

**TEACHERS' PERCEPTIONS OF PROJECT-BASED
LEARNING EFFECTIVENESS IN IMPROVING SPEAKING
SKILLS: A STUDY AT ELEMENTARY SCHOOL**

THESIS

This thesis is submitted to fulfill the
Requirement for 'Sarjana' degree in
English Tadris Study Program



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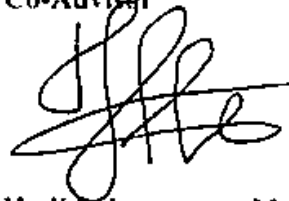
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PREFACE

First and foremost, I would like to express my deepest gratitude to Allah SWT for His blessings, guidance, and strength, which have enabled me to complete this thesis entitled **“Teachers’ Perceptions of Project-Based Learning Effectiveness in Improving Speaking Skills: A Study at Elementary School”** as one of the requirements to obtain a Bachelor of Education degree in the English Tadris Study Program, Faculty of Tarbiyah IAIN Curup.

The author realizes that this thesis is still far from perfect. Therefore, the author sincerely welcomes all constructive criticism and suggestions for future improvement. It is hoped that this thesis will provide valuable contributions to readers, especially in teachers’ strategies in motivating students and students’ motivation in learning English.

Curup, July 2026

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This thesis is submitted as a requirement to obtain the Bachelor of Education (S.Pd.) degree from the English Education Study Program, Faculty of Tarbiyah, State Institute for Islamic Studies (IAIN) Curup. The author acknowledges that the completion of this thesis was made possible through the assistance, guidance, and support of various parties. Therefore, the author wishes to express deep gratitude to:

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8. Family, best friends, and fellow students of the English Language Education Study Program who provided encouragement and support throughout the process of writing this thesis. The author acknowledges that this thesis is far from perfect.

Therefore, constructive criticism and suggestions are highly welcomed for future improvement. Hopefully, this thesis proves beneficial to readers, particularly regarding the development of English language learning in primary schools.

Curup, July 2026

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DEDICATION

All praise and thanks are only to Allah SWT. for all His grace, guidance, strength and help so that I can finish this thesis. Every process, challenge and achievement that has been passed is part of His will and grace. Without Allah SWT, this thesis would never have been completed.

With deepest gratitude, I dedicate this thesis to:

1. To my beloved family, the two people who have played the most significant roles in my life, whom I call Father and Mother. This thesis would not have been possible without the two of you. Thank you for believing in and supporting me.
2. My younger brother, Desta Restu, who has always been supportive.
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MOTTO

“Semakin kamu takut semakin kamu ketakutan dan tidak selesai, selesaikan apa yang harus diselesaikan.”

Inspired by Surah Al- Insyirah: For a soul on the verge of breaking, Allah gently whisper, “I am here. I will take care of Everything.”

ABSTRACT

Ria Anggi Paluphy, 2026 : “Teachers' Perceptions of Project-Based Learning Effectiveness in Improving Speaking Skills: A Study at Elementary School”

Jumatul Hidayah, M.Pd : Advisor

Hadi Suhermanto, M.Pd : Co-Advisor

This research investigates English teachers' perceptions of Project-Based Learning (PjBL) effectiveness in improving students' speaking skills and the challenges of implementing PjBL for speaking instruction at SDIT Rabbi Radhiyya 02 under the Merdeka Curriculum. This qualitative research involved three English teachers (T1, T2, and T3) with 12, 5, and 7 years of teaching experience, all with PjBL experience since 2022. Data were collected through semi-structured interviews in June 2026 and analyzed using Miles, Huberman, and Saldaña's interactive model. Findings show all three teachers hold a consistently positive perception of PjBL, reporting gains in students' confidence, willingness to speak, vocabulary, and pronunciation, though grammar and formal register improved less. Four recurring challenges emerged: limited instructional time, fairly assessing individual performance in group project, differentiating support across proficiency levels, and engaging reluctant speakers, addressed through self-developed strategies. Findings reflect teachers' reported perceptions and experiences and do not represent independently verified classroom practices.

Keywords: Project-Based Learning, teacher perception, speaking skills, Merdeka Curriculum, elementary school.

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CHAPTER I

INTRODUCTION

A. Background of the research

English is one of the most important languages in the world. It serves as a global language for communication, education, business, and technology. In Indonesia, English is taught as a foreign language starting from elementary school level. The Indonesian government recognizes the importance of English proficiency for students to compete in the global era. Therefore, English has been included as a compulsory subject in the national curriculum.

The Merdeka Curriculum was officially launched by the Ministry of Education, Culture, Research, and Technology in 2022. This curriculum represents a significant shift from the previous curriculum (Curriculum 2013) to a more flexible and student-centered approach. The Merdeka Curriculum emphasizes the development of students' competencies through meaningful and contextual learning experiences.¹ One of the key features of this curriculum is the encouragement of project-based learning as a teaching method to help students develop their skills in real-life contexts.

Speaking is one of the four language skills that students need to master in learning English. It is considered the most important skill because it allows people to communicate and express their ideas directly.² However, speaking is also often the most challenging skill for Indonesian students to develop. Many

¹ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, *Panduan Pembelajaran dan Asesmen Kurikulum Merdeka* (Jakarta: Kemendikbudristek, 2022), 5.

² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed. (White Plains, NY: Pearson Education, 2007), 267.

students feel shy, afraid of making mistakes, and lack confidence when speaking in English.³ This problem is commonly found in English classrooms across Indonesia, including at the elementary school level where students are just beginning to learn the language.

Project-Based Learning (PjBL) is a teaching method that involves students in solving real-world problems or creating meaningful products through project work. According to Thomas, PjBL is "a model that organizes learning around projects" where students investigate authentic questions and create presentations to share their findings.⁴ In PjBL, students work on a project over an extended period of time, engage in inquiry and collaboration, and produce a final product or presentation. This method is believed to be effective in developing students' speaking skills because it provides authentic opportunities for students to use English in meaningful contexts.

The implementation of PjBL in the Merdeka Curriculum aims to make learning more engaging and relevant to students' lives. For speaking instruction, PjBL can create situations where students need to communicate in English naturally, such as when planning a project, discussing ideas with group members, or presenting their project results to the class. Through these activities, students are expected to improve their speaking confidence and fluency.

³ Rizki Afrianto, "Problems and Challenges in Teaching Speaking Skills: A Case Study in Indonesia," *Journal of English Language Teaching* 8, no. 2 (2021): 145-156.

⁴ John W. Thomas, *A Review of Research on Project-Based Learning* (San Rafael, CA: Autodesk Foundation, 2000), 1.

Despite the potential benefits of PjBL, implementing this method in Indonesian classrooms is not without challenges. Teachers need to design appropriate projects, manage classroom time effectively, and assess students' performance fairly.⁵ Moreover, teachers' perceptions and beliefs about a teaching method play an important role in how they implement it in their classrooms. If teachers believe that PjBL is effective, they are more likely to use it consistently and creatively. On the other hand, if teachers doubt its effectiveness, they may not implement it properly or may return to traditional teaching methods.

At the elementary school level, the challenges may be even greater. Young learners have limited attention spans, less developed learning strategies, and may require more guidance from teachers. Implementing PjBL for speaking instruction with elementary students requires careful planning and adaptation to suit their age and proficiency level. Teachers need to design simple projects that are interesting and appropriate for young learners while still providing meaningful speaking practice.

Currently, there is limited research on teachers' perceptions of PjBL effectiveness in improving speaking skills, particularly in the context of the Merdeka Curriculum at the elementary school level. Understanding how teachers perceive this method is important because teachers are the ones who directly experience the implementation process in their classrooms. Their perspectives can provide valuable insights into the practical aspects of PjBL

⁵ Dwi Wulandari and Heri Sulisty, "Challenges of Implementing Project-Based Learning in Indonesian EFL Classrooms," *Indonesian Journal of Applied Linguistics* 12, no. 1 (2022): 89-102.

implementation, including what works well, what challenges they face, and what factors contribute to the success or failure of PjBL in developing students' speaking skills.

This research focuses on teachers' perceptions of PjBL effectiveness in improving students' speaking skills at SDIT Rabbi Radhiyya 02. The school has been implementing the Merdeka Curriculum and using PjBL as one of the teaching methods for English instruction. By exploring the experiences and perspectives of three English teachers at this school, this research aims to understand how teachers view the effectiveness of PjBL, what challenges they encounter, and what factors they believe influence the success of PjBL in developing students' speaking abilities. The findings of this research are expected to contribute to the improvement of English teaching practices and provide useful information for teachers, schools, and policymakers regarding the implementation of PjBL in the Merdeka Curriculum context.

Prior to conducting this research, a preliminary observation was carried out at SDIT Rabbi Radhiyya 02 in February 2026. The observation aimed to identify the actual conditions of English language teaching, particularly in relation to the implementation of Project-Based Learning and its effects on students' speaking skills. During the observation, the researcher visited two English classes and conducted informal interviews with two English teachers at the school.

The results of the preliminary observation revealed several important findings. First, SDIT Rabbi Radhiyya 02 has formally adopted the Merdeka

Curriculum since the 2022/2023 academic year, and the English teachers have been integrating PjBL activities into their teaching, particularly in the form of short project tasks such as making posters, role-playing simple conversations, and creating short video presentations. Second, during the classroom observation, students in Grade 5 were observed working on a group project in which they had to present a short oral report about their favorite animals in English. While the activity generated some speaking opportunities, the observer noted that only a small number of students actively participated in speaking, while the majority remained silent or responded only in brief one-word answers. Third, when informally interviewed, the teachers expressed that they found PjBL beneficial in theory but were uncertain about how to assess its actual impact on students' speaking development. One teacher stated that students appeared more motivated during project activities compared to conventional exercises, yet the teacher was not fully confident whether the speaking skills had genuinely improved or merely that students were more engaged behaviorally. Fourth, both teachers acknowledged that they had received limited formal training on PjBL implementation specifically for speaking instruction, which led to inconsistencies in how they designed and managed project tasks in the classroom.

These preliminary findings confirm that SDIT Rabbi Radhiyya 02 is an appropriate and relevant site for this research. The school has already been implementing PjBL under the Merdeka Curriculum, yet questions remain regarding teachers' perceptions of its effectiveness, the challenges they face,

and the conditions that support or hinder its successful application in speaking instruction. This gap between the theoretical promise of PjBL and the uncertainties experienced by teachers on the ground underscores the urgency and significance of the present study.

B. Research Question

Based on the background described above, this research seeks to answer the following questions:

1. How do English teachers at SDIT Rabbi Radhiyya 02 perceive the effectiveness of Project-Based Learning in improving students' speaking skills under the Merdeka Curriculum?
2. What challenges do English teachers face in implementing Project-Based Learning for speaking instruction at SDIT Rabbi Radhiyya 02?

C. Research Objectives

The objectives of this research are:

1. To explore English teachers' perceptions of the effectiveness of Project-Based Learning in improving students' speaking skills under the Merdeka Curriculum at SDIT Rabbi Radhiyya 02.
2. To identify the challenges faced by English teachers in implementing Project-Based Learning for speaking instruction at SDIT Rabbi Radhiyya 02.

D. Delimitation of the Research

This research is limited in several aspects to ensure focus and feasibility. First, the research focuses only on teachers' perceptions and does not measure students' speaking ability improvement through tests or quantitative methods. Second, the participants of this research are three English teachers who teach at SDIT Rabbi Radhiyya 02 and have experience implementing Project-Based Learning in their speaking instruction under the Merdeka Curriculum. Third, the research focuses specifically on speaking skills and does not cover other language skills such as reading, writing, or listening. Fourth, the research is conducted at SDIT Rabbi Radhiyya 02 during March–July 2026. Finally, the data collection methods used in this research are limited to in-depth interviews with three English teachers and analysis of their lesson plans (Modul Ajar), without classroom observation to verify these self-reported and documented practices.

E. Significances of the Research

This research is expected to provide benefits for several parties:

1. For English Teachers

This research can help teachers reflect on their own teaching practices and understand the strengths and weaknesses of PjBL implementation in speaking instruction. The findings can also provide practical insights and strategies that teachers can adopt or adapt in their own classrooms.

2. For School

The findings of this research can serve as a reference for the school to develop better policies and support systems for implementing PjBL in English language teaching. The school can also use the findings to plan professional development programs for teachers.

3. For Students

Although students are not directly involved in this research, they can benefit indirectly from improved teaching quality as teachers gain better understanding of effective PjBL implementation strategies for speaking instruction.

4. For Future Researchers

This research can serve as a reference for other researchers who are interested in studying similar topics. The findings can also open opportunities for further research in different contexts or with different focuses.

F. Definition of the Key Terms

To avoid misunderstanding and to ensure clarity, the following key terms used in this research are defined as follows:

1. Perception

In this research, perception refers to teachers' views, opinions, beliefs, and interpretations about the effectiveness of Project-Based Learning in improving students' speaking skills. It includes teachers'

subjective experiences and understanding based on their classroom practices.

2. Effectiveness

Effectiveness in this research refers to the extent to which Project-Based Learning achieves its intended goal of improving students' speaking skills, as perceived and reported by teachers. It is not measured through standardized tests but through teachers' own professional judgment based on their day-to-day teaching experience in the classroom.

3. Project-Based Learning (PjBL)

Project-Based Learning is a teaching method in which students work on a project over an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. In this research, PjBL refers to any project activities used by teachers to develop students' speaking skills in their English classes.

4. Speaking Skills

Speaking skills refer to students' ability to communicate orally in English. This includes aspects such as pronunciation, fluency, vocabulary use, grammar accuracy, and confidence in speaking. In this research, speaking skills are understood broadly as students' overall oral communication ability as perceived and reported by their teachers.

5. Merdeka Curriculum

The Merdeka Curriculum is the current national curriculum implemented in Indonesia starting from 2022. It emphasizes student-centered learning, flexibility in teaching methods, and the development of students' competencies through meaningful learning experiences. In this research, the Merdeka Curriculum provides the policy context in which teachers implement PjBL.

6. Elementary School

Elementary school in this research refers to the educational level for students approximately aged 6-12 years old (grades 1-6 in the Indonesian education system). The focus of this research is on the implementation of PjBL in English classes at this level.

G. Research Organization

This research is organized into five chapters as follows:

Chapter I: Introduction

This chapter presents the background of the study, research questions, objectives of the research, delimitation of the research, significance of the research, definition of key terms, and organization of the research.

Chapter II: Review of Related Literature

This chapter discusses the theoretical foundations related to the research topic, including theories about Project-Based Learning, speaking skills, teacher perception, and the Merdeka Curriculum. This chapter also reviews previous studies relevant to this research and presents the conceptual framework.

Chapter III: Research Methodology

This chapter explains the research design, research setting and participants, data collection methods, research instruments, data analysis procedures, and strategies to ensure the trustworthiness of the research findings.

Chapter IV: Findings and Discussion

This chapter presents the findings of the research based on the data collected and discusses these findings in relation to the research questions and the theoretical framework presented in Chapter II.

Chapter V: Conclusions and Recommendations

This chapter provides conclusions based on the research findings and offers recommendations for English teachers, students, and future researchers.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

This chapter presents the theoretical foundations that support this research. It discusses the main concepts related to Project-Based Learning, speaking skills, teacher perception, and the Merdeka Curriculum. This chapter also reviews previous studies that are relevant to this research topic.

1. The Merdeka Curriculum

The Merdeka Curriculum is the newest curriculum in Indonesia that was officially implemented starting from the 2022/2023 academic year. This curriculum was developed as a response to learning loss during the COVID-19 pandemic and aims to create a more flexible and quality education system. The Merdeka Curriculum emphasizes learning recovery and provides flexibility for schools to develop curriculum according to student characteristics and local conditions.⁶ In line with this, the curriculum encourages schools and teachers to innovate in their teaching approaches and to design learning experiences that are more responsive to students' diverse needs, interests, and local contexts.⁷

The main characteristics of the Merdeka Curriculum include a focus on essential materials, flexible learning approaches, and character development through the Pancasila Student Profile Project. The curriculum

⁶ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, *Panduan Pembelajaran dan Asesmen Kurikulum Merdeka* (Jakarta: Kemendikbudristek, 2022).

⁷ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, *Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 262/M/2022* (Jakarta: Kemendikbudristek, 2022).

is designed to give teachers more freedom to choose various teaching tools and adapt learning to the needs and interests of students.⁸ This flexibility allows teachers to implement innovative teaching methods such as Project-Based Learning to make learning more meaningful and engaging for students.

In English language teaching, the Merdeka Curriculum encourages the development of communication skills in authentic contexts. The curriculum aims to help students use English for real communication purposes rather than just memorizing grammar rules and vocabulary. This approach aligns well with the principles of Project-Based Learning, which emphasizes learning through meaningful activities and authentic tasks.

The Merdeka Curriculum also introduces a new assessment system that focuses on formative assessment and gives more emphasis on the learning process rather than just final results. Teachers are encouraged to assess students' competencies through various methods including observation, performance tasks, and project work.⁹ This assessment approach supports the implementation of PjBL because project work naturally provides opportunities for continuous assessment throughout the learning process.

Moreover, the implementation of Merdeka Curriculum requires significant changes in teachers' roles from being knowledge transmitters to

⁸ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, *Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 262/M/2022* (Jakarta: Kemendikbudristek, 2022).

⁹ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, *Buku Saku: Kurikulum Merdeka* (Jakarta: Kemendikbudristek, 2022).

becoming facilitators who guide students in their learning journey.¹⁰ This shift in teaching paradigm is essential for the successful implementation of student-centered approaches such as Project-Based Learning.

2. Project-Based Learning (PjBL)

Project-Based Learning is a teaching method that has gained significant attention in education in recent decades. PjBL is defined as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.¹¹ This method moves away from traditional teacher-centered instruction to a more student-centered approach where learners take active roles in their own learning.

The key characteristics of Project-Based Learning distinguish it from other teaching methods. High-quality PjBL includes seven essential elements: challenging problem or question, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and public product.¹² These elements work together to create meaningful learning experiences that engage students deeply in the subject matter.

First, PjBL starts with a challenging problem or driving question that captures students' interest and provides a purpose for learning. The driving

¹⁰ Stephanie Bell, "Project-Based Learning for the 21st Century: Skills for the Future," *The Clearing House* 83, no. 2 (2010): 39–43.

¹¹ John W. Thomas, *A Review of Research on Project-Based Learning* (San Rafael, CA: Autodesk Foundation, 2000), 1.

¹² Buck Institute for Education, *Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences* (Alexandria, VA: ASCD, 2019), 23.

question should be open-ended, meaningful, and aligned with learning goals while being appropriate for students' age and ability level. This question guides students throughout the project and helps them focus their inquiry and activities.

Second, sustained inquiry is a key feature of PjBL where students engage in a rigorous and extended process of asking questions, finding resources, and applying information. Through sustained inquiry, students develop deeper understanding and higher-order thinking skills as they investigate complex problems over time.¹³ This process helps students learn how to learn and prepares them for lifelong learning.

Third, authenticity in PjBL means that the project connects to real-world contexts, problems, and concerns. Authentic projects provide students with opportunities to apply their learning to situations that matter beyond the classroom. This authenticity increases student motivation and engagement because they can see the purpose and value of their work.

Fourth, student voice and choice are important elements that give students some degree of control over their learning. When students have voice and choice in the project, they feel more ownership of their learning and are more motivated to engage deeply in the work. This can include choices about topics, approaches, products, or ways of working.

Fifth, reflection is built into the project process to help students learn from their experiences. Through reflection activities, students think about

¹³ Joseph S. Krajcik and Phyllis C. Blumenfeld, "Project-Based Learning," in *The Cambridge Handbook of the Learning Sciences*, ed. R. Keith Sawyer (Cambridge: Cambridge University Press, 2006), 320.

what they have learned, how they learned it, and how they can improve their learning strategies. Reflection helps students develop metacognitive skills and become more self-directed learners.

Sixth, critique and revision are processes where students give and receive feedback on their work and use this feedback to improve their products. The critique and revision process mirrors real-world professional practices and helps students develop their ability to give constructive feedback and accept criticism positively.¹⁴ This process also helps students understand that high-quality work requires multiple drafts and continuous improvement.

Finally, PjBL culminates in a public product or presentation where students share their work with an audience beyond their classroom. Presenting to an authentic audience increases the stakes of the project and motivates students to produce high-quality work because they know their work will be seen and evaluated by others.

Research has shown that PjBL can lead to several positive learning outcomes including improved content knowledge, development of 21st century skills such as collaboration and problem-solving, increased motivation and engagement, and better retention of learning.¹⁵ These benefits make PjBL an attractive teaching method for educators who want to prepare students for the demands of modern society. However,

¹⁴ John Larmer, John Mergendoller, and Suzie Boss, *Setting the Standard for Project Based Learning* (Alexandria, VA: ASCD, 2015), 67.

¹⁵ Stephanie Bell, "Project-Based Learning for the 21st Century: Skills for the Future," *The Clearing House* 83, no. 2 (2010): 41.

implementing PjBL also presents challenges for teachers. Teachers need to develop new skills in designing projects, facilitating student inquiry, managing classroom dynamics, and assessing complex performances. The shift from traditional teaching to PjBL requires significant changes in teacher roles and practices, which can be difficult for some teachers to make.

3. Speaking Skills in English Language Learning

Speaking is one of the four fundamental language skills in English learning, alongside listening, reading, and writing. Speaking is considered the most important skill because it is the primary means of human communication and the most frequent mode of language use in daily life.¹⁶ The ability to speak English fluently and accurately is often seen as the main goal of language learning by both students and teachers.

Speaking skill involves several components that work together to enable effective oral communication. The main components of speaking ability include pronunciation, grammar, vocabulary, fluency, and comprehension.¹⁷ Developing all these components requires systematic instruction and sufficient practice opportunities. Speaking is considered a difficult skill to develop because it happens in real time and requires learners to produce language spontaneously without much time for planning or editing. Unlike writing, where learners can take time to think and revise,

¹⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed. (White Plains, NY: Pearson Education, 2007), 267.

¹⁷ Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice* (Cambridge: Cambridge University Press, 2008), 19–21.

speaking requires immediate language production, which can be stressful for language learners, especially those who lack confidence or fear making mistakes.

In the Indonesian context, developing students' speaking skills faces several challenges. Many Indonesian students experience anxiety when speaking English due to fear of making mistakes, lack of confidence, limited vocabulary, and insufficient exposure to the language outside the classroom.¹⁸ These psychological and linguistic barriers can significantly hinder students' speaking development if not addressed properly by teachers.

The classroom environment plays a crucial role in supporting speaking skill development. A supportive classroom atmosphere where students feel safe to take risks, make mistakes, and practice without fear of negative evaluation is essential for developing speaking confidence and fluency. Teachers need to create such an environment by being encouraging, providing constructive feedback, and designing activities that give all students opportunities to speak.

Teaching speaking requires different approaches from teaching other language skills. Effective speaking instruction should include activities that are meaningful, interactive, and provide authentic communication purposes rather than just mechanical repetition or memorization.¹⁹ Activities such as

¹⁸ Rizki Afrianto, "Problems and Challenges in Teaching Speaking Skills: A Case Study in Indonesia," *Journal of English Language Teaching* 8, no. 2 (2021): 148.

¹⁹ Scott Thornbury, *How to Teach Speaking* (Harlow: Pearson Education Limited, 2005), 90.

role-plays, discussions, presentations, and project work can provide more authentic speaking practice than traditional drills or exercises.

At the elementary school level, teaching speaking requires special considerations due to young learners' characteristics. Young learners have shorter attention spans, learn better through play and physical activities, and need more support and guidance from teachers compared to older learners.²⁰ Therefore, speaking activities for elementary students should be short, fun, and supported by visual aids, realia, or physical movements.

Project-Based Learning can be particularly effective for developing speaking skills because it provides natural contexts and purposes for oral communication throughout the project process. During a project, students need to speak English when planning with group members, asking questions, discussing ideas, solving problems, and presenting their final products. These authentic communication opportunities can help students develop both their speaking skills and their confidence in using English.

4. Teacher Perception

Teacher perception refers to how teachers think about, interpret, and make sense of various aspects of teaching and learning. Perception is defined as the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.²¹ In education, teacher perception influences how teachers understand their

²⁰ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children* (London: Longman, 2004), 2–5.

²¹ Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior*, 17th ed. (Harlow: Pearson Education, 2017).

students, teaching methods, curriculum, and their own professional practices.

Teachers' perceptions and beliefs are important because they strongly influence teachers' instructional decisions, classroom practices, and the way they respond to educational changes and innovations.²² When teachers believe that a teaching method is effective and valuable, they are more likely to invest time and effort in implementing it well. Conversely, when teachers have doubts or negative perceptions about a method, they may resist using it or implement it only superficially without genuine commitment. Teacher perception is shaped by various factors including personal teaching experiences, professional training, educational background, cultural context, and school environment. Teachers' prior experiences as learners themselves also influence their beliefs about effective teaching and learning. For example, teachers who experienced success with traditional teaching methods as students may find it difficult to accept student-centered approaches like PjBL.

In the context of implementing new teaching methods, teacher perception plays a crucial role in determining success or failure. Research shows that educational reforms often fail not because the reforms themselves are flawed, but because teachers do not understand, accept, or believe in the new approaches being promoted.²³ This highlights the

²² Simon Borg, "Teacher Cognition in Language Teaching: A Review of Research on What Language Teachers Think, Know, Believe, and Do," *Language Teaching* 36, no. 2 (2003): 81–109.

²³ Michael Fullan, *The New Meaning of Educational Change*, 5th ed. (New York: Teachers College Press, 2016).

importance of understanding teachers' perspectives when introducing innovations in education.

Understanding teacher perception is particularly important in the Indonesian context where the Merdeka Curriculum represents a significant shift in educational philosophy and practice. The success of curriculum implementation depends heavily on how teachers understand and interpret the curriculum goals, principles, and recommended teaching approaches. If teachers perceive the curriculum changes positively and understand the rationale behind them, they are more likely to implement the curriculum effectively.

Research on teacher perception typically explores what teachers think about specific aspects of teaching, why they hold those views, and how their perceptions influence their classroom practices. Qualitative research methods such as in-depth interviews are particularly useful for exploring teacher perception because they allow researchers to gain deep insights into teachers' thinking and the contexts that shape their views.²⁴ This approach recognizes that teacher perception is complex and contextual, requiring rich description rather than simple quantification.

5. Project-Based Learning and Speaking Skills Development

The relationship between Project-Based Learning and speaking skills development has been explored by several researchers, with generally positive findings. PjBL provides authentic contexts for language use where

²⁴ M. Frank Pajares, "Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct," *Review of Educational Research* 62, no. 3 (1992): 307–332.

students need to speak English for genuine communication purposes rather than just completing language exercises. This authenticity is important because it helps students see the practical value of speaking English and motivates them to improve their communication abilities.

One of the key benefits of PjBL for speaking development is the increased amount of student talk time. Unlike traditional teacher-centered instruction where the teacher does most of the talking, PjBL shifts the balance toward more student talk as learners actively engage in discussions, negotiations, and presentations throughout the project.²⁵ This increased practice time is essential for developing fluency and confidence in speaking.

Project-based learning creates a need for students to communicate authentically, which can reduce language anxiety and increase willingness to communicate in the target language.²⁶ In line with this, when students are focused on completing a meaningful project, they shift their attention from language form to communication function, which can help overcome the fear of making mistakes that often inhibits speaking.²⁷ PjBL also helps address the affective factors that often hinder speaking development. When students work on projects that interest them and see the purpose of their communication, their anxiety decreases and their motivation to speak

²⁵ Phyllis C. Blumenfeld, Elliot Soloway, Ronald W. Marx, Joseph S. Krajcik, Mark Guzdial, and Annemarie Palincsar, "Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning," *Educational Psychologist* 26, no. 3-4 (1991): 374.

²⁶ Musa Nushi and Homa Jenabzadeh, "Teaching and Learning Academic Writing through Project-Based Approach," *International Journal of Education and Literacy Studies* 4, no. 3 (2016): 9.

²⁷ Fredricka L. Stoller, "Establishing a Theoretical Foundation for Project-Based Learning in Second and Foreign Language Contexts," in *Project-Based Second and Foreign Language Education: Past, Present, and Future*, ed. Gulbahar H. Beckett and Paul Chamness Miller (Greenwich, CT: Information Age Publishing, 2006), 28.

increases. The collaborative nature of project work can also make speaking less threatening because students can support each other and share the responsibility of communication.

Research indicates that PjBL can improve various aspects of speaking ability including fluency, vocabulary range, complexity of language structures, and confidence in speaking.²⁸ Supporting this claim, students who participate in project-based learning demonstrate greater oral language proficiency gains compared to students in traditional classroom settings, particularly in terms of communication strategies and interactive competence.²⁹ These improvements occur because PjBL provides rich input through project research and multiple opportunities for output through project discussions and presentations.

The integration of speaking skills within project work also promotes the development of academic language proficiency. Through project presentations and discussions, students have opportunities to practice more formal register and academic discourse patterns that are different from everyday conversational English.³⁰ This exposure to varied language functions is particularly valuable for elementary students who are still developing their range of communicative competence.

²⁸ Pengyue Guo, Norizan Abdul Razak, and Ridzuan Rashid, "English Language Teaching through Project-Based Learning: A Systematic Review," *International Journal of Academic Research in Progressive Education and Development* 9, no. 3 (2020): 248.

²⁹ Julie Simpson, "Integrating Project-Based Learning in an English Language Tourism Classroom in a Thai University" (doctoral diss., Australian Catholic University, 2011), 178.

³⁰ Deborah J. Short and Shannon Fitzsimmons, *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners* (New York: Carnegie Corporation of New York, 2007), 27.

However, the effectiveness of PjBL for speaking development is not automatic and depends on how well the project is designed and implemented. Teachers need to ensure that projects include sufficient speaking opportunities, provide appropriate scaffolding for language use, and include explicit attention to speaking skills development rather than assuming that speaking will improve automatically through project work.³¹ In addition, successful integration of speaking instruction in PjBL requires teachers to carefully design tasks that push students beyond their current proficiency level while providing necessary language support and models.³² Without careful planning and guidance from teachers, students may complete projects without significantly improving their speaking abilities.

Teachers should incorporate specific speaking strategies instruction within project work, such as teaching students how to ask clarifying questions, express opinions, agree or disagree politely, and organize their presentations effectively.³³ This explicit instruction helps students develop strategic competence in speaking, which is essential for effective communication.

Research on young learners shows that project-based speaking activities are most effective when they incorporate multimodal elements

³¹ Gulbahar H. Beckett, "Project-Based Second and Foreign Language Education: Theory, Research, and Practice," in *Project-Based Second and Foreign Language Education: Past, Present, and Future*, ed. Gulbahar H. Beckett and Paul Chamness Miller (Greenwich, CT: Information Age Publishing, 2006), 4.

³² Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, 3rd ed. (Oxford: Oxford University Press, 2011), 144.

³³ Joan Kang Shin and JoAnn Crandall, *Teaching Young Learners English: From Theory to Practice* (Boston: National Geographic Learning, 2014), 156.

such as visual aids, gestures, and physical demonstrations, which help elementary students express ideas they may not yet have the language to articulate fully.³⁴ This is particularly important at the elementary level where students' cognitive abilities may exceed their linguistic abilities in English.

Moreover, the choice of project topics significantly influences speaking outcomes. Projects that connect to students' interests, cultural backgrounds, and daily experiences generate more authentic and motivated communication, leading to greater speaking practice and more meaningful language use.³⁵ Teachers should therefore involve students in selecting project topics and designing activities to maximize engagement and speaking opportunities.

Finally, the duration and complexity of projects should be carefully considered for elementary learners. For young EFL learners, shorter projects spanning one to two weeks with clearly defined speaking tasks are more effective than extended projects that may lose student interest or become too complex to manage.³⁶ Teachers need to design age-appropriate projects that provide sufficient challenge without overwhelming young learners.

³⁴ Basal Alan and Selami Aydin, "The Effect of Project-Based Learning on Young EFL Learners' Speaking Skills," *Education Quarterly Reviews* 3, no. 3 (2020): 225

³⁵ Ema Aprison Batu and Concilianus Laos Mbato, "Exploring EFL Learner Autonomy in the Indonesian Context: Opportunities and Constraints," *TEFLIN Journal* 31, no. 2 (2020): 230.

³⁶ Annamaria Pinter, *Teaching Young Language Learners*, 2nd ed. (Oxford: Oxford University Press, 2017), 124.

B. Review of Related Studies

A study by Putri and Sari (2022) investigated elementary school teachers' challenges in implementing the Merdeka Curriculum for English teaching in Indonesia and found that teachers faced difficulties in adapting to the new curriculum requirements, particularly in designing student-centered activities and conducting authentic assessments.³⁷ The researchers also found that teachers expressed the need for more professional development and peer collaboration to implement the curriculum effectively. This study is relevant to the current research as it highlights the challenges Indonesian elementary teachers face with the Merdeka Curriculum, which may influence their perceptions of specific teaching methods like PjBL.

Research by Nurhadiyati, Rukmini, and Bharati (2021) examined the implementation of PjBL to improve speaking skills of Indonesian elementary students and found that students showed significant improvement in speaking fluency, pronunciation, and confidence after participating in project-based activities such as making travel brochures and presenting cultural festivals.³⁸ However, the study also revealed that teachers needed to provide substantial scaffolding and language support for young learners to successfully complete projects. While this study demonstrates PjBL's potential benefits for

³⁷ Devi Putri and Ratna Sari, "Challenges in Implementing Merdeka Curriculum for English Teaching in Indonesian Elementary Schools," *Journal of English Education and Technology* 3, no. 2 (2022): 112.

³⁸ Siti Nurhadiyati, Dwi Rukmini, and Dwi Anggani Linggar Bharati, "The Implementation of Project-Based Learning to Improve Students' Speaking Skill," *English Education Journal* 11, no. 4 (2021): 567.

elementary speaking instruction, it focused on student outcomes rather than exploring what teachers themselves think about the method's effectiveness.

A recent mixed-methods study by Fitriani and Apriliaswati (2023) explored Indonesian EFL teachers' perceptions and practices of implementing learner-centered approaches including PjBL under the new curriculum and found that while teachers generally held positive attitudes toward student-centered methods, their actual classroom practices often remained teacher-centered due to concerns about classroom management, time constraints, and pressure to cover curriculum content.³⁹ The study emphasized the gap between teachers' theoretical beliefs and actual practices, suggesting that understanding teachers' perceptions alone is insufficient without examining the contextual factors that shape implementation. This finding is particularly relevant to the current study as it suggests the importance of exploring not only whether teachers perceive PjBL as effective, but also what factors enable or hinder its effective implementation.

From an international perspective, a study by Sirisrimangkorn (2021) conducted in Thailand investigated the effects of Project-Based Learning using presentation on EFL undergraduate learners' speaking skills at Nakhon Ratchasima Rajabhat University. The study involved 31 second-year undergraduate students majoring in Business English and employed a mixed-methods design using speaking tests, questionnaires, and interviews. The findings revealed that students' speaking skills improved significantly after the

³⁹ Lia Fitriani and Rahayu Apriliaswati, "Teachers' Perceptions and Practices of Learner-Centered Approaches in Indonesian EFL Classrooms: Bridging the Gap," *Indonesian Journal of English Language Teaching and Applied Linguistics* 7, no. 2 (2023): 289.

PjBL implementation. Students expressed positive opinions toward PjBL using presentation, particularly highlighting the benefits of scaffolding activities, presentation tasks, and the cooperative learning environment. However, the study also identified time constraint as a major challenge in PjBL implementation.⁴⁰ This study is relevant to the current research as it provides international evidence that PjBL can effectively develop speaking skills in an EFL context outside Indonesia, while also confirming that implementation challenges such as time constraints are a recurring concern across different national contexts. Unlike the present study, Sirisrimangkorn's research focused on tertiary-level learners and measured student outcomes quantitatively, whereas the current study explores teachers' perceptions qualitatively at the elementary school level within the Merdeka Curriculum framework.

From these studies, several important points emerge that strengthen the rationale for the current research. First, the Merdeka Curriculum context presents unique challenges for Indonesian teachers that may affect how they perceive and implement PjBL. Second, while research shows PjBL can benefit elementary students' speaking skills, the method requires careful scaffolding and support from teachers. Third, there may be disconnections between teachers' perceptions of teaching methods and their actual practices, making it important to understand both what teachers think and what factors influence their implementation decisions. Fourth, the international evidence from Thailand confirms that implementation challenges such as time constraints

⁴⁰ Lawarn Sirisrimangkorn, "Improving EFL Undergraduate Learners' Speaking Skills Through Project-Based Learning Using Presentation," *Advances in Language and Literary Studies* 12, no. 3 (2021): 65–72, <https://doi.org/10.7575/aiac.all.v.12n.3.p.65>.

recur across different national contexts even where PjBL is found to benefit speaking skills.

C. Research Gap

Based on the review of related studies above, several research gaps can be identified. First, while studies have examined either students' outcomes or teachers' general perceptions of learner-centered approaches, there is a lack of research that specifically focuses on teachers' perceptions of PjBL effectiveness in the domain of speaking skills at the elementary school level. Most existing studies either focus on secondary or tertiary levels, or measure student outcomes quantitatively without exploring the qualitative dimension of teachers' lived experiences and professional judgments. Second, none of the reviewed studies examines teachers' perceptions of PjBL within the specific policy context of Indonesia's Merdeka Curriculum, which represents a distinct educational reform environment that may shape how teachers understand and evaluate teaching methods differently from other contexts. Third, the existing Indonesian studies have not been conducted at SDIT Rabbi Radhiyya 02 specifically, meaning there is no documented understanding of how English teachers at this particular school experience and perceive PjBL implementation for speaking instruction.

The present study aims to address these gaps by exploring the perceptions of English teachers at SDIT Rabbi Radhiyya 02 regarding the effectiveness and challenges of implementing PjBL for speaking instruction within the Merdeka Curriculum framework. By situating teacher perception at

the center of inquiry and grounding the study in a specific institutional context, this research contributes a locally-rooted yet globally-relevant understanding of PjBL as a pedagogical approach in EFL elementary education.

D. Conceptual Framework

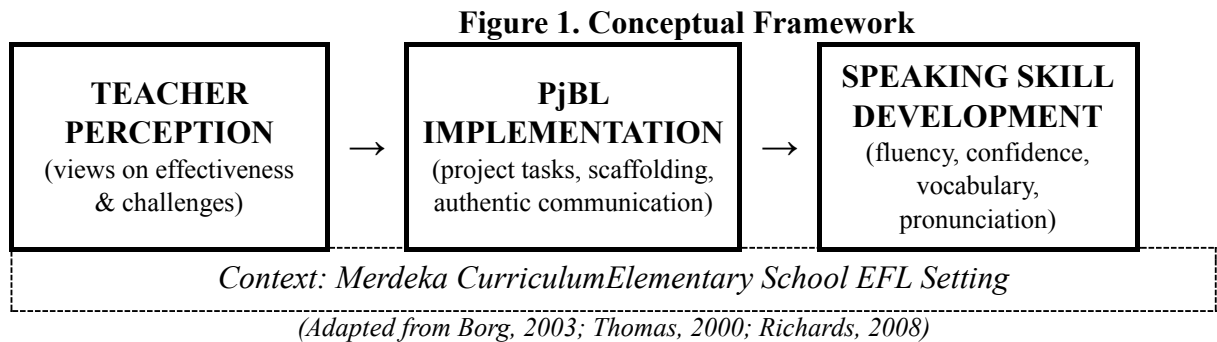
This research is built on the conceptual relationship between three core components: teacher perception, Project-Based Learning implementation, and speaking skill development. These three components do not operate independently; rather, they are interrelated within the broader educational context of the Merdeka Curriculum at the elementary school level.

Teacher perception serves as the central variable in this study. How teachers perceive the effectiveness and challenges of PjBL directly influences the quality and consistency of their PjBL implementation in the classroom. Teachers who hold positive and well-informed perceptions of PjBL are more likely to design meaningful project tasks, provide appropriate scaffolding, and sustain student engagement throughout the project process. Conversely, teachers who are uncertain or have negative perceptions may implement PjBL superficially or abandon it in favor of more familiar, teacher-centered methods.

PjBL implementation, in turn, creates the learning conditions that determine the quality of speaking practice that students receive. Well-implemented PjBL provides authentic communication opportunities, promotes student collaboration, and encourages meaningful use of English throughout the project cycle. These conditions are essential for the development of

students' speaking skills, including fluency, confidence, vocabulary use, and pronunciation.

The entire process takes place within the Merdeka Curriculum context, which functions as the enabling policy framework that both mandates and supports the use of student-centered methods such as PjBL. The diagram below illustrates the conceptual relationship among these components.



CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

This study employs a qualitative research approach with a descriptive design. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem, involving emerging questions and procedures, data typically collected in the participant's setting, and analysis inductively building from particulars to general themes.⁴¹ This approach is appropriate for this research because it aims to explore and describe teachers' perceptions of Project-Based Learning effectiveness in improving students' speaking skills, which requires in-depth understanding of teachers' experiences, beliefs, and interpretations.

Descriptive qualitative research is designed to gain information concerning the current status of phenomena and to describe what exists with respect to variables or conditions in a situation.⁴² In this study, the descriptive design allows the researcher to provide a detailed account of teachers' perceptions based on their actual experiences implementing PjBL in their English classrooms under the Merdeka Curriculum.

The choice of qualitative methodology is supported by the nature of the research questions, which seek to understand "how" teachers perceive PjBL effectiveness and "what" challenges and factors they experience. Qualitative

⁴¹ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018), 8.

⁴² Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and David A. Walker, *Introduction to Research in Education*, 10th ed. (Boston: Cengage Learning, 2019), 31.

research is particularly suitable for studies that aim to understand participants' perspectives, explore complex phenomena in natural settings, and generate rich descriptive data.⁴³ Unlike quantitative research that focuses on measuring variables and testing hypotheses, this qualitative study seeks to capture the richness and complexity of teachers' perceptions through their own words and experiences.

Furthermore, qualitative descriptive studies are valuable in educational research because they provide practical information that can directly inform teaching practice and policy decisions without requiring the theoretical interpretation demanded by other qualitative approaches.⁴⁴ This pragmatic orientation aligns well with the purpose of this research, which aims to provide insights that can help improve PjBL implementation in Indonesian elementary schools.

B. Subject of the Research

The subject of this research are English teachers who teach at SDIT Rabbi Radhiyya 02. In qualitative research, purposeful sampling is used to select information-rich cases that can provide in-depth understanding of the phenomenon under investigation.⁴⁵ Therefore, this study uses purposive sampling to select participants who meet specific criteria relevant to the research objectives.

⁴³ Sharan B. Merriam and Elizabeth J. Tisdell, *Qualitative Research: A Guide to Design and Implementation*, 4th ed. (San Francisco: Jossey-Bass, 2016), 15.

⁴⁴ Margaret Sandelowski, "Whatever Happened to Qualitative Description?" *Research in Nursing & Health* 23, no. 4 (2000): 336.

⁴⁵ Michael Quinn Patton, *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2015), 264.

The criteria for selecting participants in this research are as follows:

1. Teachers who teach English at the elementary school level (grades 1-6)
2. Teachers who have implemented the Merdeka Curriculum in their English teaching
3. Teachers who have experience using Project-Based Learning in their speaking instruction
4. Teachers who are willing to participate in the research and share their experiences

Based on these criteria, this research involves three English teachers from SDIT Rabbi Radhiyya 02 as participants. In qualitative research, sample size is typically small because the goal is to gain deep understanding rather than statistical generalization, and 3-6 participants can be sufficient for a focused qualitative study when data saturation is achieved.⁴⁶ The small number of participants allows the researcher to conduct in-depth interviews to gather rich, detailed data about each teacher's perceptions and experiences. It should be emphasized that these three teachers constitute the entire population of English teachers at SDIT Rabbi Radhiyya 02, not a subset selected from a larger pool of eligible candidates; every English teacher at the school who met the inclusion criteria in Section B.1 was invited and agreed to participate. The small sample size in this research therefore reflects the actual size of the school's English teaching staff, rather than an arbitrary limitation imposed by

⁴⁶ Greg Guest, Arwen Bunce, and Laura Johnson, "How Many Interviews Are Enough? An Experiment with Data Saturation and Variability," *Field Methods* 18, no. 1 (2006): 62.

the researcher, and the findings represent a complete, rather than partial, account of English teachers' perspectives at this particular research site.

Data saturation, the point at which no new information or themes emerge from the data, is the principle used to determine adequate sample size in qualitative research rather than predetermined numbers.⁴⁷ In this research, three English teachers were determined to be sufficient to reach data saturation, given the relatively small and closely-knit teaching staff at the research site and the in-depth nature of the interviews conducted with each participant.

The selection of SDIT Rabbi Radhiyya 02 as the research site is based on several considerations. First, the school has officially implemented the Merdeka Curriculum and encourages teachers to use innovative teaching methods including Project-Based Learning. Second, the school has English teachers who are willing to participate in the research. Third, the accessibility of the research site allows the researcher to conduct in-depth interviews effectively. Fourth, focusing on a single school allows this research to be designed as a bounded, single-site case study, in which the school's specific institutional conditions curriculum policy, resources, and staff can be examined coherently as a single context, rather than being diluted across multiple, less comparable school settings within the scope of an undergraduate thesis.

C. Research Setting and Time

This research is conducted at SDIT Rabbi Radhiyya 02, an Islamic elementary school located in Rejang Lebong Regency, Bengkulu Province,

⁴⁷ Barbara DiCicco-Bloom and Benjamin F. Crabtree, "The Qualitative Research Interview," *Medical Education* 40, no. 4 (2006): 315.

Indonesia. The school was selected as the research site for several reasons. First, SDIT Rabbi Radhiyya 02 has formally implemented the Merdeka Curriculum since the 2022/2023 academic year and actively encourages teachers to apply innovative, student-centered teaching methods including Project-Based Learning. Second, English teachers at this school have had direct experience implementing PjBL for speaking instruction under the Merdeka Curriculum framework, making them information-rich participants for this qualitative study. Third, the school is accessible to the researcher, enabling effective data collection through in-depth interviews.

The research is conducted from March to July 2026. This timeframe is divided into several phases: the preparation and instrument validation phase (March to June 2026), the interview phase (June 2026), and the data analysis and report writing phase (June-July 2026). This five-month period provides sufficient time to carry out in-depth interviews with each teacher and complete a thorough analysis of the data collected.

D. Technique of Data Collection

This research employs semi-structured in-depth interviews as the primary technique for collecting data. Interviews allow the researcher to explore teachers' perceptions and reported experiences in depth, using probing questions to elaborate on the challenges and factors they identify.

1. Interview

The primary data collection technique in this research is semi-structured interviews. Semi-structured interviews combine predetermined

questions with the flexibility to explore topics in more depth as they arise during the conversation, making them ideal for understanding participants' perceptions and experiences.⁴⁸ This type of interview allows the researcher to ensure that all important topics are covered while also giving teachers the freedom to express their views in their own words and elaborate on issues they consider important.

The interviews are conducted individually with each participating teacher. Individual interviews provide a safe space for participants to share their honest opinions and experiences without influence from colleagues, which is particularly important when exploring sensitive topics like teaching challenges or curriculum implementation difficulties.⁴⁹ Each interview session lasts approximately 45-60 minutes, depending on the depth of the teacher's responses.

The interview process follows these steps:

- a. **Preparation:** The researcher contacts each participant to schedule the interview at a convenient time and location, ensuring a quiet and comfortable environment.
- b. **Building rapport:** At the beginning of each interview, the researcher explains the research purpose, assures confidentiality, and requests permission to audio-record the conversation.

⁴⁸ Robert S. Weiss, *Learning from Strangers: The Art and Method of Qualitative Interview Studies* (New York: Free Press, 1995), 78.

⁴⁹ Svend Brinkmann and Steinar Kvale, *Doing Interviews*, 2nd ed. (London: SAGE Publications, 2018), 58.

- c. **Conducting the interview:** The researcher uses the interview guide to ask questions while remaining flexible to follow interesting points raised by the participant.
- d. **Probing:** The researcher uses follow-up questions such as "Can you give me an example?" or "Can you explain more about that?" to encourage teachers to elaborate on their responses.
- e. **Closing:** The researcher summarizes the main points discussed and asks if the participant has anything else to add.
- f. **Recording:** All interviews are audio-recorded with participants' permission and later transcribed for analysis.

2. Document Analysis

In addition to interviews, this research employs document analysis as a secondary data collection technique to support methodological triangulation. The documents analyzed are the lesson plans (Modul Ajar) prepared by the participating teachers under the Merdeka Curriculum framework, obtained directly from each teacher after the interview. These lesson plans provide a written record of how each teacher plans classroom activities, including group work and presentation activities intended to develop students' speaking skills through Project-Based Learning.

Document analysis in this research serves a specific and limited purpose: to examine whether the classroom activities teachers described in their interviews such as group-based projects, presentations, and family or

self-introduction themes are reflected in their formal lesson planning. This provides a second, independent source of evidence to support the credibility of the interview findings, beyond relying on interview data alone.

It is important to note that lesson plans document teachers' planned instruction, not their actually executed classroom practice. Document analysis in this research therefore complements, but does not fully replace, the role that direct classroom observation would play in confirming how PjBL is implemented in practice. Not all participating teachers' lesson plans were available for every unit discussed in the interviews; document analysis in this research is therefore used to support and illustrate the interview findings where corresponding lesson plans are available, rather than to independently verify every claim made by every teacher.

E. Instrument of the Research

In qualitative research, the researcher is considered the primary instrument of data collection, as the quality of data depends heavily on the researcher's ability to observe, listen, ask probing questions, and interpret meaning in context.⁵⁰

To support systematic and comprehensive data collection, a semi-structured interview guide is used as the primary research instrument. Rather than presenting the full verbatim instrument, this section presents the instrument blueprint which outlines the research focus, the aspects and

⁵⁰ Sharan B. Merriam and Elizabeth J. Tisdell, *Qualitative Research: A Guide to Design and Implementation*, 4th ed. (San Francisco: Jossey-Bass, 2016), 261.

indicators being explored, and the theoretical basis drawn from the literature review in Chapter II. The complete interview questions are derived from and traceable to this blueprint.

Table 1. Blueprint of Interview Instrument

Research Focus	Aspect	Indicators / Interview Probes	Theoretical Basis
Background Information	Teaching experience & PjBL training	Length of teaching experience at elementary level; duration of Merdeka Curriculum implementation; professional development related to PjBL	Borg (2003); Fullan (2016)
RQ 1: Teachers' Perception of PjBL Effectiveness	Types of PjBL activities	Projects used for speaking instruction (e.g. oral presentations, role-play, cultural projects); frequency and duration of projects	Thomas (2000); Buck Institute for Education (2019)
	Perceived impact on speaking skills	Reported changes in students' fluency, confidence, pronunciation, vocabulary use, and willingness to speak after PjBL; comparison with other speaking methods	Richards (2008); Brown (2007)
	Strengths and limitations of PjBL for speaking	Aspects of speaking most effectively developed through PjBL; aspects less effectively developed; overall evaluation of PjBL effectiveness	Blumenfeld et al. (1991); Stoller (2006)
RQ 2: Challenges in Implementing PjBL for Speaking	Time management	Difficulty allocating sufficient time for project activities within the curriculum schedule; strategies used to manage time constraints	Wulandari & Sulistyo (2022); Sirisrimangkorn (2021)
	Assessment of speaking	Challenges in assessing oral performance during project work; tools or rubrics used; fairness and consistency of assessment	Kemendikbudristek (2022); Richards (2008)
	Learner diversity	Challenges arising from mixed English proficiency levels; strategies for handling reluctant or low-proficiency speakers during project activities	Scott & Ytreberg (2004); Pinter (2017)
	Resources and support	Availability of teaching materials, facilities, and institutional support; gaps	Fitriani & Apriliaswati

		between what is needed and what is available for effective PjBL implementation	(2023); Putri & Sari (2022)
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F. Technique of Data Analysis

The data collected through in-depth interviews are analyzed using thematic analysis. Thematic analysis is a method for identifying, analyzing, and reporting patterns or themes within qualitative data, offering a flexible and accessible approach that can provide rich and detailed insights.⁵¹ The analysis process follows the interactive model proposed by Miles, Huberman, and Saldana, which consists of three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification.⁵²

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. Data condensation is not separate from analysis but is part of it, as the researcher makes decisions about which chunks of data to code, which patterns summarize many chunks, and which story to tell.⁵³

The data condensation process in this research includes:

a. Transcription

All audio-recorded interviews are transcribed verbatim into written text. The transcripts include not only the words spoken but also

⁵¹ Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (2006): 79.

⁵² Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2020), 14.

⁵³ Johnny Saldaña, *The Coding Manual for Qualitative Researchers*, 4th ed. (London: SAGE Publications, 2021), 5.

relevant non-verbal cues such as pauses, laughter, or emotional expressions that may provide context for understanding teachers' perceptions.

b. Reading and Familiarization

The researcher reads through all interview transcripts multiple times to become deeply familiar with the data. During this process, the researcher notes initial impressions, interesting points, and potential patterns.

c. Coding

Coding is the process of assigning labels to chunks of data that represent important ideas or concepts, serving as a way to organize and retrieve meaningful segments of data.⁵⁴ The researcher applies codes to segments of data that relate to the research questions. For example:

- 1) Codes related to effectiveness: "increased confidence," "improved fluency," "better vocabulary use"
- 2) Codes related to challenges: "time constraints," "assessment difficulties," "mixed proficiency levels"
- 3) Codes related to success factors: "interesting topics," "group collaboration," "teacher support"

Both descriptive codes (summarizing what is happening) and interpretive codes (capturing deeper meaning) are used. The researcher

⁵⁴ Johnny Saldaña, *The Coding Manual for Qualitative Researchers*, 4th ed. (London: SAGE Publications, 2021), 5.

uses both predetermined codes based on the theoretical framework and emergent codes that arise from the data itself.

d. Memoing

Throughout the coding process, the researcher writes memos—short reflective notes about emerging ideas, connections between codes, or questions for further exploration. Memos are the researcher's written reflections about the data and codes that help develop analytical thinking and track the evolution of ideas during analysis.⁵⁵

e. Theme Development

After the initial coding phase, the researcher groups related codes into broader categories and then develops overarching themes that capture the essence of teachers' perceptions. Theme development is an iterative process in which the researcher moves back and forth between the data, the codes, and the emerging themes to ensure that the themes accurately represent the data and address the research questions.

2. Data Display

Data display refers to the organized, compressed assembly of information that permits conclusion drawing and action.⁵⁶

In this research, data display involves presenting the analyzed data in a structured and accessible format. The researcher organizes themes and supporting evidence into narrative summaries and thematic matrices that

⁵⁵ Kathy Charmaz, *Constructing Grounded Theory*, 2nd ed. (London: SAGE Publications, 2014), 162.

⁵⁶ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2020), 31.

show how different categories of data relate to each research question. Data display helps the researcher to see patterns and connections across participants and data sources more clearly than is possible from isolated data segments.

The data display in this research takes the form of: (1) thematic summaries organized around each research question, presenting key themes with representative quotations from teacher interviews; and (2) comparative matrices showing similarities and differences across teachers' perceptions and experiences. These displays are not ends in themselves but serve as an intermediate step that makes the data more manageable and facilitates the drawing of sound conclusions.

3. Conclusion Drawing and Verification

The third component of Miles, Huberman, and Saldana's interactive model is conclusion drawing and verification. From the beginning of data collection, the researcher begins to note patterns, explanations, configurations, and causal flows, but the final conclusions are not reached until the end of the analysis process.⁵⁷

In this research, conclusion drawing involves synthesizing the themes identified across all data sources to answer the research questions: how teachers perceive the effectiveness of PjBL for speaking instruction, and what challenges they encounter in its implementation. Conclusions are drawn carefully and tentatively at first, then verified through cross-

⁵⁷ Miles, Huberman, and Saldaña, *Qualitative Data Analysis*, 245.

referencing multiple data sources and returning to the original data to confirm interpretations.

Verification strategies include: (1) checking whether themes are consistently supported by data across all three teachers' interviews (data source triangulation); (2) reviewing whether the conclusions accurately reflect the language and meaning used by participants in their interviews; and (3) seeking disconfirming evidence actively looking for data that might challenge or complicate the emerging conclusions. This rigorous verification process ensures that the conclusions drawn are credible, defensible, and grounded in the data.

G. Trustworthiness of the Research

Ensuring the trustworthiness of qualitative research findings is essential because qualitative research does not rely on statistical measures of validity and reliability. Lincoln and Guba (1985) propose four criteria for evaluating the trustworthiness of qualitative research: credibility, transferability, dependability, and confirmability.⁵⁸

In this research, trustworthiness is established through the following strategies:

1. Triangulation

Triangulation is the use of multiple methods, sources, or perspectives to cross-check and validate research findings. This research employs two forms of triangulation. First, data source triangulation is achieved by

⁵⁸ Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Beverly Hills, CA: SAGE Publications, 1985), 290–301.

collecting data from three different teachers, enabling the researcher to identify patterns that are consistent across participants as well as variations that may reflect individual differences. Second, theoretical triangulation is achieved by interpreting the interview findings against multiple theoretical perspectives established in Chapter II including theories of PjBL, models of speaking skill development, and the Merdeka Curriculum's assessment framework rather than relying on a single theoretical lens to explain the data. It should be noted that this research employs methodological triangulation between interview data and document analysis (teachers' lesson plans), but does not include classroom observation. The findings therefore reflect teachers' reported perceptions and experiences, supported where possible by their formal lesson planning, rather than independently observed classroom practice, a limitation discussed further in Chapter V.

2. Member Checking

Member checking involves returning the research findings or interpretations to the participants to verify that the researcher's understanding accurately reflects their views and experiences. In this research, member checking was carried out in early June 2026, shortly after the data condensation and coding of all three teachers' interviews were completed and before the final report was written. For each teacher, the researcher prepared a short written summary, in Indonesian, of the key themes and interpretations drawn from her individual interview. The summary was sent to each teacher individually through WhatsApp, the same

channel the researcher had used throughout the study to arrange interview appointments and communicate with the teachers. Each teacher was given up to one week to review her summary and was asked to confirm whether it accurately reflected what she had said, and to note anything she felt was inaccurate, incomplete, or needed rewording. Where a teacher raised a clarification, the researcher revisited the relevant portion of the transcript and adjusted the coding and interpretation accordingly before finalizing the analysis presented in Chapter IV. Member checking enhances the credibility of the findings by ensuring they are grounded in participants' own perspectives.

3. Thick Description

Transferabilitythe degree to which findings can be applied to other contexts is supported through thick description: providing rich, detailed accounts of the research context, participants, and findings. By describing the school setting, the Merdeka Curriculum context, the characteristics of the participants, and the specific PjBL practices described by participants, this research enables other researchers or practitioners to judge whether and how the findings may be relevant to their own contexts.

4. Audit Trail

Dependability and confirmability are supported through the maintenance of an audit traila detailed record of the research process including raw data (interview transcripts), coding decisions, memos, and analytical choices. The audit trail allows an external reviewer to examine the

research process and evaluate whether the findings are consistent with and traceable back to the data collected. This transparency strengthens the overall integrity and confirmability of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

Data for this chapter were obtained through semi-structured interviews conducted on 15 June 2026 with three English teachers (T1, T2, and T3), analyzed using the interactive model of Miles, Huberman, and Saldaña. Section A presents the findings for both research questions; Section B discusses these findings in relation to the theoretical framework established in Chapter II.

A. Findings

1. Teachers' Perceptions of the Effectiveness of Project-Based Learning for Speaking Skills

This section presents findings related to the first research question: *“How do English teachers at SDIT Rabbi Radhiyya 02 perceive the effectiveness of Project-Based Learning in improving students’ speaking skills under the Merdeka Curriculum?”* Data were drawn from interview responses concerning teachers’ experience with PjBL, its perceived impact on speaking skills, and the factors they believe support or hinder its effectiveness. Four sub-themes emerged from the data: teachers’ experience and understanding of PjBL implementation, perceived effectiveness and impact on speaking, aspects of speaking less effectively developed through PjBL, and perceived supporting and hindering factors.

a. Teachers' Experience and Understanding of PjBL Implementation

All three teachers demonstrated a working understanding of PjBL that extended beyond a surface-level notion of “students making things.” Each described PjBL in terms of structured stages requiring deliberate planning.

T1

“In PjBL there are several syntaxes I must apply in class. As an English teacher, I must first understand the syntax. Then it takes time to prepare the lesson plan, the learning media to be used, and the method. All of this must be adjusted to the time available for students to follow the learning process especially with PjBL, which must be carefully prepared. For certain English materials, I really have to use PjBL carefully, especially for the speaking skill.”

T1's account reflects an understanding of PjBL as a staged process requiring careful advance planning the selection of media, the sequencing of the lesson, and the allocation of time rather than a spontaneous activity.

T2

“In my opinion, PjBL is very positive as a learning model. What I see is that students are quite enthusiastic because they feel that, besides learning, they are also creating something.”

T2's understanding emphasizes the motivational dimension of PjBL students perceiving themselves as creators rather than passive recipients of material.

T3

“PjBL makes students apply material they have already learned into a project. I consider this quite influential for students’ speaking skills. Their vocabulary also improves significantly, and I notice that they can retain certain words in their minds for a fairly long time because of the learning media involved.”

T3 links PjBL directly to retention and application of language, suggesting that the project format helps consolidate vocabulary through repeated, purposeful use.

Taken together, the three teachers’ accounts show a converging, technically grounded understanding of PjBL: all describe it as a staged, carefully prepared process rather than an unstructured activity, though each emphasizes a different dimension procedural discipline (T1), student motivation (T2), and language consolidation (T3). This convergence suggests that, at SDIT Rabbi Radhiyya 02, a correct conceptual grasp of PjBL is a shared strength across all three teachers rather than being uneven across the school’s English teaching staff.

b. Perceived Effectiveness and Impact on Speaking Skills

When asked directly about PjBL’s effectiveness in improving speaking skills, all three teachers offered strongly positive assessments, most often citing gains in student confidence and active participation.

T1

“I think it is very effective, because they are actively involved in class. So, students who might be shy end up participating whether

in the process of making the project or in the presentation. Of course, all of this has to follow the rules; shy students get a chance to speak. And because this is elementary level, I provide scaffolding to guide students in pronouncing words correctly.”

“I feel a change in terms of motivation and confidence. In my opinion, confidence is very important especially in speaking English, since it is not their first language. Students appear more confident, starting from constructing simple sentences; that is a form of progress.”

T1’s emphasis on shy students becoming active participants directly echoes the affective benefits long associated with PjBL, in which reduced anxiety and increased willingness to communicate follow from authentic, purposeful speaking tasks combined with teacher scaffolding.

T2

“In my assessment, PjBL is quite effective in increasing student engagement in English learning, although its implementation requires careful planning.”

“Their willingness to speak has increased, even though it sometimes sounds not entirely accurate, but the effort to pronounce is there. Interaction among peers has also increased, because PjBL often requires them to work together in groups.”

T2’s observation highlights that, at this stage, increased willingness to speak matters more than full grammatical accuracy.

T3

“Effective, because once students are grouped, individual assessment shows that they generally understand the material.”

“There is a change. I often notice that students are far more active in speaking when PjBL is applied.”

T3’s pairing of group work with subsequent individual understanding suggests that group-based project stages function as scaffolded rehearsal before individual speaking performance.

On the question of which speaking components benefit most, responses converged on vocabulary and pronunciation rather than more complex components such as grammar or formal register.

T1

“Because this is elementary school, I focus more on vocabulary and pronunciation. So it is not just about how many vocabulary words students know, but also understanding how to construct sentences and pronounce them correctly.”

T2

“Pronunciation and vocabulary. Sometimes just being able to pronounce a word correctly is already progress. In every project, I try to make sure they encounter new vocabulary at least becoming familiar with it, rather than having no exposure at all.”

T3

“The aspects that need developing through PjBL are confidence and fluency. When English is used frequently in group activities, even passive students begin to appear active. Vocabulary is also needed, but rather than just memorizing, students are expected to understand how to apply it.”

This convergence indicates that these teachers perceive PjBL as most effective for vocabulary, pronunciation, confidence, and fluency, rather than for grammar.

c. Aspects of Speaking Less Effectively Developed Through PjBL

Alongside the perceived benefits, all three teachers identified grammar and formal language use as the aspects PjBL develops least effectively a pattern directly related to how students' attention is allocated during project work.

T1

“Grammar and formal register. Because PjBL for students so far emphasizes communication and completing the project, when faced with grammar, they certainly struggle. I still try to correct properly when there are difficulties or inaccuracies in grammar. Since this is elementary school, the language I use in teaching is also simple, so students' opportunities to use formal language are limited.”

T2

“Grammar is an aspect that gets less attention during PjBL because students focus on the project and on making sure the material information applied to the project is conveyed well.

Students do not pay much attention to whether the sentences they say are already well-structured.”

T3

“The projects I give students relate more to everyday situations, since this is elementary school, so the less effective aspect is the use of formal language. In terms of grammar, I do not expect too much from elementary students; they usually focus more on completing the project and conveying their ideas, even if that sometimes means switching between Indonesian and English.”

This shared observation suggests that students’ attention shifts from linguistic form toward communicative function during project work.

d. Perceived Supporting and Hindering Factors

When asked what factors support PjBL’s effectiveness for speaking instruction, teachers pointed to motivation, scaffolding, time management, and authentic communicative purpose.

T1

“In my own experience, many factors influence the effectiveness of PjBL. One of them is motivation, then my own time management when students present their projects, and then scaffolding: how the teacher’s role facilitates the learning process.”

T2

“PjBL provides a more authentic communication context, so students have a clear reason to use English in the learning

process no student is left without a chance to speak. I also choose projects based on students' proficiency level, appropriate time availability, and feedback from me as the teacher."

T3

"There are many opportunities for students to use English during the project process. They speak not only during presentations but also while discussing and exchanging ideas. Especially when the project matches students' interests, they appear more enthusiastic and confident."

These accounts collectively point to PjBL's authenticity and relevance to student interest as the factors teachers most associate with increased willingness to communicate.

Regarding institutional support, none of the three teachers reported significant resource constraints as hindering PjBL implementation.

T1

"In my opinion, institutionally it has been very helpful. Because this school is private, parents also play a very active role in supporting the learning media students need. So far, I have not encountered a case of a student not bringing equipment for learning media. The classroom also has an interactive board that students use for presentations."

T2

“Teaching materials and technology are quite good. There have been no obstacles with learning media so far.”

T3

“I have not found anything lacking; it has been satisfactory so far, so the implementation of the project has gone well.”

None of the three teachers identified school resources or institutional support as a barrier to PjBL implementation.

When asked directly about hindering factors, T1 stated that, “so far there are none,” while T2 and T3 pointed instead to time constraints a theme that recurs more prominently in the challenges reported for the second research question in Section 2.

e. Similarities and Differences Among the Three Teachers

Across the four sub-themes above, the three teachers converge on most points: all three describe PjBL as a staged, deliberately planned process; all three report gains in students’ confidence and willingness to speak; and all three identify grammar and formal register as the aspect PjBL develops least. Some differences also emerged. On institutional support, T1, the most experienced of the three (12 years of teaching), was the only teacher to state that she had encountered no hindering factors at all, while T2 (5 years) and T3 (7 years) both named time constraints as a hindrance. The three teachers also emphasized different dimensions of PjBL’s value in their own words: T1 focused on procedural discipline and scaffolding, T2 on student motivation and authentic communication, and T3 on vocabulary retention and peer support. None of the

three teachers expressed a negative or doubtful view of PjBL's effectiveness; the differences among them are in emphasis and in which factors they consider most salient, not in their overall evaluation of the method.

Across all four sub-themes, the three teachers show a consistent, positive, and technically grounded perception of PjBL's effectiveness for speaking instruction. Their understanding of PjBL is procedurally sound rather than superficial; they perceive clear gains in confidence, willingness to speak, vocabulary, and pronunciation; they consistently identify grammar and formal register as less effectively developed; and they report few institutional barriers, with time management emerging as the primary shared concern. This positive and confident perceptual baseline sets up the findings on implementation challenges presented in Section 2.

2. Teachers' Perceived Challenges in Implementing PjBL for Speaking

Instruction

This section presents findings related to the second research question: *"What challenges do English teachers face in implementing Project-Based Learning for speaking instruction at SDIT Rabbi Radhiyya 02?"* Data were drawn from interview responses concerning time management, assessment of speaking performance, managing mixed proficiency levels, and engaging reluctant speakers. Four sub-themes emerged, corresponding to these four areas.

a. Time Management Challenges

Time management emerged as the most consistently reported challenge across all three teachers, though each described a different point of strain within the PjBL cycle.

T1

“I really use the lesson plan as a reference for managing time so that PjBL can run well. So, in one meeting, I can estimate which activity should come first before students move on to making their project.”

T2

“Time constraintsthe PjBL process is long, while the time allocation at elementary school is limited. I really have to be clever in managing and trimming time so that learning proceeds according to the target.”

“I do not spend much time on opening the class. I always try to make sure the material is delivered according to the lesson plan.”

T3

“Time projects take a long time, so sometimes not all groups can present on the same day. Also, at the elementary level, students’ vocabulary is not yet extensive, so they have ideas but find it difficult to express them in English.”

Notably, all three teachers described active compensating strategies: T1 through detailed lesson planning, T2 through compressed opening routines, and T3 through staggered presentation scheduling.

b. Challenges in Assessing Speaking Performance Fairly

A second recurring challenge concerned the fairness and accuracy of assessing individual speaking performance within group-based project work specifically, distinguishing individual contribution from group output.

T1

“There are times when a child is very active, while another has not yet shown interest in speaking. But beforehand, I have already carried out a diagnostic assessment meaning I already understand each student’s character. That really helps me judge the effectiveness of the project I am running, so that no single group ends up entirely homogeneous.”

T2

“Maintaining consistency and fairness in assessment is a challenge for me, because it involves not just one or two students but the whole class. Since this is PjBL, I have to assess accurately how each student speaks, both individually and as part of a group because a group’s result does not guarantee that every individual understands.”

T3

“What is difficult for me is assessing within a group when one student speaks very actively while another contributes very little. So I have to pay closer attention so that the assessment is not based only on the group’s overall result.”

c. Managing Mixed Proficiency Levels

Teachers also described deliberate grouping and differentiation strategies used to manage students with varying levels of speaking proficiency during project work.

T1

“I always carry out a diagnostic assessment, so I understand well that students’ abilities vary, and I do not expect all of them to reach the same result everyone needs time. I group students heterogeneously. For a student whose speaking ability is still low, I focus on their courage and confidence during presentation. Even if they can only say a simple sentence, I still appreciate that. For those with higher ability, I encourage them to speak more.”

T2

“I give different treatment according to students’ abilities. For example, a student whose speech is limited by vocabulary will get more structured guidance, a list of vocabulary, and simple expressions, because some students really need to be coaxed they are still at elementary level.”

T3

“Students’ abilities are certainly different, partly because some take English lessons outside school. So I place students with strong speaking ability in each group so they can help their group-mates who are weaker while still providing guidance myself, so that students do not become dependent on their peers.”

This range of differentiation strategies—diagnostic grouping, structured scaffolds, and peer-supported heterogeneous grouping—shows that each teacher adapted a different method to manage mixed-proficiency classes.

d. Engaging Reluctant Speakers

Finally, all three teachers described specific strategies for drawing out students who are reluctant to speak during project activities.

T1

“I build rapport with students first so they feel comfortable with their teacher, so that they can express ideas related to the material. Essentially, I try to draw out students who are unwilling to speak. I also use simple topics related to students’ own lives family and similar topicsso that speaking becomes easier for them.”

T2

“It is admittedly a bit difficult, but my weapon is always instructing them to speak by saying ‘take the score.’ So when they hear me say that, they end up having no other choice but to speak.”

T3

“I insist. As a teacher, do not only call on students who are capable or clever you must also call on students who are not. I also instill in students that, since we are learning, it is fine to make mistakes.”

These strategies, namely relational rapport-building, structured incentive framing, and deliberate, non-selective calling on all students, all of which function to lower the affective barrier to speaking.

e. Similarities and Differences in How Teachers Manage the Challenges

All three teachers reported the same four challenges, but the specific strategies each of them used were not identical. For time management, T1 relied on following her lesson plan closely, T2 shortened her opening routine, and T3 spread student presentations across more than one meeting. For assessing individual speaking within group work, T1 and T3 both described using a form of diagnostic or ongoing observation of individual students, while T2 emphasized deliberately separating individual from group scores. For mixed-proficiency classes, T1 grouped students heterogeneously and adjusted her expectations by student, T2 gave targeted vocabulary scaffolding to weaker students, and T3 paired stronger and weaker speakers within the same group. For reluctant speakers, T1 relied on rapport-building, T2 used a structured incentive (“take the score”), and T3 made a point of calling on every student regardless of ability. Despite these differences in specific technique, no teacher described a challenge that the other two did not also experience, and none characterized any of the four challenges as unmanageable.

Across all four sub-themes, teachers' reported challenges are practical and instructional rather than institutional or resource-based: managing limited class time within the extended PjBL cycle, fairly distinguishing individual from group speaking performance, differentiating support for students with uneven proficiency, and drawing out reluctant speakers. Notably, all three teachers described active, personally developed strategies for each challenge rather than describing these as unresolved obstacles a pattern that, combined with the positive perceptions reported in Section 1, suggests a teaching staff that is both aware of PjBL's practical demands and reasonably well-equipped to manage them. Whether these self-reported strategies are consistently realized in actual classroom practice could not be independently verified within the scope of this research, which relies on interview data alone; this is addressed as a limitation in Chapter V.

3. Document Analysis: Supporting Evidence from Teachers' Lesson Plans

This section presents supporting evidence from document analysis of the participating teachers' lesson plans (Modul Ajar), used to examine whether the classroom activities described in the interviews are reflected in their formal lesson planning. Lesson plans were obtained from T2 and T3; a lesson plan from T1 was not available for this research. Three lesson plans were reviewed: T3's Grade 1, Unit 11 ("Aisyah's Family"); T2's Grade 2, Unit 7 ("She Is My Sister"); and T2's Grade 6, Unit 7.

a. T3's Lesson Plan: Grade 1, Unit 11 ("Aisyah's Family")

T3's lesson plan includes an activity titled "Making a Family Card", in which students draw their own family members and then say the names of their

family members aloud in front of the class using the word “my” (for example, “my father,” “my mother”). This matches what T3 described in her interview: a family-themed introduction project in which students apply new vocabulary through a hands-on task followed by individual speaking in front of the class.

b. T2’s Lesson Plan: Grade 2, Unit 7 (“She Is My Sister”)

T2’s lesson plan for this unit includes a group activity in which students work in small groups to arrange picture cards of family members and construct descriptive sentences together, followed by each student individually presenting their picture and description in front of the class. This is consistent with T2’s account in the interview of designing projects such as posters or family trees that combine group collaboration with individual speaking performance.

c. T2’s Lesson Plan: Grade 6, Unit 7

T2’s lesson plan for Grade 6 includes a survey project in which students ask family members about their weekend plans, write down the responses, and then read their survey results aloud in front of the class. This activity reflects the same pattern described by T2 in her interview: giving students an authentic reason to use English, built around a family-related topic, and culminating in a speaking performance in front of the class.

Across all three lesson plans reviewed, the classroom activities documented in writing closely match what T2 and T3 described in their interviews: family- and self-related topics, group or individual project tasks, and a culminating speaking performance in front of the class. This lends independent, document-based support to the credibility of T2 and T3’s interview accounts. No

lesson plan was available from T1, so this document-based support applies only to T2 and T3's accounts, not to T1's. It should also be noted that a lesson plan documents what a teacher plans to do, not necessarily what is actually carried out in the classroom; document analysis in this research therefore strengthens, but does not fully replace, the role that direct classroom observation would play in confirming actual classroom practice.

B. Discussion

This section discusses the research findings. For each main finding, the discussion explains what was found, what would ideally be expected based on theory, the researcher's interpretation, and what the finding means for this research.

1. Teachers' Perceptions of PjBL Effectiveness for Speaking Skills

a. Teachers' Understanding of PjBL

All three teachers described PjBL as a staged process that needs careful planning, not as a simple, unplanned activity. PjBL should be carried out as a structured sequence of stages built around a clear project, not treated as a loosely supervised activity.⁵⁹ This finding matches what theory expects. Many teachers are known to misunderstand PjBL as simply "students making something," without real planning. That misunderstanding does not appear here. This suggests that T1, T2, and T3 understand the basic requirements of PjBL correctly, even though none of them described their training in formal academic terms.

⁵⁹John W. Thomas, *A Review of Research on Project-Based Learning* (San Rafael, CA: Autodesk Foundation, 2000), 1.

A correct understanding of PjBL is an important first step before it can be implemented well. This finding suggests that if problems occur in practice, they are more likely caused by practical difficulties, rather than by teachers misunderstanding the method itself.

b. Gains in Confidence and Willingness to Speak

All three teachers reported that students, including shy students, became more confident and more willing to speak after PjBL activities. PjBL should increase students' confidence and willingness to speak because it gives them a real purpose for communicating, supported by group work before individual speaking.⁶⁰

The three teachers described this benefit independently, using their own words, but arrived at a similar conclusion, which makes the finding more convincing. It also matches a basic principle in language teaching: students who feel less anxious are generally more willing to speak.⁶¹ This finding suggests that PjBL is not simply seen as a fun activity by these teachers, but is specifically credited with helping shy or anxious students speak more.

c. Grammar and Formal Language Are Less Developed

All three teachers said that grammar and formal language are the aspects least developed through PjBL, because students focus more on finishing the project than on correct sentence structure. Speaking ability includes several

⁶⁰Basal Alan and Selami Aydin, "The Effect of Project-Based Learning on Young EFL Learners' Speaking Skills," *Education Quarterly Reviews* 3, no. 3 (2020): 225.

⁶¹H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed. (White Plains, NY: Pearson Education, 2007), 267.

components pronunciation, fluency, vocabulary, and grammar and a fully effective method would be expected to develop all of them, not only some.⁶²

This gap should not be seen as a weakness unique to these teachers. Task-based, communicative activities like PjBL are known to shift students' attention toward completing the task, which naturally reduces attention to grammar unless the teacher adds a specific focus on it.⁶³ This pattern is also expected at the elementary level, since young learners are not yet ready for detailed grammar instruction.⁶⁴ This finding does not mean PjBL should be replaced. It means PjBL should ideally be combined with a short, separate focus on grammar, which is discussed further as a suggestion in Chapter V.

d. Few Institutional Barriers

None of the three teachers reported serious problems with school resources or institutional support, and they linked this to the school's private status and active parental support. Based on previous research, resourcing problems are commonly reported as a barrier to implementing the Merdeka Curriculum in Indonesian elementary schools.⁶⁵

This result is different from what earlier studies generally found. The most likely explanation is the specific context of this school: it is private, and parents

⁶²Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice* (Cambridge: Cambridge University Press, 2008), 19–21.

⁶³Fredricka L. Stoller, "Establishing a Theoretical Foundation for Project-Based Learning in Second and Foreign Language Contexts," in *Project-Based Second and Foreign Language Education: Past, Present, and Future*, ed. Gulbahar H. Beckett and Paul Chamness Miller (Greenwich, CT: Information Age Publishing, 2006), 28.

⁶⁴Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children* (London: Longman, 2004), 2–5.

⁶⁵Devi Putri and Ratna Sari, "Challenges in Implementing Merdeka Curriculum for English Teaching in Indonesian Elementary Schools," *Journal of English Education and Technology* 3, no. 2 (2022): 112.

are closely involved in supporting students' learning needs. This does not mean earlier findings are wrong, but rather that institutional support for PjBL may depend heavily on each school's own situation. This finding should not be generalized to all Merdeka Curriculum schools, especially public elementary schools, which may have different resources.

e. Individual Differences Among the Three Teachers

Although the three teachers converge on most points, some differences emerged. Only T1, the most experienced of the three, reported no hindering factors at all, while T2 and T3 both cited time constraints; and each teacher emphasized a different dimension of PjBL's value in her own words: T1 procedural discipline, T2 student motivation, and T3 vocabulary retention. Teachers' beliefs and practices are known to be shaped by individual experience and professional background, so some variation among teachers even within the same school is expected rather than a sign of inconsistent or unreliable findings.⁶⁶

The pattern observed here fits this expectation. T1, with the most teaching experience, may have developed more established routines that reduce her perception of everyday hindrances, whereas T2 and T3, who are less senior, may experience time pressure more directly. Likewise, each teacher's differing emphasis in describing PjBL's value most plausibly reflects her own professional background and classroom priorities, rather than a disagreement about whether PjBL is effective. These differences do not undermine the overall finding that all three teachers view PjBL positively; rather, they show that a shared positive

⁶⁶ Simon Borg, "Teacher Cognition in Language Teaching: A Review of Research on What Language Teachers Think, Know, Believe, and Do," *Language Teaching* 36, no. 2 (2003): 81–109.

perception can coexist with individual variation in how that perception is expressed and in which practical challenges are felt most.

Overall, the teachers at SDIT Rabbi Radhiyya 02 understand PjBL correctly, believe it helps students speak with more confidence, but agree that grammar needs separate attention. They also report few institutional barriers, which appears to be specific to this school's situation. Because these findings come only from interviews, they show what teachers believe and report, not what was directly observed in their classrooms.⁶⁷ This distinction is discussed further as a limitation in Chapter V.

2. Teachers' Perceived Challenges in Implementing PjBL for Speaking Instruction

a. Time Management

All three teachers said that managing time is difficult because PjBL takes a long process, while class time at the elementary level is limited. A well-planned PjBL activity should fit within the time available for English lessons, without disrupting other parts of the curriculum.

This is not a problem unique to these three teachers. Time constraint is one of the most commonly reported challenges in PjBL implementation in Indonesian EFL classrooms.⁶⁸ This suggests that the time challenge comes from the nature of PjBL itself, not from weak planning by the teachers. In fact, each teacher

⁶⁷M. Frank Pajares, "Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct," *Review of Educational Research* 62, no. 3 (1992): 317.

⁶⁸Dwi Wulandari and Heri Sulistyono, "Challenges of Implementing Project-Based Learning in Indonesian EFL Classrooms," *Indonesian Journal of Applied Linguistics* 12, no. 1 (2022): 92.

described their own strategy to manage it, such as following the lesson plan closely, shortening the opening activity, or spreading presentations across more than one meeting. Time pressure should be expected as a normal part of implementing PjBL at the elementary level, and teachers need practical strategies to manage it rather than expecting the problem to disappear.

b. Assessing Individual Speaking Fairly in Group Work

Teachers found it difficult to judge each student's individual speaking ability fairly when the students worked in groups, especially when one student spoke much more than the others. An assessment system should be able to recognize both the group's work and each student's individual speaking ability.

This difficulty comes from the nature of group-based project work itself: a good group result does not always mean every member has the same speaking ability. Teachers must therefore build in a way to check individual performance, not rely on the group result alone. This connects to the Merdeka Curriculum's expectation that assessment should be ongoing and process-based, not based on one final result.⁶⁹ The diagnostic checks used by some teachers in this study are one practical way to solve this problem, but it shows that fair individual assessment within group work needs deliberate effort from the teacher.

⁶⁹Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, *Panduan Pembelajaran dan Asesmen Kurikulum Merdeka* (Jakarta: Kemendikbudristek, 2022), 9.

c. Differences in Students' Speaking Ability

Teachers used strategies such as grouping students by ability, giving extra vocabulary support, or placing stronger speakers together with weaker ones to help manage differences in students' speaking level. Teaching young learners should include differentiated support, since students at this age vary considerably in ability.⁷⁰

Unlike the previous two challenges, this finding shows that teacher practice already matches what is recommended. Grouping stronger and weaker students together, while the teacher still gives direct guidance, is a normal and recommended way to support young learners with mixed abilities.⁷¹ This is not an unresolved problem but an example of good practice already happening in these classrooms.

d. Encouraging Students Who Are Reluctant to Speak

Teachers used different personal strategies building closeness with students, giving small incentives, or calling on all students, not only the confident ones to encourage reluctant speakers. Students are more willing to speak when they feel less anxious and more comfortable in the classroom⁷².

Although the three teachers used different specific methods, all three strategies work in the same way: making students feel safe enough to try speaking, even if they make mistakes. This shows that these teachers already have

⁷⁰ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children* (London: Longman, 2004), 2–5.

⁷¹ Annamaria Pinter, *Teaching Young Language Learners*, 2nd ed. (Oxford: Oxford University Press, 2017), 124.

⁷² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed. (White Plains, NY: Pearson Education, 2007), 267.

a practical understanding of how to reduce students' anxiety, even without necessarily naming it in theoretical terms.

Overall, the challenges in implementing PjBL fall into two types. Time management and fair individual assessment are challenges built into PjBL itself, and are unlikely to disappear completely; teachers need ongoing strategies to manage them. Supporting mixed-ability students and encouraging reluctant speakers, on the other hand, are areas where these teachers' practices already reflect good, recommended teaching approaches. These findings describe what teachers reported in interviews, not what was directly observed, which is discussed further as a limitation in Chapter V.

CHAPTER V

CONCLUSION

A. Conclusion

This research examined English teachers' perceptions of Project-Based Learning (PjBL) effectiveness in improving students' speaking skills, and the challenges they face in implementing PjBL for speaking instruction, at SDIT Rabbi Radhiyya 02 under the Merdeka Curriculum. Based on semi-structured interviews with three English teachers (T1, T2, and T3), the following conclusions are drawn.

First, regarding teachers' perceptions of PjBL effectiveness (Research Question 1), all three teachers hold a consistently positive and technically grounded understanding of PjBL as a staged, deliberately planned process rather than an unstructured activity. They perceive clear gains in students' confidence, willingness to speak, vocabulary, and pronunciation through PjBL, while consistently identifying grammar and formal register as aspects less effectively developed through project work. Teachers reported few institutional barriers to implementation, attributable in part to the school's private status and active parental support, with time management emerging as the primary shared concern regarding effectiveness.

Second, regarding the challenges teachers face in implementing PjBL for speaking instruction (Research Question 2), four recurring challenges were identified: managing limited instructional time within PjBL's extended, multi-stage cycle; fairly assessing individual speaking performance within group-based project work; differentiating support for students with varying speaking

proficiency; and engaging students who are reluctant to speak. Notably, all three teachers described active, personally developed strategies for managing each of these challenges, suggesting a teaching staff that is both aware of PjBL's practical demands and reasonably well-equipped to address them within their own classrooms.

Overall, this research concludes that, at SDIT Rabbi Radhiyya 02, teachers hold a favorable and confident perception of PjBL as an approach for developing students' speaking skills, and that this favorable perception is accompanied by concrete, self-reported strategies for managing the practical challenges PjBL presents. However, these conclusions are drawn from teachers' self-reported perceptions and experiences and have not been independently verified through classroom observation.

B. Implications

Theoretically, this research contributes to the growing body of literature on PjBL implementation for speaking instruction at the elementary level within the specific context of Indonesia's Merdeka Curriculum, offering a case in which teachers report strong conceptual understanding of PjBL and few institutional barriers to its use a pattern that contrasts with resourcing challenges reported in some prior studies of Merdeka Curriculum implementation.⁷³

⁷³Devi Putri and Ratna Sari, "Challenges in Implementing Merdeka Curriculum for English Teaching in Indonesian Elementary Schools," *Journal of English Education and Technology* 3, no. 2 (2022): 112.

Practically, the strategies teachers reported using to manage time constraints, assessment fairness, mixed proficiency levels, and reluctant speakers may be of direct use to other English teachers implementing PjBL for speaking instruction at the elementary level, particularly in similarly resourced private school settings. For the school, these findings suggest that continued institutional support particularly the availability of learning media and a manageable class size plays a meaningful role in enabling teachers to implement PjBL as they intend.

C. Limitations of the Study

This research has several limitations that should be considered when interpreting its findings and conclusions.

First, this research relies primarily on in-depth interview data, supported by document analysis of teachers' lesson plans, and does not include classroom observation as a means of methodological triangulation. Document analysis provided independent, written evidence that partly corroborates T2 and T3's interview accounts, as discussed in Section 3, though a lesson plan from T1 was not available. Lesson plans also document planned instruction rather than actually executed classroom practice; as discussed in Sections 4 and 5, teachers' stated beliefs about their own teaching are not always perfectly mirrored in their observable classroom practice.⁷⁴ Consequently, the findings of this research should be understood as an account of teachers' perceptions, self-reported experiences, and professional judgment, partly supported by

⁷⁴M. Frank Pajares, "Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct," *Review of Educational Research* 62, no. 3 (1992): 317.

documentary evidence, rather than as a fully independently verified account of actual classroom practice.⁷⁵ This scope is nonetheless appropriate to the research questions guiding this study, which ask specifically what teachers perceive, not what can be independently confirmed through observation; interview data of this kind constitute valid evidence for answering questions about teachers' perceptions, even though they would not, on their own, be sufficient evidence for claims about verified classroom practice.

Second, this research involved only three English teachers at a single private elementary school; these three teachers are the entire population of English teachers at SDIT Rabbi Radhiyya 02 rather than a sample drawn from a larger pool. While this sample size is appropriate for the in-depth, case-study nature of this qualitative research and was sufficient to reach data saturation given the relatively small and closely-knit teaching staff at the research site,⁷⁶ the findings are, by design, bound to this single school and are not intended to be statistically generalized to English teachers at other schools, particularly public elementary schools that may face different staffing, resourcing, and institutional conditions.

Third, as with all interview-based qualitative research, the data collected are subject to the interpretive and reflexive nature of the interview process itself: participants' responses are shaped by their willingness and

⁷⁵Simon Borg, "Teacher Cognition in Language Teaching: A Review of Research on What Language Teachers Think, Know, Believe, and Do," *Language Teaching* 36, no. 2 (2003): 94.

⁷⁶Greg Guest, Arwen Bunce, and Laura Johnson, "How Many Interviews Are Enough? An Experiment with Data Saturation and Variability," *Field Methods* 18, no. 1 (2006): 65.

ability to accurately recall and articulate their teaching practices in the moment of the interview.⁷⁷

Finally, this research focused specifically on speaking skills and on PjBL as implemented for that purpose; its findings should not be extended to other language skills or to other student-centered teaching methods without further research.

D. Suggestions

For Teachers: English teachers implementing PjBL for speaking instruction may benefit from deliberately incorporating brief, focused grammar-attention activities following project completion, to address the aspect of speaking development that PjBL, by its communicative and task-focused nature, tends to develop less strongly.⁷⁸

For the School: Given that time management was the most consistently reported challenge across all three teachers, the school may consider formalizing flexible time-allocation policies for English lessons involving extended project work, to reduce the burden currently carried individually by each teacher through their own lesson planning.

For Future Research: Future research should incorporate classroom observation alongside interviews to independently verify whether teachers' self-reported perceptions and implementation strategies are consistently

⁷⁷Svend Brinkmann and Steinar Kvale, *Doing Interviews*, 2nd ed. (London: SAGE Publications, 2018), 58.

⁷⁸Fredricka L. Stoller, "Establishing a Theoretical Foundation for Project-Based Learning in Second and Foreign Language Contexts," in *Project-Based Second and Foreign Language Education: Past, Present, and Future*, ed. Gulbahar H. Beckett and Paul Chamness Miller (Greenwich, CT: Information Age Publishing, 2006), 28.

realized in actual classroom practice, thereby enabling the methodological triangulation this research was unable to employ.⁷⁹ Future research could also expand the sample to include teachers from public elementary schools implementing PjBL under more resource-constrained conditions, to examine whether the limited institutional barriers reported in this research hold across different school contexts.

⁷⁹John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018), 254.

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A P P E N D I C E S

APPENDIX

INTERVIEW DATA ANALYSIS MATRIX

The following matrix presents the results of data condensation from the interview transcripts of the three participants, grouped by emerging sub-themes for each research question (RQ), as part of the Miles, Huberman, and Saldaña interactive analysis model. Full excerpts in English, along with their discussion, are presented in Chapter IV.

Appendix Table 1. RQ1 Data Analysis Matrix
Teachers' Perceptions of Pjbl Effectiveness for Speaking skills

Sub-Tema	T1 (Yossi – 12 Years)	T2 (Annisya – 5 Years)	T3 (Putry – 7 Years)
Pemahaman & Pengalaman Implementasi PjBL	Memahami PjBL sebagai proses bertahap (syntax) yang memerlukan perencanaan matang: RPP, media, metode, dan alokasi waktu.	Memandang PjBL positif; siswa antusias karena merasa turut “menciptakan sesuatu”, bukan sekadar belajar pasif.	PjBL membuat siswa menerapkan materi ke dalam proyek; berpengaruh pada speaking dan retensi kosakata siswa.
Efektivitas & Dampak pada Speaking	Sangat efektif; siswa pemalu ikut aktif berbicara berkat scaffolding guru. Perubahan terlihat pada motivasi dan kepercayaan diri.	Cukup efektif meningkatkan keterlibatan; kemauan berbicara meningkat meski pengucapan belum sempurna.	Efektif; setelah kerja kelompok, siswa menunjukkan pemahaman individu. Siswa terlihat jauh lebih aktif berbicara.
Aspek yang Kurang Berkembang	Grammar dan register formal; fokus PjBL pada komunikasi dan penyelesaian proyek, bukan ketepatan tata bahasa.	Grammar kurang mendapat perhatian karena siswa fokus menyampaikan ide dan menyelesaikan proyek.	Penggunaan bahasa formal; grammar tidak terlalu dituntut pada level SD, siswa kadang bahkan bercampur Indonesia-Inggris.
Faktor Pendukung	Motivasi siswa, manajemen waktu guru saat presentasi, dan scaffolding guru selama proses belajar.	Konteks komunikasi autentik memberi alasan jelas bagi siswa untuk berbicara bahasa Inggris; pemilihan proyek disesuaikan level siswa.	Banyak kesempatan berbicara selama proses proyek (diskusi, tukar ide); topik yang sesuai minat meningkatkan antusiasme.
Dukungan Institusional	Sangat membantu; sekolah swasta dengan dukungan orang tua aktif; papan interaktif tersedia di kelas.	Bahan ajar dan teknologi sudah cukup baik; tidak ada kendala media pembelajaran.	Tidak ada yang kurang; fasilitas dinilai sudah memuaskan untuk mendukung implementasi proyek.

Appendix Table 2. RQ2 Data Analysis Matrix
Teachers' challenges in implementing PjBL for Speaking skills

Sub-Tema	T1 (Yossi – 12 Tahun)	T2 (Annissa – 5 Tahun)	T3 (Putry – 7 Tahun)
Manajemen Waktu	Menggunakan RPP sebagai acuan utama pengaturan waktu agar tiap sesi berjalan sesuai rencana.	Proses PjBL panjang sementara alokasi waktu SD terbatas; opening class dipersingkat agar materi tersampaikan.	Proyek memakan waktu lama sehingga tidak semua kelompok bisa presentasi di hari yang sama.
Keadilan Penilaian Speaking	Melakukan asesmen diagnostik di awal agar penilaian mempertimbangkan karakter tiap siswa, bukan hanya hasil kelompok.	Sulit menjaga konsistensi menilai kontribusi individu vs kelompok; hasil kelompok tidak menjamin semua siswa paham.	Sulit menilai saat satu siswa sangat aktif sementara yang lain kontribusinya sedikit dalam satu kelompok.
Mengelola Perbedaan Kemampuan	Pengelompokan heterogen berdasar asesmen diagnostik; fokus pada keberanian siswa berkemampuan rendah, dorongan lebih untuk yang mampu.	Perlakuan berbeda sesuai kemampuan; siswa dengan kosakata terbatas mendapat bimbingan & daftar kosakata lebih terstruktur.	Menempatkan siswa berkemampuan baik di tiap kelompok untuk membantu temannya, tetap didampingi agar tidak bergantung penuh pada teman.
Melibatkan Siswa yang Enggan Berbicara	Membangun kedekatan (rapport) lebih dulu; menggunakan topik sederhana dari kehidupan siswa agar lebih mudah berbicara.	Menggunakan insentif nilai ("ambil nilai") sebagai dorongan agar siswa mau berbicara.	Menunjuk semua siswa secara tidak selektif (bukan hanya yang pandai) dan menanamkan bahwa kesalahan itu wajar dalam belajar.

APPENDIX

INTERVIEW TRANSCRIPT

The following transcript consists of raw data from interviews with the three research participants, presented in the original language (Indonesian) exactly as spoken during the interviews to preserve data authenticity and traceability. Translated excerpts in English, along with their analysis, are presented in Chapter IV.

Interview Transcript of Participant T1

Tanggal Wawancara: 15 Juni 2026

Partisipan: Yossi Prancisca Ayu Citra, S.Pd. Gr

Pengalaman Mengajar: 12 Tahun

1. Sudah berapa lama Anda mengajar bahasa Inggris?

12 tahun.

2. Sejak kapan sekolah Anda menerapkan Kurikulum Merdeka?

Sejak tahun 2022.

3. Apakah Anda pernah mengikuti pelatihan terkait PjBL?

Pernah mengikuti PKGBI, program guru penggerak, dan pengajar praktik.

4. Bagaimana pengalaman Anda menerapkan PjBL di kelas?

Dalam PjBL ada beberapa syntax/tahapan yang harus saya terapkan di kelas. Sebagai guru bahasa Inggris, saya harus memahami syntax-nya terlebih dahulu. Kemudian butuh waktu untuk menyiapkan RPP, media pembelajaran, dan metode. Semua harus disesuaikan dengan waktu yang tersedia agar siswa bisa mengikuti proses pembelajaran terutama untuk PjBL, harus disiapkan dengan matang. Untuk materi bahasa Inggris tertentu, saya benar-benar harus menggunakan PjBL secara hati-hati, khususnya untuk keterampilan speaking.

5. Bisa berikan contoh proyek yang pernah Anda buat untuk speaking?

Saya pernah membuat proyek berdasarkan materi 'o'clock'. Langkah pertama, saya harus menjelaskan materi tentang cara menyebutkan waktu dalam bahasa Inggris dengan benar. Kemudian saya kelompokkan siswa. Di setiap kelompok, saya instruksikan sebagian membuat jam dari styrofoam, kardus, karton, dsb. Setelah mereka paham, barulah mereka mempresentasikan proyek yang telah dibuat berdasarkan materi yang saya berikan.

6. Menurut Anda seberapa efektif PjBL untuk speaking?

Menurut saya sangat efektif, karena mereka aktif terlibat di kelas. Jadi anak-anak yang mungkin pemalu jadi ikut terlibat baik dalam proses membuat proyek maupun presentasi. Dan tentu semua itu harus sesuai aturan. Siswa pemalu mendapat kesempatan untuk berbicara. Dan karena ini level SD, saya memberikan scaffolding untuk membimbing siswa dan mengarahkan cara pengucapan yang benar.

7. Perubahan apa yang Anda amati pada siswa?

Saya merasakan perubahan dari segi motivasi dan kepercayaan diri. Menurut saya kepercayaan diri sangat penting. Terutama dalam speaking bahasa Inggris tidak mudah bagi mereka, karena ini bukan bahasa pertama mereka. Siswa terlihat lebih percaya diri, mulai dari menyusun kalimat sederhana; itu adalah bentuk kemajuan bagi siswa.

8. Bagaimana perbandingan PjBL dengan metode lain?

Menurut pendapat pribadi saya, PjBL punya pengaruh kuat karena ada media untuk menyampaikan. Sangat mudah bagi mereka ketika punya alat untuk menyampaikan ide utama. Karena yang saya perhatikan, tanpa media, mereka jadi bingung berbicara di depan kelas.

9. Aspek speaking mana yang paling berkembang?

Tentu karena ini SD, saya lebih fokus ke vocabulary dan pronunciation. Jadi bukan hanya soal berapa banyak kosakata yang siswa tahu, tapi juga memahami cara menyusun kalimat dan mengucapkannya dengan benar.

10. Aspek mana yang kurang berkembang?

Grammar dan register formal. Karena PjBL bagi siswa selama ini lebih menekankan komunikasi dan penyelesaian proyek. Jadi ketika dihadapkan pada grammar, mereka tentu kesulitan. Saya tetap berusaha mengoreksi dengan baik jika ada kesulitan dan ketidaktepatan grammar. Karena ini SD, bahasa yang saya gunakan dalam mengajar juga sederhana, jadi kesempatan siswa menggunakan bahasa formal terbatas.

11. Faktor apa yang mendukung efektivitas PjBL?

Dari pengalaman saya sendiri, banyak faktor yang memengaruhi efektivitas PjBL salah satunya motivasi, lalu manajemen waktu saya sendiri saat siswa presentasi proyek. Lalu scaffolding bagaimana peran guru memfasilitasi proses pembelajaran.

12. Faktor apa yang menghambat efektivitas PjBL?

Sejauh ini tidak ada.

13. Apa tantangan Anda dalam mengimplementasikan PjBL untuk speaking?

Sebetulnya saya merasa tidak memiliki tantangan, mungkin soal bagaimana saya bisa menjalankan peran guru dalam memastikan bahwa para siswa benar-benar paham, bukan sekadar menyelesaikan tugas.

14. Bagaimana strategi Anda mengatur waktu?

Saya betul-betul menjadikan RPP sebagai acuan untuk mengatur waktu, sehingga PjBL bisa berjalan dengan baik. Jadi dalam satu pertemuan, saya bisa memperkirakan aktivitas mana yang harus didahulukan sebelum siswa lanjut membuat proyek.

15. Apa kesulitan dalam menilai speaking siswa secara adil?

Yaitu ketika ada anak yang sangat aktif, kemudian ada anak yang belum muncul ketertarikan pada speaking. Tapi sebelumnya saya sudah melakukan asesmen diagnostik artinya saya sudah memahami karakter tiap siswa. Itu sangat membantu saya menilai efektivitas proyek yang saya jalankan, sehingga tidak ada kelompok yang benar-benar homogen.

16. Bagaimana Anda menangani perbedaan kemampuan siswa?

Saya selalu melakukan asesmen diagnostik, jadi saya paham betul bahwa kemampuan siswa berbeda-beda, dan saya tidak berharap semua mencapai hasil yang sama semua butuh waktu. Saya kelompokkan siswa secara heterogen. Untuk siswa yang kemampuan bicaranya masih rendah, saya fokus pada keberanian/kepercayaan diri mereka saat presentasi. Walaupun hanya bisa mengucapkan kalimat sederhana, saya tetap menghargai itu. Untuk yang kemampuannya lebih tinggi, saya dorong untuk bicara lebih banyak.

17. Apakah ada sumber daya/dukungan institusional yang kurang?

Menurut saya secara institusional sudah sangat membantu. Karena sekolah ini swasta, orang tua juga berperan sangat aktif mendukung media pembelajaran yang dibutuhkan siswa. Sejauh ini saya belum menemukan kasus siswa tidak membawa

peralatan untuk media pembelajaran. Di kelas juga ada papan interaktif sebagai media presentasi siswa.

18. Bagaimana cara Anda melibatkan siswa yang enggan berbicara?

Saya melakukan pendekatan terlebih dahulu agar siswa merasa nyaman dengan gurunya, sehingga mereka bisa menyampaikan ide terkait materi. Saya juga menggunakan topik sederhana yang berhubungan dengan kehidupan siswakeluarga dan sejenisnyasupaya lebih mudah bagi mereka untuk berbicara.

19. Adakah hal lain yang ingin Anda sampaikan?

Bagaimana nanti hasil penelitian ini bisa memperbaiki cara mengajar, karena sudah diketahui apa yang dibutuhkan dan apa tantangannya.

20. Apa saran Anda bagi guru lain yang ingin menerapkan PjBL?

Guru harus benar-benar memahami syntax dan PjBL dengan baik, menyiapkan RPP, mengatur waktu, serta melakukan asesmen diagnostik terlebih dahulu.

Interview Transcript of Participant T2

Tanggal Wawancara: 15 Juni 2026

Partisipan: Annissa Humaira N.Z, S.Pd. Gr

Pengalaman Mengajar: 5 Tahun

1. Sudah berapa lama Anda mengajar bahasa Inggris?

5 tahun.

2. Sejak kapan sekolah Anda menerapkan Kurikulum Merdeka?

Sejak tahun 2022.

3. Apakah Anda pernah mengikuti pelatihan terkait PjBL?

Pernah mengikuti pelatihan terkait Kurikulum Merdeka dan PjBL.

4. Bagaimana pengalaman Anda menerapkan PjBL di kelas?

Menurut saya, PjBL sangat positif sebagai model pembelajaran. Yang saya lihat, siswa cukup antusias karena mereka merasa turut 'menciptakan sesuatu', bukan sekadar belajar.

5. Bisa berikan contoh proyek yang pernah Anda buat untuk speaking?

Proyek yang saya rancang memastikan setiap siswa berbicara bahasa Inggris tanpa terkecuali, tapi dikemas dengan cara yang menyenangkan. Misalnya, siswa membuat poster atau pohon keluarga, lalu mempresentasikannya di depan kelas. Atau supaya mereka cepat menangkap kosakata, saya biasanya menyampaikannya lewat lagu atau permainan.

6. Menurut Anda seberapa efektif PjBL untuk speaking?

Menurut penilaian saya, PjBL cukup efektif meningkatkan keterlibatan siswa dalam belajar bahasa Inggris, meskipun penerapannya membutuhkan perencanaan yang matang.

7. Perubahan apa yang Anda amati pada siswa?

Kemauan mereka untuk berbicara meningkat, meskipun kadang terdengar belum tepat, tapi usaha untuk mengucapkan sudah ada. Interaksi antar teman juga meningkat, karena PjBL kadang mengharuskan mereka bekerja sama dalam kelompok.

8. Bagaimana perbandingan PjBL dengan metode lain?

Menurut saya PjBL punya kelebihan dibanding metode lain. PjBL ini berpusat pada siswa, mengharuskan mereka berdiskusi, bekerja sama antar kelompok, dan tidak hanya mempelajari materi tapi menerapkannya ke proyek yang dibuat. Dibandingkan hanya menggunakan buku, siswa cenderung bosan dan kurang antusias.

9. Aspek speaking mana yang paling berkembang?

Pronunciation dan vocabulary. Karena kadang, hanya bisa mengucapkan kata dengan benar saja sudah merupakan kemajuan. Di setiap proyek, saya selalu berusaha memastikan mereka mengenal kosakata baru. Setidaknya mereka jadi familiar, bukan sama sekali tidak punya kosakata.

10. Aspek mana yang kurang berkembang?

Grammar adalah aspek yang kurang mendapat perhatian selama PjBL karena siswa fokus pada proyek dan memastikan informasi materi yang diterapkan ke proyek tersampaikan dengan baik. Siswa tidak terlalu memperhatikan apakah kalimat yang mereka ucapkan sudah tersusun dengan baik.

11. Faktor apa yang mendukung efektivitas PjBL?

PjBL menyediakan konteks komunikasi yang lebih autentik sehingga siswa punya alasan jelas untuk menggunakan bahasa Inggris dalam proses pembelajaran. Jadi tidak ada siswa yang tidak diberi kesempatan berbicara. Saya juga memilih proyek berdasarkan tingkat kemampuan siswa, ketersediaan waktu yang sesuai, dan juga umpan balik dari saya sebagai guru.

12. Faktor apa yang menghambat efektivitas PjBL?

Keterbatasan waktu. PjBL itu prosesnya panjang, sementara alokasi waktu di sekolah dasar terbatas. Saya memang harus pintar-pintar mengatur dan memangkas waktu agar pembelajaran berlangsung sesuai target.

13. Apa tantangan Anda dalam mengimplementasikan PjBL untuk speaking?

Yang sulit adalah ketika mendapati siswa yang pemalu atau pura-pura paham padahal sebenarnya tidak.

14. Bagaimana strategi Anda mengatur waktu?

Saya tidak menghabiskan banyak waktu ketika opening class. Saya selalu berusaha memastikan materi tersampaikan sesuai RPP.

15. Apa kesulitan dalam menilai speaking siswa secara adil?

Menjaga konsistensi dan keadilan ketika menilai adalah tantangan bagi saya, karena melibatkan bukan hanya satu atau dua siswa tapi seluruh kelas. Karena ini PjBL, saya harus menilai secara akurat bagaimana tiap siswa berbicara, baik secara individu maupun sebagai bagian dari kelompok karena hasil kelompok tidak menjamin setiap individu paham.

16. Bagaimana Anda menangani perbedaan kemampuan siswa?

Saya memberikan tindakan yang berbeda sesuai kemampuan siswa. Misalnya, siswa yang bicaranya terbatas karena kosakata akan mendapat bimbingan yang lebih terstruktur, daftar kosakata, dan ekspresi sederhana, karena beberapa siswa memang perlu dibujuk mereka masih level SD.

17. Apakah ada sumber daya/dukungan institusional yang kurang?

Dari bahan ajar kemudian teknologi sudah lumayan bagus. Tidak ada kendala media pembelajaran sejauh ini.

18. Bagaimana cara Anda melibatkan siswa yang enggan berbicara?

Memang sedikit sulit, tetapi senjata saya adalah selalu memerintahkan mereka untuk berbicara dengan mengatakan 'ambil nilai'. Jadi begitu mereka dengar saya bilang itu, akhirnya mereka tidak punya pilihan lain selain berbicara.

19. Adakah hal lain yang ingin Anda sampaikan?

Dari penjelasan itu saja.

20. Apa saran Anda bagi guru lain yang ingin menerapkan PjBL?

Pahami karakter siswa, sesuaikan proyek dengan kemampuan siswa, dan kelola waktu dengan baik.

Interview Transcript of Participant T3

Tanggal Wawancara: 15 Juni 2026

Partisipan: Putry Purnama Sary, S.Pd. Gr

Pengalaman Mengajar: 7 Tahun

1. Sudah berapa lama Anda mengajar bahasa Inggris?

7 tahun.

2. Sejak kapan sekolah Anda menerapkan Kurikulum Merdeka?

Sejak tahun 2022.

3. Apakah Anda pernah mengikuti pelatihan terkait PjBL?

Pernah mengikuti pelatihan PjBL pada tahun 2024 saat PPG.

4. Bagaimana pengalaman Anda menerapkan PjBL di kelas?

PjBL membuat siswa menerapkan materi yang sudah dipelajari ke suatu proyek. Saya menilai ini cukup berpengaruh dalam keterampilan berbicara siswa. Vocabulary mereka juga banyak meningkat, dan saya perhatikan mereka bisa mengingat kata-kata tertentu cukup lama karena adanya media pembelajaran yang digunakan.

5. Bisa berikan contoh proyek yang pernah Anda buat untuk speaking?

Proyek 'Introduction' siswa memperkenalkan diri sendiri, atau dialog berpasangan.

6. Menurut Anda seberapa efektif PjBL untuk speaking?

Efektif, karena ketika sudah dikelompokkan, maka ketika ada penilaian individu, para siswa sudah tergolong paham.

7. Perubahan apa yang Anda amati pada siswa?

Ada perubahan. Saya sering perhatikan bahwa siswa jauh lebih aktif berbicara ketika diterapkan PjBL.

8. Bagaimana perbandingan PjBL dengan metode lain?

Setiap metode ada kelebihan masing-masing, tergantung pada siswa dan materinya. Sejauh ini PjBL sudah sangat bagus dan membantu.

9. Aspek speaking mana yang paling berkembang?

Kepercayaan diri dan kelancaran (fluency).

10. Aspek mana yang kurang berkembang?

Proyek yang saya berikan ke siswa lebih berkaitan dengan situasi sehari-hari, karena ini SD, jadi aspek yang kurang efektif adalah penggunaan bahasa formal. Dari segi grammar, saya tidak terlalu menuntut banyak dari siswa SD; mereka biasanya lebih fokus menyelesaikan proyek dan menyampaikan ide, walaupun kadang itu berarti mereka bercampur Bahasa Indonesia dan Inggris.

11. Faktor apa yang mendukung efektivitas PjBL?

Ada banyak kesempatan bagi siswa menggunakan bahasa Inggris selama proses proyek. Mereka berbicara bukan hanya saat presentasi, tapi juga saat diskusi dan bertukar ide. Terutama ketika proyek sesuai dengan minat siswa, mereka tampak lebih antusias dan percaya diri.

12. Faktor apa yang menghambat efektivitas PjBL?

Waktuproyek memakan waktu lama. Keterbatasan kosakata pada level SD membuat siswa sulit mengekspresikan ide dalam bahasa Inggris.

13. Apa tantangan Anda dalam mengimplementasikan PjBL untuk speaking?

Tantangan saya adalah karakter anak. Ada beberapa anak yang sulit diatur.

14. Bagaimana strategi Anda mengatur waktu?

Saya cukup lama mengajar di sekolah ini, jadi sudah cukup paham kondisi kelas. Saya selalu menyesuaikan materinya.

15. Apa kesulitan dalam menilai speaking siswa secara adil?

Yang sulit itu ketika menilai dalam satu kelompok, ada siswa yang sangat aktif bicara, sementara ada siswa yang kontribusi bicaranya sedikit.

16. Bagaimana Anda menangani perbedaan kemampuan siswa?

Siswa kemampuannya sudah pasti beda-beda, sebagian karena mengikuti les bahasa Inggris di luar sekolah. Saya menaruh siswa yang kemampuan bicaranya bagus di tiap kelompok agar bisa membantu teman kelompoknya, tetap didampingi agar tidak bergantung penuh pada teman.

17. Apakah ada sumber daya/dukungan institusional yang kurang?

Tidak ada yang kurang, ini sudah memuaskan.

18. Bagaimana cara Anda melibatkan siswa yang enggan berbicara?

Saya paksaan hanya menunjuk siswa yang bisa atau pintar saja, tetapi harus menunjuk siswa yang tidak bisa juga. Saya tanamkan pada siswa bahwa kita sedang belajar, jadi kalau melakukan kesalahan itu tidak apa-apa.

19. Adakah hal lain yang ingin Anda sampaikan?

PjBL merupakan pendekatan yang layak untuk terus dikembangkan; suasana kelas jadi lebih hidup.

20. Apa saran Anda bagi guru lain yang ingin menerapkan PjBL?

Pahami PjBL dengan baik, pahami karakter tiap siswa, pahami perbedaan kemampuan, dan sesuaikan.

APPENDIX

PARTICIPANT TEACHING MODULE SUMMARY

This section summarizes the learning activities related to speaking and Project-Based Learning from the teaching modules (Curriculum Merdeka Lesson Plans) of two research participants (T1 and T3), which served as data for the supporting document analysis (see Chapter III, Document Analysis section, and Chapter IV, section 3). The teaching module from T1 was not available for this study. The complete teaching module documents are stored separately by the researcher.

Modul Ajar 1T3 (Putry Purnama Sary, S.Pd., Gr)

Kelas / Semester: I (Satu) / II (Genap)

Unit / Tema: 11 / Aisyah's Family

Kegiatan relevan: “Membuat Kartu Keluarga”siswa menggambar anggota keluarga mereka sendiri, kemudian menyebutkan nama anggota keluarga menggunakan kata ‘my’ (contoh: ‘my father’, ‘my mother’) di depan kelas.

Modul Ajar 2T2 (Annissa Humaira N.Z, S.Pd., Gr)

Kelas / Semester: II (Dua) / II (Genap)

Unit / Tema: 7 / She Is My Sister

Kegiatan relevan: siswa bekerja dalam kelompok kecil menyusun kartu gambar anggota keluarga dan menyusun kalimat deskripsi bersama, kemudian setiap siswa mempresentasikan hasil gambar dan deskripsinya secara individu di depan kelas.

Modul Ajar 3T2 (Annissa Humaira N.Z, S.Pd., Gr)

Kelas / Semester: VI (Enam) / I (Ganjil)

Unit / Tema: 7

Kegiatan relevan: proyek surveisiswa bertanya kepada anggota keluarga tentang rencana akhir pekan mereka (“What will you do next Sunday?”), menuliskan hasil survei, kemudian membacakan hasil survei tersebut di depan kelas.

Appendix Table 3. Data Analysis Matrix for Teaching Module Documents
Document Analysis as Supporting Data for Triangulation (Chapter III and Chapter IV, section 3)

Sumber Dokumen	Kegiatan yang Ditemukan dalam Modul Ajar	Tema/Klaim Wawancara yang Didukung	Mendukung RQ
T3Modul Ajar Kelas 1, Unit 11 (“Aisyah’s Family”)	“Membuat Kartu Keluarga”: siswa menggambar anggota keluarga sendiri, lalu menyebutkan nama anggota keluarga menggunakan kata ‘my’ (mis. ‘my father’, ‘my mother’) secara individu di depan kelas.	Mendukung (a) di section 1 (pemahaman PjBL sebagai proyek bertahap) dan (b) di section 1 (proyek bertema keluarga sebagai sarana speaking individu) yang disampaikan T3 dalam wawancara.	RQ1
T2Modul Ajar Kelas 2, Unit 7 (“She Is My Sister”)	Siswa bekerja dalam kelompok kecil menyusun kartu gambar anggota keluarga dan menyusun kalimat deskripsi bersama, lalu setiap siswa mempresentasikan hasil gambar dan deskripsinya secara individu di depan kelas.	Mendukung (b) di section 1 (proyek poster/family tree yang menggabungkan kerja kelompok dan speaking individu) dan (c) di section 2 (strategi pengelompokan untuk mengelola perbedaan kemampuan) yang disampaikan T2.	RQ1 & RQ2
T2Modul Ajar Kelas 6, Unit 7	Proyek survei: siswa bertanya kepada anggota keluarga tentang rencana akhir pekan (“What will you do next Sunday?”), menuliskan hasil survei, lalu membacakan hasilnya di depan kelas.	Mendukung (d) di section 1 (konteks komunikasi autentik sebagai faktor pendukung efektivitas PjBL) yang disampaikan T2.	RQ1

Note: The T1 teaching module is not available for this study; therefore, this table includes only documents from T2 and T3. The complete analysis and discussion are presented in Chapter IV, section 3)



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KARTU BIMBINGAN SKRIPSI

Nama : Ria Anggi Paluphy Pembimbing I : JUMATUL HIDAYAH
NIM : 19551052 Pembimbing II : WADI SUHERMANITO
Program Studi : Tadris Bahasa Inggris
Mulai Bimbingan :
Judul Skripsi : Teachers' perceptions of Physic- based Learning Effectiveness in improving skills: A study at elementary school

Akhir Bimbingan :

Pembimbing I			Pembimbing II		
Tanggal	Materi Bimbingan	Paraf	Tanggal	Materi Bimbingan	Paraf
1/April 2016	Revisi Bab 1 - 3 proposal	f	1/April 2016	Bimbingan Bab 1-11	f
6/April 2016	Bimbingan awal bab 1-3	f	6/April 2016	Bimbingan Bab I - III	f
10/April 2016	Revisi Bab 3	f	14/April 2016	Bimbingan Bab III	f
13/April 2016	Bimbingan bab 3 (instrument)	f	21/April 2016	Revisi bab 7 - III	f
17/April 2016	Bimbingan perbaikan instrument	f	25/April 2016	Bimbingan bab III	f
21/April 2016	Revisi instrument	f	8/Mai 2016	Revisi instrument bab III	f
25/April 2016	Revisi pendahuluan + instrument	f	20/Mai 2016	Bimbingan bab III	f
29/April 2016	Bimbingan Bab 3 (instrument)	f	5/Juni 2016	Bimbingan bab III metode	f
4/Mai 2016	Bimbingan Bab 3 (instrument)	f	11/Juni 2016	Revisi instrument bab III	f
11/Juni 2016	Bimbingan Bab 3 (instrument)	f	22/Juni 2016	Bimbingan bab IV	f
15/Juni 2016	Revisi Bab 3	f	19/Juni 2016	Bimbingan bab IV	f
18/Juni 2016	Bimbingan bab IV	f	27/Juni 2016	Bimbingan bab IV	f
24/Juni 2016	Bimbingan bab IV	f	4/Juli 2016	Bimbingan bab IV	f
26/Juli 2016	Bimbingan bab IV	f	12/Juli 2016	Bimbingan bab IV	f
14/Aug 2016	Bimbingan bab IV dan V Revisi secara keseluruhan	f	16/Juli 2016	Bimbingan bab V	f
30/Juli 2016	Bimbingan dan pendahuluan secara keseluruhan	f	30/Juli 2016	Bimbingan dan pendahuluan secara keseluruhan	f

Pembimbing I,

NIP 19780124200112002

Curup, 31 Juli 2016
Pembimbing II

NIP 19790113 199903 1005

Catatan: 1. Pada saat bimbingan, kartu ini harus diisi dan ditandatangani/Paraf oleh pembimbing.
2. Kartu ini harus dilampirkan sebagai syarat pada saat mendaftar sidang.
3. Kartu bimbingan tertulis secara terinci tentang hal yang dibimbing.



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Nomor : 246 Tahun 2026

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
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- | | | |
|---------------|---|---|
| Menimbang | : | a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| | | b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| Mengingat | : | 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; |
| | | 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; |
| | | 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; |
| | | 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; |
| | | 5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. |
| | | 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup |
| | | 7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | : | 1. Permohonan Saudara Ria Anggi Paluphy tanggal 27 April 2026 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi |
| | | 2. Berita Acara Seminar Proposal Pada Hari Kamis, 26 Februari 2026 |

MEMUTUSKAN :

Menetapkan

- | | | | |
|---------|---|---------------------------------|---------------------------|
| Pertama | : | 1. Jumatul Hidayah, M.Pd | 197802242002122002 |
| | | 2. Hadi Suhermanto, M.Pd | 197411131999031003 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Ria Anggi Paluphy**

N I M : **19551052**

JUDUL SKRIPSI : **Teachers' Perceptions of Project-Based Learning Effectiveness in Improving Speaking Skills: A Study at Elementary School**

- | | | |
|---------|---|--|
| Kedua | : | Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
| Ketiga | : | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | : | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | : | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | : | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | : | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku. |



Ditetapkan di Curup,
Pada tanggal 04 Mei 2026

Dekan,

Sutarto

Tersusun :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik mahasiswa dan kerja sama;
4. Mahasiswa yang bersangkutan;



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Izin Operasional : B00/02/set.3.Dikbud/2017



SURAT KETERANGAN

Nomor: 421.2/947/KT/SDIT-RR02/CRP/2026

Yang bertanda tangan di bawah ini:

Nama	: Mohammad Sujud, S.Pd.L., Gr
NTY	: 292.03.0110.0105
Jabatan	: Kepala SDIT Rabbi Radhiyya 02

Menyatakan dengan sebenarnya bahwa:

Nama	: Ria Anggi Paluphy
NIM	: 19551052
Program Studi	: S1 Tadris Bahasa Inggris
Judul penelitian	: <i>Teacher's Perceptions Of Project-Based Learning Effectiveness In Improving Speaking Skills : Study At Elementary School</i>

Yang bersangkutan telah melakukan penelitian yang berjudul "*Teacher's Perceptions Of Project-Based Learning Effectiveness In Improving Speaking Skills : Study At Elementary School*" di SDIT Rabbi Radhiyya 02 dari 10 Juni s/d 10 September 2026.

Demikian surat pernyataan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Curup, 18 Juni 2026
 Kepala Sekolah

Mohammad Sujud, S.Pd.L., Gr
 NTY: 292.03.0110.0105

DOCUMENTATION





