LAPORAN AKHIR PENELITIAN MULTI TAHUN
ID Proposal: 146555c3-f58c-49cc-918f-61c4504ccff9
laporan akhir Penelitian: tahun ke-1 dari 2 tahun

1. IDENTITAS PENELITIAN

A. JUDUL PENELITIAN

PROJECT-BASED LEARNING TO ENHANCE LEARNING ACTIVITIES IN ENGLISH CONTEXT

B. BIDANG, TEMA, TOPIK, DAN RUMPUN BIDANG ILMU

Bidang Fokus RIRN / Bidang Unggulan Perguruan Tinggi	Tema	Topik (jika ada)	Rumpun Bidang Ilmu
Sosial Humaniora, Seni Budaya, Pendidikan Penelitian Lapangan Dalam Negeri (Kecil)	-		Sastra (dan Bahasa) Inggris

C. KATEGORI, SKEMA, SBK, TARGET TKT DAN LAMA PENELITIAN

Kategori (Kompetitif Nasional/ Desentralisasi/ Penugasan)	Skema Penelitian	Strata (Dasar/ Terapan/ Pengembangan)	SBK (Dasar, Terapan, Pengembangan)	Target Akhir TKT	Lama Penelitian (Tahun)
Penelitian Kompetitif Nasional			SBK Riset Dasar	2	2

2. IDENTITAS PENGUSUL

Nama (Peran)	Perguruan Tinggi/ Institusi	Program Studi/ Bagian	Bidang Tugas	ID Sinta	H-Index
NIHTA VERA FRELLY LIANDO - Ketua Pengusul	Universitas Negeri Manado	Pendidikan Bahasa Inggris	a. Bertanggung jawab secara keseluruhan penelitian. b. Menyediakan bahan, alat, sampel dan instrumen penelitian	6000460	1

			c. Melakukan pelatihan bagi guru dan siswa		
MISTER GIDION MARU - Anggota Pengusul	Universitas Negeri Manado	Pendidikan Bahasa Inggris	Menyediakan bahan, alat, sampel dan instrumen penelitian. Membantu ketua peneliti dalam melaksanakan kegiatan penelitian.	73164	2

3. MITRA KERJASAMA PENELITIAN (JIKA ADA)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama, yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra

4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun Luaran	Jenis Luaran	*Status target capaian (accepted, published, terdaftar atau granted, atau status lainnya)*	*Keterangan (url dan nama jurnal, penerbit, url paten, keterangan sejenis lainnya)*
1	Artikel di Jurnal Internasional Terindeks di Pengindeks Bereputasi	Accepted	International Education Studies
2	Buku referensi		Horizon Publisher

Luaran Tambahan

Tahun Luaran	Jenis Luaran	*Status target capaian (accepted, published, terdaftar atau granted, atau status lainnya)*	*Keterangan (url dan nama jurnal, penerbit, url paten, keterangan sejenis lainnya)*
2	Artikel di jurnal internasional		International Education Studies
1	Artikel di jurnal internasional	Sedang direview	Asia TEFL
1	Artikel di jurnal internasional	Submited	Asia TEFL

5. ANGGARAN

Rencana anggaran biaya penelitian mengacu pada PMK yang berlaku dengan besaran minimum dan maksimum sebagaimana diatur pada buku Panduan Penelitian dan Pengabdian kepada Masyarakat

Total RAB 2 Tahun Rp. 216,600,000

Tahun 1 Total Rp. 114,600,000

Jenis Pembelanjaan	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Bahan	ATK	-	Paket	2	3,000,000	6,000,000
Bahan	Bahan Penelitian (Habis Pakai)	-	Unit	2	2,750,000	5,500,000
Bahan	Barang Persediaan	-	Unit	2	1,500,000	3,000,000
Pengumpulan Data	HR Pembantu Lapangan	-	OH	20	125,000	2,500,000
Pengumpulan Data	Biaya konsumsi	-	OH	50	100,000	5,000,000
Pengumpulan Data	Uang harian rapat di luar kantor	-	OH	5	150,000	750,000
Pengumpulan Data	Penginapan	-	OH	4	500,000	2,000,000
Pengumpulan Data	Uang Harian	-	OH	85	150,000	12,750,000
Pengumpulan Data	Tiket	-	OK (kali)	1	2,500,000	2,500,000
Pengumpulan Data	Transport	-	OK (kali)	100	75,000	7,500,000
Pengumpulan Data	HR Petugas Survei	-	OH/OR	60	25,000	1,500,000
Pengumpulan Data	FGD persiapan penelitian	-	Paket	1	10,000,000	10,000,000
Pengumpulan Data	HR Pembantu Peneliti	-	OJ	175	25,000	4,375,000
Sewa Peralatan	Kebun Percobaan	-	Unit	0	0	0
Sewa Peralatan	Peralatan penelitian	-	Unit	0	0	0
Sewa Peralatan	Transport penelitian	-	OK (kali)	30	100,000	3,000,000
Sewa Peralatan	Ruang penunjang penelitian	-	Unit	1	2,000,000	2,000,000
Sewa Peralatan	Obyek penelitian	-	Unit	50	50,000	2,500,000
Analisis Data	Biaya analisis sampel	-	Unit	1	1,500,000	1,500,000
Analisis Data	Honorarium narasumber	-	OJ	2	750,000	1,500,000
Analisis Data	HR Sekretariat/ Administrasi Peneliti	-	OB	8	300,000	2,400,000
Analisis Data	HR Pengolah Data	-	P (penelitian)	1	1,500,000	1,500,000

Analisis Data	Biaya konsumsi rapat	-	OH	10	225,000	2,250,000
Analisis Data	Penginapan	-	OH	0	0	0
Analisis Data	Transport Lokal	-	OK (kali)	20	100,000	2,000,000
Analisis Data	Uang Harian	-	OH	30	150,000	4,500,000
Analisis Data	Tiket	-	OK (kali)	0	0	0
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya Luaran Iptek lainnya (purwa rupa, TTG dll)	-	Paket	0	0	0
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Luaran KI (paten, hak cipta dll)	-	Paket	2	400,000	800,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Publikasi artikel di Jurnal Internasional	-	Paket	2	7,500,000	15,000,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya Publikasi artikel di Jurnal Nasional	-	Paket	2	500,000	1,000,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya seminar internasional	-	Paket	1	7,525,000	7,525,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya seminar nasional	-	Paket	0	0	0
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya konsumsi rapat	-	OH	15	100,000	1,500,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Uang harian rapat di luar kantor	-	OH	0	0	0
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Uang harian rapat di dalam kantor	-	OH	15	150,000	2,250,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	HR Sekretariat/ Administrasi Peneliti	-	OB	0	0	0

Tahun 2 Total Rp. 102,000,000

Jenis Pembelanjaan	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Bahan	ATK	-	Paket	2	2,500,000	5,000,000
Bahan	Bahan Penelitian (Habis Pakai)	-	Unit	2	3,125,000	6,250,000

Bahan	Barang Persediaan	-	Unit	2	425,000	850,000
Pengumpulan Data	HR Pembantu Lapangan	-	OH	20	125,000	2,500,000
Pengumpulan Data	Biaya konsumsi	-	OH	50	100,000	5,000,000
Pengumpulan Data	Uang harian rapat di luar kantor	-	OH	5	150,000	750,000
Pengumpulan Data	Penginapan	-	OH	0	0	0
Pengumpulan Data	Uang Harian	-	OH	90	150,000	13,500,000
Pengumpulan Data	Tiket	-	OK (kali)	0	0	0
Pengumpulan Data	Transport	-	OK (kali)	30	100,000	3,000,000
Pengumpulan Data	HR Petugas Survei	-	OH/OR	60	25,000	1,500,000
Pengumpulan Data	FGD persiapan penelitian	-	Paket	1	10,000,000	10,000,000
Pengumpulan Data	HR Pembantu Peneliti	-	OJ	25	250,000	6,250,000
Sewa Peralatan	Kebun Percobaan	-	Unit	0	0	0
Sewa Peralatan	Peralatan penelitian	-	Unit	0	0	0
Sewa Peralatan	Transport penelitian	-	OK (kali)	30	100,000	3,000,000
Sewa Peralatan	Ruang penunjang penelitian	-	Unit	1	2,000,000	2,000,000
Sewa Peralatan	Obyek penelitian	-	Unit	30	50,000	1,500,000
Analisis Data	Biaya analisis sampel	-	Unit	1	1,500,000	1,500,000
Analisis Data	Honorarium narasumber	-	OJ	0	0	0
Analisis Data	HR Sekretariat/ Administrasi Peneliti	-	OB	10	300,000	3,000,000
Analisis Data	HR Pengolah Data	-	P (penelitian)	1	1,500,000	1,500,000
Analisis Data	Biaya konsumsi rapat	-	OH	20	100,000	2,000,000
Analisis Data	Penginapan	-	OH	0	0	0
Analisis Data	Transport Lokal	-	OK (kali)	20	100,000	2,000,000
Analisis Data	Uang Harian	-	OH	30	150,000	4,500,000
Analisis Data	Tiket	-	OK (kali)	0	0	0
Pelaporan, Luaran Wajib,	Biaya Luaran Iptek	-	Paket	1	10,000,000	10,000,000

Jenis Pembelanjaan	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
dan Luaran Tambahan	lainnya (purwa rupa, TTG dll)					
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Luaran KI (paten, hak cipta dll)	-	Paket	2	400,000	800,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Publikasi artikel di Jurnal Internasional	-	Paket	1	7,500,000	7,500,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya Publikasi artikel di Jurnal Nasional	-	Paket	1	600,000	600,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya seminar internasional	-	Paket	1	7,500,000	7,500,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya seminar nasional	-	Paket	0	0	0
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya konsumsi rapat	-	OH	0	0	0
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Uang harian rapat di luar kantor	-	OH	0	0	0
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Uang harian rapat di dalam kantor	-	OH	0	0	0
Pelaporan, Luaran Wajib, dan Luaran Tambahan	HR Sekretariat/ Administrasi Peneliti	-	OB	0	0	0

Tahun 3 Total Rp. 0

Jenis Pembelanjaan	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total

6. KEMAJUAN PENELITIAN

A. RINGKASAN

The focus of this research is to explore the implementation of scientific approach in the English as a foreign language learning, in particular during the post pandemic era in which the learning mode varies. This approach is to develop various learning model under the umbrella of scientific approach as well as to improve students' performance in the language skills.

This research is supportive to the attainment strategic planning and road map of research in Universitas Negeri Manado (Unima), in particular, the road map and research output in the social and humanistic field in which its main issue covers identification of issues in the recent linguistic theory relevant to language practices in schools. The main issue in education which needs priority is to conduct planning, developing, and updating curriculum in a regular basis. Therefore, this research is expected to provide possible

solutions to those problems that have become the main priority in the strategic planning and research road map of Unima. The focus is on holistic language learning which consequently would improve students' learning outcomes.

In the process of achieving the objectives, participatory action research is being employed in several steps of research activities. They are conducting a preliminary survey, observation and informal interviews to identify problems facing in relation to English language learning and the level of students' competence. This helps in formulating activities relevant to the context of the students in the objectives of this research. Then, preparing programs for the research in accordance to students' needs and school contexts. Finally, to implement the program in collaboration with teachers in the schools. In its implementation, project- based learning is utilized. At the same time, students are also involved, especially in engaging students with online learning mode.

The output of the research: an article has been accepted and scheduled to be published in December 15, 2022 in the The Hong Kong journal of Social Sciences, a Scopus and Web of Science indexed journal. In addition, two articles are now being reviewed for publication Scopus indexed journals. One is in Indonesian Journal of Applied Linguistics published by Universitas Pendidikan Indonesia and the other one is in Cakrawala Pendidikan journal published by Universitas Negeri Yogyakarta. Other additional output is an article publication in Englisia vol. 10 No. 1, a Sinta 2 journal published by UIN Ar-Raniry and Department of English Language Education. Presentations in international conference are also the outputs: presentation in 68th TEFLIN Conference combined with Asia TEFL and iNELTAL in 4-6 August 2022 in Universitas Negeri Malang (UM) and JALT 2022 Conference in Fukuoka Jepang 11-14 November 2022. There is also one Sinta 3 publication and two Intellectual Property Rights (HaKI). The accomplishment of this research is expected to be significant as promoting breakthrough in language learning area, in particular its impact to the post pandemic learning mode.

B. KATA KUNCI

Project-based learning, EFL context, learning enhancement

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan seringkas mungkin. Dilarang menghapus/memodifikasi template ataupun menghapus penjelasan di setiap poin.

C. **HASIL PELAKSANAAN PENELITIAN:** Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

Many EFL learners feel anxious and stressful even if they are well prepared for language class [1]. It is a fact that most of the students spend more than 3 years studying English in juniorhigh school. Focusing on four language skills, however, it is difficult for students to make progress. When the students participated in semester examination, their results are still not satisfactory.

Teaching and learning process are not going smoothly if the teacher and students do not make a good interaction. Teacher should become a role model in improving students' abilities.Furthermore, in the situation of new normal teacher needs to find the appropriate method to overcome the problem. Discovery learning become a solution for the teacher solving the problem. Therefore, a Discovery Learning becomes important for students to improve their efficient, improved and autonomous learning [2] [3].

Beside discovery learning, project-based learning is another learning model in scientific approach. The project -based learning is a learning model that connects learners to real-worldissues and encourages learners to demonstrate their knowledge in practical ways. It engages learners in sustained investigations and allows learners to participate in different tasks in a meaningful situation. The important purposes for the students during the process of learning by means of this model are to learn how to emphasize on students' learning by doing and to become independent learners [4]. It is in line with the argument that the intension of educationis to help students construct their own knowledge about the world rather than passively receiving information [5].

It can be argued that the current study is within the line of the research road map of Universitas Negeri Manado in particular in addressing the significant role of the university as an institution that carry the mandate as to produce educators and policy makers. Thus, it categorizes the study into PTUPT grant scheme.

The current research aimed at exploring the scientific approach in English as a foreign language learning in the post pandemic era in order to meet the demand for various learning mode including online learning which has become the priority in this condition. This is certainly appropriate with the issues of nation building, in this case in preparing its human resources as well as part of the implementation of strategic plan of Universitas Negeri Manado

through its research road map in investigating proper solution to current practice of language learning which bring theory into practice. Thus, the objectives of this research are to improve students' language skills in schools in particular students reading and writing skills through the implementation of scientific approach, in this case, discovery learning and project-based learning.

Research studies in the field of second language acquisition have shown that second or foreign language learning has taken first language as the starting point [6]. Learners usually utilize their linguistic perspectives they obtained in acquiring the first language when learning a second or foreign language. There are two ways in learning the second or foreign language, namely naturalistic and instructed language learning Brown. Naturalistic learning refers to learning language through communication that takes place in social situation naturally. Whereas instructed learning refers to the learning through referenced books or classroom learning [7].

Learners of English as a foreign language (EFL) with low English proficiency have confronted worse difficulties in the class. Performance of language proficiency is related to learning strategies applied by students [8]. Thus, EFL educators develop strategies for learning and memorizing information to relieve and overcome difficulties they encounter during the process of language studying.

The current curriculum has seen scientific approach as relevant that emphasizes on scientific learning process and priority deductive reasoning and inductive reasoning, includes activities to observe, ask, gathering the information, associates and communicative [9]. The scientific approach recognizes four methods, they are discovery learning, project-based learning, problem-based learning, and text-based learning

Discovery learning is one of the learning strategies under the scientific approach that promote students' engagement in the learning process. However, guided discovery learning is more effective than pure discovery in terms of helping students construct knowledge used for making sense of new information and integrating new information with the knowledge base [10]. Furthermore, the usage of guided discovery learning is more effective and efficient than a minimally guided instructional approach [11] because it provides the guidance needed by students to achieve the intended learning outcome [10]. The discovery learning model is one that gives opportunities to students to find any information without help from the teacher [12][13]. This model is known as a guided discovery method, where students are guided to discover a solution of a problem [14].

Discovery learning is proven to improve the quality of learning compared to conventional methods, and learners can improve their knowledge during the learning process [15][16]. Other than that, the discovery learning could make learning more meaningful for the students to understand the material being studied with the capability and the relevant information that

he/she has [17]. Through this model, students discover something they learn by themselves. It does not mean that what is found in the learning activities is really new, but they, because of their own efforts, may discover a solution to a problem they face in learning [11][13].

On the other hand, Project-based learning (PBL) is a model that organizes learning around projects. In PBL, the project is the central teaching strategy; students encounter and learn the central concepts of the discipline via the project [18]. In terms criteria, PBL has five criteria; they are centrality, driving question, constructive investigations, autonomy, and realism [18].

The benefits of PBL in students' reading comprehension are indicated as approach to education that may positively affect students' ability in understanding a written text, as students actively explore, select, collect, analyze, and comprehend information sources [19]. Project-based learning also allows students to explore issues, concepts, or themes [20]. Furthermore, Project-based learning is valuable as it is connected to real-world issues and encourages learners to demonstrate their knowledge in practical ways. It engages learners in sustained investigations and allows learners to participate in different tasks in a meaningful situation [21]. In the reading comprehension classroom context, Project-based learning approach can take away the conventional teacher-centered learning activities into student-center.

It is hoped that at the end of the Project-Based Learning course, students generally feel more empowered in areas pertaining to independent learning, particularly the ability to retrieve information and to learn how to learn and for the students who are able to cover their own problem of learning can bring their ability of finding the solution to their real world independently [22].

These are the activities of research implementation in SMA N 2 Tondano

No	Date/Class/ Activities	Journals/ Notes	Documentations
1.	Monday, 22 August 2022/ 10 A/ Brainstorming	1. The school situation is quite comfortable, all learning activities run according to the schedule listed, all teachers are active during class hours. 2. The class started with greeting and Prayer, actually the students already have the schedule for each of them to start (Greeting and Prayer) in every meeting, but the person isn't ready because of there is a new person in their class, so the chairman is replacing him to start the meeting. 3. Students activities is quite active, it shown when the researcher asking them to introduce themselves, each of them	

		wanted to be the first in introducing. Although, there are some students shy to introduce themselves. 4. Students' vocabulary still in very basic vocab, it shown when the researcher pointed to them to introduce themselves (Name, age, address), but none of them can mention those, only two of them can mention name and age, but the rest is just mention their name. 5. Some students trying to open their phone to searching for the way how to introduce self. 6. There are some students who don't seem to like English very much, this can be seen when they play and laugh when they hear the explanation in English, but there are some students who look (trying to understand what is being said) by repeating the words conveyed. 7. Teaching activities is still focus on textbook, while teacher explain the material in front of the class. 8. One of the problems students have in accessing the material is that they do not have mobile phones, besides that, supporting facilities for learning activities such as LCD is not available in schools, this makes students return to the textbook system. 9. Facilities to support learning in the classroom are adequate, however, touch or literacy with technology to support learning is still lacking, such as laptops, LCDs and other technologies that can support learning.	
2.	Wednesday, 24 August 2022/ 10 B/Brainstorming	1. Starting the learning activities is almost the same as the previous class, where before it was preceded by prayers and greetings, but this time the class was more organized and obedient to the rules they had agreed upon, namely each one had to lead a prayer and was wrong when it was their turn. 2. At the time of brainstorming, all students paid close attention to what was being	

said even though some of them didn'tseem to understand what was being said (because of the use of full English during the explanation).

3. The enthusiasm of students in class B is very high in learning English, this is evidenced by when during brainstorming many students asked, how was it? What does it mean? how to make it? etc.

4. When the researchers asked them to introduce their names, they were very enthusiastic about doing so. They are more regular in introducing themselves. There are some of them who can use self-introductions well (Thanks for the opportunity and followed by introductions).

5. Some students have problems reading words in English, this can be seen at the time when in self-introduction and they try to look at examples from Google and find out and try how to read the word.

6. Pronunciation of some students is very good, heard when they introduce themselves, but there are some who really don't know how to pronounce English. This happens when there are some students who introduce their names in English but in the age section they say it using Indonesian. When asked byteachers and researchers, what English is 14, and they don't know.

7. Some students choose not to use English for introductions because they don't know how to say it. some of them choose to use English because according to their previous statements they have had material/experience like this so they are a bit used to it.

8. Some students have good English skills, this is shown by the student when asked a random question by accident and he is able to answer it. The use of vocab is still basic but very good to use.

9. Again, the situation is the same, learning is still as usual the focus of knowledge is

		in textbooks and teachers are still like people who are the only source of learning.
		10. The learning support facilities are still the same, which is not too supportive of the learning process. This is because in the classroom there is only 1 blackboard without any touch of other tools or other technologies that can support learning.
3.	**Monday, 29 August 2022 / 10 B/Project**	1. Learning activities started at 9:30 because all teachers and students took part in the ceremony for the arrival of the school supervisor.
		2. After entering the class, all students have just finished class and collect assignments from the previous subject. All students look in a hurry because the lesson hours of these subjects have been completed and will be replaced with English subjects.
		3. In a learning situation, students are made into 9 groups, each group consisting of 3 people, this is based on the student's will whether the group is self-selected or randomly determined and students choose to be determined randomly, this is based on several students who say " later the distribution of the smart is not evenly distributed or the smart only want a group with the smart"
		4. After learning English started, the researcher gave a deeper description and explanation about Narrative Text, especially Folklore to the students. During the explanation, the researcher gave some questions to the students about Narrative Text and what was surprising was that almost all of the students knew about narrative text and some of its elements.
		5. Some students were actively involved in the process when the researcher asked questions and they answered, some of them tried to recall the materials related to the narrative text. Some of them answered correctly every question that was asked of them. Questions like: In Narrative text

there is a generic Structure and On of the aspect in generic Structure is Orientantions, do you know what things covered in orienteation?, when returned to students, some of them answered correctly.

6. When going into a deeper explanation of the generic structure of Narrative Text, most of them already know the types and what things are covered in it.

7. After the interactive learning activity with the students, the researcher asked where they learned things related to this narrative text, and they answered, read, and some said they had learned from Bahasa Indonesia subjects.

8. Some students were also actively involved in the discussion process, where some of them had a fairly high curiosity about this project, some students asked questions about how this project was made, what they should make, and what examples or types of projects they should make. This made the researcher ask the students about the writing/story project based on Narrative which they liked, they chose the narrative text in North Sulawesi, and the project was agreed upon by all students.

9. After giving the project to the students, the researcher asked the students if this project was difficult or not, can you do this project? and all the students said they could and they agreed with this project. Some of them seemed to have thought about what story to take, some of them were discussing with their group offriends about the project and others were busy thinking about things that should be written as a project.

| 4. | Wednesday, 31 August 2022/10 B/ Project | 1. Class starts at 08:45 and all students in class 10 B are already in class and ready to take lessons. Although there were some students who did not take the class of about six students, they were selected to take part in several competitions representing the school.

2. The lesson as usual begins with greetings and prayers, and as usual this class is very well organized because everyone who enters it's turn to lead prayers and greetings is always available. All students in this class look ready to follow the lesson, not stiff and do not feel new anymore.

3. Before starting the explanation of the material and project, the researcher gave some instructions to the students, such as dividing the students into groups with a total of six groups, and each group consisting 3-4 people. This group was based on the will of most students, namely randomly selected by the researcher, although there were some students who objected because they were not in a group with their friends.

4. Some of the students seemed a little annoyed with the decision of most of the students in the class regarding the division of groups, but the researcher tried to explain everything would be fine. After the group was formed and the situation was conducive, the researcher began to explain the material and projects that students would make. The explanation begins with a re-call of Narrative Text to students and the elements covered in it.

5. When the researcher asked about the elements in the Narrative text, all the students were a little confused because they did not get a full picture of these elements. Then when the researcher mentioned the elements of Generic Structure and Narrative Text, all students immediately connected and understood the questions from the researcher. | |

6. Some students were actively involved in the question and answer process with the researcher, where when the researcher asked what parts of the Generic Structure in the Narrative Text contained, and most of them knew and understood the elements in this Generic Structure. Some students explain to their friends who do not understand this Generic Structure, some students try to respond to other students' comments, some students try to improve the explanation and others listen.

7. Most of them still don't understand the purpose of Narrative Text, this happens when there are many questions about what the purpose of Narrative Text is, this question arises as a result of giving the project later in the form of narrative text, so students want to know what the purpose of narrative text is so that they can make it in accordance with the rules of this Narrative Text.

8. After being explained about the project they have to make, the things they need to do and prepare, the things they need to cover in their writing about Narrative text, some students start discussing with their friends in their group what a good title or story is, what is good and interesting to write. Some students were busy thinking about stories, some students were still busy explaining the project to their group friends, some students were busy paying attention to the explanations and others were sitting watching.

9. After giving the project finished and the explanation was also finished, all the students were still busy thinking about their project, the researcher asked if they could do this project, and they all said they could. After that, some students still asked questions about the topic they were going to write about whether it should be the same as the others or different, the answers were different. Some students seem to have prepared several strategies

		to create a project with a group of friends. After that, the meeting for the purpose of giving the project was over and all the students stood up and said goodbye.	

Activities of Implementation in SMA N 1 Tondano:

NO	DATE	ACTIVITIES	DOKUMENTATION
1.	12/09/2022 07.45 – 09.15 Monday Brainstorming 1 Class XI IPA 2	1. Start the activity with greetings, and pray, the chairman would chose someone who leads us in opening prayer. 2. Then, I introduce myself as a Researcher and tell them about the purpose of me being there to conduct the research about PBL 3. Giving them the material based on their curriculum, and start the lesson till 30 minutes before the class over. 4. In the last 30 minutes, I tell them about the research and brainstorming about Narrative and Folklore.	
2.	13/09/2022 12.00 – 13.20 Tuesday Brainstorming 1 Class XI Bahasa	1. Like other class, the class start with pray and greetings. 2. After that, I introduce myself and tell about my purpose in this class. 3. About this class, the number of students in this class are 9 people, but there are 7 people who present, the other one is absent.	

		4. I start the lesson based on their book which is XI Bahasa Inggris, and tell them the material inside. 5. the last 30 minutes, we are doing brainstorming one about Narrative Text and Folklore and the structure text.	
3.	15/09/2022 10.00 – 12.00 Thursday Brainstorming 2 Class XI Bahasa	1. For information, XI Bahasa has two meetings every week. So, I come to the class twice in a week. 2. For the second meeting, I still give them material continue the previous meeting and it based on their book given by the school. 3. As usual, I tell them specifically about the narrative text and folklore so that they can write their project appropriately. 4. The same with previous meeting, I take only 30 minutes for explaining our project research to them	
3.	19/09/2022 Monday Brainstorming 2 XI IPA 2	1. The class start at 08.00 because there is flag ceremony so that's why the class start seems late. 2. Like previous meeting, the class start with pray and the students who leads us in opening prayer has been prepared. 3. I continue the lesson of the class which is reading time. 4. Like before, 30 minutes before the class ends, I tell them about the research and now is brainstorming 2.	

4.	20/09/2022 Tuesday Review 1 Class XI Bahasa	1. We start the class at 12.00 pm, then open the class withpray. 2. Continuing the lesson withthe book has given by the school with topic "If you need me, I'll be there". 3. I use "find Out" methodologyduring classes with this book. 4. After the class almost ends,as usual the last 30 minuteswe use for our research. 5. For now on, we start to makethe folklore. 6. I divided them into 4 groups,each group has 2 members and the last group has 3 members because the numberof them are 9. 7. The mistakes of them aregrammar, structure text	

D. **STATUS LUARAN**: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, hasil pengujian atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta mengunggah bukti dokumen ketercapaian luaran wajib dan luaran tambahan melalui BIMA.

The output of the research: an article has been accepted and scheduled to be published in December 15, 2022 in the The Hong Kong journal of Social Sciences, a Scopus and Web of Science indexed journal. In addition, two articles are now being reviewed for publication Scopus indexed journals. One is in Indonesian Journal of Applied Linguistics published by Universitas Pendidikan Indonesia and the other one is in Cakrawala Pendidikan journal published by Universitas Negeri Yogyakarta. Other additional output is an article publication in Englisia vol. 10 No. 1, a Sinta 2 journal published by UIN Ar-Raniry and Department of English Language Education. Presentations in international conference are also the outputs: presentation in 68th TEFLIN Conference combined with Asia TEFL and iNELTAL in 4-6 August 2022 in Universitas Negeri Malang (UM) and JALT 2022 Conference in Fukuoka Jepang 11-14 November 2022. There is also one Sinta 3 publication and two Intellectual Property Rights (HaKI). The accomplishment of this research is expected to be significant as promoting breakthrough in language learning area, in particular its impact to the post pandemic learning mode.

E**. PERAN MITRA:** Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* (untuk Penelitian Terapan, Penelitian Pengembangan, PTUPT, PPUPT serta KRUPT). Bukti pendukung realisasi kerjasama dan realisasi kontribusi mitra dilaporkan sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra diunggah melalui BIMA.

Partners in this research are SMA Negeri 1 Tondano and SMA Negeri 3 Tondano. English teachers in each school are recommended by the Principals of the schools to work collaborativelyfor the purpose of this research. Two classes are chosen from each school where project-based learning for writing and reading skills are being implemented.

F. **KENDALA PELAKSANAAN PENELITIAN**: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

The challenges in doing this research are the fact that school programs ddi not match proposed research schedules. Since the activities of teaching learning are now done offline. In addition, thedelay in delivering the research grant which consequently delaying the implementation of the research. As a result, the output of this research is also in the delay in submitting to journals.

In the second year, the implementation of project-based learning will be extended to speaking and listening skills. This will give a complete picture of how project-based learning enhances the process of teaching and learning English which covers four language skills. A complete set of procedures as applied in the first year will also be implemented in the second year.

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Evaluating research results of the first year	■	■										
2	Interviewing school principal and teachers prior to implementing the intervention, in this case the scientific Approach, in particular PBL.			■	■								
3.	Discussing the plan with English teachers in the school of the activities to be implemented					■	■						
4	Implementing the scientific approach: project-based learning with speaking, project-based learning with listening.							■	■	■			
5	Writing-up report										■	■	

H. **DAFTAR PUSTAKA:** Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan akhir yang dicantumkan dalam Daftar Pustaka.

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