

THE IMPLEMENTATION OF PROJECT-BASED LEARNING BY A TEACHER IN AN EFL CONTEXT

A THESIS

Submitted in partial fulfillment of the requirements for a Master's Degree in
English Language Education



by

Alvi Raihan Utami

2208601

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THE IMPLEMENTATION OF PROJECT-BASED LEARNING BY A TEACHER IN AN EFL CONTEXT

Oleh

Alvi Raihan Utami

S.Pd. Universitas Teknokrat, 2021

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd) pada Program Studi Pendidikan Bahasa Inggris

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APPROVAL PAGE

A Thesis

Alvi Raihan Utami

(2208601)

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING BY A
TEACHER IN AN EFL CONTEXT**

Approved and confirmed by:

Supervisor I



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

NIP: 197608102001122001

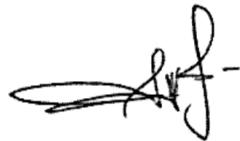
Supervisor II



Yanty Wirza, M.Pd., M.A., Ph.D

NIP: 197701152005012003

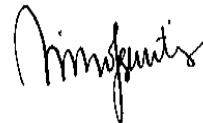
Examiner I



Prof. Dr. Hj. Nenden Sri Lengkanawati M.Pd

NIP. 195111241985032001

Examiner II



Dr. Lulu Laela Amalia, S.S., M.Pd.

NIP. 197504092007102001

Head of English Education Program



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

NIP: 196609161990012001

STATEMENT OF AUTHORIZATION

I the undersigned:

Name : Alvi Raihan Utami

NIM : 2208601

Program of Study : English Education

A Thesis : The Implementation of Project-Based Learning by a
Teacher in an EFL Context

Hereby declare that this thesis is the result of my own work with the guidance of academic supervisors. In this thesis, there are some works or opinions that had been written or published by others as a reference in the text with the name of the author mentioned and included in the references.

Should any violations of academic ethics or elements of plagiarism be discovered in the future, I am willing to accept sanctions in accordance with the applicable regulations at Universitas Pendidikan Indonesia.

Bandung, 30 Januari 2025



Alvi Raihan Utami

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ABSTRACT

Project-based learning (PjBL) has recently gained wide recognition as a student-centered teaching approach. This method, which is in line with the Emancipated Curriculum (Kurikulum Merdeka), emphasizes flexibility in learning while integrating a range of essential skills into the English as a Foreign Language (EFL) classroom. In this method, the proficiency of EFL teachers is essential, particularly in delivering high-quality language input and fostering comprehension during classroom instruction through the implementation of project-based learning (PjBL). This research explored the implementation of project-based learning (PjBL) in classrooms, focusing on its benefits and challenges. A qualitative research approach, specifically the case study method, was employed, using classroom observation and interviews as the primary data collection tools. The research participants consisted of an English teacher and grade 11th students from a high school in Bandung. This study revealed that teacher generally possess a solid understanding and hold positive attitudes toward project-based learning (PjBL). All key elements of PjBL from Larmer, et al. (2015), including challenging problems or questions, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and public product, were presented in the classroom. The elements such as challenging problem or question, critique and revision, authenticity, and public product were implemented effectively. However, discrepancies were observed between teachers' understanding and classroom practice, with elements like reflection, sustained inquiry, and student voice and choice not being fully realized. In addition, this study identified six advantages and four challenges associated with PjBL. The findings emphasize the need for teachers to acquire comprehensive knowledge of PjBL. Additional training and workshops on PjBL strategies are recommended to refine teachers' perceptions and improve their competence.

Keywords: *EFL, Emancipated curriculum, Project-based learning, Teacher understanding.*

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