THE APPLICATION OF PROJECT-BASED LEARNING IN SPEAKING CLASS AT THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

Muh. Fakhrul Armas[1], Nur Aeni[2*], Fitri Radhiyani[3]

[1,2,3]English Department, Universitas Negeri Makassar, Indonesia

E-mail: [1]muhfakhrularmas@gmail.com, [2*]nur.aeni@unm.ac.id, [3]fitri.radhiyani@unm.ac.id

*corresponding author

Abstract

This study aimed to describe the application of project-based learning in the speaking class of second-year English language education students, at the State University of Makassar. This study used an exploratory qualitative method. The data of this research were collected through observation, interview, and documentation. The subjects of this study were an English lecturer who teaches in the second-year and the second-year English language education students that consisted of two classes. The result of data analysis found that (1) the application of project-based learning in second-year English language education students has been implemented very well by the lecturer and the students (2) the application of project-based learning in speaking classes for the second-year produces research projects that are presented at the end of the semester using posters (3) constraints encountered in applying project-based learning in speaking classes are students are not used to working in teamwork to work on projects with research output, students have difficulty compiling research instruments, students have difficulty finding respondents, and there are still students who are not actively involved in class (4) the students' speaking skills and students' learning motivation have increased after the application of the project-based learning method in the extensive speaking class.

Keywords — *Project-Based Learning, Application, Speaking, Learning motivation.*

INTRODUCTION

The progress of educational civilization in Indonesia is increasingly showing significant development. Various kinds of educational challenges must be responded to more and more with the right solution. Technological advances and the need for human skills in carrying out daily activities are one aspect that needs to be considered in the educational process. These things began to be responded to by the Indonesian Education world in the early 2000s by applying an educational approach, namely life skills-oriented education competency-based

curriculum and learning, production-based learning and outside-based education. This model is the forerunner to the transformation of a learning approach that is still teacher-centered to student-centered.

One of the learning strategies that increase students' abilities to: communicate, think critically, technologically, solve problems, and collaborate is project-based learning. Project-based learning (PjBL) is learning refers to the principle that learners are the main focus to be able to explore real problems in social life. Learners are fully involved in a meaningful task to solve a problem. They will learn to construct their learning patterns and ultimately produce an output of a valuable product (Blumentfeld et al, 2011). This learning model increasingly exists because it is in line with technological advances where the complexity of technological equipment is required to be in line with one's ability to think critically, creatively, and capably in solving problems. Therefore, more educators are applying this learning model in the teaching and learning process, including in universities.

Especially at this time, one of the policies of the ministry of education culture, research technology and college, namely Merdeka Belajar-Kampus Merdeka allows this method to be very relevant to this achievement. Merdeka Belajar-Kampus Merdeka is a policy that is oriented towards the readiness of students in facing future challenges so competence is something that needs to be prepared. In addition, the policy allows a variety of activities that support students in developing themselves, especially in soft skills and hard skills to make the learning process not seem monotonous. In relation, project-based learning is one of the techniques in the independent learning curriculum that supports the development of student competencies through project-based activities in life or in a real surrounding environment.

In several courses that are programmed for second-year students, especially in the English language education study program at the State University of Makassar, there are already several lecturers who apply project-based learning methods to their students, one of which is speaking courses. The use of this learning method is considered effective because it can provide various kinds of positive impacts in achieving lecture goals, especially how students can master speaking skills. But in reality, the application of this method is still experiencing various kinds of obstacles and problems. Both in terms of lecturers, students and all aspects related to it.

There are several previous studies that are relevant to the application of Project-based learning in speaking development. The first is research by Difiani Apriyanti (2018). She researched how Project-based learning is a method of assessing the success of public speaking

skills. The sample studied was a female student with the initials SFW. The result of the study is that anxiety, experience, and pronunciation greatly affect speaking skills so it is recommended for public speaking teaching to implement tasks that bring students to field practice work without forgetting to tell in advance the concepts of good delivery.

Another research relevant to the application of project-based learning in speaking class study conducted by Seftika, Januarius, Abdurrachman, and Zulfa (2021). They investigated how project-based learning may help students become more fluent English speakers in preparation for the challenges of 21st-century learning. Participants in the study were undergraduate students in an English language education program at one of the private universities in Lampung. The outcomes of project-based learning in speaking classes can aid students in developing both their English-speaking abilities and 21st-century skills, such as critical thinking, problem-solving, creativity, communication, the ability to use electronic media, and the capacity for teamwork.

Based on previous research, researchers have found influences, factors and results rather than the application of Project-based learning in speaking learning. However, the specifics of the previous research did not explain specifically how the technical implementation of project-based learning affects the development of speaking skills. Previous research only presented the results of observations on improving students' language skills with Project-based learning through classroom action research. So, it is still necessary to deepen the technical implementation of project-based learning that is relevant and effective for students. technical implementation referred to here is how project-based learning is prepared through a lesson plan, then the stages of the teaching process, student and lecturer interactions and the results produced by the implementation of this method.

Due to those things, this research is to deepen project-based learning as a method of learning speaking. Especially those related to how to apply project-based learning in the learning process in the classroom. It is hoped that the research would be able to explain precisely the implementation and its influence on improving students' speaking skills so that they can provide the latest information on current learning developments.

This research focused on the application of project-based learning in the speaking class of second-year English language education students at the State University of Makassar. The second-year students are quite interested in research subjects where they have taken lectures for the previous 1 year so they are considered to have qualified information and insights in the

lecture process.

LITERATURE REVIEW

1. Definition of Project-based Learning

    Goodman and Stivers (2010) define Project-based learning as a teaching approach that is built on learning activities and real tasks that provide challenges for students related to everyday life to be solved in groups. Meanwhile, Mulyasa (2014: 145) said Project-based learning, or PJBL is a learning model that aims to focus students on complex problems needed in conducting investigations and understanding lessons through investigations. Grant (2002) defines Project-based learning as a learner-centered learning approach that allows for in-depth topic research. Students engage in research-based learning that deepens their understanding of important, pertinent, and genuine topics and questions.

2. Characteristics of Project-based Learning

    In the process of implementing project-based learning, of course, it has its characteristics and makes it different from other learning methods. Based on A Review of Research on project-based learning, The Autodesk Foundation by Thomas (2010) researches the characteristics of project-based learning. The results of this research indicate that project-based learning is a learning strategy that possesses a few characteristics. These characteristics are stated below:

    a. Students make decisions about a framework,

    b. There are problems or challenges proposed to students,

    c. Students design processes to determine solutions to problems or challenges that have been proposed,

    d. Students are collaboratively responsible for accessing and managing information to solve problems,

    e. The evaluation process is carried out continuously

    f. Students periodically reflect on the activities that have been carried out,

    g. The final product of learning activities will.be evaluated qualitatively,

    h. The learning situation is very tolerant of errors and changes

3. Project-based learning stages

    According to Rais (2015), the stages of the project-based learning model are as follows:

a. Opening the lesson with a challenging question. A motivating question that can assign students to complete a project activity will serve as the starting point for learning. The subjects chosen ought to start with a thorough examination and be in line with real-world realities.

b. Planning the project. Collaboration between teachers and students is used when planning. The planning process includes deciding on activities that can help answer key questions by fusing several supporting topics, as well as deciding on the equipment and supplies that will be needed to finish the project.

c. Developing a schedule of activities. Students and teachers collaborate to plan activity schedules for finishing tasks. The deadline for the project must be made clear, and students must be given instructions on how to manage their time.

d. Supervising the progress of the project. Teachers are responsible for following up on students' task activities. By assisting students in each procedure, monitoring is accomplished. In other words, teachers supervise student projects as mentors.

e. Assessing the resulting product. Assessment is done to help teachers gauge how well students have understood the material, to assess each student's development, to give teachers feedback on how well the students have understood the material, and to help teachers plan the next learning strategy.

f. Evaluating the experience. At the end of the learning process, educators and students reflect on the activities and project results that have been carried out. The reflection process is carried out both individually and in groups

4. English Foreign Language (EFL) Speaking Classroom

One of the four skills that students must develop is speaking. Students need to acquire the fundamental skill of speaking to learn another knowledge. In speaking, students must be able to speak and express their opinions. In general, the purpose of teaching speaking is to develop students' speaking skills and to be able to say something to others in English properly and correctly.

Based on the curriculum applied by the English language education study program at the State University of Makassar, namely the 2020 curriculum revised 2021, speaking is one of the skills included in the four-semester course. Starting from intensive speaking in the first

semester, interactive speaking in the second semester, extensive speaking in the third semester and pedagogy of speaking in the fourth semester.

In the speaking course for the third semester, extensive speaking courses are arranged to be taught to students based on several learning objectives and achievements. In general, the purpose of extensive speaking learning is so that students can speak English systematically and effectively at CEFR's (Common European Framework of References for Languages) B2 Level. In study programs where extensive speaking classes are required, the learning outcomes are divided into four categories: attitudes, general skills, specialized skills, and knowledge.

For the achievement of learning attitudes, students are expected to be able to work together and have social sensitivity and concern for society and the environment. Then, for the achievement of learning general skills, students are required to be able to demonstrate independent, quality and measurable performance. In learning the aspect of specific skills, students are expected to be proficient in spoken/written English in the context of daily life, academics, and the teaching profession at a minimum.

Level equivalent to upper-Intermediate/independent user (B2) according to CEFR and able to complete activities and lecture assignments based on case methods and project-based learning. And for learning achievement in the aspect of knowledge, students are expected to be able to master the philosophy, concepts, theories, and/or methods of speaking and communicating orally/writing in general English in the context of daily life, academics, and the teaching profession at least equivalent to the upper level -intermediate/independent user (B2) according to CEFR and also mastering the principles and application of high-quality scientific writing.

METHODS

1. Research Design

In conducting this research, the researcher used a qualitative approach. According to Lexy J. Moleong (2002) using the qualitative approach as a research strategy provides descriptive information from people's written or spoken words and perceptible behavior. Exploratory research according to Bungin (2013) is "research on problems that have never been explored, have never been studied by others so that even in the "darkness" exploratory, researcher is still trying to find the problems that are being or will be studied".

In collecting data, the researcher conducted research in the English language education Study Program, at the State University of Makassar. This research was carried out for two months, in November and December 2022. The researcher conducted direct observations and interviewed lecturers who apply the project-based learning method in speaking courses and the students concerned.

2.   Research Participants

Participants in this study were divided into two, namely lecturers and students. The lecturer criteria would be participants in this study were the lecturer who teaches speaking courses for the second-year English language education students and used project-based learning methods in the classroom. Therefore, this study required at least 1 lecturer as a participant.

Then, the students who were participants in this study were English language education students who were studying for the second-year and programmed speaking courses in the current semester. Therefore, at least 5 students were required to participate. Researchers believe that by taking limited data from lecturers and students, this research can produce accurate information based on various questions.

3.   Source of data

This research used qualitative methods. Therefore, the data used also qualitative data. Data sources in this study are divided into primary data and secondary data.

a.   Primary data is the information collected by the researcher directly from primary sources, such as observations, interviews, surveys, and experiments. So, it is the data that is directly acquired through observation and interviews toward the topic of the study. Primary data in this study came from direct observation in the classroom, documentation and interviews with lecturers and students.

b.   Secondary data is the data that is collected from the library in the form of books, laws and regulations, and other related sources. It is research data that has previously been gathered and can be accessed by the researcher. The secondary data that is needed here in this study is the lesson plan prepared by the lecturer before the subject begins

4. Research Instrument

a. Observation Checklist

Observation is used to observe How is the application of project-based learning in the classroom. Then afterward analyze the characteristics and stages of project-based learning and observe the activities and challenges faced by lecturers and students during the implementation of project-based learning. Observations were made on November 29, 2022.

b. Interview

According to Burro, Awan, & Lanjwani (2017), one method of data collection is an interview, in which a series of questions are posed orally to the subject and the subject's responses are recorded based on the results. Researchers use this tool with the lecturer.

c. Documentation

Creating documentation involves gathering information directly from the study site, such as relevant legal documents, activity reports, photos, videos, and research-related data (Sugiyono, 2018). Documentation was carried out when researchers made observations in class and conducted interviews with lecturers and students who were participants

5. Technique of Data Collection

This research has collected data using two techniques namely Observations and interviews. The purposes of this study are to collect data on the application project-based learning in speaking classes of second-year English language education students as follows:

a. Observation

Observation is an act or process of observing something or someone or obtaining information. During the observation, documentation has also been carried out to collect data. In collecting data, the researcher held observations in two different classes, namely classes 04 and 05. The observations were made on 29 November 2022.

b. Interview

An interview is a dialogue between two or more people that takes place between the resource person and the interviewer. Interviews were conducted with one English language education lecturer and several students in the 3rd semester.

Table 1. The Respondents Interview

No.	Name/Initials	Job
1.	NA	Lecturer
2.	GS	Student
3.	ZRI	Student
4.	MAAR	Student
5.	AAA	Student
6.	NAD	Student

6.   Technique of Data Analysis

After collecting the data, the researcher used three steps to analyze the data from observation and interviews according to Miles, Huberman and Saldana (2014). Miles, Huberman, and Saldana state that there should be three step flows of action, there are data reduction, data display and drawing conclusions/verification

RESULTS

1.   Lecturers' preparation

In the learning process, lecturers have the responsibility of designing and preparing RPS that will be implemented for the next 1 semester. Researchers have collected some information from lecturers who are resource persons in this study. Researchers collected information through interviews with extensive speaking lecturers for second-year in the English language education study program.

According to the result of the interviews regarding the process of making an RPS, the researcher found that at the beginning of the semester, there is a program called FGD (Focus Group Discussion). Based on the results of the interviews, the preparation made by Extensive Speaking lecturers preparing for learning by participating in FGDs (Focus Group Discussions) conducted by the English Department. In the forum, several lecturers who teach the speaking subject group discussed the goals, indicators, achievements, and projects that will be carried out in learning speaking.

The content in the RPS created by the lecturer for extensive speaking was created by conducting group projects with project-based learning as a teaching strategy that would be used for the upcoming semester.

Based on the results of the interview, the researcher can conclude that the preparation made by the extensively speaking lecturer in preparing the learning process is good. Lecturers prepare lesson plans by conducting discussions with other speaking lecturers through FGD (focus group discussion). In addition, the developed lesson plans have also been designed to implement collaborative activities using the Project-Based Learning method.

2. The Implementation of Project-based Learning

There are several things that the researcher found during the observation. Researchers found that activities in class tend to be fluid and open. Class begins with the lecturer checking student attendance. Then, in the next activity, the lecturer checks the progress of the project being worked on by each student group, namely a research project that will be presented using the poster method at the end of the semester. Lecturers are also very active and pay attention to every detail of the projects students are working on. Lecturers are also very critical of mistakes and the development of projects undertaken by students. Besides that, lecturers also really appreciate student work with verbal appreciation such as the words "good Job, nice work".

The interaction between students and other students is very open. One group with another group was seen discussing with each other after being checked by the lecturer. Some students also looked very enthusiastic about asking questions about the research projects they were currently working on. However, there are also some students who look cool and less active in class. Then, based on the results of direct observations in class, the researcher analysed several characteristics of project-based learning according to A Review of Research on Project-based learning, The Autodesk Foundation by Thomas (2000) as follows:

Table 2. The Analysis of Project-based Learning Characteristics

No.	Characteristics	Description		Result
		Yes	No	
1.	Students make decisions about a framework	√		In working on research projects, students are given a theme or issue and then students are free to determine the framework of the project to be carried out.
2.	There are problems or challenges proposed to students	√		Issues or problems are presented by lecturers at initial meetings to be used as material for student research projects
3.	Students design processes to determine solutions to problems or challenges that have been proposed	√		Students work with their groups to determine the solutions to offer on their research projects

		Yes	No	
4.	Students collaboratively responsible for accessing and managing information to solve problems	√		Students work collaboratively by interacting with their group mates and even with groups others especially seek information about their projects and remain monitored for activity by lecturers.
5.	The evaluation process is carried out continuously	√		Every week at every meeting, lecturers always evaluate and check the progress of project work. Lecturers also continuously monitor and answer student questions about projects through WhatsApp groups and person chats
6.	Students periodically reflect on the activities that have been carried out	√		Every meeting, students reflect with each group on the progress of the projects they do while still under the supervision of lecturers
7.	The final product of learning activities will be evaluated qualitatively	√		The final student research project is presented directly by students in the form of posters and qualitatively assessed by the lecturer
8.	The learning situation is very tolerant against errors and changes	√		Lecturers highly value mistakes and changes. Lecturers at every meeting always correct and encourage students in working on their projects

Based on the results of the observations described in the table above, the researcher found that project-based learning applied in the extensive speaking class for second-year students in the English language education study program fulfilled the characteristics of good project-based learning.

In addition, the researcher also tried to analyze the stages of implementing Project-Based Learning According to Rais in Lestari (2015). based on the findings of observation, and supported up by information from student interviews. These are the outcomes:

Table 3. The Analysis of Project-Based Learning Stages

No.	Stages	Description		Result
		Yes	No	
1.	Opening the lesson with a challenging question.	√		At the beginning of the meeting, issues or themes were given to each group, which then became the student project assignments they would work on
2.	Planning the project	√		Lecturer, students, and their groups make plans with each group while still being under the guidance and monitoring of the lecturer
3.	Supervising the progress of the project	√		Lecturers supervise every week on student projects by checking and providing suggestions if necessary
4.	Assessing of the resulting product	√		At the final meeting, the lecturer evaluates the student's resulting product, namely the poster presentation project
5.	Evaluating the experience	√		Lecturers always provide evaluations and reflections for each group after the project presentation every week

Based on the above data, the researcher can draw the conclusion that project-based learning has been implemented in a structured and systematic way in the second-year students' extensive speaking class.

From the interviews session that is conducted by the researcher on some of the students, there are several points that the researcher can conclude, namely:1) interactions such as discussions between students and students in class pan out 2) lecturer tolerates mistakes 3) lecturer is very active in supervising student projects 4) lecturer can apply project-based learning with an active and collaborative learning atmosphere. Furthermore, researchers can draw several of conclusions based on the findings of the interviews with students, namely: 1) project-based learning improves students' speaking skills 2) project-based learning motivates students 3) there are still deficiencies in terms of monitoring students' language interactions 4) the resulting project is a research presented using a poster in poster session

As for the difficulties found after interviews with lecturers and students, some of the difficulties faced by lecturers and students when implementing project-based learning are 1) students are not used to working in teamwork to work on projects with research output 2) students have difficulty compiling research instruments 3) students have difficulty finding respondents 4) there are still students who are not actively involved in class and when working on projects.

DISCUSSIONS

The researchers have collected information by the research objectives. Based on what the researcher found through observation and interviews, the use of project-based learning in extensive speaking courses has been going well. RPS in lectures is the outcome of a learning plan that is fully written for every course in the Study Program, together with other learning materials including lesson plans, rubrics, portfolios, and teaching materials. Everything has been addressed by the detailed speaking lecturers, which was created based on the objectives, indicators, achievements, and methods to be employed.

The creation of lesson plans is a crucial component of a curriculum and courses, according to the Guidelines for Developing a Higher Education Curriculum in the Industrial Age 4.0 to Support Free Learning - Independent Campus published by the Directorate General of Higher Education, Ministry of Education and Culture in 2020.

This is consistent with the theory advanced by Rusman (2014), who claims that lesson plan works to ensure that learning is interactive, inspiring, fun, and challenging, motivating students to participate actively and providing enough space for initiative, creativity, and independence according to talents, interests, physical development, and the psychology of students. Consequently, it is clear that lesson plans serve as a manual or tool to help teachers become more skilled and prepared when creating efficient, methodical, engaging, and meaningful learning environments.

The characteristics of Project-based learning are also similar to those proposed by Natty, Firosalia, and Indri (2019) which state that the characteristics of the project-based learning model are: 1) students are faced with problems related to daily life -student day; 2) given a project related to the material; 3) students are asked to solve a problem independently; 4) make a project or activity based on the problem; 5) students are trained to work individually or in groups to produce a product.

Project-based learning stages run in a structured manner for 16 meetings, where the Mid-term test takes the task of a research draft as an assessment and the final test is a poster session. The preparation of the student project plan went very well even though it was still under the supervision of the lecturer. The steps carried out by the lecturer are also implemented very well, namely the periodic assessment of student projects. Besides that, evaluations are also routinely carried out by lecturers every week both offline and online so that project progress runs smoothly. This is also related with Hosnan's (2014) statement that project-based learning generally has three stages: project planning, project implementation, and project assessment.

In addition, several students also stated that the uneven participation of students in project work was also an obstacle during the implementation of Project-based learning. This was also found in research by Hayatunufus, Lalu Thohir, Kurniawan Apgrianto, and Rizky Kurniawan in their research entitled " Tantangan Dan Permasalahan Pembelajaran Bahasa Inggris Dengan Model PjBL Selama Pandemi: Sebuah Studi Di SMPN 2 Mataram" where the Researcher found that there were several obstacles encountered when implementing Project-based learning, especially in English learning, namely the availability of student facilities to take part in PJJ, teacher readiness and PJJ supporting facilities in schools, health considerations during a pandemic, ensuring the smooth running of discussions between students, increasing language skills with collaborative principles, equitable student participation.

In addition, students also gave positive responses to the implementation of project-based learning in speaking learning because it had several positive impacts. this is relevant to what was found by Seftika, Januarius Mujiyanto, Abdurrahman Faridi, and Zulfa Sakhiyya in their research entitled "Project-based learning to Improve Students' Speaking Skills in the 21st Century". They stated that project-based learning can help students develop 21st-century skills, such as critical thinking, problem-solving, creativity, communication, the ability to use electronic media, and the capacity for teamwork, as well as their English-speaking abilities.

1.   Theoretical Contribution

The research results show that the implementation of Project-based learning in speaking learning for the second-year English language education students is going well. The application of project-based learning is in accordance with the characteristics according to Thomas (2000) and the stages according to Rais (2015). This research can be used as a reference for the use of project-based learning for learning, especially in university and in general at any level of education.

2.   Practical Contribution

Referring to the theoretical contributions, it can be concluded that the more educators understand how to conduct their tone of voice when learning, the more effective the learning goes as it should. On the other side students are more enthusiastic and motivated to be interested in the material presented by educators. The more educators understand how to condition their tone of voice when learning, the interest of students to continue learning will increase and the Referring to the theoretical contributions, it can be concluded that the application of project-based learning in the learning process requires preparation and collaboration between all parties involved. Lecturers, students, and educational institutions both have a crucial role in realizing the application of good learning methods in accordance with what is expected of subject objectives. In the findings of this study, there are difficulties encountered so that cooperation and collaboration of all parties involved in the practice of implementing the Project-based learning method is a very fundamental thing that must be implemented to solve it.

CONCLUSIONS

The application of project-based learning in the speaking class of the second-year English language education students has been implemented very well by the lecturer and the students that become the subject of this research. Activities carried out both before the learning until the learning is finished are carried out properly by the ideal implementation of Project-Based Learning. Student activities during the one-semester learning process are carried out as a team in making the project. Furthermore, the application of project-based learning in speaking class for second-year English language education students produces research projects that are presented at the end of the semester using posters.

There are several constraints encountered in applying project-based learning in speaking classes for second-year English language education students, namely, students are not used to working in teamwork to work on projects with research output, students have difficulty compiling research instruments, students have difficulty finding respondents, there are still students who are not actively involved in class and when working on their projects. Then, speaking skills and students' learning motivation increased after the application of the Project-Based Learning method in the Extensive Speaking class. This has been proven by the fact that most of the students who were the subject of this study said that their speaking skills and learning motivation increased because they were supported by the application of Project-Based Learning methods which made them more active and collaborative in learning.

REFERENCES

Anwar, S. N. (2022). The Application Of 4c Competencies in Improving Students' English Scores on The Second Grade of Senior High School

Goodman, B., & Stivers, J. (2010). Project-based learning. Educational psychology

Junaidi, A. (2020). Panduan Penyusunan Kurikulum Pendidikan Tinggi Di Era Industri 4.0 Untuk Mendukung Merdeka Belajar-Kampus Merdeka.

Korompot, A. C. (2022). Laporan Program Peningkatan Keterampilan Teknik Instruksional PEKERTI, Makassar: Universitas Negeri Makassar.

Krajcik, J. S., & Blumenfeld, P. C. (2006). Project-based learning

Natty, R. A., Kristin, F., & Anugraheni, I. (2019). Peningkatan Kreativitas Dan

Nugroho, W. F., & Anugerahwati, M. (2019). Project-based learning: Enhancing EFL students' speaking skill through vlog. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 4(8), 1077-1083.

Nunan, D. (1992). Research Methods in Language Learning, Cambridge: Language Teaching Library Hasil Belajar Siswa Melalui Model Pembelajaran Project Based Learning Di Sekolah Dasar.

Nurhayati, A. S., & Harianti, D. (2015). Model pembelajaran Project-Based Learning (PjBL). Kementerian Pendidikan dan Kebudayaan

Rais, M. (2010). Project based learning: inovasi pembelajaran yang berorientasi soft skills.

Seftika, S., Mujiyanto, J., Faridi, A., & Sakhiyya, Z. (2021). Project-Based Learning untuk Meningkatkan Keterampilan Speaking Mahasiswa Abad 21.

Syam, M. A. (2021) "Project Based Learning sebagai Inovasi Pembelajaran pada Merdeka Belajar".
https://www.kompasiana.com/anisa80873/60e56a94152510655a3a17e2/project-based-learning-sebagai-inovasi-pembelajaran-pada-merdeka-belajar?page=all#section1

Thohir, L., Apgrianto, K., & Kurniawan, R. (2022). Tantangan Dan Permasalahan Pembelajaran Bahasa Inggris Dengan Model PjBL Selama Pandemi: Sebuah Studi Di SMPN 2 Mataram.

Thomas, J. W. (2000). A Review of Research on Project-Based Learning, Supported by The Autodesk Foundation 111 McInnis Parkway San Rafael. ABD. California.

Thuan, P. D. (2018). Project-Based Learning: From theory to EFL classroom practice. In Proceedings of the 6th International Open TESOL Conference (Vol. 327).

Yusuf, A. M. (2014). Kuantitatif, Kualitatif, & Penelitian Gabungan. Jakarta: Kencana.