

**AN OBSERVATION OF THE IMPLEMENTATION OF PROJECT-
BASED LEARNING IN TEACHING HORTATORY EXPOSITION TEXT:
A CASE STUDY IN ONE SENIOR HIGH SCHOOL IN BEKASI**

An Undergraduate Thesis

Submitted in partial fulfillment for Bachelor's degree in English Language
Education Study Program



FADYA MUTHMAINNAH PUTRI NUGRAHA

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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An Observation of The Implementation Of Project-Based Learning In Teaching Hortatory Exposition Text: A Case Study In One Senior High School in Bekasi

Oleh
Fadya Muthmainnah Putri Nugraha

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Sastra

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PAGE OF APPROVAL

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By

Fadya Muthmainnah Putri Nugraha

2004437

Approved by:

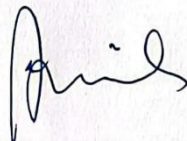
Supervisor



Gin Gin Gustine, M.Pd., Ph.D.

NIP. 19760812001122001

Head of English Language Education Study Program



Prof. Emi Emilia, M.Ed., Ph.D.

NIP. 1966091619900112001

**PENGAMATAN TERHADAP IMPLEMENTASI PEMBELAJARAN
BERBASIS PROYEK DALAM PEMBELAJARAN HORTATORY
EKSPOSISI: STUDI KASUS DI SALAH SATU SMA DI BEKASI**

Fadya Muthmainnah Putri Nugraha

2004437

Dosen Pembimbing: Gin Gin Gustine, M.Pd., Ph.D.

ABSTRAK

Studi ini mengamati pembelajaran berbasis proyek (PjBL) sebagai pendekatan pembelajaran. Secara khusus, tujuannya adalah untuk menemukan bagaimana PjBL dapat diterapkan untuk mengajar teks eksposisi hortatori dan mengevaluasi pandangan siswa terhadap metode ini. Studi melibatkan 35 siswa dan satu guru bahasa Inggris dari sebuah sekolah menengah di Bekasi. Dengan pendekatan penelitian kualitatif, data dikumpulkan melalui observasi kelas, analisis dokumen, dan wawancara. Analisis tematik (Braun dan Clarke, 2006) digunakan untuk menganalisis data wawancara. Data dari observasi kelas dan dokumentasi proyek siswa ditranskripsi dan dianalisis menggunakan kerangka empat tahap pembelajaran berbasis proyek yang dikembangkan oleh Buck Institute of Education (2019), serta tujuh standar emas PjBL yang diuraikan oleh Larmer (2015). Temuan menunjukkan berhasilnya empat tahap PjBL: peluncuran proyek, membangun pengetahuan dan keterampilan, mengembangkan dan mengkritisi produk, serta mempresentasikan produk. Selain itu, guru juga mengindikasikan bahwa semua tujuh elemen standar emas PjBL hadir dalam kegiatan pembelajaran. Selain itu, siswa melaporkan peningkatan pengalaman belajar, kesenangan, tantangan, dan penilaian positif, menunjukkan potensi manfaat untuk implementasi di masa depan.

Kata kunci: Keterampilan abad 21, Pembelajaran berbasis proyek, Teks eksposisi hortatori

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ABSTRACT

This study observed project-based learning (PjBL) as an instructional approach. Specifically, it aimed to discover how PjBL could be implemented to teach hortatory exposition texts and assess students' perspectives on this method. The study involved 35 students and one English teacher from a senior high school in Bekasi. Employing a qualitative research approach, data was gathered through classroom observations, document analysis, and interviews. Thematic analysis (Braun and Clarke, 2006) was applied to analyze the interview data. The data from classroom observations and documentation of student projects were transcribed and analyzed using the four-stage framework of project-based learning developed by the Buck Institute of Education (2019), alongside the seven gold standards of PjBL outlined by Larmer (2015). The findings revealed successful completion of the four stages of PjBL: launching projects, building knowledge and skill, developing and critiquing products, and presenting products. Additionally, the teacher indicated that all seven elements of the PjBL gold standard were present in the learning activity. Moreover, students reported increased learning experiences, enjoyment, challenges, and positive evaluations, suggesting potential benefits for future implementations.

Keywords: 21st century skills, Project-based learning, Hortatory exposition text

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