

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 (√) 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 to organize the project	Structured Project			
		Semi-structured project			
		Unstructured Project			
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 learners' involvement	Individual projects			
		Group projects			
		Whole-class projects			
		Whole-school projects			
		Extensive projects			
4	Based on the aims	Problem-based projects			
		Construction-based projects			
		Aesthetic-based projects			
		Drill-based projects			
5	<i>Other projects (if any)</i>				

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

Instrument : Classroom Observation Checklist

Date :

Grade :

This is classroom observation checklist. Please put thick (√) 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)	Criteria	Yes	No	Description
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	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			
		<i>Additional activities (if any)</i> - -			
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 activities leading to the project accomplishment, and the tools needed for the			

		project			
		<i>Additional activities (if any)</i> - -			
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 development in which the students must submit their end product			
		<i>Additional activities (if any)</i> - -			
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			
		<i>Additional activities (if any)</i>			

		- -			
5	Assess the outcome	The teacher conducts assessment to measure the students' achievement			
		The teacher also provides students with feedback at this phase			
		<i>Additional activities (if any)</i> - -			
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).			
		<i>Additional</i>			

		<i>activities (if any)</i>			
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**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 (√) 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	Difficulties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Yes	No	Description
1	Preparation	Difficulties in planning			
		Difficulties in mastering projects			
		<i>Other difficulties (if any)</i> - -			
2	Project Activities	Difficulties in time management			
		Technical difficulties			
		Difficulties			

		<p>which because the inequality of students' capabilities needed for the project</p>			
		Classroom interactions			
		Difficulties in facilitating students' inquiry			
		Difficulties in technology			
		<p><i>Other difficulties (if any)</i></p> <p>-</p> <p>-</p>			
3	Assessment	Difficulties in assessing the students' projects			
		Difficulties in providing constructive feedback to students and/or engage them in self-assessment.			
		<p><i>Other difficulties (if any)</i></p> <p>-</p> <p>-</p>			

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 (√) 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 and Ibnian (2015) and Plato as cited in Khoir, (2014)	Criteria	Yes	No	Description
1	Cognitive	Students like to give opinion in English during English lesson			
		Students like to ask something in English during English lesson			
		Students like to give comments and critics to the other friends' project			
		<i>Other attitudes (if any)</i> -			

		-			
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 English with others in doing the projects			
		Students do not feel embarrassed to speak English in front of other students			
		<i>Other attitudes (if any)</i> - -			
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			
		<i>Other attitudes (if any)</i> - -			



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 (√) 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 to organize the project	Structured Project		x	
		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 Project		x	
2	Based on the amount of time in doing the project	Mini projects	√		It is only a mini project. It can be done in one meeting.
		Short-term projects		x	
		Medium-term projects		x	
		Long-term projects		x	
3	Based on the learners' involvement	Individual projects	√		The project is an individual project which prepared, designed, presented by the students individually.
		Group projects		x	
		Whole-class projects		x	
		Whole-school projects		x	
		Extensive projects		x	
4	Based on the aims	Problem-based projects		x	
		Construction-based projects		x	
		Aesthetic-based projects		x	
		Drill-based projects	√		The aim of the 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	<i>Other projects (if any)</i>			x	

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 (√) 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	√		Yes, the teacher introduce 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	√		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.
	<i>Additional activities (if any)</i>			x	

		- -			
2	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	√		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 there.
		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.)	√		Yes, the teacher inform the rules and the form of the project. It is a presentation.
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project	√		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.
		<i>Additional activities (if any)</i> - -		x	
3	Create a schedule	The teacher and students discuss about the time allocation of working on the	√		Yes, they discussed the time allocation. The time allocation for doing the project is in one meeting.

		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	√		The teacher informed to the students that they will do the project in one meeting and will present it in the next meeting.
		<i>Additional activities (if any)</i> - -		x	
4	Conducting the project	The teacher facilitate the learning process to guide the students during the project development	√		The teacher looked around, supervised the students, asked the students' progress, assisted the students who need help.
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		The teacher move around to check and make sure all students involved in the project.
		<i>Additional activities (if any)</i> - -		x	
5	Assess the outcome	The teacher conducts assessment to measure the students' achievement	√		The teacher conduct assessment based on the scoring rubric. She checked on the project and the way the students present the project.
		The teacher also	√		The teacher gave a

		provides students with feedback at this phase			positife feedback to appreciate the students' effort in completing the project.
		<i>Additional activities (if any)</i> - -		x	
6	Evaluation	The teacher and students reflect on the project they have done	√		They had a discussion after the students presented the project. The teacher asked about the diffuculty faced by the students and the most interesting part in doing the project.
		The teacher needs to make sure that the students are able to find answers of essential question	√		The teacher make sure that the students understand about the material that they have learnt by giving some questions.
		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).	√		Yes, they had a sharing session in which the teacher gave some suggestion about what the students need to improve for their project.
		<i>Additional activities (if any)</i>		x	

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 (√) 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	Difficulties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Yes	No	Description
1	Preparation	Difficulties in planning		x	I did not find difficulty in planning because all well organised by teacher and students. Interview and questionnaire will be used to get more information about this.
		Difficulties in mastering projects		x	
		<i>Other difficulties (if any)</i> - -		x	
2	Project Activities	Difficulties in time management	√		It seemed that the teacher had a difficulty in managing the time especially to handle all students who worked individually.
		Technical		x	

		difficulties			
		Difficulties which because the inequality of students' capabilities needed for the project	√		It seemed that not all students capable enough to do the project individually, so the teacher will assist and gave guidance to the students.
		Classroom interactions	x		
		Difficulties in facilitating students' inquiry		x	
		Difficulties in technology		x	
		<i>Other difficulties (if any)</i> - -		x	
3	Assessment	Difficulties in assessing the students' projects		x	
		Difficulties in providing constructive feedback to students and/or engage them in self-assessment.		x	
		<i>Other difficulties (if any)</i> -		x	

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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

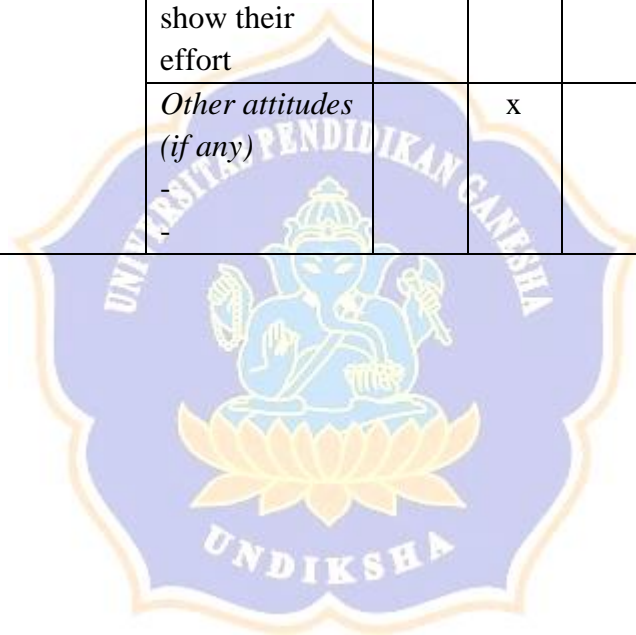
Grade : 4B

This is classroom observation checklist. Please put thick (√) 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 and Ibnian (2015) and Plato as cited in Khoir, (2014)	Criteria	Yes	No	Description
1	Cognitive	Students like to give opinion in English during English lesson	√		The students were really active to share their ideas during the discussion time in the beginning using English.
		Students like to ask something in English during English lesson	√		The students seemed like having a high curiosity and always asked something in learning process.
		Students like to give comments and critics to the other friends' project	√		The students gave comment and suggestion to their friends' project especially when it is presentation time. Teacher also invited the students to share their

					opinion.
		<i>Other attitudes (if any)</i>		x	
2	Affective	Students feel enthusiastic when the English class is being taught	√		The students really showed their enthusiastic in doing the project.
		Students enjoy doing activities in English class	√		They seemed really enjoy each of the process or activities.
		Students do not get anxious when they have to answer question in English class	√		When the teacher asked about something, the students did not get anxious to answer it.
		Students feel excited when they communicate in English with others in doing the projects	√		They seemed really excited when the teacher told them that they can start doing the project.
		Students do not feel embarrassed to speak English in front of other students	√		The students presented their project confidently in front of other students and the teacher.
		<i>Other attitudes (if any)</i> - -		x	
		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)	√		Yes, in this project they practiced writing and speaking.
		Students do the project seriously and show their effort	√		Yes, the students did the project seriously and they put their best effort on it.
		<i>Other attitudes (if any)</i> - -		x	



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 (√) 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 to organize the project	Structured Project		x	
		Semi-structured project	√		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 Project		x	
2	Based on the amount of time in doing the project	Mini projects	√		It is only a mini project. It can be done in one meeting.
		Short-term projects		x	
		Medium-term projects		x	
		Long-term projects		x	
3	Based on the learners' involvement	Individual projects	√		The project is an individual project which prepared, designed, presented by the students individually.
		Group projects		x	
		Whole-class projects		x	
		Whole-school projects		x	
		Extensive projects		x	
4	Based on the aims	Problem-based projects		x	
		Construction-based projects		x	
		Aesthetic-based projects		x	
		Drill-based projects	√		The aim of the project is to certain writing and speaking skill. Writing when the students need to write the information about the mythical beast and speaking

					when the students present their mythical beast.
5	<i>Other projects (if any)</i>			x	

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 (√) 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	√		Yes, the teacher introduce 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	√		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.
		<i>Additional activities (if any)</i> - -		x	
2	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	√		Yes, the teacher asked the students about what mythical beast that comes up from their imagination, how they will design their mythical beast and what information that the students wants to put there.
		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.)	√		Yes, the teacher inform the rules and the form of the project. It is a presentation.
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project	√		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.
		<i>Additional activities (if any)</i> - -		x	

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

5	Assess the outcome	The teacher conducts assessment to measure the students' achievement	√		The teacher conduct assessment based on the scoring rubric. She checked on the project and the way the students present the project.
		The teacher also provides students with feedback at this phase	√		The teacher gave a positife feedback to appreciate the students' effort in completing the project.
		<i>Additional activities (if any)</i> - -		x	
6	Evaluation	The teacher and students reflect on the project they have done	√		They had a discussion after the students presented the project. The teacher asked about the diffuculty faced by the students and the most interesting part in doing the project.
		The teacher needs to make sure that the students are able to find answers of essential question	√		The teacher make sure that the students understand about the material that they have learnt by giving some questions.
		The teacher and students share their experience of conducting the project and discuss about the projects	√		Yes, they had a sharing session in which the teacher gave some suggestion about what the students need to

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

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 (√) 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	Difficulties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Yes	No	Description
1	Preparation	Difficulties in planning		x	I did not find difficulty in 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			
		<i>Other difficulties (if any)</i> - -		x	
2	Project Activities	Difficulties in time management	√		It seemed that the teacher had a difficulty in managing the time especially to handle all students who worked individually.
		Technical difficulties		x	
		Difficulties which because the inequality of students' capabilities needed for the project	√		It seemed that not all students capable enough to do the project individually, so the teacher will assist and gave guidance to the students.
		Classroom interactions		x	
		Difficulties in facilitating students' inquiry		x	
		Difficulties in technology		x	
		<i>Other difficulties (if any)</i> - -			
3	Assessment	Difficulties in assessing the students' projects		x	
		Difficulties in		x	

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

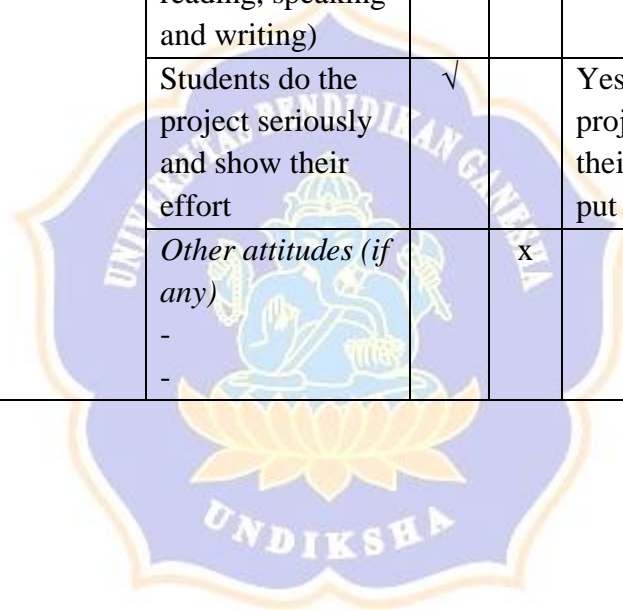
Grade : 4C

This is classroom observation checklist. Please put thick (√) 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 and Ibnian (2015) and Plato as cited in Khoir, (2014)	Criteria	Yes	No	Description
1	Cognitive	Students like to give opinion in English during English lesson	√		The students were really active to share their ideas during the discussion time in the beginning using English.

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

		<i>any)</i> - -			
3	Behavioral	Students pay attention when the teacher is explaining the lesson	√		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)	√		Yes, in this project they practiced writing and speaking.
		Students do the project seriously and show their effort	√		Yes, the students did the project seriously, showed their creativity and they put their best effort on it.
		<i>Other attitudes (if any)</i> - -		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 (√) 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			
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' involvement	projects			
		Group projects			
		Whole-class projects			
		Whole-school projects			
		Extensive projects			
4	Based on the aims	Problem-based projects			
		Construction-based projects			
		Aesthetic-based projects			
		Drill-based projects			
5	<i>Other projects (if any)</i>	<i>(Please write down here)</i>			

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 (√) 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			
		<i>Additional activities (if any)</i> - -			
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 activities leading to the project accomplishment, and the tools needed for the project			
		<i>Additional activities (if any)</i> Teachers inform about the assessment criteria of the project			
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 development in which the students must submit their end product			
		<i>Additional activities (if any)</i> -			

		-			
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			
		<i>Additional activities (if any)</i> Teachers will remain the students about the time so that the students can manage their time well.			
5	Assess the outcome	The teacher conducts assessment to measure the students' achievement			
		The teacher also provides students with feedback at this phase			
		<i>Additional activities (if any)</i> - -			

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).			
		<i>Additional activities (if any)</i> - -			

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 (√) 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	Difficulties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Yes	No	Description
1	Preparation	Difficulties in planning			
		Difficulties in mastering projects			
		<i>Other difficulties (if any)</i> - -			
2	Project Activities	Difficulties in time management			
		Technical difficulties			
		Difficulties which because the inequality of students' capabilities needed for the project			
		Classroom interactions			
		Difficulties in facilitating students' inquiry			
		Difficulties in			

		technology			
		<i>Other difficulties (if any)</i> - -			
3	Assessment	Difficulties in assessing the students' projects			
		Difficulties in providing constructive feedback to students and/or engage them in self-assessment.			
		<i>Other difficulties (if any)</i> - -			

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 (√) 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 and Ibnian (2015) and Plato as cited in Khoir, (2014)	Criteria	Yes	No	Description
1	Cognitive	Students like to give opinion in English during English lesson			
		Students like to ask something in English during English lesson			
		Students like to give comments and critics to the other friends' project			
		<i>Other attitudes (if any)</i> - -			
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 English with others in doing the projects			
		Students do not feel embarrassed to speak English in front of other students			
		<i>Other attitudes (if any)</i> - -			
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			

		<i>Other attitudes (if any)</i> - -			
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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 (√) 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	√		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	√		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.
		Unstructured		x	

		Project			
2	Based on the amount of time in doing the project	Mini projects	√		The project can be done only in one meeting.
		Short-term projects	√		The teacher give the amount of time in doing the project within days or week.
		Medium-term projects		x	
		Long-term projects		x	
3	Based on the learners' involvement	Individual projects	√		Students often doing individual project especially during home-based learning then they present it individually.
		Group projects	√		In order to improve their collaboration, communication, critical thinking and creativity, they sometimes work in group
		Whole-class projects		x	
		Whole-school projects		x	
		Extensive projects		x	
4	Based on the aims	Problem-based projects	√		The teachers sometimes give a problem-based and stimulate the students' critical thinking through the problem or case given.
		Construction-based projects	√		Teachers also give some practical or physical task such as making model.
		Aesthetic-based projects	√		In order to appreciate arts, sometimes they makes project which related to appreciation of someone's work.
		Drill-based	√		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	<i>Other projects (if any)</i>	<i>(Please write down here)</i>		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 (√) 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	√		Usually, in the beginning the teachers will introduce the topic of the project to the students.
		The teacher starts the teaching and learning process	√		The teachers usually do brainstorming (asking essential

		by giving students essential questions			question) which relevant to the goals that the students must achieve during the project development.
		<i>Additional activities (if any)</i> - -		x	
2	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	√		Teachers will give the time to the students to share their ideas for the project in order to meet the students' capabilities and interest.
		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 teachers will inform to the students about how the project will be and how will they present the project.
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project	√		The teachers always do this step because it's really important for the students to know what is the material, what do they need to prepared in order to do the project.
		<i>Additional activities (if any)</i>	√		The students always have a high curiosity 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 asses the project.
3	Create a schedule	The teacher and students discuss about the time allocation of working on the project	√		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 teacher and students make an agreement or about the deadline of the project development in which the students must submit their end product	√		The teachers usually decide the deadline for the submission of the project. Sometimes, it is taken from the agreement between teachers and students.
		<i>Additional activities (if any)</i> - -		x	
4	Conducting the project	The teacher facilitate the learning process to guide the students during the project	√		In teaching learning process at school, teachers will always guide the students during the project development.

		development			
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		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 especially when they got a group project.
		<i>Additional activities (if any)</i> Teachers will remain the students about the time so that the students can manage their time well.	√		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	√		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	√		Positive feedback is really needed for young learners. Therefore, the teachers always tried to give positive feedback for each project.
		<i>Additional</i>		x	

		<i>activities (if any)</i> - -			
6	Evaluation	The teacher and students reflect on the project they have done	√		Reflection 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.
		The teacher needs to make sure that the students are able to find answers of essential question	√		In order to check the students' understanding, the teachers need to make sure that they
		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).	√		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.
		<i>Additional activities (if any)</i> - -		x	



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 (√) 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	Difficulties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Yes	No	Description
1	Preparation	Difficulties in planning	√		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.
		Difficulties in mastering projects		x	
		<i>Other difficulties (if any)</i> - -		x	
2	Project Activities	Difficulties in time management	√		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 difficulties	x	
		Difficulties which because the inequality of students' capabilities needed for the project	√	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.
		Classroom interactions	x	
		Difficulties in facilitating students' inquiry	x	
		Difficulties in technology	x	
		<i>Other difficulties (if any)</i> - -	x	
3	Assessment	Difficulties in assessing the students' projects	x	
		Difficulties in providing constructive feedback to students and/or engage them in self-assessment.	x	
		<i>Other</i>	x	

		<i>difficulties (if any)</i> - -			
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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 (√) 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 and Ibnian (2015) and Plato as cited in Khoir, (2014)	Criteria	Yes	No	Description
1	Cognitive	Students like to give opinion in English during English lesson	√		The students always active in giving and sharing their opinion during English lesson in English. If there is a student who do not speak English, the teacher will remind he/she to speak in English.
		Students like to ask someting in English during	√		Students always have high curiosity to ask about something which is related to the materia or

		English lesson			the project by using English.
		Students like to give comments and critics to the other friends' project	√		The teachers usually invite the students to give comment
		<i>Other attitudes (if any)</i> - -		x	
2	Affective	Students feel enthusiastic when the English class is being taught	√		The students really enjoy and show their enthusiastic when the English class is being taught especially when they have project.
		Students enjoy doing activities in English class	√		They really enjoy and do the project happily.
		Students do not get anxious when they have to answer question in English class	√		They never get anxious, the teachers treated them just like a friend. When the teachers ask about something, the students will answer it in English fluently.
		Students feel excited when they communicate in English with others in doing the projects	√		They likes to practice their English, so that the teachers always communicate by using English. They also 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	√		The students really excited when they need to present something in front of the other student because they really want to show the result of their project.
		<i>Other attitudes (if any)</i> - -		x	
3	Behavioral	Students pay attention when the teacher is explaining the lesson	√		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)	√		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	√		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.

		<i>Other attitudes (if any)</i> - -		x	
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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 (√) 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	√		All well prepared by the teachers. starting from topic selection, design of the project, project timing, project criteria and scoring criteria.
		Semi-structured project	√		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 also 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	√		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	√		The students prepare the things, do the project and present the project individually.
		Group projects	√		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		x	
		Extensive projects		x	
4	Based on the aims	Problem-based projects	√		In order to stimulate the students' critical thinking, topic of the project will related to problem-based.
		Construction-based projects	√		Sometimes, the students also need to construct something such as making model or 3D shape.
		Aesthetic-	√		The teachers ever gave a

		based projects			project which related to aesthetic such as music review.
		Drill-based projects	√		In each project, the teachers usually focused on 4 skills (reading, writing, listening and speaking). Writing and speaking usually drilled in each project.
5	<i>Other projects (if any)</i>	<i>(Please write down here)</i>		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 (√) 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	√		In the beginning of the lesson, the teachers will introduce the topic that they will learn.

		The teacher starts the teaching and learning process by giving students essential questions	√		The teachers will do brainstorming in order to stimulate the students' prior knowledge.
		<i>Additional activities (if any)</i> - -		x	
2	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	√		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.
		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.)	√		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	√		Teachers always inform the students about this.
		<i>Additional activities (if any)</i> -		x	

		-			
3	Create a schedule	The teacher and students discuss about the time allocation of working on the project	√		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	√		Agreement is needed so the students can manage their time.
		<i>Additional activities (if any)</i> - -		x	
4	Conducting the project	The teacher facilitate the learning process to guide the students during the project development	√		Teachers here as facilitator.
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		Teachers always assist the students when they have project at school.
		<i>Additional activities (if any)</i> - -		x	
5	Assess the outcome	The teacher conducts	√		Teachers always do this step, usually the

		assessment to measure the students' achievement			teachers prepared the scoring criteria for the project.
		The teacher also provides students with feedback at this phase	√		Feedback is really needed for the students, usually the teachers will give comment for the students' project and for their effort.
		<i>Additional activities (if any)</i> - -		x	
6	Evaluation	The teacher and students reflect on the project they have done	√		In the end of the lesson, the teachers usually do a discussion with the students to reflect on their project
		The teacher needs to make sure that the students are able to find answers of essential question	√		In the beginning the teachers asked some question related to the topic of the project, in this step, the teachers need to make sure the students find the answer.
		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	√		Sharing is needed in order to discuss the students' experience, problems that the students' faced and things which need to be improved.

		share ideas on the new projects).			
		<i>Additional activities (if any)</i> - -		x	

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 (√) 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	Difficulties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Yes	No	Description
1	Preparation	Difficulties in planning	√		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			
		<i>Other difficulties (if any)</i> - -		x	
2	Project Activities	Difficulties in time management	√		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		x	
		Difficulties which because the inequality of students' capabilities needed for the project	√		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		x	
		Difficulties in facilitating students' inquiry		x	
		Difficulties in technology		x	
		<i>Other difficulties (if any)</i> - -		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.			
		<i>Other difficulties (if any)</i> - -		x	

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 (√) 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 and Ibnian (2015) and Plato as cited in Khoir, (2014)	Criteria	Yes	No	Description
1	Cognitive	Students like to give opinion in English during English lesson	√		Students always use English during English lesson to talk with the teacher and their friends.
		Students like to ask something in English during English lesson	√		They really likes to ask question related to the material or their project.

		Students like to give comments and critics to the other friends' project	√		Usually the teacher will invite the students to give comment or suggestion for their friends' project.
		<i>Other attitudes (if any)</i> - -		x	
2	Affective	Students feel enthusiastic when the English class is being taught	√		The students always fell excited and enthusiastic when they have English class especially when they have project.
		Students enjoy doing activities in English class	√		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	√		They always brave to answer the teacher's question or their friends' question.
		Students feel excited when they communicate in English with others in doing the projects	√		Students always feel excited to communicate using English.
		Students do not feel embarrassed to speak English in front of other students	√		They are really confident when they have to present their project in English.
		<i>Other attitudes (if any)</i> -		x	

		-			
3	Behavioral	Students pay attention when the teacher is explaining the lesson	√		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)	√		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	√		Yes, they do the project seriously and put their best effort for that.
		<i>Other attitudes (if any)</i> - -		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 (√) 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	√		All organised by the teachers.
		Semi-structured project	√		Half organised by the teachers, half from the discussion with the students.
		Unstructured Project		x	
2	Based on the amount of time in doing the project	Mini projects	√		Almost all project is only a mini project. It can be done only even in one meeting.
		Short-term projects	√		Sometimes there is a project that needs more amount of time such as one or two weeks.

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

5	<i>Other projects (if any)</i>	<i>(Please write down here)</i>		x	
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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 (√) 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	√		Teachers usually do brainstorming to the students and ask some question related to the material.
		<i>Additional activities (if any)</i>		x	

		- -			
2	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	√		Teachers will invite students to share their ideas and opinion for the project.
		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.)	√		Teachers will inform the rules and steps that the students need to follow in doing the project.
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project	√		Teachers inform all in the beginning.
		<i>Additional activities (if any)</i> - -		x	
3	Create a schedule	The teacher and students discuss about the time allocation of working on the	√		Usually time allocation decided by the teacher and sometimes discuss it with the students.

		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	√		Agreement of the deadline is needed.
		<i>Additional activities (if any)</i> - -		x	
4	Conducting the project	The teacher facilitate the learning process to guide the students during the project development	√		The teacher will look around and observe the students.
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		The teacher will always facilitate the students and guide them.
		<i>Additional activities (if any)</i> - -		x	
5	Assess the outcome	The teacher conducts assessment to measure the	√		Assessment from the project and the way the students present the project.

		students' achievement			
		The teacher also provides students with feedback at this phase	√		Usually feedback will be given after the students present their project.
		<i>Additional activities (if any)</i> - -		x	
6	Evaluation	The teacher and students reflect on the project they have done	√		Teacher and students have a discussion about the difficulties faced by the students in doing the project and the interesting part.
		The teacher needs to make sure that the students are able to find answers of essential question	√		Teacher will ask again the essential question and make sure the students understand what they have learnt.
		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).	√		Teacher and students will share ideas about what needs change to make a better project.

		<i>Additional activities (if any)</i> -		x	
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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 (√) 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	Difficulties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Yes	No	Description
1	Preparation	Difficulties in planning	√		Sometimes teachers face difficulty in planning such as choosing the best topic which can covered the material that need to be reached by the students.
		Difficulties in mastering projects		x	
		<i>Other difficulties (if any)</i> -		x	

		-			
2	Project Activities	Difficulties in time management	√		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' capabilities needed for the project	√		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.
		Classroom interactions		x	
		Difficulties in facilitating students' inquiry		x	
		Difficulties in technology		x	
		<i>Other difficulties (if any)</i> - -		x	
3	Assessment	Difficulties in assessing the students' projects		x	
		Difficulties in providing constructive feedback to students and/or engage them in self-assessment.		x	
		<i>Other difficulties</i>		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 (√) 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 and Ibnian (2015) and Plato as cited in Khoir, (2014)	Criteria		Description	
		Yes	No		
1	Cognitive	Students like to give opinion in English during English lesson	√		The students always communicate using English and they likes to share their opinion.
		Students like to ask someting in English during English lesson	√		The students always have a high curiosity about something especially when they do the project.
		Students like to give comments	√		Usually the teacher will invite the students to give

		and critics to the other friends' project			comment and critics or suggestion to their friends' project when their friends present the project.
		<i>Other attitudes (if any)</i> - -		x	
2	Affective	Students feel enthusiastic when the English class is being taught	√		They always feel enthusiastic especially when they have project because they can show their creativity.
		Students enjoy doing activities in English class	√		They seems really enjoy each of the process. They do the project happily.
		Students do not get anxious when they have to answer question in English class	√		They never get anxious, they feel excited when they need to ask someting related to the material or project.
		Students feel excited when they communicate in English with others in doing the projects	√		Yes, they always feel excited to communicate in English along the working process.
		Students do not feel embarrassed to speak English in front of other students	√		The students really excited when they need to present because they can show their work to their friends.
		<i>Other attitudes (if any)</i> - -		x	
3	Behavioral	Students pay attention when	√		Usually they always pay attention while listening

	the teacher is explaining the lesson			to the teacher's explanation.
	Students like to practice the four skills of English (listening, reading, speaking and writing)	√		Yes, they really like and enthusiastic to practice the four skills.
	Students do the project seriously and show their effort	√		So far, the students always do the project seriously and show their best effort.
	<i>Other attitudes (if any)</i> - -		x	

Badung, 12 Mei 2020
English Teacher of Grade 4



Coded : F

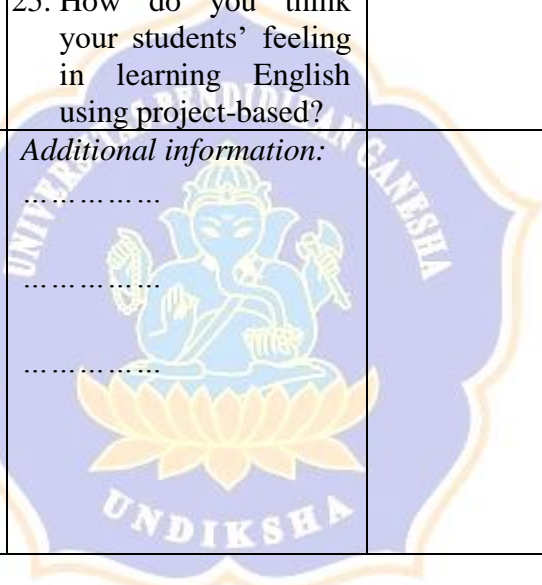
Appendix 3: Open-Questionnaire for English Teachers of Grade 4

OPEN QUESTIONNAIRE		
<p>This questionnaire is administered to have a better understanding about the Implementation of PBL in Teaching English to Young Learners at Bali Kiddy School. Please kindly respond to each of the questions provided.</p>		
Research Problems	Question	Answer
<p>1. Kinds of project implemented by the teachers in teaching English for grade 4 at Bali Kiddy School</p>	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 the project?	
<p>2. Procedures of teaching English implemented in teaching each of the project given</p>	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	

	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?	
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?	
	12. What do you feel when teaching the English class using project-based learning strategy?	
	13. What do you think about the implementation of project-based learning in your English class?	
	14. Have you ever found any difficulties during the preparation such as choosing the topic of project-based 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	

	<p>in assessing the students projects? And how are the students' achievement after taught using project based learning?</p>	
<p>4. Students' attitude toward the implementation of PBL in learning English</p>	<p>17. How is the students' attitude toward the procedure of project-based learning which implemented by teachers in teaching English?</p>	
	<p>18. How is the students' attitude toward the type of project given?</p>	
	<p>19. How is the students' attitude toward the group work during the project-based learning?</p>	
	<p>20. How is the students' attitude toward the difficulty level and time provided in doing project-based learning?</p>	
	<p>21. How is the students' attitude toward the establishment of the project?</p>	
	<p>22. How is the students' attitude toward the assessments of the project-based assessment?</p>	

	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: If you have other information concerning the implementation of PBL needs to be informed, please kindly describe briefly in the next column.	Additional information:	



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

OPEN QUESTIONNAIRE		
<p>This questionnaire is administered to have a better understanding about the Implementation of PBL in Teaching English to Young Learners at Bali Kiddy School. Please kindly respond to each of the questions provided.</p>		
Research Problems	Question	Answer
<p>1. Kinds of project implemented by the teachers in teaching English for grade 4 at Bali Kiddy School</p>	<p>1. What kinds of project are implemented by the teachers in teaching English for grade 4 at Bali Kiddy School?</p>	<p>We usually have individual and group project, which sometimes organised fully by the teacher or sometimes from the discussion with students, the project can be done in one or two meeting, or within days or week. Every kinds of project has different goals to be achieved by the students.</p>
	<p>2. How do the teachers usually organize the project?</p>	<p>The teachers determine and organize the project by themselves in terms of the topic, materials, methodology and presentation because the students in young age still need guidance. 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. The students should be given a chance to be brave and creative in designing the project</p>
	<p>3. Do the teachers usually give amount of time in doing the project?</p>	<p>Yes, we do. Usually the project can be done only in one meeting. Sometimes within days or week only. It was because the the project selection should not too difficult and complex for young students on grade 4.</p>

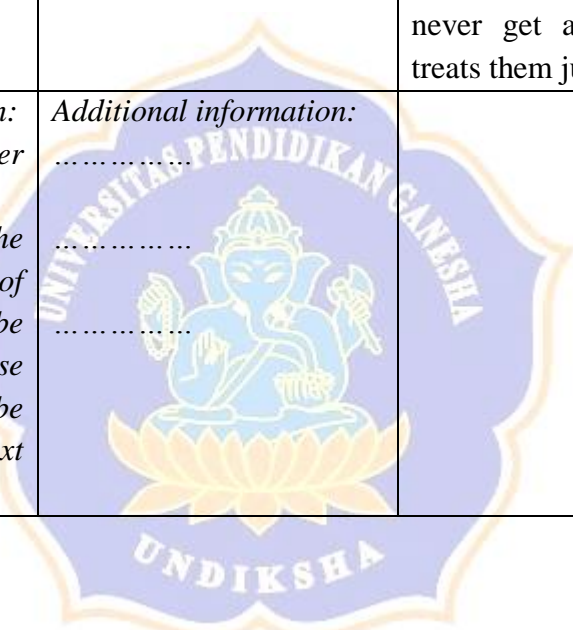
	<p>4. How do the teachers usually ask the learners' involvement in doing the project?</p>	<p>The teachers ask the students to make the project based on their own ideas and creativity. Students often doing individual project especially during home-based learning then they present it individually.</p> <p>In order to improve their collaboration, communication, critical thinking and creativity, they sometimes work in group</p>
	<p>5. Do the teachers usually determine the aim of giving each of the project?</p>	<p>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.</p>
<p>2. Procedures of teaching English implemented in teaching each of the project given</p>	<p>6. What procedures of teaching English are implemented in teaching each of the projects given?</p>	<p>Preparation, designing the project, conducting the project, assessing and evaluating the project.</p>
	<p>7. What activities do the teachers usually have in the preparation of the project?</p>	<p>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</p>
	<p>8. How is the teachers and students' role in conducting the project given?</p>	<p>Teachers will always guide the students during the project development. The teachers will look around and help the students</p>

		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 especially when they have a group project.
	9. How will the teachers assess each of the project given?	The teachers will assess based on the scoring rubrics. We 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.
	10. Will the teachers give any evaluation after the students completing the projects given?	Yes, we will. We 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.
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?	Difficulties during preparation such as choosing the best topic which can cover material which need to be achieved, difficulties in time management for project plan or when in the class because need to handle and guide all students, difficulties because of the different capability of students and also because of classroom interaction such as indiscipline student.
	12. What do you feel	I feel happy because the students

	when teaching the English class using project-based learning strategy?	can show their ideas and creativity.
	13. What do you think about the implementation of project-based learning in your English class?	It is usually fun and runs 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.
	15. Have you ever 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.

	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?	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, enthusiastic and 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 curiosity 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. <i>Other information: If you have other information concerning the implementation of PBL needs to be informed, please kindly describe briefly in the next column.</i>	<i>Additional information:</i>	



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		
<p>This questionnaire is administered to have a better understanding about the Implementation of PBL in Teaching English to Young Learners at Bali Kiddy School. Please kindly respond to each of the questions provided.</p>		
Research Problems	Question	Answer
<p>1. Kinds of project implemented by the teachers in teaching English at Bali Kiddy School</p>	<p>1. What kinds of project are implemented by the teachers in teaching English at Bali Kiddy School?</p>	<p>Individual, group project, hands-on project, product, presentation, etc.</p>
	<p>2. How do the teachers usually organize the project?</p>	<p>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</p> <p>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..</p>
	<p>3. Do the teachers usually give amount of time in doing the project?</p>	<p>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</p>

	<p>4. How do the teachers usually ask the learners' involvement in doing the project?</p>	<p>Students will collect information based on given topic, design their own project and present their project to the class individually. To improve their social skill and to be more collaborative with other students, sometimes the students also work in group.</p>
	<p>5. Do the teachers usually determine the aim of giving each of the project?</p>	<p>Yes, we do. The aim 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.</p>
<p>2. Procedures of teaching English implemented in teaching each of the project given</p>	<p>6. What procedures of teaching English are implemented in teaching each of the projects given?</p>	<p>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.</p>
	<p>7. What activities do the teachers usually have in the preparation of the project?</p>	<p>Select topic, decide kinds of project and choose form of the project, prepare project materials and scoring rubric for 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.</p>

	8. How is the teachers and students' role in conducting the project given?	Teachers facilitate and supervise students in working on their projects, students actively involved in designing their own project.
	9. How will the teachers assess each of the project given?	By referring 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.
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?	Deciding form of the project and the suitable topic of the project especially for young learners, time and class management, students' capability.
	12. What do you feel when teaching the English class using project-based learning strategy?	Excited to see that students are enthusiastic to work on their project.
	13. What do you think about the implementation of project-based learning in your English class?	It's great, fun and enjoyable both for teacher and students.
	14. Have you ever found any difficulties during	Yes, in deciding form of the project and the suitable topic especially for young learners.

	the preparation such as choosing the topic of project-based learning in your English class?	In this case, teachers usually do a discussion or sharing among teachers or with students.
	15. Have you ever found any obstacles during the implementation such as handling the students while implementing project-based learning in your English class?	So far, the students did the project seriously and they followed the instructions 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?	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.
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 teachers in teaching English?	Students are attentive to follow teacher's instruction
	18. How is the students' attitude toward the type of	Students love to work on hands-on projects and always show their best effort.

	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?	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.
	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.

	<p>24. Do your students participate enough in your English class when implementing project-based learning?</p>	<p>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.</p>
	<p>25. How do you think your students' feeling in learning English using project-based?</p>	<p>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.</p>
<p>5. <i>Other information: If you have other information concerning the implementation of PBL needs to be informed, please kindly describe briefly in the next column.</i></p>	<p><i>Additional information:</i> </p>	

Badung, 14 Mei 2020
English Teacher



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Appendix 3c: The Result of Open-Questionnaire from English Teacher of Grade 4C

OPEN QUESTIONNAIRE		
<p>This questionnaire is administered to have a better understanding about the Implementation of PBL in Teaching English to Young Learners at Bali Kiddy School. Please kindly respond to each of the questions provided.</p>		
Research Problems	Question	Answer
<p>1. Kinds of project implemented by the teachers in teaching English for grade 4 at Bali Kiddy School</p>	<p>1. What kinds of project are implemented by the teachers in teaching English at Bali Kiddy School?</p>	<p>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.</p>
	<p>2. How do the teachers usually organize the project?</p>	<p>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 teachers, half from the discussion with the students to stimulate their critical thinking..</p>
	<p>3. Do the teachers usually give amount of time in doing the project?</p>	<p>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</p>

		limited because it should not gave pressure to the students in young age.
	4. How do the teachers usually ask the learners' involvement in doing the project?	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.
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?	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.
	7. 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?	<ul style="list-style-type: none"> - 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 any difficulties during the preparation such as choosing the topic of project-based learning in your English class?	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.
	15. Have you ever found any obstacles during the implementation such as handling the students while implementing project-based learning in your English class?	Yes, when the instruction is not clear at the beginning, the implementation can be a problem especially in managing time. 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.
	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, no. Because the teacher and students usually have a deal about the assessment so the students will do their best to achieve a good result.
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 teachers in teaching English?	They are excited to do the project as long as we give clear aim, instruction, and due date.
	18. How is the students' attitude toward the type of project given?	They do it well as long as the teacher supervise and check the progress of their project.
	19. How is the students' attitude toward the group work during the project-based learning?	They can work well as long as the teacher keeps on checking their work and how they divide the workload.
	20. How is the students' attitude toward the	They show a good attitude

	difficulty level and time provided in doing project-based learning?	both for difficulty level and time provided because we usually inform it well and always remind the students.
	21. How is the students' attitude toward the establishment of the project?	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. <i>Other information: If you have other information</i>	<i>Additional information:</i>	In my opinion, project-based learning is a good strategy to be applied in English class

<i>concerning the implementation of PBL needs to be informed, please kindly describe briefly in the next column.</i>		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.
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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		
<p>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.</p>		
Research Problems	Question(s)	Informant
<p>1. Kinds of project implemented by the teachers in teaching English for grade 4 at Bali Kiddy School</p>	1. How the teachers usually organize the project?	<p>English Teacher of Grade 4</p>
	2. Do the teachers usually give amount of time in doing the project?	
	3. How the teachers usually ask the learners' involvement in doing the project?	
	4. Do the teachers usually determine the aim of giving each of the project?	
<p>2. Procedures of teaching English implemented in teaching each of the projects given</p>	5. What procedures of teaching English are implemented in teaching each of the projects given?	<p>English Teacher of Grade 4</p>
	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?	
<p>3. Difficulties faced by the teachers in teaching English using PBL in the classroom</p>	10. What do you feel when teaching the English class using project-based learning strategy?	<p>English Teacher of Grade 4</p>
	11. What do you think about the implementation of project-	

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

	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 applying 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 school 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 make project which related to appreciation of someone's work. Then every end 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 repetition 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 curiosity about how the

teachers will assess their project and what are the criterias. Therefore, the teacher need to design the way to asses 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 curiosity 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?

E: No, I think all clear already.



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 applying 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 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 applying 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 criteria 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 assesment 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.