

The Implementation of Project Based Learning Using English Illustration Video to Teach Speaking of Recount Text for Senior High School

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Abstrak

Dikarenakan berbicara adalah salah satu kemampuan yang harus dimiliki oleh siswa, Project Based Learning dapat menjadi alternatif model pembelajaran untuk mengajarkan kemampuan berbicara pada level sekolah menengah atas. Penelitian ini bertujuan untuk mengeksplorasi penerapan dari Project Based Learning yang dilakukan di kelas 10 SMAN 1 Cerme. Penelitian ini pun berfokus tidak hanya pada deskripsi hasil atau produk dari para siswa, namun juga fokus pada beberapa hal yang terjadi di setiap proses tahapan dalam penerapan Project Based Learning. Penelitian ini didesain secara kualitatif dalam mengamati 36 siswa kelas 10 dan seorang guru bahasa Inggris SMA di kota Gresik. Peneliti mendapatkan data melalui lembar observasi dan field note. Rubrik yang telah diadaptasi juga digunakan untuk mendeskripsikan produk siswa. Hasil dari evaluasi guru menunjukkan bahwa guru sudah mengimplementasikan model pembelajaran Project Based Learning dengan tahapan yang tepat. Disamping itu, dari ke enam grup yang terbentuk, mereka memiliki hasil yang berbeda satu sama lain. Hanya dua dari enam grup yang memiliki hasil di bawah rata-rata. Hal ini dapat dinilai dari deskripsi produk video mereka.

Kata Kunci: Project Based Learning, Kemampuan berbicara, Teks Recount

Abstract

Since speaking is one of the skills which needs to be mastered by the students, Project Based Learning can be an alternative learning model to teach speaking in Senior High School. This study aims to explore the implementation of Project Based Learning conducted at the first grade class of SMAN 1 Cerme. Moreover, this research also concerns on describing about the result or the outcome of the project. This study was designed qualitatively in observing 36 tenth graders and an English teacher of a senior high school in Gresik. The researcher gained the data through observation checklist and field note. The adapted rubric was also used to get the final score to justify the students' product. The result from teachers' evaluation showed the teacher already implemented PBL in an appropriate stage. Moreover, among six groups of the students, their projects have different result one another. Only two among six groups that have the result project below the average. It was judged and justified by describing their product of the Illustration video project.

Keywords: Speaking Skill, Tourism Department, Project Based Learning, Narrative Text

INTRODUCTION

In English Foreign Language (EFL), speaking skill is one of the productive skills that have been taught after listening skill as a receptive skill. ESL learners are considered to be successful if they can communicate effectively in the target language. For some of the senior high school students, speaking is the most difficult skill that they need to learn. One of the crucial factors is that they have a lack of motivation in doing it. Most of them are feeling hard to express themselves in speaking practice. Sometimes they are found to be nervous to speak in front of public because they are too shy or they do not have enough time to prepare everything they need

to be delivered. It is caused by the method that is using by the teacher.

Moreover, most of the teachers are still using traditional or conventional method. Moreover, The teacher only asks the students to write a dialogue or conversation and then the students present in front of the class. If they are not ready they would keep silent and nervous. This condition makes students who are not interested in speaking will keep silence for the whole time. Therefore, the teachers need the right activity that can improve the students' speaking ability. Furthermore, the learning model will also give effect in the way how teacher conducting his or her class.

To overcome that problem, the teacher should use appropriate model to motivate them to speak English. Among various learning model that usually used by the teachers is Project Based Learning. It seems become more popular since many teachers have implemented it and the result is satisfying. Blumenfeld et al., (1994) said that Project Based Learning is seen as the process of shifting the paradigm in which teachers are no longer becoming the active agent of delivering and transferring knowledge to the students, but the students are encouraged to be actively involved in the process of knowledge co-construction. It means that the students can work in group to discuss their project. They will feel freer to express their opinion and more active during the class.

Project Based Learning is also known as a learning model which has the ability to activate the learners' skill to create something useful and new which comes out from their different ideas, perspectives, thoughts, and knowledge they possess (von Kotze & Cooper, 2000). It can be received after the students done the sixth steps of this learning model properly, those are deciding the project, designing the ways to finish the project, arranging the schedule to do the project, finishing the project through the process of facilitating and monitoring by the teacher, arranging the report and the presentation or the publication of the project's outcome, and evaluating the process and the outcome of the project.

In that case, several studies have proven that Project Based Learning works to improve the students' speaking skill. Dewi (2016) conducted a classroom action research due to the fact that the students at SMKN 1 Banda Aceh could not communicate well. Surprisingly, after Project Based Learning had been applied, their speaking ability was improved.

The teacher does not only implement Project Based Learning but also use a media that can attract the students' motivation to speak during the class. One of the media that can be used is English illustration video. It can be used as an alternative to overcome the problems in speaking. One of the material in the curriculum that can use this technique as its learning model is Recount text. This text is usually written to retell chronological events in order to inform or entertaining their readers (or both). Most if the teachers only give some text and asked the students to answer some questions related to the text, and this activity makes the students feel bored and lack of motivation.

Basically, recount text is a text that quite interesting to be learned, so the teacher can used this material more interesting. Some previous studies had already shown that some teachers found new activities to attract the student in terms of speaking. Burston (2005) stated that making a video could be an interesting media that gives

the students chance to develop their skill of foreign language, especially related with speaking skill at all linguistic levels. Now, illustrating video can also be an alternative in teaching speaking. This can be used to make people understanding more about the video content. Besides, it can be used freely in this time since its simplicity and understandable operation through Windows Movie Maker.

In line with the problem stated above, this research addresses two research questions which are formulated as follows:

1. How is the implementation of Project Based Learning in teaching speaking of recount text for Senior High school students?
2. How is the product of students' English illustration video in recount text material as the result of Project Based Learning?

RESEARCH METHOD

This research aimed to explore the implementation of Project Based Learning as learning model to teach speaking of recount text so that the researcher decided to have qualitative study as the design of the research. Based on Ary et. al (2010), qualitative researcher's goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. Furthermore, this type of research gives more attention to something that happens naturally and focuses with the social phenomena. Thus, this research was designed in such a way to notice all the phenomena that happened during teaching and learning process where Project Based Learning was implemented as the learning model.

This research involved 36 students and a teacher from the first grade in one of Senior High School in Gresik, East Java. There were some reasons why they were chosen as the subject of the research. First of all, it was because the teacher was planning to implement Project Based Learning in that classroom in accordance with the syllabus of curriculum 2013 in which Recount text was set as the material. The syllabus of the school provided them with approximately 8 chapters which focus on their speaking skills solely. Even if they received many speaking practices, they were still unfamiliar with the use of information gap in improving their speaking ability.

This research was conducted in one of national standardized senior high schools in Gresik, East Java named SMAN 1 CERME. Like the other public high school in Indonesia, it receives approximately four periods (45 minutes each) of English lesson a week on the first grade; which consist of Bahasa Inggris and Bahasa Inggris Peminatan which use Bahasa Indonesia as the instructional language.

For the first research question the data were served in the form of words and it gained through the process of non-participant observation in which field note was used as the instrument. In addition, the data was obtained from the students and the teacher who were in the situation in which Project Based Learning as learning model during the teaching and learning process.

The second research question was answered by analyzing the data in the form of spoken English which is students' utterances when they were presenting their video product. In that case, the researcher was gained the data from the students who were involved in the project of illustrating video.

In this study, the researcher used some instruments to support the qualitative data, namely field note, observation checklist, and speaking rubric. In this research, the researcher collected the data by using observation checklist, field note, and speaking rubric about the implementation of illustration video during the teaching learning process. First, the researcher observed of the implementation of illustration video using observation checklist and field note.

Second, the researcher also analyzed the students' speaking performance from the illustration video product. The speaking rubrics would be used to score and assess the students' speaking ability from the product they made. The criteria in rubric were adapted from some journals and website.

In this case the researcher applied the theory of qualitative analysis by Ary et al (2010). For the first research question, the researcher was in the mode of self-familiarizing and organizing process related to the data for the first research question. After that the researcher coded the data based on each stage of Project Based Learning. In that case, the researcher tried to label each step of teaching and learning done by the teacher and the students. This was done to make the process of data interpretation become easier for the researcher. Lastly, the interpretation of the data was done by consulting the related literature in which several theories were used to help the researcher explaining the phenomena happened during the implementation of Project Based Learning as the learning model. In addition, the researcher also used a rubric specifically designed to score the element of group work during the teaching and learning process in which Project Based Learning was implemented.

RESULT AND DISCUSSION

A. THE RESULT OF PROJECT BASED LEARNING IMPLEMENTATION

Teaching English using Project Based Learning could not be finished in one meeting only. In this research, the

teachers spent three meeting to finish the project. As we know that there are some stages in teaching using Project Based Learning, the teachers also had done those steps in appropriate order. In the first meeting, she had 3 done steps; Essential Question (Decide the project), Plan (Design the steps to finish the project), Schedule (Arrange the timeline to work with the project). Next in the second meeting, she had only Monitoring (check the progress of the project). In the third meeting, she had the two last steps; Assess (Present the outcome of the project), Evaluate (Evaluate both the process of finishing the project and the outcome of the project).

The first meeting happened on Wednesday, February 28th 2018. When the teacher entered the class, the situation was really neat and all the students sat on their chairs and looked ready for the class. The teacher began the class by checking the attendance list and asked about their last material before continuing the lesson. Next in the pre-teaching activity, the teacher asked about the next material that they going to learn and all the students answered correctly since the teacher already told them in their last meeting about the new material.

1st stage: Essential Question (Decide the project)

After the students knew about what kind of material they were going to learn, the teacher asked if they already know about Recount text. Some of them said that they already got the same thing in their Junior High School. In that moment the teacher gave the students some minutes to read the text so that it helped them to refresh their mind since in the previous meeting, the teacher had already asked the students to study about the material that they were going learn on that day. The teacher said that the kind of text is same with their recount text in Junior High School, but the content is a little bit different since they would not talk about students' personal experience, but they will talk about some historical event.

Next, the teacher gave them a text to be discussed. The title is General Offensive of 1 March 1949. She gave the students 5 minutes to read the text. After discussing the text, the teacher concluded that recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication between the participants and that differentiates from the narrative. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events

Right after the teacher had done reviewing the material by pointing out one of the parts of its generic structure and also drawing a conclusion of the whole material, the teacher directly explained that the students had to make a project in the form of video illustration

and presented it the next 2 weeks. The teacher emphasized the explanation how the students had to arrange the recount text and discuss which part that they can illustrate on the video. Thus, the students had to record their speaking about recount text and also illustrate the event in the text to be submitted to the teacher.

2nd stage: Plan (Design the steps to finish the project)

After the students knew what kind of project that they were about to do, the teacher divided the students into six groups. Next, the students gathered with their group and the teacher asked them to discuss about some important things.

3rd stage: Schedule (Arrange the timeline to work with the project)

The next step is a schedule. In this stage, the teacher let the students choose whether they want to pick their own title or take a lottery. There was a little noise in that time, but finally they agreed to decide the title by themselves. There were 6 different titles so there would be no group which had the same title. After the students were sat in a group and got their title, the teacher encouraged them to start discussing and arranging the timeline to help them finish the project on time.

Next, during the process of scheduling, there were two things that teacher did. The first thing she did was guiding the students to pick up the appropriate event. The second thing she did was making sure that the students have already something in mind to be written down as the rough script or at least the concept of their video since the teacher had already told the students that in the next meeting they had to finish the script.

In the post-teaching activity, the teacher asked the students to review about the things they have learned. Before she ended the meeting, she also asked the students if they had questions to ask about. One of the students asked whether they can refer to the internet or not. Then the teacher explained that they can use the internet as the references but of course she reminded them that copy paste is hardly forbidden.

In the following week, to begin the second meeting on March 7th 2018, the teacher started the class by checking the students' attendance. Before the teacher mentioned the first name of the list, there were two students who came to the class in hurry. The teacher asked them about their lateness and one of them said that they were in the library to print out the draft of their recount text. The teacher let them sit.

Right after she finish checked the students' attendance, the teacher remind her students about their task in the last meeting. She wanted to know the progress

and make sure that every group has a different title for their project. Some of the students very excited to answer that they already finished the draft. One of them also said that no group wanted to change the title so there will be no group who has the same title.

Next, the teacher asked the students to gather with their group and she also asked one of them to prepare the LCD and projector. She said that she wanted to show them the example of a video to ease them finishing the project. She also asked the students to give attention to the content and the structure used in the example video. After the equipment was set, the teacher started to play the video about Padri War which it was one of the historical events in Indonesia. The class seemed so interested and focused on the LCD. After the video was finished, the teacher explained that they also make the same video from their recount text draft, so that they have to make sure that their draft was appropriate enough for their project.

4th stage: Monitoring

During the while-teaching, the teacher asked the students to prepare their draft right after they having some discussion about the video. She told them that she will come to each group and check their progress. She also provided some minutes for each group to consult and discuss the project with her. The teacher started to move from the first group to another group. When the teacher checked on one group, the other students from different group seemed to be having a discussion with their own group. The situation of the class was a little bit crowded but it still convenient and controllable.

Finally, after the teacher finished checking all the groups' works, she asked the students to stop discussing so they could pay attention to her and continue discussing it later. She explained to the class that the overall comment from her almost the same to all groups. She asked them to be more careful with the sentences especially dealing with the grammar. She mentioned some group that still used a present tense in some sentences to explain the past events. The teacher also remind them to be creative in making the concept of the video since the more they can be creative with their concept, the better their project will be. Next she gave them examples in selecting the part of the event they will illustrate in the video to make it more interesting without change the story.

In the post-teaching activity, the teacher gave them a chance to ask before she ended the class, one of the students asked whether their draft will be scored or not and the teacher said that the draft was a part of the project so that will be included in the scoring process too. Then she also reminded them they can use the property as

creative as they can but the main aspect that will be assess their speaking. That was the reason why each of them should have the same proportion in speaking during the video. Besides, the teacher also asked them to revise their draft and send it to her on that day via e-mail. She promised that she will check their final draft and send it back the next day so they can start to make the video as soon as possible. She reminded them that they should present their project in front of the class on the next meeting.

The third meeting was held on March 14th 2018. In the pre-teaching activity, the situation in the class was crowded enough. The student already sat with their own group when the teacher came into the class. The teacher opened the class and checked the students' attendance. Then she asked whether the students were ready to present their project or not. One of the students said that her group was still in the process of editing. She did not sure that they group could present their project that day. She mentioned some reason about their problems and the teacher only smiled and asked them to finish it after the class.

5th stage: Assess (Present the outcome of the project)

Next, the teacher asked them to prepare their project for presentation. The class agreed that the order of the presentation was based on the group number. The teacher also reminded them to be a good audience and they should focus on the presentation of their friends' project and not busy with their own project. They also agreed.

The students seemed focused during the whole presentation time. The situation was quite conducive until the last group performance. There were some moments when the class laughed together as the video played the funny part of their friend in illustrating the event. The teacher also enjoyed the presentation with holding up the note to assess her students.

As it was predicted before, there was a group (4th group) who could not present their video on time. The teacher gave them a chance to present theirs in the next meeting, but she also mentioned some consequences including score reduction since they could not finished it on time.

6th stage: Evaluate (Evaluate both the process of finishing the project and the outcome of the project)

Right after the 6th group performance, the teacher ask the students to go back to their sit and started to ask some questions related with the video project that already presented. She said that she satisfied enough with their project although she believes that they can do better actually. She said that some groups seemed has a short

preparation since they still read the text during the video and there were some grammatical errors in their sentences well.

Finally, before ended the class, the teacher asked the researcher to come in front of the class and gave her opinions about the learning process and everything that happened in the last three meeting. She said that the class has already done their best and it reminds her of her senior high school moments. There were some problems that they could actually handle although there were some groups that could not make it on time. She personally thanked the class member for welcoming her and let her join the class and she also entertained by the projects they made.

Dealing with the process of how Project Based Learning is implemented as a learning model, in this research all stages met the theory stated by Ministry of Education Malaysia (2006). Below the description of all phenomena that happened in each stage of Project Based Learning implementation are explained in details.

Based on Ministry of Education Malaysia (2006), the most proper way to begin a class with Project Based Learning as the learning model is by having an essential question. It related to what kind of project that the students will have. In that case, the teacher has to find a way to encourage and motivate the students in order to question what they going to do ass their project. However, Sujadi & Sunardi (2016) have a different way to describing the stages of Project Based Learning. In the beginning of the learning process, they stated that the teacher should give the students some chances to be involved in the process of deciding the project. It means that there should be a discussion between the teacher and the students as the first the stage of implementing Project Based Learning. In the first meeting, the teacher and the students had already discussed and agreed that the students were going to create the illustration video. The project would be in form of video and it would be presented in front of the class and it was clear that making illustration video became the student's project. This can be an indication that the first stage in implementing Project Based Learning within the class was done through a discussion.

The next stage of Project Based Learning is dealing the process of planning. By this stage, everything related to the project has to be well-planned (Sujadi & Sunardi, 2016). In the middle of the teaching and learning process, the teacher had already provided the chance for the students to take a part. It was done by the moment when the teacher encouraged the students to choose the title based on their own choices. In addition, the teacher gave the chance for the students to look at the references in the internet. The teacher did not force the students to choose

the stories based on her references, because she knew that it would limit their creativity. Thus, this phenomenon indicated that the teacher has done the second stage in implementing Project Based Learning as it is stated by Ministry of Education Malaysia (2006) since the teacher could fulfill the idea of creating the atmosphere of project's ownership for students.

The third stage in implementing Project Based Learning is related with the process of scheduling. Sujadi & Sunardi (2016) stated that this stage is known for the moment when both the teacher and the students arrange the timeline to finish the project. It was in line with what Ministry of Education Malaysia (2006) stated about the "flexible schedule". It is stated that the teacher should be flexible to the students in terms of the schedule to finish the project because changes might happen and the teacher should guide the students to finalize their schedule eventually.

The process of monitoring is known as the fourth stage in running Project Based Learning as a learning model. (Sujadi & Sunardi, 2016). At the moment, the teacher really gave what the students needed. The guidance in writing the script and the explanation related to the important aspects that should be concerned in making the video, all of that, the teacher had given to them. The teacher also did not forget to check their progress related to everything they needed to finish the project. Thus, at this stage, the teacher was successfully did her role as the facilitator.

Next, presenting the product of the project is known as the fifth stage in implementing Project Based Learning (Sujadi & Sunardi, 2016). The present their work based on their group number. These stages were done in a proper way since all the group had represent their project on time.

In accordance with the last stage, the sixth stage in implementing Project Based Learning related with the evaluation. It is related to the process of finishing the project and the outcome of the project itself. In this stage, the teacher did exactly as what Ministry of Education Malaysia (2006) stated about the moment of sharing the feelings and thoughts related to the whole thing of the project. This then triggered the students to share what they had in mind. Thus, by all indications, the teacher motivated the students to share their thought related to the project they had already done successfully.

B. THE RESULT OF STUDENTS' PROJECT

Since the process of implementation of Project Based Learning using illustration video in teaching peaking have been explained, the second part will be discuss the result of the students' project. To justify the project, the researchers used an adapted rubric from WorldView

Levels 1-4: Video/DVD Speaking Rubric for Fluency Activities Copyright © 2005 by Pearson Education, Inc. There are six criteria used to assess the product of the students' project. Those are Script, Voice, Memorization / Improvisation, the three Speaking Components which are Accuracy; Fluency; and Intonation, and Gesture.

Moreover, the researcher also used a special rubric to judge the aspect of collaboration in the students' group work. The original version comes from Lauri Secker, a former teacher from the Athena High school to describe the aspect of students' group collaboration. Within this rubric, there are four criteria used to judge the aspect of collaboration when the students are asked to work in a group. Those are Working with others, Focus on task, Preparedness and Time management.

Most of the group has a good script with some note to ease them in the process of making video. Their sentence arrangement also has a good flow as a recount text. They already knew which part in their text they want to illustrate so they made it more detail so they could illustrate it clearly. However, in terms of voice, the first group seemed already prepare the setting well so the condition while they making their video was quiet calm so they can deliver their sentence clearly. Unfortunately, there were some groups which have a little problem since they video did not sound very clear. Next, in terms of memorization, all group members seemed worked so hard to memorize the sentence they have to deliver. Beside, some of them still try to read the text in the process of making the video. They also improve some sentence when they could not remember the exact sentence in their script.

Next, related to the three Speaking Components (Accuracy, Fluency, Pronunciation) defines the students' ability to use vocabulary and expression group one did some grammatical error in their video although they already revise their script before. Some of them still made mistake in some term such as a verb. They used the v1 instead of v2 to refer to the past activity. In the fluency aspect, this group seemed very well prepared since they almost make no hesitation. Moreover, most of the group's member knew how to deliver a sentence in a good intonation and also good body movement when they were delivering and illustrating the content of the video. They looked enjoying the process.

In terms of the group collaboration, most of the group seemed to have a very good interaction among each other. All group members could work together and no one seemed to have a problem in the process of group discussion. They also did good in the terms of focus on task. In the process of teaching and learning, they always maximize their progress and had a good preparation before the process of making their project. They always bring needed material to class and always ready to work

without any command from the teacher. In addition, this first group has a good management in time as well. It can be shown by their attitude in using time well throughout the project to ensure things get done on time. They made a tight schedule and work hard to make sure that they could finish the project before the deadline.

In addition, related with the group collaboration, this group also did a great job. Most of the group could be considered as solid group. The interaction that happened among the members within this group turned out to be great. All members interact appropriately. No one seemed to have trouble in the process of group discussion. They made a lot of interaction with each other. Moreover, the process of their group discussion seemed to be fine. They cared about the other ideas and gave the same opportunity to state what they had in mind. This is also proven by the moment when they could make a good concept from their discussion.

Related with the students' project, it showed that the idea of how Project Based Learning has many positive effects in the teaching and learning. Here, the Project Based Learning could show how the students performed the idea of group work. Since the final project was about English illustration video, they all had to prepare for it. As the result, from the six aspects in which used to describe their performance, the first aspect that really showed how Project Based Learning helped them was group collaboration. Within this aspect, it is showed that the students had already fulfilled one of the characteristics of an effective Project Based Learning implementation. Taveras, S, et al. (2009) stated about the idea of recreating the atmosphere or cooperativeness among the students when they have to present the product of their project. From the result of students' project, it was clear that they had already shown their best to work in group. It could be shown when they could enjoy the process of learning until the time they present their project. This moment showed that they could share their thoughts, feelings and opinions to each other so that they could found their comfort zone. Therefore, they could maximize their effort in finishing their group project.

Moreover, these two aspects of memorization/improvisation and the three component in speaking, both of these two were also helped by the implementation of Project Based Learning as the learning model. These two aspects are actually correlated to each other. What they memorized or what they were about to create as an improvisation during the time they had to record their video, it all had to be related to the accuracy of the diction they chose, the fluency of the dialogue they talked and the intonation of the sound from words and sentences they said based on the script. Here, since Project Based Learning allows them to prepare everything.

Therefore, from the result of their project, it was clearly to see that among those six groups, some students seemed work hard to memorize the script but they still had some mistakes in the end. Related to those phenomena, Ministry of Education Malaysia (2006) stated that it is okay for the students to make mistake since this also becomes the part of the teaching and learning process. Lastly, what can be concluded is that whatever they do or whatever they perform, let them be all out and then let them correct themselves and more importantly they cannot be ignored by teacher's guidance.

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concluded is that whatever they do or whatever they perform, let them be all out and then let them correct themselves and more importantly they cannot be ignored by teacher's guidance.

Conclusion

As the result of the research explained, there are some important points that can be drawn as the conclusions of this research. The results of the research are explained as follow:

Related to the first question, what can be drawn as the conclusion is that the teacher has already shown how Project Based Learning is appropriately implemented. All stages are completed in which within the each stage of implementing Project Based Learning as a learning model is done properly by both the teacher and the students. Since at the stage of scheduling the teacher gave such a guidance toward the timeline to finish the project, Project Based Learning ran well in which the students were succeed to present the product of project. This can be showed to process of conducting Project Based Learning in which it is clearly to see that the students and the teacher really value every activity of learning in each stage.

Moreover, the result also shows that the product is quite satisfying. Some groups did a good job while some other groups had some problem in group management that affected their product. Dealing with the product, apparently Project Based Learning has shown that the level students' speaking ability is categorized as the good one. From six groups, four groups showed almost the same results as their product being judged and justified by the adapted rubric of the researcher.

Suggestion

Here, the researcher gave some suggestions which might be helpful for the readers related to findings of this research. The suggestion can be suitable for English teachers and future researchers.

For the English teachers who are currently teaching English to the first grade's students of Senior High School, it is important to understand all the things related Project Based learning as a learning model. Here, the teachers should have clear understanding toward each stage to run the Project Based Learning. They should consider and value every single activity and process since according to Ministry of Education Malaysia (2006), Project Based learning is different among other learning models because the focus is not only given to the end product of the project, but it is also given to the every part of the teaching and learning process.

For the future researchers, it is hoped that before doing the similar research they should consider the basic competence, the materials and the skills as it is stated in the Curriculum 2013. By doing so, the researchers will be able to find another phenomenon dealing with the implementation of the other learning models.

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