by the students in doing the project and the interesting part.
3. Difficulties faced by the teachers in teaching English using PBL in the classroom	11. What are the difficulties faced by the teachers in teaching English using project-based learning in the classroom?	 Choosing appropriate topic which can cover the material need to be achieved (solved by sharing with other teachers or students) Choosing appropriate form of the project for young learners (solved by sharing with other teachers or students) Time allotment for the project sometimes is limited (Need to manage the time well)
	12. What do you feel when teaching the English class using project-based learning strategy?	When it was done and planned well, I feel satisfied with the result presented by the students.
	13. What do you think about the implementation of project-based learning in your English class?	The implementation of the project-based learning can be implemented well in my English class.

	14. Have you ever found	Yes, I ever. But it is solved by
	any difficulties during the preparation such as	having a discussion or sharing with the other teachers or
	choosing the topic of	students as well to reach their
	project-based learning in	capability.
	your English class? 15. Have you ever found	Yes, when the instruction is
	any obstacles during the	not clear at the beginning, the
	implementation such as	implementation can be a
	handling the students	problem especially in
	while implementing project-based learning in	managing time. Therefore,
	your English class?	the teacher need to give a clear information, guide the
		students in doing the project,
		ask their progress and remind
	PENDIDIA	about the time allocation.
	16. Have you ever found any difficulties in	So far, no. Because the
	assessing the students'	teacher and students usually have a deal about the
1	projects? And how are	assessment so the students
	the students'	will do their best to achieve a
	achievement after taught using project based	good result.
	learning?	1
	17. How is the students'	They are excited to do the
	attitude toward the procedure of project-	project as long as we give clear aim, instruction, and due
	based learning which	date.
	implemented by teachers	
4. Students' attitude	in teaching English? 18. How is the students'	They do it well as long as the
toward the	attitude toward the type	teacher supervise and check
implementation of PBL in learning	of project given?	the progress of their project.
English	19. How is the students'	They can work well as long as
	attitude toward the	the teacher keeps on checking
	group work during the	their work and how they
	project-based learning?	divide the workload.
	20. How is the students'	They show a good attitude
	attitude toward the	

	difficulty level and time provided in doing project-based learning? 21. How is the students' attitude toward the establishment of the project?	both for difficulty level and time provided because we usually inform it well and always remind the students. The students seems excited, enjoy the process and they do the project happily.
	22. How is the students' attitude toward the assessments of the project-based assessment?	They are satisfied because the teacher explain the scoring rubric when the project was explained at the beginning
	23. Do your students have great willingness and curiosity in learning English through project-based learning?	Yes, they do. Usually the teacher will invite the students to give comment and critics or suggestion to their friends' project when their friends present the project.
	24. Do your students participate enough in your English class when implementing project-based learning?	Yes, they do. They really like and enthusiastic to practice the four skills especially writing and speaking. They always do the project seriously and show their best effort.
	25. How do you think your students' feeling in learning English using project-based?	They always feel enthusiastic because they can show their creativity through the project. The students also really excited when they need to presentate because they can show their work to their friends, they never get anxious.
5. Other information: If you have other information	Additional information:	In my opinion, project-based learning is a good strategy to be applied in English class

concerning the		especially for young learners.	
implementation of		They can do the project	
PBL needs to be		happily, show their creativity,	
informed, please		involve in the activity and it is	
kindly describe		also can stimulate their 4C's	
briefly in the next		skills.	
column.			

Badung, 14 Mei 2020 English Teacher of Grade 4C

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Appendix 4: Interview Guide for English Teacher of Grade 4

INTERVIEW GUIDE

This study will use interview guide to do semi-structured interview with the teachers of grade 4 to get more information and to confirm the results when the researcher did observation in the school toward the Implementation of PBL in Teaching English to Young Learners at Bali Kiddy School.

Research Problems	Question(s)	Informant
	1. How the teachers usually organize the project?	
Kinds of project implemented by the teachers in teaching English for grade 4 at Bali Kiddy School	 Do the teachers usually give amount of time in doing the project? How the teachers usually ask the learners' involvement in doing the project? Do the teachers usually determine the aim of giving each of the project? 	English Teacher of Grade 4
2. Procedures of teaching English implemented in teaching each of the projects given	 5. What procedures of teaching English are implemented in teaching each of the projects given? 6. What activities do the teachers usually have in the preparation of the project? 7. How is the teacher and students' role in conducting the project given? 8. How the teachers will assess each of the project given? 9. Will the teachers give any evaluation after the students doing the projects given? 	English Teacher of Grade 4
3. Difficulties faced by the teachers in teaching English using PBL in the classroom	10. What do you feel when teaching the English class using project-based learning strategy? 11. What do you think about the implementation of project-	English Teacher of Grade 4

	based learning in your English	
	class?	
	12. Have you ever found	
	ever found any difficulties	
	during the preparation such as	
	choosing the topic of project-	
	based learning in your English	
	class?	
	13. Have you ever found any obstacles during the	
	. 1	
	implementation such as handling the students while	
	implementing project-based	
	learning in your English class?	
	14. Have you ever found any	
	difficulties in assessing the	
	students projects? And how	
	are the students' achievement	
	after taught using project	
	based learning?	
	15. How is the students'	
1 2	attitude toward the procedure	
	of project-based learning	
A Comment	which implemented by	
	teachers in teaching English?	
7	16. How is the students'	
	attitude toward the type of	
	project given?	
	17. How is the students'	
4. Students' attitude	attitude toward the group work	
toward the	during the project-based	English
implementation of PBL	learning? 18. How is the students'	Teacher of
in learning English	18. How is the students' attitude toward the difficulty	Grade 4
	level and time provided in	
	doing project-based learning?	
	19. How is the students'	
	attitude toward the	
	establishment of the project?	
	20. How is the students'	
	attitude toward the	
	assessments of the project-	
	based assessment?	
	21. Do your students have	

·
great willingness and curiosity
in learning English through
project-based learning?
22. Do your students
participate enough in your
English class when
implementing project-based
learning?
23. How do you think your
students' feeling in learning
English using project-based?



Appendix 4a: Transcript of Interview with English Teacher of Grade 4A

R: Researcher

E: Coded of the teacher's name of Grade 4A

The Transcript of Interview with English Teacher of Grade 4A

R: How many years have you been teaching?

E: I have been teaching for 7 years in Bali Kiddy School.

R: Which grade do you teach currently and how many students are there?

E: I am teaching grade 4A and there are 28 students in my class.

R: Based on my preliminary observation, the teachers in Bali Kiddy School appyling project-based learning in teaching learning process. How do the teachers usually organize each of the project given? I mean, is it all prepared by the teachers or how?

E: The teachers determines and organize the project starting from choosing the topic, informing about what the students need to prepare, what they need to do in the project, how they will present the project and how will be the assessment criteria. The teacher did that ways based on the consideration that the students in young ages still need guidance.

R: So all well prepared by the teachers? Do you ever ask students' participation in organizing the project?

E: Yes, sometimes, the teachers also only give the general topic of the project, then the students need to choose their own topic as well as the way they accomplish the project. I think the students should be given a chance to be brave and creative in designing the project.

R: Oh I see, so they will get their turn to share their ideas. Well, ms, do the teachers usually give amount of time in doing the project?

E: Yes, sometimes the project can be done only in one meeting and sometimes within days or week. It was because the project selection should not too difficult and complex for young students on grade 4.

R: How do the teachers usually ask the learners' involvement in doing the project?

E: For the learners' involvement, we usually ask the students to do it individually and sometimes in group.

R: So, they never had a project in a whole class, whole shool or with other school community?

E: No, they have not.

R: Okay, what about the aims of each project, ms? Do the teachers usually determine the aim of giving each of the project?

E: Yes, we do. Sometimes it's to give a problem-based and stimulate the students' critical thinking through the problem or case given. Teachers also give some practical or physical task such as making model. In order to appreciate arts, sometimes they makes project which related to appreciation of someone's work. Then every ends of unit material that the students have learnt, they will make a scrapbook in form of writing and they need to present it so it's just like a drill or repetiotion to improve their skill.

R: Wow, it's really beneficial for students..

May I know what procedures of teaching English are implemented in teaching each of the project given?

E: Of course the first procedure is preparation of the project plan

R: What activities do the teachers usually have in the preparation of the project?

E: Usually, in the beginning the teachers will introduce the topic of the project to the students and do brainstorming (asking essential question) which relevant to the goals that the students must achieve during the project development.

R: How do the teachers usually design a plan for the project?

E: Sometimes, teachers will give time to the students to share their ideas for the project in order to meet the students' capabilities and interest. The teachers will also inform to the students about how the project will be and how will they present the project. The students always have a high curiousity about how the

teachers will assess their project and what are the criterias. Therefore, the teacher need to design the way to assess the project as well.

R: Do the teachers and students have a discussion about the schedule or time allocation of the project?

E: Yes, time allocation is really needed in order to limit the students' time in doing the project. It is based on the situation, sometimes the teachers decided the time allocation, sometimes they will discuss it with the students and take an agreement between teachers and students.

R: How is the teachers and students' role in conducting the project given?

E: In teaching learning process at school, teachers will always guide the students during the project development. The teachers will look around and help the students when they found problems in doing the project or when the students asked about something. The teachers also need to make sure that all students involve in the project especilly when they have a group project. The teachers need to help them to manage their time well so that they can finish the project on time.

R: Okay, so the teacher as facilitator and the students do the project. How will the teachers assess each of the project given?

E: Teachers always do assessment to check the result of their project as well as measure the students achievement. We also give like a positive feedback for each project.

R: Will the teachers give any evaluation after the students completing the projects given?

E: Yes, we will. Evaluation is usually done after the teachers assess the students' project or presentation. The teachers usually ask about the difficulties that the students' found or the most interesting part in doing the project. In order to check the students' understanding, the teachers need to make sure that they know what they have learnt. The teacher and students also share their ideas about what needs change and improvement for the following project.

R: What do you feel when teaching the English class using project-based learning strategy, ms?

E: I feel happy because the students can show their ideas and creativity.

R: What do you think about the implementation of project-based learning in your English class?

E: It is usually fun and runs effectively.

R: Have you ever found any difficulties during the preparation such as choosing the topic of project-based learning in your English class?

E: Sometimes the teachers finds confusion in choosing the best topic and suitable project for the students.

R: How will you solve that difficulty?

E: It is solved by sharing to other teachers and sometimes do discussion with the students.

R: Have you ever found any obstacles during the implementation of project-based learning in your English class?

E: Usually in managing time, sometimes the teachers found problems in managing the time to reach all the materials within the project. Therefore, the teachers need to consider everything well in the preparation and having good time management. But the students usually do the projects seriously and follow our insruction.

R: Have you ever found difficulties which because of the inequality of students' capabilities needed for the project?

E: Yes, this might be the biggest challenges faced by the teachers because the students' capabilities are different one with another. Therefore, the teachers need to design a project which can be done both by the students who have high capability and the low one.

R: Have you ever found any difficulties in assessing the students projects? And how are the students' achievement after taught using project based learning?

E: So far I never found difficulties in assessing the students projects. The students' have a good result because they are excited and show their effort in doing the project.

R: How is the students' attitude toward the procedure of project-based learning which implemented by teachers in teaching English?

E: The students enjoy each of the procedure and active in each activity.

R: How is the students' attitude toward the type of project given?

E: They show a good attitude, they never complained and always show their best effort.

R: How is the students' attitude toward the group work during the project-based learning?

E: As what I've said before when the students work in group or collaboratively, students' misbehavior sometimes happened in the class. This might take times to handle such as indiscipline students. But the teachers usually applied rules and agreement with the students.

R: How is the students' attitude toward the difficulty level and time provided in doing project-based learning?

E: They never complained because we usually have a discussion for the design of the project and the time allocation.

R: How is the students' attitude toward the establishment of the project?

E: They are active, enthusiastic and enjoy the process.

R: How is the students' attitude towards the assessments of the project-based assessment?

E: As what I've said, teachers will inform clearly about the scoring criteria, how the criteria of a good project and what they need to achieve, so far all is well and they show their best when the assessment time.

R: Do your students have great willingness and curiosity in learning English through project-based learning?

E: The students always active in giving and sharing their opinion during English lesson. Students always have high curiousity to ask about something which is related to the material or the project by using English. They also likes to give comments and critics to the other friends' project.

R: Do your students participate enough in your English class when implementing project-based learning?

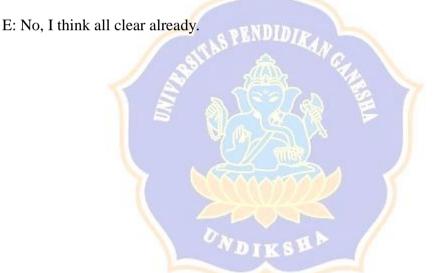
E: Students pay attention when the teacher is explaining the lesson, they likes to participate and practice four skills. They always show their best effort in doing

the project and teachers always observe the students' behavioral, so far they do the project seriously.

R: How do you think your students' feeling in learning English using project-based?

E: The students really enjoy and show their enthusiastic when learning using project-based. They do the project happily. They never get anxious, the teachers treats them just like a friend. When the teachers ask about something, the students will answer it in English fluently. The students also really excited when they need to present something in front of the other students because they really want to show the result of their project.

R: Okay ms, do you have other information to be shared regarding to the implementation of project-based learning?



Appendix 4b: Transcript of Interview with English Teacher of Grade 4B

R: Researcher

Et: Coded of the teacher's name of Grade 4B

The Transcript of Interview with English Teacher of Grade 4B

R: How many years have you been teaching?

Et: I have been teaching for 7 years in Bali Kiddy School.

R: Which grade do you teach currently and how many students are there?

Et: I am teaching grade 4B and there are 28 students in my class.

R: Based on my preliminary observation, the teachers in Bali Kiddy School appyling project-based learning in teaching learning process. How do the teachers usually organize each of the project given? I mean, is it all prepared by the teachers or how?

Et: All well prepared by the teachers because the students still need assistance and guidance. Starting from topic selection, design of the project, project timing, project criteria and scoring criteria.

R: Do you ever ask students' participation in organizing the project?

Et: Yes, sometimes, I also give a chance to the students to choose their specific topic for their project and how they will accomplish it, not only from the teachers to make them more creative.

R: Oh I see. Do the teachers usually give amount of time in doing the project?

Et: Yes, most of the projects given can be done in one or two meetings only. Sometimes, the teachers also give a project which need to be done within a week. This timing must be considered because the students were still in grade 4.

R: How do the teachers usually ask the learners' involvement in doing the project?

Et: The students prepare the things, do the project and present the project individually. To improve their social skill and to be more collaborative with other students, sometimes the students also work in group.

R: Okay, what about the aims of each project, ms? Do the teachers usually determine the aim of giving each of the project?

Et: Yes, of course. Such as to stimulate the students' critical thinking in solving a case given, to construct something such as making model or 3D shape, to appreciate art or someone's work such as music review and to practice the students' skill in reading, writing, listening or speaking.

R: May I know what procedures of teaching English are implemented in teaching each of the project given?

Et: The procedures such as preparation, designing the project, determine the time allocation or schedule, conducting the project, assessment of the project as well as evaluation.

R: What activities do the teachers usually have in the preparation of the project?

Et: In the beginning of the lesson, the teachers usually will introduce the topic that the students will learn. The teachers also will do brainstorming in order to stimulate the students' prior knowledge related to the material.

R: How do the teachers usually design a plan for the project?

Et:. Sometimes the design of the project not all prepared by the teachers. As what I've said, we will give the students chance to share their ideas on the projects.

R: Do the teachers and students have a discussion about the schedule or time allocation of the project?

Et: Yes, we do. Teachers and students need to set the time allocation before doing the project. I think agreement is needed so the students can manage their time.

R: How is the teachers and students' role in conducting the project given?

Et: The teacher facilitate the learning process to guide the students. We always assist the students when they have project at school. While the students' role, they need to follow the working procedure of the project.

R: How will the teachers assess each of the project given?

Et: Usually the teachers prepared the scoring criteria to assess the project. We will also give comment for the students' project and feedback for their effort.

R: Will the teachers give any evaluation after the students completing the projects given?

Et: Yes, we will. In the end of the lesson, we usually have a discussion with the students to reflect on their project. Sharing is needed in order to discuss the students' experience, problems that the students' faced and things which need to be improved.

R: What do you feel when teaching the English class using project-based learning strategy, ms?

Et: I feel excited to see that students are enthusiastic to work on their project.

R: What do you think about the implementation of project-based learning in your English class?

Et: It's great, fun and enjoyable both for teacher and students.

R: Have you ever found any difficulties during the preparation such as choosing the topic of project-based learning in your English class?

Et: Yes, I ever, such as deciding form of the project and the suitable topic of the project especially for young learners. In this case, teachers usually do a discussion or sharing among teachers or with students.

R: Have you ever found any obstacles during the implementation such as handling the students while implementing project-based learning in your English class?

Et: No, the students did the projects seriously and they followed the instructions nicely. I usually found difficulty in managing time because of handling many students but it will be solved if we prepared and informed everything clear in the beginning including time allocation.

R: Have you ever found difficulties which because of the inequality of students' capabilities needed for the project?

Et: Yes, because with the heterogeneity of the students, not all students capable in doing or following the procedures of the project. So, the teachers usually will do

group work in which they can work and help one another. The teacher will also help and guide the students.

R: What about the classroom interaction, ms? Is it usually run smoothly?

Et: Yes, it usually run smoothly because the students usually do the projects seriously because they wants to show their best.

R: Have you ever found any difficulties in assessing the students projects? And how are the students' achievement after taught using project based learning?

Et: So far I never found difficulty in assessing because we prepared all well in the beginning and we informed the students about what they need to do in order to get a good result. For the result, in my opinion, almost all students can achieve well and get a good result.

R: How is the students' attitude toward the procedure of project-based learning which implemented by teachers in teaching English?

Et: The students enjoy each of the procedure and attentive to follow teacher's instruction.

R: How is the students' attitude toward the type of project given?

Et: They show a good attitude, they love to work on hands-on projects and always show their best effort.

R: How is the students' attitude toward the group work during the project-based learning?

Et: Some can show good team work but some find it hard to work in group and thus give less contribution to the group. Therefore, the teacher need to make sure all students involve in doing the project and divide the group fairly including fast and slow learners.

R: How is the students' attitude toward the difficulty level and time provided in doing project-based learning?

Et: They never complained to the teacher because we usually have a discussion for the design of the project and the time allocation.

R: How is the students' attitude toward the establishment of the project?

Et: They are active, excited and enjoy each of the process.

R: How is the students' attitude toward the assessments of the project-based assessment?

Et: So far all is well and they show their best when the assessment time. They are really excited when they need to present their project.

R: Do your students have great willingness and curiosity in learning English through project-based learning?

Et: Yes, they do. They really likes to ask question related to the material or their project. Usually, the teacher will also invite the students to give comment or suggestion for their friends' project.

R: Do your students participate enough in your English class when implementing project-based learning?

Et: Yes, the students really show their interest and effort in completing the project whether it is focused on listening, reading, speaking or writing. They do the project seriously and put their best effort for that.

R: How do you think your students' feeling in learning English using project-based?

Et: The students always feel excited and enthusiastic when they have English class especially when they have project. They seems really enjoy and do the project happily. They are also really confident when they have to present their project in English.

R: Okay ms, do you have other information to be shared regarding to the implementation of project-based learning?

Et: No, I think that's all.

Appendix 4c: Transcript of Interview with English Teacher of Grade 4C

R: Researcher

F: Coded of the teacher's name of Grade 4C

The Transcript of Interview with English Teacher of Grade 4C

R: How many years have you been teaching?

F: I have been teaching for 4 years in Bali Kiddy School.

R: Which grade do you teach currently and how many students are there?

F: I am teaching grade 4C and there are 28 students in my class.

R: Based on my preliminary observation, the teachers in Bali Kiddy School appyling project-based learning in teaching learning process. How do the teachers usually organize each of the project given? I mean, is it all prepared by the teachers or how?

F: All organised by the teachers considering the students still in the young ages so it would be easier for them if everything organized by the teacher. Starting from choosing the topic, designing the form of project, as well as designing the scoring criteria.

R: Do you ever ask students' participation in organizing the project?

F: Yes, I ever. Half organised by the teachers, half from the discussion with the students. It's just like the teacher will decide the topic and the students are free to choose any ways to present it to stimulate their critical thinking.

R: Oh I see. Do the teachers usually give amount of time in doing the project?

F: Yes, we told them about the project first, then give a period of time to do it. Almost all project is only a mini project. It can be done only even in one meeting. Sometimes there is a project that needs more amount of time such as one or two weeks maximum. The timing were limited because it should not gave pressure to the students in young age.

R: How do the teachers usually ask the learners' involvement in doing the project?

F:. Students prepare the things, do the project and present it by individually. Sometimes they also work in group which can makes them more collaborative and can support each other in group. During the check point I asked what they've done so far, and how they divide the workload

R: Okay, what about the aims of each project, ms? Do the teachers usually determine the aim of giving each of the project?

F: Yes, of course. Some of the projects aimed at solving problem. It is needed to improve the students critical thinking. Sometimes the students have project in form of making model or making product.

R: Okay, any other aims, ms?

F: Yes, the project sometimes aimed at having aesthetic sense such as reviewing music and song that the students likes. The project form given usually writing and presenting, the students do practice especially in writing and speaking many times from the project.

R: May I know what procedures of teaching English are implemented in teaching each of the project given?

F: We usually have preparation, designing the plan of the project, setting the time allocation, conducting the project, assessing the project and do reflection or evaluation in the end.

R: What activities do the teachers usually have in the preparation of the project?

F: The teachers will introduce the topic, the material and invite the students to ask something related to the topic. Teachers usually do brainstorming to the students and ask some question related to the material.

R: How do the teachers usually design a plan for the project?

F: As what I've said, sometimes not all handled by the teacher. We will also invite the students to share their ideas and opinion for the project. When it is handled by the teacher, we will inform the rules and steps that the students need to follow in doing the project.

R: Do the teachers and students have a discussion about the schedule or time allocation of the project?

F: Yes, sometimes we do it. Usually time allocation decided by the teacher and sometimes we discuss it with the students.

R: How is the teachers and students' role in conducting the project given?

F: The teacher as facilitator and advisor will look around and observe the students. The teacher will always facilitate the students and guide them in doing the project.

R: How will the teachers assess each of the project given?

F: Assessment is taken from the project and the way the students present the project. Usually feedback will be given after the students present their project whether it is individual or group work.

R: Will the teachers give any evaluation after the students complFing the projects given?

F: Yes, we will. Teacher and students have a discussion about the difficulties faced by the students in doing the project and the interesting part. Teacher and students will share ideas about what needs change to make a better project.

R: What do you feel when teaching the English class using project-based learning strategy, ms?

F: When it was done and planned well, I feel satisfied with the result presented by the students.

R: What do you think about the implementation of project-based learning in your English class?

F: I think, the implementation of the project-based learning can be implemented well in my English class.

R: Have you ever found any difficulties during the preparation such as choosing the topic of project-based learning in your English class?

F: Yes, I ever. But it is solved by having a discussion or sharing with the other teachers or students as well to reach their capability.

R: Have you ever found any obstacles during the implementation of project-based learning in your English class? What about the classroom interaction?

F: Yes, sometimes the time given was not enough to finish the project. Therefore, the teacher need to give a clear information, guide the students in doing the project, ask their progress and remind about the time allocation. The interaction in classroom usually effective and the students show their best during the lesson time.

R: Have you ever found difficulties which because of the inequality of students' capabilities needed for the project?

F: Yes, this might be happened when the students have a group work. But this problem solved by dividing a fair member of group, in one group consist of high and low achieving students so they can help each other.

R: What about the classroom interaction, ms? Is it usually run smoothly?

F: Sometimes it is not run smoothly. Usually it is happened when group work. In one group there might be indiscipline student who causing disruption of the working process. But this problem solved by having a class rules.

R: Have you ever found any difficulties in assessing the students projects? And how are the students' achievement after taught using project based learning?

F: So far, no, I have not. For the achievement, I think all students have a good result because they show their best effort to reach the critera of a good project.

R: How is the students' attitude toward the procedure of project-based learning which implemented by teachers in teaching English?

F: They are excited to do the project as long as we give clear aim, instruction, and due date.

R: How is the students' attitude toward the type of project given?

F: They do it well as long as the teacher supervise and check the progress of their project.

R: How is the students' attitude toward the group work during the project-based learning?

F: They can work well as long as the teacher keeps on checking their work and how they divide the workload.

R: How is the students' attitude toward the difficulty level and time provided in doing project-based learning?

F: They never complained and show a good attitude both for difficulty level and time provided because we usually inform it well and always remind the students.

R: How is the students' attitude toward the establishment of the project?

F: The students seems excited and they do the project happily.

R: How is the students' attitude toward the assessments of the project-based assessment?

F: When the assessment time, such as presentation and showing the project, the students feel ecited and enthusiastic to show their best effort.

R: Do your students have great willingness and curiosity in learning English through project-based learning?

F: The students always have a high curiosity about something especially when they do the project. Usually the teacher will invite the students to give comment and critics or suggestion to their friends' project when their friends present the project.

R: Do your students participate enough in your English class when implementing project-based learning?

F: Usually they always pay attention while listening to the teacher's explanation. they really like and enthusiastic to practice the four skills. They always do the project seriously and show their best effort.

R: How do you think your students' feeling in learning English using project-based?

F: They always feel enthusiastic especially when they have project because they can show their creativity. The students also really excited when they need to presentate because they can show their work to their friends, they never get anxious.

R: Okay ms, do you have other information to be shared regarding to the implementation of project-based learning?

F: Yes, in my opinion, project-based learning is a good strategy to be applied in English class especially for young learners. They can do the project happily, show their creativity, involve in the activity and it is also can stimulate their 4C's skills.



CURRICULUM VITAE



Komang Ary Pradnyani Dewi was born in Sempidi on September 7th, 1996. She is originally from Badung regency. Currently, she lives at Sading, Mengwi, Badung. She is the second daughter of I Komang Adnyana and Ni Wayan Sumariani. Her educational background was started in elementary school in SDN 11 Sempidi until 2008. Then, junior high school at SMP

Negeri 2 Mengwi in 2008 until 2011. She continued her study in SMA Negeri 1 Mengwi started from 2011 and she graduated in 2014.

After finishing her study at senior high school, she continued her study at Mahasaraswati Denpasar University in 2014 and she chose the English Language Education Study Program, Faculty of Teacher Training and Education in 2014. During her study, she got a lot of knowledge, experience and friends. After she graduated from Mahasaraswati University, she continued her master degree at Ganesha University, During the teaching leaning process, there were many new things and new knowledge gained. All the experience and expertise which gained from Ganesha University would be applied to the work field.

NDIKSHA