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Project-based English Learning to Increase Student's Motivation and Learning Achievement

Suryanti Galuh Pravitasari[a], Teguh Susyanto[b], Agus Dimyati Masykur[c]
[a]Informatic Engineering, STMIK Sinar Nusantara Surakarta. bundagaluh@sinus.ac.id
[b]Information System, STMIK Sinar Nusantara Surakarta. teguh@sinus.ac.id
[c]Faculty of Law, University of Nahdhatul Ulama Surakarta. agus_dimyati@unu.ac.id

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ABSTRACT
This quantitative experimental design research was aimed at finding out whether a project-based English teaching and learning activity affects the student's learning outcomes and motivation. A pretest and a post-test were given to know the students' skills before and after they joined the project-based teaching and learning process. The project was in the form of asking the students to cook any food on their preference in which they had to use English before, during, and after the process. The respondents were 11 female students which were chosen by using a simple random sampling technique. The result of the research was that the six respondents stated that they strongly agreed that project-based English teaching and learning increased their learning motivation. In addition, 5 respondents stated that they agreed. Hence, no respondents said that it was not motivational. The research also showed that there was a significant increase of 13 points in the average score between the pretest and post-test results. It means the use of project-based teaching and learning activity was scientifically proven to be effective in increasing the student's learning motivation and outcome.
Keywords: *project-based teaching and learning, learning outcome, motivation*

1. Introduction

Education is a lifelong learning process that is passed down from generation to generation through training, learning, and skills improvement which includes a change in mindset from not knowing to knowing. It is also interpreted as an effort to change one's behavior toward better improvement. This is in line with the definition of education in the Indonesian Dictionary which states that education is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts. In addition, the process of changing this behavior involves educators and students which is not only carried out formally but also informally (Hamalik, 2000). This process is referred to as the learning process which (Helmiati, 2016) must carry out consciously and in a structured way. It can be concluded from several statements above that education is a learning process that involves educators and students which is carried out consciously to lead the students into better behavior and indeed better attitudes.

To reach the goal, of a better personal change, several factors must be considered. One of them is motivation. Motivation is something that attracts someone's interest in doing an activity, including in the teaching and learning process (Sardiman, 2004). Motivation is also one of the important factors that influence learning and learning outcomes. Someone who is motivated tends to devote all his abilities to obtain optimal learning outcomes by the expected goals (Setyowati, 2007). This is also supported by

(Hamalik, 2000) that students who have higher motivation tend to be more successful in the teaching and learning process than those who have low motivation. Therefore, the learning process must use a good model or method in such a way that the learning process can become a magnet for students to come and join the process actively. The learning process is how a class or the process of achieving the learning objectives is programmed or managed in consideration of the learning direction. The learning direction in Indonesia as stated in the newest curriculum, 2013 curriculum, is to give the learners high-order thinking skills so that the output profiles are hoped to meet 4Cs; Critical Thinking and Problem-solving, Communication, Collaboration, Creativity, and Innovation. Those 4Cs are known as the twenty-first-century skills that need to be developed and introduced since the early level of education.

Hence, teachers now need to be able to create a learning process whose characteristics must be directed toward the fulfillment of the 4Cs above. The learning process itself is applied by educators and students by using a certain learning model. Based on (Helmiati, 2016), the learning model is a strategy used by educators to achieve goals in learning that can be realized. The learning models applied should be interesting, integrative, holistic, scientific, contextual, thematic, effective, collaborative, and student-centered. The learning models that meet such characteristics and are seen as having the potential to integrate technology and be applied flexibly at various age levels, levels of education, and fields of study, teachers can adapt to school conditions include discovery learning, project-based learning, self-directed learning (SDL), contextual learning (doing), role-playing and simulation, cooperative learning, collaborative learning, and small group discussions. (Riska Wulandari, 2021).

One of the current learning models that is widely applied is Project Learning usually shortened into PBL. Many previous studies proved that PBL is considered to be an effective learning model applied in today's class. In PBL, students are becoming the main actors in the teaching and learning process. Students are conditioned to make work related to learning material by the problem at hand. It focuses on building the creativity of students and educators. Moreover, PBL is also believed to be a learning model that can stimulate increased critical thinking in students. Because of the implementation of PBL, the creativity that is raised will encourage students to be able to think critically and solve each problem logically. From here, it is believed that students will more easily adapt to the complexity of real-life problems that they will encounter in the future. PBL is proven to be useful for training students in problem-solving, obtaining knowledge or key concepts from the material, training critical thinking skills, increasing scientific literacy, constructing their knowledge, growing motivation and self-confidence in learning, improving communication and working together in groups, and facilitating student involvement. (Nurhayati et al., 2023)

PBL is said to be a learning method that pushes the students to engage more in the teaching and learning process which will lead them to get to know the concept and the principles of what they are learning, be able to analyze any problem they might find, and give solutions for it. (Niken Gusti Amanda; Lulu Tunjung Biru;Dwi Indah Suryani, 2023) Learners drive their learning through inquiry and work collaboratively to research and create projects that reflect their knowledge. Project-based learning is a learning model that involves students in problem-solving activities and gives students opportunities to work autonomously to construct their learning and the culmination is to produce products. The products produced can be in the form of designs, schemes, writings, arts, technological works, or other products of value. Project-based learning is different from other learning models because it has the principles of centrality, driving questions (focusing on questions or problems), constructive investigation, autonomy (autonomous design), and realism. The principles of project-based learning can then become the basis for determining learning steps. In addition, (Widiasworo, 2017) said that the steps of the project-based learning model consist of determining fundamental questions, designing project plans, compiling schedules, monitoring students, testing results, and evaluating experiences.

Furthermore, there is also an opinion Bransfor and Stein (Warsono, 2017) which defines that

"Project-based learning is a comprehensive learning approach that involves students in investigative and cooperative and sustainable activities". (Wena, 2010) states that Project Based Learning (PBL) is a learning model that provides opportunities for teachers to manage classroom learning by involving project work. (Damayanti et al., 2020) added that Project-based learning has enormous potential to create learning experiences more interesting and beneficial for students. From the above opinion it can be concluded that Project Based Learning (PBL) learning involves students in investigative activities, and provides opportunities for teachers to manage classroom learning by involving project work, Project Based Learning (PBL) project-based learning has enormous potential to make the learning experience more interesting and useful for students in which they engage more toward the class. (Almulla, 2020). They became more actively involved in the work, actively communicated, and collaborated with their peers to achieve the learning goal. (Kokotsaki et al., 2016).

Indeed, the purpose of the Project Based Learning (PBL) Model is also explained in the book Teacher Training Materials for Implementation of the 2013 Curriculum, stating that each learning model must have a purpose in its application. The objectives of Project-based Learning (PBL), include: 1) Improving students' ability to solve project problems. 2) Acquiring new abilities and skills in learning. 3) Making students more active in solving complex project problems with real product results. 4) Developing and improving students' skills in managing materials or tools to complete assignments or projects. 5) Increasing student collaboration, especially in group PjBL. Based on the explanation above, it can be concluded that the purpose of the Project Based Learning (PBL) learning model is to improve students' ability to solve project problems, gain more ability from the applied model, make students more active in the learning process, develop and improve student skills, and also improve collaboration and interaction between one student and another because project learning is group or team.

Furthermore, Project Based Learning or PBL can be applied in teaching and learning activities in all subjects. One of the subjects that support the rapid advancement of technology is English. English is universal in nature and is used in various needs of scientific development. English is also believed to be a factor that is quite dominant in various scientific disciplines and advances human thought. Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning "Content Standards for Elementary and Secondary Education Units in each Subject" explains the need to provide English subjects to all students from an early age at the most basic education level so that students can think logically, analytical, systematic, critical, and creative. In addition, so that students can have the ability to cooperate. These competencies are very necessary so that students can adapt to various changing times because they already can obtain, manage, and make good use of information.

Considering the above needs, the Islamic Entrepreneur School of Al Atsar Solo (hereinafter written AL Atsar Solo) makes English one of its four main programs, namely Language and Logic skills. Apart from English, this Language and Logic competency also includes survival skills or life skills. This is a manifestation of efforts to realize the school's vision and mission, namely to produce young entrepreneurs with noble characters. Therefore, English is given every semester starting from class X to class XII. Unfortunately, the results of learning English for the first batch (grade XI) of Al Atsar Solo are still far from expectations. Based on interviews conducted by the researchers, the English teachers said that the student’s engagement in the process of English teaching and learning is still low. Hence, the average achievement is still low either. Lack of vocabulary and monotonous teaching techniques also contribute to the student’s achievement which is still under the school’s target. The students have given the same opinions too. They said that the English lessons they received in class X were less interesting and tended to be monotonous. Therefore, they feel less motivated to learn English activities. Moreover, the students said that they tend to enjoy fun but challenging teaching techniques that can make them more engaged in the process.

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Based on the findings above and that the Al Atsar Solo curriculum concept provides a larger portion of hands-on practice than theory or classical class, the researchers concluded that Al Atsar Solo needs a more attractive English learning model that can engage the students more toward the teaching and learning process. Project Based Learning (PBL) method is considered suitable to apply in this school since its curriculum focus is mostly on giving more practical work for the students to meet the school's vision and mission.

2. Methodology

The research method used was descriptive quantitative. Students of Al Atsar Solo were divided into two major groups, namely male and female. The sampling technique was carried out randomly by choosing one of the two rolled papers with 'male' or 'female' written on each of them. The randomly taken rolled paper was the one with 'female' writing, therefore the respondents of this research were the female students of the eleventh grade of Al Atsar Solo. The number of respondents was eleven students.

Meanwhile, the research design used was a pre-experimental design which was popularized by Soegeng (2016) (Rahayu & Nugraha, 2018) as illustrated in the following figure:

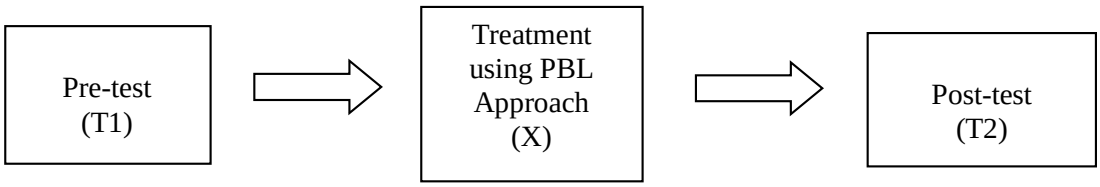

Figure 1: Research Design Framework

The following is an overview of the PBL model implementation process:

1. Giving a pre-test (T1) to all respondents at the beginning of the English learning period. This aims at finding out the initial provision of English language skills for students. The pre-tests were presented in an oral form in which respondents were asked to explain the flow of PPDB Al Atsar Solo, told about their best moments with their respective fathers, and shared their opinion about the student recruitment process (PPDB) of Al Atsar Solo.
2. Giving treatment (X) to all respondents learning English using PBL. At the beginning of this treatment period, the teacher explained the material that the respondents had to master. The material used was about stating processes, telling experiences that had occurred, and expressing opinions. After that, the respondents were divided into 3 groups. Each group was asked to discuss the product they would make, and then start making the product where all respondents had to use English during the activity.
3. a post-test (T2) was done to find out the average ability of all respondents to explain the process of making their respective group's products, share experiences when making their products, and express opinions about the learning process using PBL.
4. Comparing the average values of T1 and T2 to find out whether there is a significant difference between T1 and T2.
5. Concluding whether PBL-based learning is proven to be able to improve the English language skills of Al Atsar Solo students.

Data was collected using three techniques, namely tests, documentation, and questionnaires. The

p-ISSN: 2621-9077
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test was carried out twice, namely before and after treatment to find out the average ability of respondents in English, especially the ability to explain processes, tell about activities that have been carried out, and express opinions. Documentation was used to obtain data about the population, sample, pre-test, and post-test results. Meanwhile, a questionnaire was given to respondents to find out whether PBL could increase their motivation in learning English hence increasing their achievement. The questionnaire was composed by using a Likert Scale (Ir. Syofian Siregar, 2017) as explained below:

Very Disagree	Disagree	Neutral	Agree	Very Agree
1	2	3	4	5

Figure 2. Likert Scale

Here are the research instruments used in the questionnaire:

1. The projects given during the English classes make me more motivated to learn English
2. I am thrilled anytime I get involved in the English class projects
3. I get more challenged in learning English while engaging in the class projects
4. I get more involved and feel more enthusiastic about conducting the English class Projects
5. The project learning model makes me understand more about the English materials

To make the data collection much easier, the instruments were delivered to the respondents by using the Google form application. The respondents just needed to use their cellular phone to answer the questionnaire items in the Google form link sent to their WhatsApp group. Once all of the respondents had completed the form, the data then could be collected and interpreted directly

Meanwhile, the assessment of the speaking ability in the pre-or post-test used a speaking scoring rubric. Rubic is a set of logical criteria to assess the student's work completed with a general description showing their level of competence (Titik Ismailia, 2021). The speaking assessment rubric used in this research was adopted from ETS' Speaking Band Descriptors proposed as the following:

Table 1. ETS' Speaking Band Descriptors

60	• Communication is almost always effective: task performed very competently. • The speaker volunteers information freely, with little or no effort, and may go beyond the task by using additional appropriate functions. • Native-like repair strategies • Sophisticated expressions • Solid content • Almost no listener effort required
50	• Communication is generally effective: task performed competently. • Speaker volunteers information, sometimes with effort; usually does not run out of time. • Linguistic weaknesses may necessitate some repair strategies that may be slightly distracting • Expressions are sometimes awkward • Generally strong content • Little listener effort required
40	• Communication somewhat effective: task performed somewhat competently. • Speaker responds with effort; sometimes provides a limited speech sample and

p-ISSN: 2621-9077
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	sometimes runs out of time. • Sometimes excessive, distracting, and ineffective repair strategies are used to compensate for linguistic weaknesses (e.g. vocabulary and grammar) • Adequate content • Some listener effort required
30	• Communication generally not effective: task generally performed poorly. • Speaker responds with much effort; provides a limited speech sample and often runs out of time. • Repair strategies excessive, very distracting, and ineffective • Much listener effort required • Difficult to tell if a task is fully performed because of linguistic weaknesses, but function can be identified
20	• No effective communication: no evidence of ability to perform a task. • Extreme speaker effort is evident; a speaker may repeat a prompt, give up on a task, or be silent. • Attempts to perform task end in failure • Only isolated words or phrases are intelligible, even with much listener effort • Function cannot be identified

However, to make the scoring much easier to carry out, the band score by ETS above was then converted into a scale of 10 – 100 by adding 40 points for each level as seen in the following Table 2

Table 2. Converted Speaking Band Descriptors

100	• Communication is almost always effective: task performed very competently. • The speaker volunteers information freely, with little or no effort, and may go beyond the task by using additional appropriate functions. • Native-like repair strategies • Sophisticated expressions • Solid content • Almost no listener effort required
90	• Communication is generally effective: task performed competently. • Speaker volunteers information, sometimes with effort; usually does not run out of time. • Linguistic weaknesses may necessitate some repair strategies that may be slightly distracting • Expressions are sometimes awkward • Generally strong content • Little listener effort required
80	• Communication somewhat effective: task performed somewhat competently. • Speaker responds with effort; sometimes provides a limited speech sample and sometimes runs out of time. • Sometimes excessive, distracting, and ineffective repair strategies are used to compensate for linguistic weaknesses (e.g. vocabulary and grammar) • Adequate content

p-ISSN: 2621-9077
e-ISSN: 2621-9085

	• Some listener effort required
70	• Communication generally not effective: task generally performed poorly. • Speaker responds with much effort; provides a limited speech sample and often runs out of time. • Repair strategies excessive, very distracting, and ineffective • Much listener effort required • Difficult to tell if a task is fully performed because of linguistic weaknesses, but function can be identified
60	• No effective communication: no evidence of ability to perform a task. • Extreme speaker effort is evident; a speaker may repeat a prompt, give up on a task, or be silent. • Attempts to perform task end in failure • Only isolated words or phrases are intelligible, even with much listener effort • Function cannot be identified

3. Result and Discussion

3.1. Rresult

This research was conducted in the odd semester of the 2022/2023 academic year at the Islamic Entrepreneur School of Al Atsar Solo. As explained above, the respondents were Al Atsar students of classes X and XI who were randomly selected from two rolls of papers with a male or female written on them. At the beginning of this research period, the respondents' initial abilities were explored by giving oral tests about the procedures for PPDB Al Atsar Solo, the most enjoyable experiences with their mother, and their opinions about the school's PPDB process.

In the Pre-test, the respondents were asked to make a short speech about one of the following topics:

1. The Procedure of Student Enrollment (PPDB) in Al Atsar
2. My Best Moment with My Mother
3. My opinion about The Student Enrollment Process (PPDB) in Al Atsar Solo

On the first day of the research execution, the researcher explained to the respondents what the research was about, and told them what they would do and experience during the research period to have the same perception between the respondents and the researchers. After that, a pretest was given. Firstly, the researchers explained to the respondents about the test and its goal. After that, one respondent was asked to go to the front to take one of the rolled paper numbers 1, 2, or 3 written on it. The number represented the topic number. Next, the respondent had 10 minutes to prepare. After that, he was asked to present his or her speech in front of the other respondents. Meanwhile, another respondent was called to do the same thing as the first did. The process went on until all respondents delivered their speeches.

During this speech delivery, the researcher observed the presenters one by one and scored their performance on a scale of 10 – 100 according to the Converted Band Descriptors as explained above. The result of the pre-test was as follows:

Table 3. Data Distribution of Pretest

Group	Interval	Mean	Frequency	%
1	29 – 39	35	0	0%
2	40 – 50	45	0	0%

p-ISSN: 2621-9077
e-ISSN: 2621-9085

3	51 – 61	60	2	18%
4	62 – 72	66	5	45%
5	73 – 83	77	4	37%
6	84 – 94	-	0	0%
		Total Number	11	100%

Table 3 shows the distribution of data taken from the respondents' pretest scores. There were 11 respondents in this research. As can be seen from Table 3, there are 2 respondents with an average score of 60 or 11% of the respondents' total number. Meanwhile, 5 respondents got an average score of 66 or 45% of the total respondents. Finally, there were 4 respondents, or 37% who got an average score of 77. It can also be seen that the average score obtained by respondents at this stage is in groups 3, 4, and 5. Group 4 occupied the first position, namely with several respondents as many as 5 followed by Group 5 with as many as 4 respondents, and the 3rd group with as many as 2 respondents. The pre-test data distribution is seen in the following chart:

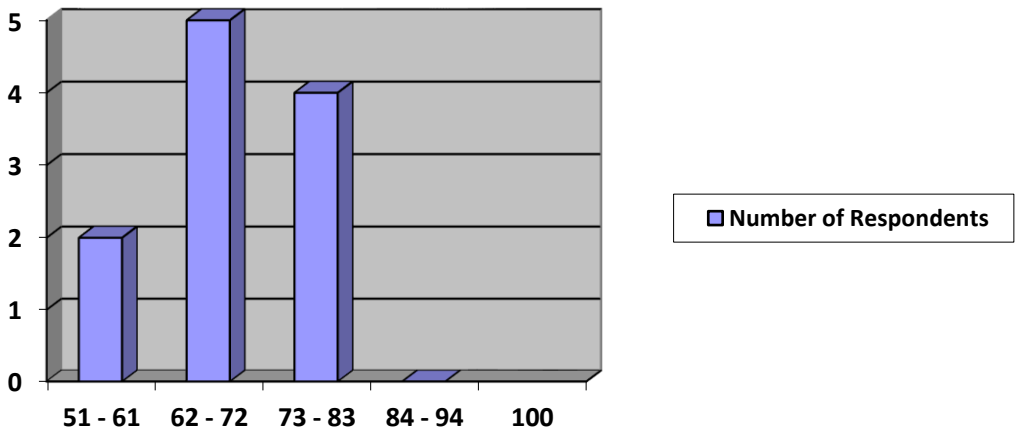

Chart 1: Pre-test Data Distribution

After conducting the pre-test and getting the respondents' initial scores, the researchers started the implementation of Project Based Learning in the respondents' English teaching and learning activities. Firstly of course the researchers conducted a kind of meeting to have the same perception about what the English classes would be like. The researchers also explained to them the notion of PBL and how it would be applied in the classes.

After the PBL implementation period was over, a post-test was delivered to find out whether the respondents achieved better English skills or not and whether PBL significantly influenced the respondents' motivation, and as a result, their learning outcomes increased. The topics given in the post-test were similar in the language skill matter to those in the pre-test. They were:

1. The process of making a product
2. The interesting experiences of making a product
3. The opinion of PBL in the English teaching-learning process

The procedure of the post-test was also the same as those done in the pre-test. One by one respondent was called to go to the front of the class and deliver a speech based on the topic he or she had randomly chosen. The result was as follows:

p-ISSN: 2621-9077
e-ISSN: 2621-9085

Table 4. Data Distribution of Post-test

Group	Interval	Mean	Frequency	%
1	29 – 39	35	0	0%
2	40 – 50	45	0	0%
3	51 – 61	60	0	0%
4	62 – 72	66	2	18%
5	73 – 83	79	7	64%
6	84 – 94	88	2	18%
		Total Number	11	100%

Table 4 shows the distribution of the resulting data after the implementation of the post-test. The highest number of respondents with an average value of 79 is in the 5th value group, namely with a value interval of 73-83. The number of respondents in this interval is 7 or 64% of the total respondents. Meanwhile, the 4th and 6th score groups both had 2 respondents or as much as 18% with an average score of 66 for the 4th group and 83 for the 6th group. The following chart shows the post-test data distribution clearly.

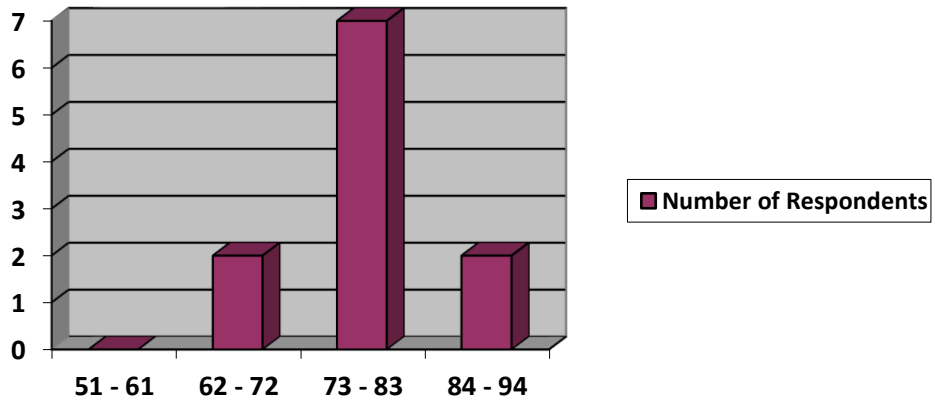

Chart 2: Post-test Data Distribution

The following chart shows a clear comparison between the data distribution of the pre-test and post-test:

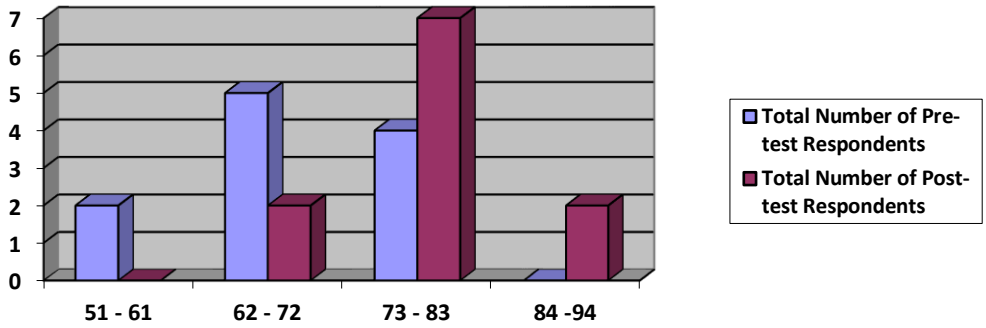

Chart 3: Pre-test and Post-test Data Distribution

It is seen from Chart 3 that there is a significant increase in the respondents' learning outcomes

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after they experienced a period of PBL teaching and learning activities. Meanwhile, the Data Recapitulation obtained in the Pre-Test and Post-Test is recorded in the following Table 5.

Table 5. Data Recapitulation in Pretest and Post Test

	Pre-test	Post-test
Highest score	78	87
Lowest score	55	65
Average	68	78

Table 5 shows a comparison of the values obtained by respondents in the pretest and post-test. The difference of these values is quite significant. In the acquisition of the highest score, it is clear that there is a difference of up to 9 points, in the lowest score there are 10 points as well as in the average value. In addition, if you look at the comparison of the value groups in Table 3 and Table 4, it is clear that there is also an increase in the value group. In the pretest, there were no respondents who occupied the 6th score group with a value interval of 83 - 93 but in the post-test, there were 2 respondents who managed to get scores in the 6th group. So it can be concluded that learning with the PBL model also has a significant effect on increasing student learning outcomes as well as increasing learning motivation.

The Effect of PBL on Motivation to Learn English

After the treatment of learning English using the PBL model, the respondents were asked to fill out a set of questionnaires that had been prepared by the researcher containing statement items about the PBL model they had experienced during their English learning activities and its effect on their motivation to learn English. The result can be seen in the following table:

Table 6. The Effect of PBL on Motivation to Learn English

No	**Likert Scale**	**Total Number of Respondent's Answer**	**%**
1	Very Agree	6	55%
2	Agree	5	45%
3	Neutral	0	0%
4	Disagree	0	0%
5	Very Disagree	0	0%
Total Number		**11**	**100%**

Table 6 above explains that of the total number of respondents who strongly agreed that PBL-based learning can increase learning motivation, there were 6 students. The other 5 students unanimously stated that they agreed that their motivation to learn English had increased because the learning used the PBL model. From Table 6 above it can be seen that none of the respondents stated Neutral, Disagree, or Strongly Disagree.

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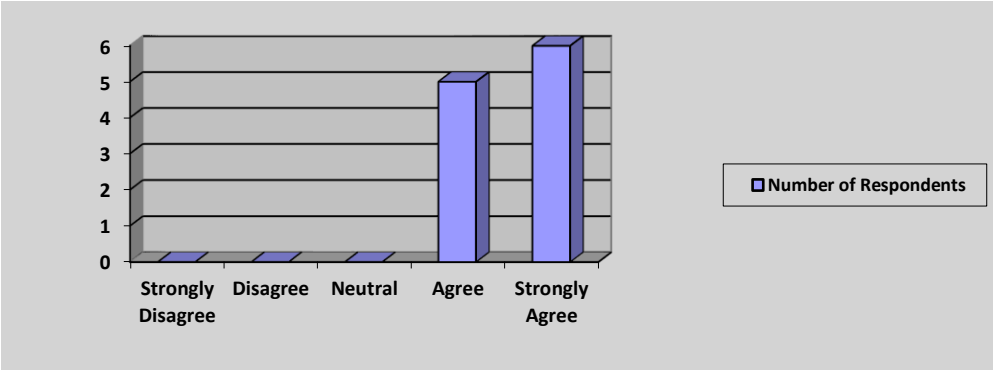

Chart 4: The Effect of PBL on Motivation to Learn English

In addition, Chart 4 above gives a more obvious illustration of whether the PBL model used in the English teaching and learning process had increased the respondents' motivation to participate in the class, enhanced their involvement during the process, made more efforts to be able to use their English skills, hence it increased their learning outcomes.

3.2 Discussion

Based on the result of the study above, it can be concluded that the Project Based Learning model is significantly proven to be able to increase students' motivation in learning. Therefore, the possibility of success in achieving good learning outcomes has a large opportunity. This agrees with what (Nurhayati et al., 2023) found in their study that PBL help students develop their critical thinking skills, problem solving abilities, communication skills, ability to connect theory with concepts, increasing motivation which influences the willingness to learn further and student involvement in the learning process which ultimately can improve literacy. Hence it helps them obtain better learning outcomes. PBL makes students' motivation increase, hence increasing their enthusiasm to participate in the learning activities. As a result, their learning outcomes also increase. (Preeti et al., 2013). This is in line with the findings of the research conducted by (Yusika & Turdjai, 2021) which concluded that learning using the PBL model proved to have a positive effect on improving student learning outcomes. Their research also aimed at improving student learning creativity, especially in art but it can be applied in many aspects. Creativity is an important thing for students because creativity is an individual mental process that gives birth to effective new ideas, processes, methods, or products that are imaginative, flexible, successive, and discontinuous, which are useful in various fields for solving a problem. So creativity is part of one's business. Creativity can become art when someone does activities. From that simple thought, the author carries out all activities that aim to stimulate or explore student creativity. The same thing research was also conveyed by (Made et al., 2014) that learning with PBL is proven to be able to improve students' English language skills as well as further develop their critical reasoning abilities.

Moreover, there is research (Wulandari, 2020) that also proves that PBL in Thematic learning can scientifically improve student learning outcomes, help make students active in responsibility and collaboration, and provide fun learning experiences. Thus, students become more motivated to take lessons so that it is easier for them to absorb the material and apply it in real life. The research also explained that project-based Based Learning (PBL) can be a model, strategy, or method of student-centered learning. Students are invited to develop their abilities exist within them by creating learning projects (activities), so expected to develop creativity and critical thinking skills they will wake up with the use of this model where to complete a project is necessary effort and hard work and work diligently

cooperatively with the group. The use of learning models in learning activities is an effort that can be made to achieve the goal of a lesson. The use of variations in learning models that teachers use in learning is expected to increase the motivation of students towards thematic learning. Where good learning is between educators and capable learners interact collaboratively well, so what is called with learning activities in class not again just a teacher convey material students listen to and record it, they can too take an active part in the activity discussion, express opinions, explore their knowledge have and try to share it on learning environment in the classroom so learning activities become more Interesting and can increase motivation within students.

Likewise, what was found by (Rafik et al., 2022) stated that this research has the purpose of knowing the impact of Project Based Learning (PBL) on the creativity of students to face the 21st century. Creativity doesn't just create students can solve a complex world problem, but also can have an impact on their way of thinking. Students can think more critically and adapt again with the accompanying concepts of existing science. Therefore, it can be concluded that the learning model very project based learning (PBL). The influence on learning purposes in the 21st century. This learning model can improve existing aspects of life, such as science and technology. Besides that, the project based learning learning model (PBL) can also affect the results student learning because students can explore concepts or knowledge that is already available so their understanding also got better.

Moreover, the other research which analyzed the PBL came from (Ferawati Wahida1 & , Nurdin Rahman, and Siang Tandi Gonggo, 2025) that described that Project based learning have a significant effect on students' creative thinking skills. This is due to the syntax of learning on project-based learning model can help students to develop thinking skills creative. In the initial phase (engage phase), the teacher gives opening questions related to the concepts to be learned and students trying to answer the teacher's question provide a hypothesis, and give argument for the answer. In this phase students able to understand the problem, deliver information in their own language, students think of products that can be made with using used materials in terms of these students have associated with objects in everyday life. So that, at this stage, you have trained skills students' creative thinking especially aspects of thinking fluent and flexible thinking.

Some researches above gave result that Project Based Learning model can be applied to study English in teaching learning process in order to not only to improve the student’s creativity but also to raise up the student’s achievement in the class. So that the teaching learning process become fun and not monotonous.

4. Conclusions

From the analysis of the data and presentation above, it can be concluded that learning English using the Project Based Learning model has been scientifically proven to increase students' motivation and learning outcomes. This PBL model is also proven to be able to grow their creativity and critical reasoning abilities. Therefore, the need to develop and apply PBL in all subjects is greater so that the learning process runs more pleasantly, fosters more enthusiasm, motivation and curiosity of students so that indicators of the success of the educational process can be realized better.

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