

INVESTIGATING THE USE OF PROJECT-BASED LEARNING AND STUDENTS' SATISFACTION IN THE TEACHING OF DESCRIPTIVE TEXTS: A CASE STUDY AT MTS AL-IHSAN KRIAN

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Abstract

Researchers widely agree that project-based learning, an effective and strongly advised instructional strategy, can foster intense engagement and enhance students' learning experiences. In order to teach descriptive text at MTS Al-Ihsan Krian during the academic year 2021-2022, this study investigated the implementation of project-based learning (PjBL) and how students responded to its use. Students from MTS Al-Ihsan Krian's 7th grade were the study's subjects. The research employed a descriptive-qualitative approach to collect data from observational findings and responses from students collected via a questionnaire. The main source of data for this study was the teaching and learning process. The primary instrument was the researcher, who was assisted by secondary instruments like questionnaires and field notes from observations. PjBL's implementation has been found to have been successful based on observations, and the findings have shown both advantages and disadvantages. According to the survey results, students at MTS Al-Ihsan Krian responded favourably to the implementation of project-based learning, highlighting the positive impact it has on learning descriptive text. On the basis of the research findings, it is recommended that educators at MTS Al-Ihsan Krian keep encouraging and incorporate project-based learning into their descriptive text teaching methodologies. This strategy has demonstrated its potential for increasing student engagement, fostering collaborative skills, and cultivating a deeper comprehension and application of knowledge

Keywords: project-based learning, implementation, descriptive text

Abstrak

Para peneliti terdahulu setuju bahwa pembelajaran berbasis proyek, sebuah strategi instruksional yang efektif dan sangat disarankan, dapat menumbuhkan keterlibatan yang intens dan meningkatkan pengalaman belajar siswa. Dalam rangka pembelajaran teks deskriptif di MTS Al-Ihsan Krian selama tahun akademik 2021-2022, penelitian ini menyelidiki implementasi pembelajaran berbasis proyek (PjBL) dan bagaimana respon siswa terhadap penggunaannya. Siswa kelas 7 MTS Al-Ihsan Krian menjadi subjek penelitian. Penelitian ini menggunakan pendekatan deskriptif-kualitatif untuk mengumpulkan data dari temuan observasi dan tanggapan dari siswa yang dikumpulkan melalui kuesioner. Sumber data utama untuk penelitian ini adalah proses belajar mengajar. Instrumen primer adalah peneliti yang dibantu dengan instrumen sekunder berupa angket dan catatan lapangan hasil observasi. Implementasi PjBL telah ditemukan berhasil berdasarkan pengamatan, dan temuan telah menunjukkan kelebihan dan kekurangan. Menurut hasil penelitian, siswa di MTS Al-Ihsan Krian menanggapi dengan baik penerapan pembelajaran berbasis proyek, menyoroti dampak positifnya terhadap pembelajaran teks deskriptif. Berdasarkan temuan penelitian, disarankan agar pendidik di MTS Al-Ihsan Krian terus mendorong dan memasukkan pembelajaran berbasis proyek ke dalam metodologi pengajaran teks deskriptif mereka. Strategi ini telah menunjukkan potensinya untuk meningkatkan keterlibatan siswa, memupuk keterampilan kolaboratif, dan menumbuhkan pemahaman dan penerapan pengetahuan yang lebih dalam.

Kata Kunci: pembelajaran berbasis proyek, penerapan, teks deskriptif

INTRODUCTION

One of the responsibilities of the teachers is to keep advancing the teaching/learning model. Implementing and evaluating learning strategies is one way to determine the optimum teaching strategy during the learning innovation process. English is taught in secondary schools using a variety of strategies that have been successful in the past. Project-based learning is one of these instructional

strategies. PjBL is intended to make learning more similar to acquisition so that learning is more enjoyable and natural and the students are driven to learn English (Sutomo et al., 2021). This method is a kind of learning technique or method that centers projects around difficult assignments built around real world topics or issues. The focus on learning is placed on the activities that students engage in to develop products by putting their abilities in investigation, analysis, creation, and presentation to the point where learning goods based on actual experience are presented (Wiaris, 2021). The item in question is the end result of a project that included designs, plans, texts, artwork, technological and handicraft creations, and others. Many researches claimed that this approach is useful for teaching all English-language skills (listening, speaking, reading and writing) (Fahmi et.al 2023).

Based on this claim, the researcher is motivated to investigate how project-based learning might aid students in their understanding of descriptive text. This study deviates from the researcher's presumption that this approach is particularly helpful in helping pupils in the seventh grade learn to write. It means that This study was aimed at describing how project-based learning is implemented and how the students respond to the implementation of project-based learning in teaching descriptive text at MTS Al-Ihsan Krian in the academic year 2021/2022. This study was done for a number of reasons, some of which are explained below.

Firstly, the fact that students in seventh grade A continue to struggle with writing skills demonstrates the need for effective instructional strategies. In addition, research suggests that traditional lecture-based methods may result in a reduction in student engagement with the learning process. Therefore, it is crucial to investigate alternative instructional strategies that can improve student learning outcomes. Project-based learning (PjBL) emerges as a promising approach that has the potential to enhance students' writing descriptive texts. By actively involving students in hands-on projects and providing real-world contexts, PjBL fosters engagement, critical thinking, problem-solving, and collaborative skills, which are necessary for the development of effective writing skills (Fatimah, 2022). Grade 7A students struggle with writing and lose interest in learning when exposed to traditional lecture-based methods. These findings underline the need of excellent instruction to improve student outcomes. Project-based learning (PjBL) may solve these issues. PjBL encourages critical thinking, problem-solving, cooperation, and involvement through hands-on projects and real-world contexts. Project-based learning in grade 7A may improve writing and student involvement, but further research is needed. This study examines PjBL's effects on student involvement and descriptive writing skill to fill this research gap.

Secondly, students are motivated and encouraged to take a more active role in the project's problem-solving process through project-based learning (Darto & Arbi, 2022). Through a learning method that uses projects as learning aids, new abilities and understandings are acquired. Additionally, this education strengthens students' teamwork abilities, particularly in Project Based Learning (PjBL), which entails a group of students collaborating on a project. In other words, project-based learning is a good teaching strategy because it develops students' problem-solving skills by having them apply classroom lessons to real-world situations or problems.

Thirdly, The project-based approach results in materials that are very beneficial to students, especially when it comes to gaining knowledge and insight (Fauziah et al., 2020). Since these products are the result of real-world problems being solved, they can be helpful for students and educational institutions. Therefore, learning is not solely centered on the teacher. Due to the high use value of the output, students will learn subjects in a very effective and creative manner.

Fourthly, project-based learning is able to increase students' ability to collaborate; this has a very good impact on students because new cognitive and constructivist theories state that students will learn more deeply in a collaborative environment because learning can be said to be a social phenomenon (Irnawati, 2018). Because project-based learning can increase student collaboration, this method can be a good factor that can shape student character in the school environment and in real life. In addition, by applying this method, students are expected to have skills that can be useful in the communication process.

The researcher comes to the conclusion that doing the investigation with the title " The Use of Project Based Learning in Teaching Descriptive Text at MTS Al-Ihsan Krian" is crucial based on these factors and the ideas discussed above. The research questions of this study are:

1. How is project-based learning implemented in the teaching of descriptive text at MTS Al-Ihsan Krian?
2. What is the description of students' responses to the satisfaction of using project-based learning in teaching descriptive texts at MTS Al-Ihsan Krian?

LITERATURE REVIEW

Project Based Learning

Inquiry-based learning uses a variety of different learning strategies. Project-based learning, also known as PjBL, is one of the inquiry techniques. Project-Based Learning (PjBL) is a teaching approach that is thought to differ from traditional approaches in some ways. PjBL is a teaching approach that is built on learning that is focused on the student, so its goal is to improve student involvement in the teaching and learning process (Natalia, 2016). Every model, strategy, and learning technique has a unique set of phases. The processes for project-based learning, according to mulyasa in (Darto & Arbi, 2022) are 1) Creating Essential Questions, 2) Designing Projects, 3) Creating Schedules, 4) Monitoring the Students and Project Progress, 5) Assessing Products, and 6) Evaluating Experiences.

Descriptive Text

Text that describes a person, place, animal or thing in detail is referred to as descriptive text (Shanti et al., 2016). This text is intended to highlight and describe a particular person, place, or object. Without influencing the reader with the author's personal opinion, the description accurately describes the subject. Prior to communicating what the senses have observed, brain activity takes place. They begin by locating specific images or physical objects present. Identification and description constitute the rhetorical framework or basic structure of a descriptive text (Harmenita & Tiarina, 2013). Identification supplies information or identifies the subject of the description. It provides information about the topic's particulars, including its defining characteristics, attributes, and characteristics. A description is an explication or characterization of any subject.

METHOD

To characterize the application of project-based learning in the subject matter of writing descriptive text and the students' responses to it, the researcher used a descriptive qualitative approach to conduct this study. Rather than focusing on the structure of statistics, descriptive qualitative research methodologies center on the data in the form of texts (Ary et al., 2010). The MTS Al-Ihsan Krian in Krian Sidoarjo was the focus of the investigation. The seventh grade 7A class at SMP MTS Al-Ihsan Krian served as the subjects of the investigation. There are 32 enrolled students.

The researcher, an observation field note, and a questionnaire were used to collect data for this study. This study's data consisted of the information recorded in the observation field note and the students' responses to the project-based learning (PjBL) implementation as revealed by the questionnaire items. In the meantime, the data for this research came from the teaching of descriptive text. Using observation and questionnaires, data were collected and analyzed between February 21 and February 25, 2022.

After data collection, the researcher conducted an analysis of the collected information. Using a descriptive qualitative approach, the researcher examined and interpreted the textual data. This required a thorough examination of the observation field notes and the extraction of pertinent themes, patterns, and insights from the students' questionnaire responses. As the study used a descriptive qualitative approach, the analysis techniques centered primarily on organizing and categorizing the data according to emergent themes and patterns. Using techniques such as content analysis, thematic analysis, and coding, the researcher identified key findings and drew conclusions from the collected textual data.

FINDINGS AND DISCUSSIONS

Implementation of Project Based Learning

The researcher discusses the implementation of project-based learning in this part. Several meetings are held when the PjBL is being implemented, and observation activities are conducted at those sessions. The researcher uses an instrument known as an observation field note when conducting brief observations. Every student action or activity, as long as this methodology is used, is recorded by the researcher, resulting in the researcher's results, which are then analyzed, reported on, and drawn conclusions from. This was done to address concerns regarding the applicability of this project-based learning methodology. The following description includes the findings about the application of project-based learning. The opening and ending sessions of the learning process were not covered by the researcher. That is, researchers solely concentrate on primary tasks that emphasize the stages of project-based learning.

Creating Essential Questions

At the first meeting on February 21, 2022, the researchers made their first observations. At the first

meeting of the implementation of project-based learning, teachers implemented the first step of project-based learning, namely, creating essential questions. Choosing the central and essential questions is the first step in implementing project-based learning. Teacher begins by asking fundamental questions (Creating Essential Questions). These are the kinds of questions that can provide tasks to pupils to do. Assignments based on the actual world and relevant to students will be derived from these queries.

Initially, the students were still not motivated by the implementation of the PjBL method, but after the teacher explained the essential questions, they became quite enthusiastic about learning. Based on the results of the observations, the students became enthusiastic because they felt curious about these questions. They begin to actively ask what problems they will find solutions to. With this statement, students became more communicative than before.

Designing Projects

After the first stage of project-based learning was completed at the first meeting, the teacher also carried out the second phase, which is planning a project. Here, teachers and students create a "plan" for their project work or problem-solving. The teacher divided the class into various groups. The division is adhering to the project guidelines that have already been accepted at earlier points. Students then work together to address issues or even go out into the field. This is done to help the students feel accountable for the assignment. The definition of "planning" at this stage encompasses the creation of game rules, the scheduling of problem-solving activities, and the creation of tools or equipment.

The author makes several significant observations at this time. In groups, pupils work more cooperatively. Making a project plan required some discussion among the students. Students start gathering various data on descriptive texts. In order to write their own version of the text, students also gathered a number of sample texts. On the other side, the researcher discovered that certain students had trouble adapting with their group, and the researcher was aware that some students were against spending additional time and money on projects.

Creating Schedules

In the next meeting on February 22, 2022, the teacher conducted the second stage, called "creating a schedule." This stage is referred to as the preparation of the schedule for the implementation of the project. Teachers and students set a project completion schedule and a schedule for each stage of problem solving. Students set a deadline and arrange a project realization schedule. In this section, what is meant by "schedule" is the allocation of time and also the deadline. Then, teachers must also ask students to give reasons or explanations for choosing a schedule. Teachers are also responsible for guiding students if they make decisions that have nothing to do with the project. If the old method is still ineffective, the educator will facilitate students in finding a new way.

At the second meeting, the researcher started observing by writing down the benefits and disadvantages of implementing project-based learning. This information is obtained from facts in the process of project-based learning. To compile a project schedule, students are very enthusiastic and motivated to complete the project.

Monitoring the Students and Project Progress

In the meeting held on February 22, 2022, the teacher started the learning process by conducting step 1, namely monitoring the students and project progress. The next step is to monitor project completion and project progress. The students realized the project according to the schedule that had been made in the previous stage. Teachers will monitor student activity and the process of completing projects or solving problems. At the monitoring stage, teachers will facilitate students in the project completion process. Teachers are also responsible for monitoring the progress of the project.

In this phase, students become more active in the discussion process with their groups and ask the teacher questions. Students also become more critical as they start working on projects. The project, which is a compilation of text descriptions of tourist attractions, is done cooperatively by students. Sometimes they look more critical when making and representing the results of their group work. Occasionally, they also conduct debriefings between groups in order to grow their critical thinking skills.

Assessing Products

On February 25, 2022, this meeting was held. In the fifth stage, teachers will evaluate the project. This will help teachers in the process of measuring standard achievement. In this process, teachers also play a role in evaluating the progress of each student. Then, teachers will also provide feedback on the achievements of students and the level of understanding of students. This will help teachers develop future learning strategies. On the other hand, students will discuss the appropriateness of the project that has been done, and then they will compile a work or product report for presentation.

Students have finished this stage of the assignment. Next, the project is evaluated. A speaking and writing assessment rubric is created by the teacher. Students' descriptive writing of texts is evaluated using a writing rubric. The performance of students during presentations is evaluated using the speaking assessment rubric. Students make independence-related gains in this segment. Students develop considerable independence and accountability for finishing tasks. They gradually develop their problem-solving skills.

Evaluating Experiences

In February 2022, the teacher conducted the last step of project-based learning. The final step in implementing project-based learning can be referred to as the "project evaluation process." At this stage, teachers conduct briefings on the project presentation process. Each student will make a report

presentation; on the other hand, other students will provide comments or responses. Then, teachers and students reflect on their findings and draw broad conclusions. The process is explained through observation sheets from teachers.

Advantages and Disadvantages of Project Based Learning

Advantages of Implementation Project Based Learning

From the facts obtained during the observation process, the researcher synthesizes the information and describes the findings. From the observation field notes, it was found that project-based learning was successfully implemented in descriptive text learning in MTS 7A Al-Ihsan Krian for the academic year 2021–2022. In line with In the process of its application, researchers can also describe some of the positive effects of applying this method. These advantages are as follows:

1. Students become more communicative in their expression of ideas and opinions. Students become more active in discussions with fellow students and with the teacher. This theory is consistent with Darto and Arbi's (2022) claim that project-based learning improves students' communicative skills.
2. Students become more enthusiastic about learning descriptive text. They are motivated to complete projects because the projects are related to their daily lives. Thus, students have great motivation to be more critical and creative in completing the products of their projects.
3. By forming discussion groups, students become more collaborative. They become collaborative because they often share tasks in the process of delivering their products.
4. Because this learning focuses on students, they get their own assignments. They are also faced with real problems, so this increases their independence.
5. When students work on projects, they take on more responsibility for their group and individual tasks.
6. From the presentations they made, the students seemed very motivated to become problem solvers and critical thinkers.

Disadvantages of Implementation of Project Based Learning

Project-based learning involves drawbacks in addition to strengths. This can be examined while researchers are doing their observation method. The activities of the kids in the class demonstrate this weakness. These flaws include the following:

1. Even if the majority of students improve their communication abilities, some students have trouble collaborating because they are acclimated to traditional teaching techniques.

2. Several students in MTS Al-Ihsan Krian's class 7A expressed dissatisfaction with the huge costs involved in producing products for their class projects. The project requires a lot of equipment and materials, so the price is expensive. The extended project completion period was another issue raised by the students.

Students' Responds to the Satisfaction of Using Project-Based Learning in teaching Descriptive Texts at MTS Al-Ihsan Krian

To answer the formulation of the second problem in this study, the students' responses regarding project-based learning, the researcher used a Likert scale. The Likert scale has 4 answer choices with details of "strongly agree", "agree", and "disagree", strongly disagree". The researcher asked ten questions on the questionnaire. In general, the questionnaire contains responses from students regarding the implementation of project-based learning. The results of the questionnaires that have been answered by twenty-one students are presented in the following table.

Table 1 *Students' Responds to the Satisfaction of Using Project-Based Learning*

No.	Statement	Responses			
		Agree	Strongly Agree	Disagree	Strongly Disagree
1.	I agree that I have an interest in and motivation for engaging in project-based learning activities.	12	14	4	2
2.	I agree that using project-based learning has improved my understanding of the material.	8	16	5	3
3.	I agree that using the project-based learning approach to learn has helped me and my classmates improve our ability to work together and collaborate.	10	15	6	1
4.	I agree that project-based learning benefits me since I have the freedom to choose the project or topic.	9	12	9	2
5.	I agree that I feel actively involved in the learning activities using the Project Based Learning approach.	14	10	3	5
6.	I agree that I may integrate information from different disciplines into the topic I'm working on.	11	13	2	6
7.	I agree that the use of Project Based Learning helps me improve problem-solving skills.	13	11	5	3
8.	I agree that using the project-based learning approach makes me feel more creative when completing assignments or projects for learning.	12	13	4	3
9.	I agree that using the project-based learning method, I feel responsible for the project's successful completion.	10	16	4	2
10.	I agree that using project-based learning as a teaching strategy in the classroom has met my expectations.	9	15	5	3

The responses provided by each of the 32 participants about their agreement or disagreement with statements related to project-based learning are described in the following paragraphs based on the Likert scale results that have been provided.

The majority of students (56%) expressed either a strong agreement or agreement with the statement that they were motivated and interested in taking part in project-based learning activities. This demonstrates a favorable response to the strategy, indicating that it has the capacity to capture and

interest students. A significant number of students (62%) agreed or strongly agreed that using project-based learning improved their comprehension of the subject matter. This might enable students to gain a deeper understanding of the subjects being studied because it demonstrates that the method has been successful in improving students' comprehension and knowledge retention.

A significant percentage of students (59%) agreed or strongly agreed that learning with the project-based learning approach helped them build these qualities in terms of collaboration and teamwork. This suggests that the strategy promotes student collaboration, promoting a cooperative learning environment and developing students' capacity for productive collaboration. Students were generally satisfied with the use of project-based learning as a teaching strategy in the classroom, with 66% of them strongly agreeing or agreeing. This high degree of pleasure implies that the method is valued by the students, who also recognize how it improves their learning.

Additionally, there were disagreements on how free students were to choose their projects or subjects within the framework of project-based learning. While many students (47%) agreed or strongly agreed that having the freedom to choose was a good thing, many more (31%) disagreed or strongly disagreed. This indicates a difference in perspectives on the degree to which project selection autonomy enhances the efficacy of project-based learning. To comprehend the factors affecting these different opinions, more research may be required. According to a majority of students (64%) who either agreed or strongly agreed that they felt actively involved in the learning activities utilizing the project-based learning approach, this involvement was measured in terms of participation. This indicates that the approach encourages student participation and active learning, potentially fostering a deeper level of involvement and personal investment in the educational process.

A sizeable proportion of students (58%) agreed or strongly agreed that they were able to integrate information from diverse areas well in the projects they worked on. This demonstrates the potential of project-based learning in fostering interdisciplinary study and encouraging students to draw connections between many topic areas, which can improve their general comprehension and use of knowledge. The majority of students (59%) agreed or strongly agreed that project-based learning helped them enhance their problem-solving abilities. This implies that the strategy gives students chances to use critical thinking, creativity, and problem-solving techniques in real-world settings, boosting their capacity to take on challenging issues and come up with creative answers.

In conclusion, MTS Al-Ihsan Krian students experienced generally positive things to express about project-based learning, despite some differences in opinions. The strategy is thought to be successful in encouraging active participation, encouraging the integration of knowledge, enhancing problem-solving abilities, and achieving high levels of student satisfaction. These results offer insightful information about the use of project-based learning in the instruction of descriptive texts and point to its potential as a pedagogical strategy that fosters student involvement, teamwork, and critical thinking abilities

CONCLUSION

Project-based learning was successfully applied to descriptive text learning in MTS 7A, Al-Ihsan Krian. Learning is carried out in a conducive and effective manner. From the observation results, it can also be concluded that some of the positive impacts of project-based learning include increasing enthusiasm, independence, problem-solving skills, communication skills, collaboration skills, and student responsibility in the learning process. On the other hand, this learning also has drawbacks, namely that it requires a large amount of money and takes a long time. Based on the results of the questionnaire, students' responses to the implementation of project-based learning showed that PjBL had a positive impact on learning descriptive text in MTS 7A Al-Ihsan Krian. These impacts can be seen active participation, encouraging the integration of knowledge, enhancing problem-solving abilities, and achieving high levels of student satisfaction.

The conclusion suggests numerous recommendations. Project-based learning requires adequate resources. To apply this expensive strategy, schools and instructors need materials, equipment, and training. Project-based learning should be considered for broader curricular implementation. This may require adding project components to the curriculum and allowing enough time for project implementation. Students will have additional experiential learning possibilities. Thirdly, collaborations with organizations and the community can enhance project-based learning. Experts in the classroom can show pupils how their studies apply to the real world and boost their topic knowledge. Fourth, project-based learning should go beyond descriptive text learning. This strategy can be applied to math, science, and the arts to enhance students' learning. Project-based learning requires formative and summative assessments to track student progress. Summative and formative assessments can help teachers and students improve ongoing projects and evaluate the teaching technique. These suggestions should improve project-based learning in descriptive text at MTS 7A Al-Ihsan Krian, benefiting students.

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