ENGLISH TEACHERS' PERCEPTION OF STUDENTS' CRITICAL THINKING ON ENGLISH SUBJECT: A PROJECT-BASED LEARNING APPROACH

UNDERGRADUATE THESIS

Submitted to State Islamic University KH. Achmad Siddiq Jember in Partial Fulfillment of the requirements of Bachelor Degree (S.Pd) Faculty of Tarbiyah and Teacher Training Islamic Education and Language Department English Education Department

By:
ARI AYATILLAH
NIM: 211101060023

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI AHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
DESEMBER 2024

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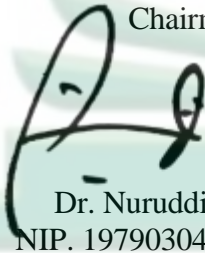
UNDERGRADUATE THESIS

It has been examined and approved by broad of examiners
In fulfillments of the requirements for the degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Departement of Islamic Studies and Language Education
English Education Program

Day : Wednesday

Date : 11th of November 2024

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MOTTO

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فَبِأَيِّ اَلَاءِ رَبِّكُمَا تُكَذِّبَانِ

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Then which of your Lord's favours will you both deny?[*]

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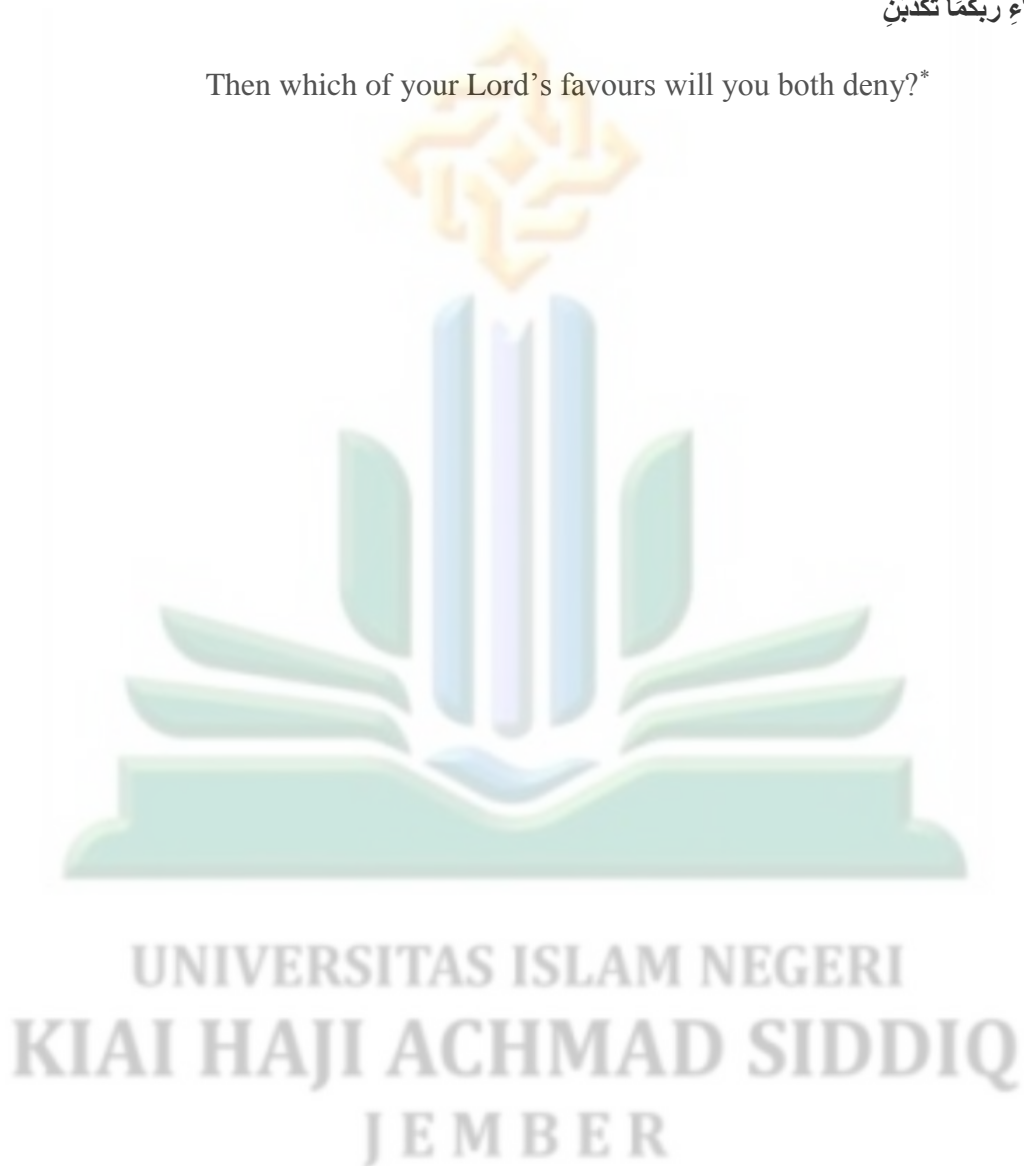
[*] Al Qur'an Translation (Ar-Rahman: 21). https://quranenc.com/en/browse/english_saheeh/55 The Noble Qur'an Encyclopedia, n.d.

DEDICATION

I proudly dedicated this research thesis for

1. Myself

2. My parents, Mustari and Syarifah who have always prayed for me endlessly and always supported me so far.

3. My siblings, and my extended family who have always encouraged me especially my sister who always encouraged and motivated me from the beginning until I could reach this point.

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Peace and salutation may always be given to Prophet Muhammad SAW who has guided us from the darkness to the brightness. However, this thesis will not finish without support, advice, help, and encouragement from several people and institutions. Hence, the researcher would like to express special gratitude to:

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All of you may Allah SWT grant you blessing. Hopefully this thesis will be useful for the readers and the next researchers who need this thesis as a reference. However, I realize that there are still many mistakes in this thesis. Hence, any criticism and suggestions of this thesis are kindly appreciated.

Jember, November 2024

The Writer

ABSTRACT

Ayatillah, Ari, 2024: *English Teachers' Perception of Students' Critical Thinking On English Subject: A Project-Based Learning approach*
Keywords: Teachers' Perception, Critical Thinking, Project Based Learning Approach

The background of the study is that the researcher noticed that there were several students of Madrasah Tsanawiyah 01 Jember who were still reading the text and memorizing the material. The lack of critical thinking skills is the reason for the delay in achieving learning objectives. This study aims to explore English teachers' perceptions of students' critical thinking in Madrasah Tsanawiyah Negeri 01 Jember, focusing on the implementation of project-based learning approach.

The research questions in this research are: 1) How do teachers perceive specific critical thinking patterns do teachers observe on English Subject? 2) How do teachers perceive the effectiveness of Project-Based Learning in developing students critical thinking skills? 3) How do teachers perceive the challenges do teachers report regarding the implementation of Project-Based Learning to enhance critical thinking in English Subject?

The research method used was qualitative, with data collection through interviews and classroom observations. The research participant consisted of 33 students of eighth grade and 3 English teachers who implemented project based learning approach. The researcher used the Miles, Huberman, and Saldana approach to analyze the data, which included data collection, display, data condensation, and conclusion drafting. This study employed a triangulation technique and source to ensure the validity of the data.

The results teachers perceive critical thinking patterns as involving the interpretation of information, examination of explanations, inference skills, and comprehension assessment. Regarding Project-Based Learning, many teachers view it positively as an effective method for enhancing critical thinking skills, though some express concerns that it benefits active students while less active ones may struggle and rely on peers. Additionally, teachers face challenges including time constraints, classroom management issues, restrictions on technology use, and difficulties in assessing student performance.

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CHAPTER I

INTRODUCTION

This chapter contains the introduction of the research consist of research background, research questions, research objective, research significances, scope of the research, and definition of key term.

A. Research Background

Madrasah Tsanawiyah Negeri 01 Jember still shows a phenomenon where students tend to prioritize memorization of material compared to in-depth understanding and analysis of information. There are also some students of Madrasah Tsanawiyah Negeri 01 Jember who accept information from teachers or textbooks raw without challenging assumptions or trying to understand alternative solutions. In relation to that, researchers assume that the lack of habituation to critical thinking at this age can have an impact on how they deal with complex situations in the future, especially in solving problems that do not have definite answers or require more innovative thinking.

Critical thinking is becoming increasingly important in the context of modern education, as this ability not only helps students understand the material more deeply, but also prepares them for more complex challenges outside the school environment. In Madrasah Tsanawiyah Negeri 01 Jember, students' critical thinking ability needs to be improved so that they can develop better analytical skills in solving problems and making informed decisions.

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Various theories have underlined the importance of critical thinking in education. For example, according to Elder & Paul in I. Lenin Students understand critical thinking, they are not passive but rather active.[1] One of the key skills required for students to successfully navigate challenging circumstances, evaluate information critically, and make wise judgments is critical thinking.[2] This is particularly important in language education, where students must learn how to read and evaluate diverse texts and spoken speech in addition to understanding vocabulary and grammatical structures.

Critical thinking involves more than just information analysis; it also entails knowledge comprehension, assessment, and application in a range of situations.[3] The ability to critically assess information enables people to separate reliable information from false information, as we are continuously inundated with facts and viewpoints from a variety of sources. In the current digital era, where social media and online platforms can readily spread erroneous content and false narratives, this ability is especially important. As a result, having excellent critical thinking abilities not only enables people to make wise judgments but also broadens their perspective on the world.

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[1] Critical Thinking and it's Importance in Education I. Lenin, n.d.

[2] 3. Facione, Peter A, Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. Research Findings and Recommendations, (California State University, Fullerton, 1990), n.d.

[3] 5. Prof. Dr. I Wayan Redhana, M.Si., Berpikir Kritis Pada Era Digital Pedoman untuk Pemikiran Modern, (2024), n.d.

From some of the opinions of the experts above, for students to become active learners who can critically analyze information, assess arguments, and make defensible conclusions based on logic and facts, they must develop critical thinking skills. This ability allows students to differentiate between reliable information and critically examine the tasks or questions that will be given by the teacher in class. The essence of it all that critical thinking patterns are needed by students in achieving learning goals. In this regard, the role and perception of teachers is very useful for the success of students in creating critical thinking patterns in learning and even in achieving learning goals.

Teachers' perceptions of students' critical thinking skills play an important role in the teaching and evaluation process. Teachers have a comprehensive understanding of how well students are able to apply critical thinking abilities, such as information analysis, problem solving, and decision making, because they are the ones who are actively involved in teaching and learning on a daily basis. Teachers' comprehension of the instructional strategies employed has an impact on this perception in addition to their teaching experience. Understanding teachers' perspectives is crucial because it affects how they create lesson plans, offer advice, and assess how well their students are using critical thinking abilities. Consequently, assessing the efficacy of instructional strategies used in the classroom requires an awareness of teachers' perspectives.

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Teachers view group discussions, active learning, and reasoning mapping as strategies that encourage students to think critically.[4] Teachers can provide models, methods or learning strategies that can be used in the English learning process which can foster students' critical thinking patterns. In Madrasah Tsanawiyah Negeri 01 Jember the researcher saw that some English teacher there used to apply a Project-Based Learning approach to foster students' critical thinking patterns in the learning process.

According to Rochmahwati in Nurul Muna Sofiniyah Project-Based Learning is a cutting-edge method of teaching that employs projects to make learning a language engaging and enjoyable. This approach is beneficial because it makes it easier to acquire a variety of skills in a coherent, goal-oriented project. As for what will further strengthen that the use of the project approach is very usable and reliable for junior high school teachers, it can be seen from the results of research from ike nursafitri.While according to Hamidah Students will gain abilities that they may use outside of the classroom as they plan lessons, create inquiries, arrange research, implement different teaching strategies, and evaluate the efficacy of their completed projects.[5]

From the explanation above, researcher can assume that the Project-Based Learning is very helpful for students in achieving learning

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[4] 2022 Loredana Lombardi et al, Teachers' Perceptions of Critical Thinking in Primary Education, 15, International Journal of Instruction, n.d.
[5] 109 Nurul Muna Sofiriyah, Project-Based Learning to Enhance Student's English Skill, 17, English Education: Jurnal Tadris Bahasa Inggris, 2024, n.d.

objectives or even forming students' critical thinking patterns. Because with Project-Based Learning students can channel their thoughts for the creation of a successful project. And this Project-Based Learning approach will also divide students into a team where they will be asked to channel their thoughts or opinions to each other for the success of the project they are working on. they will conduct discussions and begin to focus on the project assignments given by the teacher but with class conditions that are still fun and exciting. after discussing they will present their project and make the class atmosphere even more fun.

In addition to the current ideas, researchers can see from the findings of earlier study that the Project-Based Approach is, in fact, highly dependable in promoting learning achievement. The study's findings provide compelling evidence that junior high school teachers may effectively and consistently implement the project approach. Students' critical thinking and idea-expressing skills improved after the teacher used the Project-Based Learning approach. They also improved their English and increased their motivation through activities like attending all English classes, reviewing the material at home, and working hard and enthusiastically on projects.[6]

According to Thomas The idea of project-based learning has gained popularity as a successful educational strategy that encourages student participation and active learning. Project-Based Learning pushes

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[6] 2022) Ike Nursyafitri, The Use Of Project Based Learning In Motivating Student Learning English (Thesis:English Tadris Study Program Education (Tarbiyah) Department Institute College For Islamic Studies (Iain) Curup, n.d.

students to work on real-world projects, which develops teamwork, problem-solving abilities, and most importantly, critical thinking. While Mergendoller said that Instead of merely consuming material, students in a Project-Based Learning framework become active participants in their learning process by building knowledge through inquiry and investigation.[7]

From these two opinions researcher think that with the Project-Based Learning students can think critically and even take far-reaching actions on the projects that are being worked on with their groups and will also get used to solving problems more actively asking questions or having opinions during the learning process. Researcher agree with the opinion that says that.

> "Though Project-Based Learning has many benefits, its efficacy can be greatly influenced by teachers' opinions about their students' capacity for critical thought. Teachers are essential in fostering an atmosphere that values critical thinking. Project-Based Learning implementation and students' abilities have the potential to affect teaching strategies and student outcomes."[8]

For example, some teachers may notice that their students have improved their critical thinking abilities, while others may find it difficult to facilitate Project-Based Learning because of a variety of issues like inadequate resources or inadequate training. It is explained that Project-Based Learning will also make students who have not been able to familiarize themselves with critical thinking, because Project-Based

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[7] 4. John R. Mergendoller, Managing Project Based Learning: Principles from the Field, n.d.

[8] 23. Anuradha A. Gokhale, Collaborative Learning Enhances Critical Thinking, vol. 7, Journal of Technology Education, 1995, n.d.

Learning is an approach where students will be divided into groups so they will get used to the critical thinking pattern.

Understanding the teachers' perception can be very beneficial in recognizing the benefits and drawbacks of implementing Project-Based Learning in language teaching. It raises important questions: How do English teachers assess their students' critical thinking skills when they use Project-Based Learning? Which methods do they believe are most effective for fostering these qualities? And what challenges do they encounter on English learning teaching ? In order to improve instructional strategies and student outcomes, it would be helpful to understand more about how English teachers evaluate their students' critical thinking in Project-Based Learning, given the significance of critical thinking in education. Our goal is to add to the present discourse on language instruction by identifying effective pedagogical approaches and potential areas for professional development.

B. **Research Questions**

1. How do teachers perceive specific critical thinking patterns do teachers observe on English Subject?

2. How do teachers perceive the effectiveness of Project-Based Learning in developing students critical thinking skills?

3. How do teachers perceive the challenges do teachers report regarding the implementation of Project-Based Learning to enhance critical thinking in English Subject?

C. **Research Objectives**

1. To identify teachers' perceptions of the specific critical thinking patterns observed by teachers on the English subject.

2. To evaluate teachers' perceptions of the effectiveness of Project-Based Learning in developing students' critical thinking skills.

3. To explore teachers' perceptions of the challenges faced by teachers in implementing Project-Based Learning for enhancing critical thinking in the English subject.

D. **Research Significances**

The benefits contain what contribution will be made after completing the research. Benefits can be theoretical and practical.

1. Theoretical

The theoretical knowledge of critical thinking in language teaching is much advanced by this research. It adds to the body of knowledge on successful teaching strategies by offering a conceptual framework that shows how Project-Based Learningand the growth of critical thinking abilities are related. Furthermore, by laying the groundwork for future research on the dynamics of instructional strategies and their influence on critical thinking development, the findings finally close the knowledge gap between theory and practice.

2. Practical

   a. For students

      The research findings should advance knowledge or comprehension of the subject matter by employing Project Based Learning as a teaching strategy to foster students' critical thinking skill.

   b. For English Teacher

      The results of this study are expected to be an advice for teachers in teaching learning English especially on developing students' critical thinking skill.

   c. For other Researchers

      The results of this study were expected to be a useful source of knowledge and creative research references, especially in the field of English instruction.

E. Scope of the Research

      In this study, researchers focused on teacher perceptions of students' thinking patterns which were reviewed by the Project-Based Learning approach. Teachers' perceptions will reveal what critical thinking patterns emerge when teachers apply the Project-Based Learning approach and what are the challenges of using it during the learning process.

F. Definition of key Term

To avoid any misunderstanding of the key terms, below are the definitions of some terms used in this study:

1. Teachers' perception

   Teachers' perception is how educators view their roles, students, and teaching methods, which affects their effectiveness in the classroom. In this research, teachers' perceptions focus on how teachers view the application of project-based learning in building students' critical thinking at MTS 01 Jember.

2. Critical Thinking

   Critical thinking is the ability to analyze and evaluate information objectively to make informed decisions. In this research, critical thinking focuses on how students can interpret, analyze, explain, and evaluate the material that will be seen through the teacher's perception.

3. Project-Based Learning

   Project-based learning (PBL) is an educational approach where students engage in real-world projects to gain knowledge and skills by actively exploring and solving complex questions or problems. In this research, PBL is implemented by English teacher in grades seven, eight, and nine of MTSN 01 Jember.

CHAPTER II

LITERATURE REVIEW

The review of related literature, which included previous studies and theoretical frameworks are presented in this chapter.

A. Previous Research

Researchers provide ideas related to the type of research that researchers do to ensure the uniqueness of the research,

such as:

1. Journal written by Eva Fitriani Syarifah, etc (2023)[9] entitled: "Project-Based Learning: Facilitating The Development of Students' Critical Thinking in English Essay Writing". The study aimed to investigate how Project-Based Learning was implemented to facilitate the development of students' critical thinking skills in English essay writing. An exploratory case study research design was employed in this study. The data were collected through classroom observations, interviews, and students' essay writing tasks. Four classroom observations were conducted and an interview was carried out to gain insights into the implementation of project-based learning. The students' essay writing tasks were also collected.

The data were then analyzed by examining the quality of the essays in terms of the organization of ideas, use of evidence, logical reasoning,

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[9] 225 Eva Fitriani Syarifah, etc, Project-Based Learning: Facilitating The Development of Students' Critical Thinking in English Essay Writing, vol. 14, Eternal: English Teaching Journal, 2023, n.d.

and critical analysis to assess students' critical thinking skills. The results showed that teaching English essay writing through the implementation of Project-Based Learning covered three stages: preparation, implementation, and presentation. It was also found that the students were able to write essays cohesively and coherently, indicating the development of their critical thinking skills.

Thus, it can be concluded that Project-Based Learningeffectively facilitated the development of students' critical thinking in English essay writing.

2. Journal written by Utari Dwi Sartika, etc (2022)[10] entitle: "English Teachers' Perception of Implementing Project-Based Learning in Secondary Schools". This study aimed to investigate English teachers' perceptions about the implementation of Project-Based Learningand to analyze the challenges faced by English teachers in implementing Project-Based Learning in Secondary Schools of Bengkulu City. The subjects of the research were 14 Senior High School English teachers and 16 Junior High School English teachers who have implemented Project-Based Learning in their classes.

This research employed an explanatory sequential mixed method research. The researcher used a Questionnaire in the first phase for gathering quantitative data. The questionnaire included questions derived from Wongdaeng and Hajihama (2018). Then, the researcher

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[10] 467 Utari Dwi Sartika, etc, English Teachers' Perception of Implementing Project-Based Learning in Secondary Schools, vol. 6, English Franca: Academic Journal of English Language and Education, 2022, n.d.

interviewed six English teachers in collecting qualitative data. It was to analyze the challenges of implementing Project-Based Learningin English classrooms. The questionnaire was analyzed with 30 English teachers as respondents. The total score and percentage were calculated to determine the category of teachers' perception. The interview results were analyzed to identify challenges faced by teachers.

The result show that the English teachers' had a positive perception of the implementation of Project-Based Learning. It was found that the challenges faced were lack of knowledge in implementation, inadequate time in using Project-Based Learning became ineffective during the pandemic situation.

3. Journal written by Dildora Toshpulatova (2020)[11] entitle: "Teacher Perceptions On Developing Students' Critical Thinking Skills In Academic English Module." The current study explores the perceptions of a group of Academic English (AE) lecturers on their views on critical thinking in teaching English for academic purposes and the ways they believe this can be developed, if at all. The findings suggest that the majority of teachers believe in the importance of touching upon critical thinking in their classes. They consider evaluating information, analyzing, logical reasoning, arguing, reflecting, and problem solving are among the main strategies needed for developing critical thinking

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[11] 48 Dildora Toshpulatova, Teacher Perceptions On Developing Students' Critical Thinking Skills In Academic English Module, vol. 9 International Journal of Psycho-Educational Sciences, 2020, n.d.

skills and believe that that they can be developed in the academic English language classes.

The results of the second survey (second stage) showed that AE teachers believe Academic English should be responsible for incorporating critical thinking into their teaching. The main activities perceived to be effective were debates, class discussions, evaluating presentations, listening for main ideas and details, reading for the main idea and evaluation of sources, writing argumentative essays, academic reports and reflection.

4. Thesis written by Nur Ainis (2023)[12] entitled: "The Use Of Project Based Learning Model In Teaching English Vocabulary At The Eighth Grade Of Smpn 8 Polopo". The aimed of this study is to ascertain whether the Project-Based Learning paradigm helps eighth grade students at SMPN 8 Palopo improve their vocabulary mastery. An experimental approach was used in this investigation. 33 students made up the sample in this study, whereas 210 pupils from SMPN 08 Palopo made up the population. The pre-test, treatment, and post-test were used by the researcher to gather data. The exam's pre-test mean score was 61.36, which is considered low, while the post-test mean score was 90, which is considered extremely good. The average post-test score was greater than the pre-test score, according to the investigation (90.00 <61.36).

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[12] 2023) Nur Ainis, The Use Of Project Based Learning Model In Teaching English Vocabulary At The Eighth Grade Of Smpn 8 Polopo, (Thesis Of Englisg Language Education Study Student Education And Teacher Training Faculty State Islamic Institute Of Palopo, n.d.

With a df (degree of freedom) value of 32, the paired sample test shows that the value of to (t-count) is -11.853, and the value of t (t-) with a standard significant level of 0.05 at df (degree of freedom) = 32 is 1.502. The t-count number is therefore greater than the t-table value. The table's two-tailed significant value is.000, which indicates that it is below the conventional level of significance of 0.05. that the alternative hypothesis (H_1) of the study is accepted and the null hypothesis (H.) is rejected. The success of the treatment in assisting students in improving their vocabulary mastery was demonstrated by the fact that the students' post-test scores were greater than those of the opponent's test.

5. Thesis written by Cristina Petersen (2004)[13] entitled: "Project-Based Learning through the Eyes of Teachers and Students: Investigating Opinions of Project-Based Learning in Adult ESL". This study aimed to explore teachers' and students' perspectives on Project-Based Learning in ESL classrooms. The research was conducted at two ESL schools located in Victoria, British Columbia, Canada. A total of 30 teachers and 88 students from the two schools participated in the study. A mixed methods approach was employed to collect both quantitative and qualitative data. Questionnaires were used to gather quantitative data from participants regarding their opinions on various aspects of Project-Based Learning through Likert scale responses. The questionnaires also included open-ended questions to collect qualitative data. This provided

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[13] 2004) Cristina Petersen, Project-Based LearningThrough The Eyes Of Teachers And Students: Investigating Opinions Of Project-Based Learning In Adult ESL, (Thesis Submitted In Partial Fulfillment Of The Requirements Of The Degree Of Master Of Arts In The Departme, n.d.

the primary data source. Interviews were conducted with samples of teachers and students from the schools to gain a deeper understanding of their experiences with Project-Based learning. The interviews supplemented the questionnaire findings by providing richer insights. Furthermore, artifacts such as project assignments and instructions from some teacher participants were collected. This assisted in corroborating teachers' reported use of Project-Based Learning approaches. The quantitative data from the questionnaires was analyzed both within and across the schools. Comparisons were made between teacher and student perspectives as well as between the two institutions. Qualitative data from open-ended questionnaire responses, interviews and artifacts were also examined. Overall, the mixed methods approach aimed to explore views of Project-Based Learning comprehensively. The purpose was to investigate whether perspectives differed between teachers and learners or across school contexts. The location provided two distinct educational environments to analyze. The findings contributed empirical evidence regarding Project-Based Learning in ESL classrooms.

Table 2.1

The Similarities And Differences Between The Previous Research

And This Research

No	Author and Title	Similarities	Differences
1	2	3	4
1.	Journal written by Eva Fitriani Syarifah, etc (2023)[14] entitled: "Project-Based Learning: Facilitating The Development of Students' Critical Thinking in English Essay Writing".	a. Both of these studies discuss the use of Project-Based Learning to see how students' critical thinking patterns are. b. Both of these studies use a qualitative approach	a. The previous study focused on how Project-Based Learning was implemented to facilitate the development of students' critical thinking skills in writing English essays in a higher education context. b. The previous research was conducted at a university, a private university in Majalengka Regency, West Java. c. In this previous study, the research subjects were fifteen

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[14] 225 Eva Fitriani Syarifah, etc, Project-Based Learning: Facilitating The Development of Students' Critical Thinking in English Essay Writin, vol. 14, Eternal: English Teaching Journal, 2023, n.d.

			students from the same university who took an English essay writing course in the second semester.
2.	Journal written by Utari Dwi Sartika, etc (2022)[15] entitle: "English Teachers' Perception of Implementing Project-Based Learning in Secondary Schools"	a. Both studies focus on teachers' perceptions of the use of Project-Based Learning approach.	b. This previous research used 2 approaches, namely qualitative and quantitative approaches. c. The previous research was conducted at secondary school
3.	Journal written by Dildora Toshpulatova (2020)[16] entitle: "Teacher Perceptions On Developing Students' Critical Thinking Skills In Academic English	Both studies discuss perceptions of critical thinking	a. The previous study focused on how critical thinking views on academic lecturers b. This previous research used was online survey for the

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[15] Utari Dwi Sartika, etc, English Teachers' Perception of Implementing Project-Based Learning in Secondary Schools, vol. 6, English Franca: Academic Journal of English Language and Education, 2022, "No Title."

[16] Dildora Toshpulatova, Teacher Perceptions On Developing Students' Critical Thinking Skills In Academic English Module, vol. 9 International Journal of Psycho-Educational Sciences, 2020, "No Title."

			method.
	Module."		c. The previous research was conducted conducted in the first semester of the academic year 2018-2019 when 17 Academic English lecturers.
4.	Thesis written by Nur Ainis (2023)[17] entitled: "The Use Of Project Based Learning Model In Teaching English Vocabulary At The Eighth Grade Of Smpn 8 Polopo".	a. Both examined the use of project-based learning b. Both research in the scope of junior high school	a. In the previous study focused on how the use of Project-Based Learning approach is used to develop vocabulary mastery. b. In previous research using an experimental method. c. In previous research focused on examining eighth grade
5.	Thesis written by	a. Both examine	a. Previous research

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[17] Nur Ainis, The Use Of Project Based Learning Model In Teaching English Vocabulary At The Eighth Grade Of Smpn 8 Polopo, (Thesis Of Englisg Language Education Study Student Education And Teacher Training Faculty State Islamic Institute Of Palopo, "No Title."

Cristina Petersen (2004)[18] entitled: "Project-Based Learning through the Eyes of Teachers and Students: Investigating Opinions of Project-Based Learning in Adult ESL".	teacher perceptions b. Both use a qualitative approach, namely using interviews	focused on teachers' perspectives on the use of Project-Based Learning in Adult ESL. b. This previous research was conducted at two ESL schools. c. Previous research used questionnaires

Some of the previous studies above have similarities in discussing the benefits of applying Project-Based Learning methods to develop students' critical thinking skills. The first study focused more on writing English essays, the second on teachers' views on students' thinking patterns, while the third was conducted in a secondary school. The second journal also used two research approaches. from there the researcher chose to conduct research on how the teacher's views on the use of Project-Based Learning approach on students' thinking patterns, especially in English lessons.

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[18] 2004) Cristina Petersen, Project-Based LearningThrough The Eyes Of Teachers And Students: Investigating Opinions Of PROJECT-BASED LEARNINGIn Adult ESL, (Thesis Submitted In Partial Fulfillment Of The Requirements Of The Degree Of Master Of Arts In The Departmen, n.d.

And also from some of the previous research above, it is proven that the project-based approach has positive results for teaching English. Perhaps more clearly from the first study shows the results that this project-based approach is quite effective in developing students' critical thinking, especially in the field of essay writing. Similar to the results of Nur Ainin's thesis which states that the average student post-test supports the effectiveness of the project-based approach.

Then from the second research and Cristina's thesis states that the teacher's view or perception of the use of this project-based approach has a positive impact during the learning process even though there are several challenges that teachers face in the process. With some of the previous research above, it will be more welcoming to the new research that researchers are researching now because this research links teacher perceptions, student thinking development and also project-based approach learning strategies.

Therefore, to fill the research gap, this research focused on how English teachers perceive students' critical thinking patterns in English lessons by using a Project-Based Learning approach. In this study, researchers will discuss in depth about the critical thinking patterns that teachers will see by using the approach that researchers have chosen, and how teachers' perceptions of and will be discussed in depth as well as how to implement the Project-Based Learning

approach and the What are the challenges do teachers face in implementing Project-Based Learning in English lessons?

B. Theoretical Framework

1. Critical thinking

a. Definition of Critical Thinking

Critical thinking is essential as a tool of inquiry. As such, critical thinking is a liberating force in education and a powerful resource in one's personal and civic life.[19] Fundamentally, critical thinking is the ability to examine the world around us critically, which is important for academic performance, informed citizenship, and personal development. It enables people to examine information, challenge presumptions, and reason reflectively.

In an educational setting, critical thinking encourages pupils to ask questions instead of just accepting knowledge without question. This inquiry-based method turns education into a dynamic conversation that piques students' interest and advances comprehension. Critical thinking teaches students to analyze the reliability of sources, judge the strength of arguments, and make defensible conclusions. These abilities enable people to negotiate

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[19] 3 Dr. Peter A. Facione, Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction, APA Delphi Research, 1989, n.d.

complexity and make well-informed judgments, making them invaluable in an information-rich society.

There is a lot about kids' critical thinking abilities at different levels and of different kinds that we do not yet know. Tests and instructional materials' must be created. It is necessary to retrain teachers.[20] That there is still a big knowledge vacuum regarding kids' critical thinking skills at different levels and in different contexts. In order to tackle this, suitable assessments and educational resources that accurately gauge and improve these abilities are required. Furthermore, in order to provide educators with the skills and resources needed to encourage critical thinking in their pupils, retraining instructors is necessary. This will guarantee a more thorough approach to teaching in this crucial subject.

By include specific critical thinking exercises, posing thought-provoking questions, and purposefully encouraging student engagement in class discussions, teachers can improve students' comprehension and application of critical thinking.[21] By including particular critical thinking tasks in their classes, teachers can greatly enhance their students' understanding and application of

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[20] 41 Marcia Heiman, Thinking Skills Instruction: Concepts and Techniques, National Education Association of the United State, 1987, n.d.

[21] 5 Oqab Jabali, Critical thinking, assessment, and educational policy in Palestinian universities, International Journal for Educational Integrity, 2024, n.d.

critical thinking. Teachers push students to think critically and thoroughly by offering thought-provoking questions.

Furthermore, consciously promoting student participation in class discussions creates a climate in which students feel at ease offering their opinions and thoughts. Through discussion and debate, this interactive approach fosters collaborative learning and improves knowledge while helping students hone their critical thinking abilities. In the end, these techniques foster a vibrant learning environment in the classroom that aids in the growth of critical thinking skills.

In addition, critical thinking is described as a potent investigative instrument that improves students' civic and personal lives in addition to their educational experiences. Acknowledging the value of creating assessments and educational materials that are appropriate for children's critical thinking abilities. Also promotes teacher retraining, giving them the tools they need to effectively encourage critical thinking in their pupils. It is also stressed that teachers can greatly enhance their students' comprehension and application of critical thinking by including particular tasks in their classes. Taken together, these observations highlight how important it is to help kids develop critical thinking abilities so they may confidently and intelligently negotiate the challenges of

contemporary life. It is clear from this that critical thinking is must be owned by someone, especially students.

b. The Indicators of Critical Thinking

Finding key signs that show a student can analyze, evaluate, and synthesize information, use reflective reasoning, and apply these skills in real-world situations is crucial to understanding and evaluating critical thinking. Peter added that there are six indicators of critical thinking that must be assessed.

The following are six indicators of critical thinking, including;[22]

1) Interpretation

Interpretation is to understand and articulate the relevance or meaning of a broad range of encounters, circumstances, information, happenings, assessments, customs, convictions, guidelines, practices, or standards. Peter also mentioned that it would involve understanding context, recognizing implications, and seeing the significance of data or arguments. Interpretation involves expressing the value of situations, ideas, and positions.[23]

2) Analysis

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[22] (Educational Resources Information Center (Eric):1990) hal. 15 Peter A. Facione, Critical Thinking: A Statement Of Expert Consensus For Purposes Of Educational Asse (RichardPaul, 2022)ssment And Instruction, n.d.

[23] 45 Zeinab Shekarabi, The Relationship between Critical Thinking Ability and Japanese L2 Essay Writing under Outlining Condition, 2024, n.d.

To identify the intended and actual inferential relationships among statements, questions, concepts, descriptions or other forms of representation intended to express beliefs, judgments, experiences, reasons, information, or opinions.

3) Evaluation

Evaluate the logical strength of the actual or intended inferential relationships among statements, descriptions, questions, or other representations; and evaluate the credibility of statements or other representations that are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion. Modes of illustration.

4) Inference

Find and gather the information required to evaluate pertinent data, statements, principles, evidence, judgments, beliefs, opinions, concepts, questions, or other forms of representation; to establish conjectures and hypotheses; and to infer reasonable conclusions.

5) Explanation

Articulate the conclusions of one's reasoning; provide a justification for that reasoning based on the evidentiary, conceptual, methodological, criteriological, and contextual factors; and finally, present one's reasoning presented in persuasive arguments.

6) Self-regulation

Self-awarely keeping an eye on one's cognitive processes, the tools utilized in those processes, and the outcomes produced, especially by using analytical and evaluative abilities to one's own inferential conclusions with the intention of toward challenging, verifying, validating, or refuting the arguments of either or one's accomplishments.

c. **The Importance of Critical Thinking In Education**

The importance of critical thinking in education cannot be overstated, as it equips students with essential skills to analyze information, solve complex problems, and make informed decisions. Below are some of the importance of critical thinking in education:

1) Enhanced Problem-Solving Skills

Critical thinking is a crucial skill in both academic and real-world settings because it enables students to assess difficult situations, weigh their options, and come up with workable solutions. Students can approach problems with a mindset that emphasizes investigation, logic, and evidence-based decision-making by honing their critical thinking skills. This ability is especially crucial because it enables kids to become self-sufficient problem solvers and learners who can deal with

complexity and uncertainty in a variety of settings. Students can apply their knowledge in meaningful ways in the classroom when critical thinking is encouraged through methods like Project-Based Learning, which promotes greater understanding and active participation. In the end, developing critical thinking skills equips students for success in the classroom as well as in their future personal and professional life.[24]

2) Improved Decision-Making

Besides being able to help students to solve problems, by having this critical thinking pattern students can make the right decisions. Pupils who master critical thinking techniques are better able to analyze the available information, take into account other options, and anticipate possible outcomes.[25] Their capacity to tackle issues methodically and thoughtfully enables them to evaluate circumstances from several angles, resulting in more logical and well-founded decisions. Students' ability to navigate complicated challenges in the classroom and in real-life situations improves as they

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[24] 2 Dr. Peter A. Facione, Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction, APA Delphi Research, 1989, n.d.

[25] 24 Richard paul etc, The Miniature Guide to Critical Thinking Concepts and Tools (London: Rowman & littlefield: 2022), n.d.

hone these skills, and this eventually increases their capacity to make wise decisions in a variety of contexts.

3) Fostering Independence and Confidence

  Pupils who master critical thinking techniques are better able to analyze the available information, take into account other options, and anticipate possible outcomes.[26] Their capacity to tackle issues methodically and thoughtfully enables them to evaluate circumstances from several angles, resulting in more logical and well-founded decisions. Students' ability to navigate complicated challenges in the classroom and in real-life situations improves as they hone these skills, and this eventually increases their capacity to make wise decisions in a variety of contexts.

4) Enhancement of Communication Skills

  Students who engage in critical thinking become more adept at clearly and persuasively articulating their ideas a critical skill for effective communication in a variety of circumstances.[27] Students that participate in critical analysis have the ability to logically arrange their thoughts, pinpoint important details, and make persuasive arguments. Through this process, they are able to present their

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[26] 18 Marcia Heiman Etc, Thinking Skills Instruction: Concepts And Techniques, n.d.
[27] Learning To Think Things Through A Guide To Critical Thinking Across The Curriculum Gerald M. Nosich, n.d.

arguments clearly and provide well-supported evidence to support their positions. In academic contexts, the ability to articulate concepts clearly enhances writing and speaking abilities, which in turn leads to improved academic achievement. Persuasive communication skills are essential for teamwork, problem-solving, and leadership in professional settings. Furthermore, attentive and transparent communication improves relationships and understanding in interpersonal interactions.

5) Preparation for Civic Engagement

Critical thinking is necessary in a democratic society to promote informed and engaged citizenship. It gives people the tools they need to critically evaluate information and discern between facts, opinions, and disinformation a essential skill in an age when there are a lot of contradicting and sometimes conflicting information sources. Citizens are better equipped to participate thoughtfully in public discourse and make significant contributions to discussions on significant social, political, and economic issues when they learn these abilities. Making reasoned decisions is another ability that critical thinking gives people, especially during elections when evaluating the platforms and

programs of candidates calls for close examination and well-informed assessment. Critical thinkers are also more inclined to advocate for significant changes, engage in civic activities, and work together to find answers to shared issues, all of which increase a person's sense of community involvement.

6) Interdisciplinary Connections

Through the process of critical thinking, students are able to draw connections across seemingly unrelated topics and develop a comprehensive comprehension of information. Students who master this ability will be able to combine ideas and theories from a variety of academic disciplines, including the humanities, sciences, and mathematics, to create a more holistic understanding of the world. Their educational experience is enhanced by this interdisciplinary approach, which also fosters creativity and innovation by allowing students to adapt principles from one subject to another in order to solve problems. For example, a student may apply mathematical analysis abilities to assess a scientific experiment or utilize historical viewpoints to understand a contemporary social issue.

2. **Project-Based Learning**

a. **Definition of Project-Based Learning**

A teaching and learning model that uses projects to engage students and focus their learning.[28] A teaching and learning model that uses projects to engage students and focus their learning is known as Project-Based Learning. In this approach, students actively participate in the learning process by exploring complex questions and real-world problems, allowing them to apply their knowledge and skills in meaningful ways. By working on projects, students not only gain a deeper understanding of the subject matter but also develop critical skills such as collaboration, communication, and problem-solving.

Project-Based Learning encourages students to take ownership of their learning, as they are involved in decision-making processes throughout the project. This engagement fosters a sense of agency and motivation, making learning more relevant and enjoyable. Additionally, Project-Based Learning allows for differentiated instruction, catering to diverse learning styles and abilities, as students can approach projects from various angles and at their own pace. As a result, this model not only enhances academic achievement but also prepares students for future challenges by equipping them with essential life skills. Overall,

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[28] 2 John R. Mergendoller, P, Managing Project Based Learning: Principles from the Field, n.d.

Project-Based Learning transforms the educational experience by creating an interactive and student-centered environment that promotes deeper learning and critical thinking.

Project-Based Learning is an instructional strategy that uses active learning to get students interested in solving problems and exploring real-world issues. This method encourages the growth of critical thinking, teamwork, and communication abilities through participation in long-term projects. In addition to finishing assignments, students must perform in-depth research, create solutions, and evaluate both the methods and results of their work. Project-Based Learning thus produces a more contextualized and relevant learning environment where students are able to relate what they have learned in the classroom to real-world scenarios.

b. **Indicators of Project-Based Learning**

To better understand the effectiveness of Project-Based Learning in fostering critical thinking and collaborative skills, it is essential to examine the key indicators that define and shape this approach. These indicators serve as the foundation for assessing how well Project-Based Learning is implemented and how it contributes to student development.[29]

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[29] (united states: y McGraw-Hill 2012) 397 Richard I. Arends, Learning to teach, n.d.

1) Problem submission

Driving question or problem. Rather than organizing lessons around particular academic principles or skills, problem-based learning organizes instruction around questions and problems that are both socially important and personally meaningful to students. They address real-life situations that evade simple answers and for which competing solutions exist.

2) Interdiciplinary focus

Although a problem-based lesson may be centered in a particular subject (science, math, history), the actual problem under investigation is chosen because its solution requires students to delve into many subjects. For example, the pollution problem raised in the Chesapeake Bay lesson cuts across several academic and applied subjects-biology, economics, sociology, tourism, and government.

3) Investigating an authentic

Students pursue authentic investigations that seek real solutions to real problems. They must analyze and define the problem, develop hypotheses and make predictions, collect and analyze information, conduct experiments (if appropriate), make inferences, and draw

conclusions. The particular investigative methods used, of course, depend on the nature of the problem being studied.

4) Showcasing work

Construct products in the form of artifacts and exhibits that explain or represent their solutions. A product could be a mock debate like the one in the Chesapeake Bay lesson. It could be a report, a physical model, a video, a computer program, or a student constructed Web site. Artifacts and exhibits, as will be described later, are planned by students to demonstrate to others what they have learned and to provide a refreshing alternative to the traditional term paper or exam.

5) Collaboration

Students working with one another, most often in pairs or small groups. Working together provides motivation for sustained involvement in complex tasks and enhances opportunities for shared inquiry and dialogue, and for the development of social skills.

c. **The Implementation of Project-Based Learning**

Project-Based Learning is one of the approaches that many teachers use during learning. In addition to making the classroom atmosphere fun, this approach can also bring students to have a

high sense of curiosity. The smoothness of this project-based approach depends on the success of the steps taken by the teacher in the classroom. In relation to that, a teacher must really understand what and how the steps in this project-based approach are carried out.

The steps represent the process of implementing Project-Based Learning with a specific focus on enhancing students' critical thinking abilities. Each phase is designed to encourage deeper inquiry, reflection, and problem-solving, enabling students to engage with complex, real-world challenges. By guiding students through structured, collaborative projects that require them to analyze information, evaluate possible solutions, and make reasoned decisions, this approach helps to develop essential critical thinking skills. These skills are not only crucial for academic success but also for students' ability to navigate and address issues beyond the classroom.

Here are the steps:[30]

1) Preparation

Begin by identifying clear learning goals that align with curricular standards and desired outcomes. Once these goals are established, design the project around real-world problems that are relevant and meaningful to

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[30] 2003 Larmer, Project Based Learning Handbook: A Guide to Standards-Focused Project Based Learning for Middle and High School Teachers, Novato, CA: Buck Institute for Education, n.d.

students. This ensures that the project not only addresses key academic objectives but also engages students in authentic, hands-on learning experiences that require them to apply their knowledge and skills to solve practical, real-life challenges.

2) Planning

Outline a detailed plan that includes the project's structure, a clear timeline for each phase, and the resources required to support students throughout the learning process.

3) Research

Help students explore the topic by guiding them to ask questions and find information on their own.

4) Presentation

Let students share what they've learned and the solutions they've come up with, so they can explain how they thought through the problem.

So from the four steps it is clear how this project-based approach is very supportive and helps teachers in developing students' critical thinking patterns. Students asked to find problem solving and convey it in the form of projects. Discuss together and then present their respective projects. Although it is not mentioned in the four steps about collaboration, but with

what has been explained above that the Project-Based Learning is a learning model approach that forms students into groups that share their thoughts for the success of the project they are working on.

d. Benefits of using Project-Based Learning

Project-Based Learning offers numerous benefits in the learning process, fostering deeper student engagement, critical thinking, and practical application of knowledge through hands-on, collaborative tasks. According to Markham in Utari there are several benefits of using Project-Based Learning in learning.[31]

1) Through project-based learning, students gain real-world experience in the subjects they are learning. Students may draw links between the topic of their study and the deep understanding of the project. Growing the amount of independent learning

2) In addition to letting students study at their own speed, Project-Based Learning gives them the freedom to select and set their own learning objectives. They gain understanding of the problem by reaching self-directed objectives and taking on greater accountability for the purpose of education.

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[31] 472 Utari Dwi Sartika, English Teachers' Perception of Implementing ProjectBased Learning in Secondary School, 6, English Franca: Academic Journal of English Language and Education, 2022, n.d.

3) Acquire necessary life skills Students participate in projects that involve various activities, such as conducting field research, having direct conversations with experts, completing the collection of materials for the project, and making various observations.

4) One of the main benefits of Project-Based Learning is that it gives students the opportunity to analyze and comprehend data as well as participate in other cognitive processes that result in profound knowledge.

5) Increasing drive Students will realize that their work is necessary to provide a solution when they select their projects and set their own objectives. fixing the issue or helping the community. They're actively involved in the project and are subjected to laborious tasks action.

e. The Challenges of Implementing Project-Based Learning

According to Bayasura in Muhammad Ikhsan Sahal Guntur explained that The implementation of the Project-Based Learning approach itself presents a number of difficulties, such taking a long time, being difficult to focus on the topic at hand and prevent students from talking about unrelated topics, utilizing a lot of resources, and kidnapping pupils who are not used to learning through conversation, the shortcomings of educators who might not

possess the necessary abilities, and understanding to run classes in this manner.[32]

According to Marx et al in Thomas explained that the use of a project-based approach has several challenges that must be faced in each process. The following is[33]

1) Time

Because it involves guiding students through challenging, real-world activities that necessitate in-depth investigation, teamwork, and problem-solving over an extended period of time, the Project-Based Learning approach takes a considerable amount of time. Although this method encourages critical thinking, creativity, and active participation, teachers must allot enough time for planning, scaffolding, and giving feedback during the course of the project. Thus, the extended time is necessary to enable students to thoroughly explore their concepts, evaluate their progress, and polish their work, which will ultimately result in more significant and long-lasting learning opportunities.

2) Classroom management

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[32] 109 Muhamad Ikhsan Sahal Guntur, Beginner Teacher's Perception of Application of Project-Based Learning in Mathematics Learning, JIPM (Jurnal Ilmiah Pendidikan Matematika), 2020, n.d.

[33] 36 John W. Thomas, Ph.D, Managing Project Based Learning: Principles from the Field, n.d.

Strong organizational abilities are important when using a Project-Based Learning in the classroom since teachers have to handle a lot of moving components, like scheduling group projects, establishing deadlines, and making sure students have access to the resources they need.

This approach comprises maintaining an organized learning environment while encouraging creativity and independence, keeping track of progress, and meeting the demands of a diverse group of students. The successful application of Project-Based Learning requires teachers to develop routines, convey objectives clearly, and be skilled in handling both individual and group dynamics. This makes classroom structure essential.

3) The dominant class For Project-Based Learning to be effective, learner autonomy must be strongly encouraged.

A learning environment where student autonomy is heavily promoted must replace the teacher's dominance in the classroom for Project-Based Learning to be genuinely effective. With less direct guidance, this change enables students to take charge of their education

by making choices, resolving issues, and investigating subjects.

The teacher creates a more student-centered learning environment that fosters independence, critical thinking, and creativity all of which are necessary for meaningful engagement and deeper learning outcomes by giving students the freedom to manage their own projects, set goals, and work with others.

4) Facilitating the learning of students

Encouraging active engagement and critical thinking in addition to providing the required structure, resources, and support are all part of facilitating students' learning. Instead of just being instructors, teachers take on the role of facilitators, assisting students in learning, posing questions, and interacting fully with the subject matter. In the end, this approach results in a richer and more customized educational experience by fostering a more dynamic and interactive learning environment where students take ownership of their education, learn how to solve problems, and connect theoretical concepts to real-world applications.

5) Technology utilization in the classroom

Technology in the classroom offers a variety of tools and platforms that improve participation, communication, and information access, transforming the learning process. Teachers can construct dynamic and immersive lectures that accommodate different learning styles thanks to technology, which ranges from interactive presentations and digital simulations to online research and collaborative platforms.

Additionally, it gives them the chance to participate more actively in their education by offering them options for self-paced learning, immediate feedback, and worldwide connectivity. Technology may help traditional teaching techniques while also fostering innovation and preparing students for life in the digital age when it is carefully integrated.

6) The students' evaluation

Teachers need help designing assessments that require pupils to demonstrate understanding. They think their marks need to represent the amount of work they put into the project. They continued to believe that the course evaluation should contain components from the project (to push students to be concerned about the

project). The teacher realizes the unfairness and acts accordingly.

3. **Teachers' Perception**

Sarwono argues in Muhamad Ikhsan Sahal Guntur The process of forming one's perception takes place when a person receives a stimulus that is captured by his aid organs which then enters his brain. In it there is a thought process that finally manifests in an understanding, this understanding is called perception.[34]

According to Irwanto, after individuals interact with perceived objects the perception results can be divided into two, that are:[35]

a. Positive perception is a perception that describe all knowledge and response that are continued with utilization efforts to use it. This will be continued by activating or accepting and supporting the perceived object.

b. Negative perception is a perception that describe all knowledge and responses that are not in harmony with the perceived object in perception. It will process with passivity or reject and oppose the perceived object.

Therefore, it may be claimed that perceptions, whether favorable or unfavorable, always influence how someone sees or

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[34] 3 Muhamad Ikhsan Sahal Guntur et al, Beginner Teacher's Perception of Application of Project-Based Learning in Mathematics Learning, JIPM (Jurnal Ilmiah Pendidikan Matematika), 2020, n.d.

[35] 1994). Irwanto, Psikologi Umum, (Jakarta: Gramedia Pustaka Utama, n.d.

acts. The way that people explain everything they know or understand about an object they are perceiving determines whether they have a positive or negative perception.

Teachers' perceptions of the use of Project-Based Learning significantly influence its implementation and effectiveness in fostering students' critical thinking skills. Many educators view an engaging instructional approach that encourages students to explore real-world problems and develop solutions collaboratively. Teachers often report that creates a dynamic classroom environment where students take ownership of their learning, leading to increased motivation and deeper understanding.

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology employed to analyze English teachers' perception of students' critical thinking on English subject: Project-Based Learning approach.

A. Research Design

A qualitative descriptive research design was used for this study. According to Creswell, qualitative research is an understanding-based inquiry process that employs a range of methodological approaches to examine social or human problems.[36] Through the analysis of data in its natural context, these methodologies enable researchers to obtain comprehensive insights into the experiences, behaviors, and views of participants. The objective is to decipher meanings that arise from participants' lived experiences and reveal the intricacy of a particular occurrence, ultimately resulting in a thorough comprehension of the problem being studied.

The qualitative case study approach provides an opportunity to explore in-depth the rich information from the case. In this study, the researcher chose a case study as a research design because the researcher focused on a particular event that occurred in the application of Project Based Learning which attracted students' critical thinking patterns and the process was not in the form of numbers but descriptive; written or oral

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[36] 2012) 14 John W. Creswell, Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research, (London, pearsoneducational, n.d.

words from certain informants. Therefore, the researcher decided to use a case study research design because it fits this type of research. Then, the researcher conducted an extensive analysis to describe how the implementation of Project-Based Learning to improve students' critical thinking in English language learning

B. Research Setting

This research was conducted in Jember, precisely in a junior high school, namely Madrasah Tsanawiyah Negeri 01 Jember. Furthermore, the reason of the researcher has chosen this place for the research in this school using a project-based approach in English language learning.

C. Research Participant

Researchers use purposive sampling in this research. According to Patton in John W. Creswell purposeful sampling, researchers intentionally select individually and sites to learn or understand the central phenomenon.[37] Researchers use purposive sampling in this research. According to Patton in John W. Creswell purposeful sampling, researchers intentionally select individually and sites to learn or understand the central phenomenon.[38]

In this research, the researcher focused on observation and interview studies in eighth, where eighth grade was eighth grade H which contained 33 students. The selection of this class is a direct

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[37] 2012) 206 John W. Creswell, Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research, (London, pearsoneducational, n.d.
[38] John W. Creswell, Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research, (London, pearsoneducational.

recommendation from the MTSN 01 Jember English teacher who implements Project-Based Learning. Additionally, researcher conducted interviews with 3 English teachers, which who implemented project-based learning in seventh grade, eighth grade, and ninth grade. Researcher chose these teachers specifically because of their experience with project-based learning, which is integral to understanding how this method influences students' critical thinking.

D. Data Collection Technique

Another aspect of qualitative data collection is to identify the types of data that will address your research questions. Thus, it is important to become familiar with your questions and topics, and to review them prior to deciding upon the types of qualitative data that you will collect.[39] The following methods were used by the researcher to collect data:

1. Obsevation

Sanafiah Faisal classifies observation into participant observation, overt and covert observation, and unstructured observation. Furthermore, Spradley, in Susan Stainback, divides participant observation into four, namely passive participation, moderate participation, active participation, and complete participation. To facilitate understanding of the kinds of observations, it can be described as shown in the figure below.

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[39] 2012) 212 John W. Creswell, Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research, (London, pearsoneducational, n.d.

Non-participant observation is a qualitative research method characterized by a lack of predetermined criteria, allowing researchers to explore behaviors, events, and interactions in a flexible and open manner. Unlike Non-participant observation, which relies on specific guidelines and standardized instruments, Non-participant observation enables researchers to adapt their focus based on emerging themes and interesting developments.

Researchers use observational signs informal notes or descriptions of behaviors, interactions, and contextual factors rather than formalized tools. This exploratory nature is particularly valuable in dynamic environments, yielding rich qualitative data that provides a comprehensive view of the subject being studied.

However, it can introduce a degree of subjectivity, as the observer's interpretations may influence what is noticed and recorded. Consequently, Non-participant observation is widely employed in fields such as sociology, anthropology, education, and psychology to gain deeper insights into complex human behavior and social contexts. And by using non-participant observation, researchers can be more skillful and thorough in observing the object being observed even down to the small details related to the use of a project-based approach to students' critical thinking on English subject.

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2. Interview

This personal engagement not only enhances the quality of the data collected but also fosters a more dynamic interaction between the researcher and the respondents, ultimately enriching the research findings.[40]

The interview protocol is designed semi-structured and some questions arise during the conversation. Therefore, to collect the data, the researchers applied interview as the instrument. The researchers arranged the questionnaire adapted from Nurhayati, Samiati, & Hersulastuti, with modification. The questionnaire contains six questions that expected to collect teachers' perception of students' critical thinking on English subject: Project-Based Learning approach. Data collection was conducted using the following procedure:

a) Drafts of the questions to be given to English teachers were made by the researchers. The researchers also prepared a recording device to record the answers of the respondents.

b) The researchers conducted the interviews in a good manner, keeping in mind the ideas of the questions that had been prepared according to the interview guide. With the use of recording media, the conversation was

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[40] 2012) 218 John W. Creswell, Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research, (London, pearsoneducational, n.d.

recorded using the recording technique. In this case, the researcher talked to the teachers one by one to find out the English teachers' perception of students' critical thinking in English subject: Project-Based Learning approach.

c) The researcher wrote the interview transcripts based on the recordings.

3.Document Review

In this research, in addition to using observation and interviews, researcher also used document review for my research data collection techniques. Which focused on collecting and analyzing artifacts related to students' Project-Based Learning projects and teacher assessment rubrics. Reviewing documents provided insight into how teachers assess and document critical thinking skills in practice, supplementing the findings from interviews and observations. The researcher collected:

a.Profile of MTSN 01 Jember

b. Teachers' lesson plans that outlined Project-Based Learning activities.

c. Samples of students' Completed Project-Based Learning projects (e.g., reports, presentations)

E. Data Analysis Technique

Students are unsure of how to choose one method over another, they can count on our qualitative data analysis model for a solid foundation to guide them through their first qualitative study. This model combines both inductive and deductive approaches to analysing qualitative data.[41]

In this study, the researchers used data analysis based on Miles Huberman. The data analysis consists of three activities carried out:[42]

1) Data Collection

The main activity in every research is to collect data. In quantitative research, data collection generally uses questionnaires or closed tests. The data obtained is quantitative data. The data is then analyzed with statistics. In qualitative research, data are collected by observation, in-depth interviews, and documentation or a combination of the three (triangulation).

Data collection is carried out for days, maybe months, so that the data obtained will be a lot. In the early stages, researchers conducted a general exploration of the social situation/object under study, everything seen and heard was recorded. Thus the researcher will obtain very much and very varied data.

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[41] 44 Neringa Kalpokaite, Demystifying Qualitative Data Analysis for Novice Qualitative Researchers, 24, n.d.

[42] 2014) 12-13 Mathew B. Miles, et all Qualitative Data Analysis: a methods sourcebook, third edition, (London: Sage Publications, n.d.

2) Data Condensation

In this situation, researchers compress the information that was gathered from the observation sheets and interview transcripts. Based on the research question, the researchers select and analyze data from observation sheets and interview transcripts

3) Data Display

In this step, the researcher simply chooses words, sentences, and narratives as the basis for the data collection, allowing the researcher to control the data as a basis for making the appropriate conclusions. The information about the implementation of Project-Based Learning for students' critical thinking by teachers perception in this study is displayed as data. In order to draw conclusions as research findings, the researcher carefully gathered the data before presenting it.

4) Drawing Conclusion

Researcher arrive to the conclusion and putting the information gathered into a good statement and having clear information. Verification is the process of evaluating the accuracy of intermediate findings that shows that data is continuously analyzed and confirmed after collection.

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F. Data Validity

Patton describes the use of triangulation in qualitative research and its significance for increasing the credibility of findings through the use of multiple data sources.[43] In this research, the data validity that will be used is as follows;

1) Source Triangulation

Source triangulation is to determine the validity of the data. Source triangulation is a researcher determining valid data by rechecking the same information from different sources and comparing the two sources to find whether the data obtained results in the same conclusion or not.

2) Triangulation Technique

The triangulation technique is to determine the validity of data by comparing the same data using various techniques, such as data from interviews, observations, and document reviews used by researchers. Triangulation technique to verify valid data by rechecking the same information with different techniques and comparing the results to find out whether the data provides the same conclusion

G. Research Procedure

Researchers divided the research implementation process into three stages, which are as follows:

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[43] 2015 Patton, M. Q, Qualitative Research & Evaluation Methods: Integrating Theory and Practice, Sage Publications, n.d.

1. Pre-field research stage

     a. Drawing up a research plan.

     b. Selecting the research location.

     c. Finalizing the agreement.

     d. Determining informants.

     e. Preparing research instruments

2. Field research phase

     a. Understand the background and purpose of the research.

     b. Entering the research location

     c. Actively participate in collecting data

     d. Completing the data.

3. Post field research

     a. Analyzing data based on research procedures

     b. Finalizing the research agreement

     c. Revising the report

BAB IV

FINDINGS AND DISCUSSION

This chapter explains the research findings and discussion related to the answer of the problem statement as mentioned in chapter 1. These findings are divided into three parts. The first is about the research object of MTSN 1 Jember. The second part is findings of teachers' perception of students' critical thinking on English Subject: A Project-Based Learning Approach. The third part is about the discussion of teachers' perception of students' critical thinking on English Subject: A Project-Based Learning Approach.

A. **Descriptions of Research Object**

a. **The Profile of MTSN 01 Jember**

Madrasah Tsanawiyah Negeri Jember I was established on February 1, 1969 by the Founding Board of the IAIN Jember Foundation with the initial name Madrasah Tsanawiyah School of the Jember State Islamic Institute, located in the complex of the Faculty of Tarbiyah IAIN Jember. On February 4, 1970, the school was officially renamed Madrasah Tsanawiyah Agama Islam Negeri (MTsAIN). The school's name underwent several changes, including becoming Madrasah Menengah Pertama Negeri (MMPN) in 1971 and returning to MTsAIN in 1972. On May 4, 1977, MTsAIN moved to its own building in Tegalboto Kidul, and on March 16, 1978, its name changed to Madrasah Tsanawiyah Negeri (MTsN). The school then purchased land

for a new campus in Tegalbesar Village in 1984. In accordance with KMA Number 673 of 2016, the madrasah was renamed MTs Negeri 1 Jember, which continues to be used today.

b. **Vision and mission of MTSN 01 Jember**

1. Vision

   Inovatif, cerdas, mandiri, dan islami

2. Mission

   1) *Mewujudkan pendidikan yang adil dan merata*

   2) *Berperan membangun masyarakat sadar pendidikan*

   3) *Mewujudkan siswa yang unggul dalam multi kompetensi*

   4) *Mewujudkan sistem kurikulum yang bermutu, efisien dan relevan*

   5) *Mewujudkan madrasah yang menjalankan Sistem Manajemen Mutu Terpadu.*

   6) *Mewujudkan madrasah yang memiliki teamwork yang kompak dan cerdas*

   7) *Mewujudkan madrasah yang memiliki Sistem Transparansi Manejemen yang baik*

   8) *Mewujudkan madrasah yang memiliki sistem monitoring dan evaluasi yang baik terhadap semua aspek pendukung madrasah.*

   9) *Mewujudkan madrasah yang akuntabel*

10) *Mewujudkan madrasah yang mampu melahirkan siswa berprestasi pada bidang akademik ataupun non akademik di tingkat regional, nasional dan internasional*

11) *Mewujudkan madrasah yang memiliki media komunikasi yang efektif .*

12) *Mewujudkan madrasah yang memiliki tingkat partisipasi warga madrasah dan masyarakat yang tinggi.*

13) *Mewujudkan budaya dan lingkungan madrasah yang islami, nyaman, aman, rindang, asri, bersih.*

B. Research Findings

The result of this research are focused on teachers perception on the use of Project-Based Learning in teaching English vocabulary and the comparison with another learning method that have same goals of teaching.

a. Teachers' perception of Exploring Critical Thinking Patterns in English Language Learning

Critical thinking is an ability that should be possessed by all students, especially during the learning process. By applying the critical thinking skills of each, it is certain that the class will become exciting and interesting because the students will respond to each other on the topic of learning material that the teacher gives in class. Additionally, the teacher at MTSN 01 Jember is quite worried with his

students development of critical thinking abilities, particularly in the English subject.

Based on the results of the analysis above, this chapter will present the implementation steps of the direct learning method and the perceptions of teachers who apply this method. In connection with that, the teacher's perception of students' critical thinking patterns can be seen in the answers during the following interview:

Teacher 1 said:[44]

"Critical thinking is when students are able to capture or understand my or other teachers' explanations well. Sometimes there are students who just listen but don't understand, but if they think critically, they can understand and even analyze it. Sometimes when a friend next to him doesn't understand, he can explain it again to his friend with the exact same explanation that I explained earlier. even after I explained it, they concluded it themselves."
(Translated by researcher)

The results of the interview above are reinforced by the perceptions of other teachers who also have the same perception, namely teacher 2 who said that:[45]

"This is my understanding, critical thinking has several indicators, there are interpretation, analysis, inference and self-regulaty. But in short, in my opinion, critical thinking is when students know new things from the teacher and they are interested in finding out. So they are moved by themselves to understand or find innovations about the projects given by me or other teachers. Finally they find out and do as much as possible on the project and exchange ideas with their group of friends for the project. And as a result the project is finished from the results of them working together themselves in their own way and their

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[44] 19th of November 2024 Teacher 1, interviewed by AA, Jember, n.d.
[45] Teacher 1, interviewed by AA, Jember.

innovations without my intervention. They are left to think as far as possible for their project."
(Translated by researcher)

Teacher three also shared her opinion in her interview, she said:[46]

"They analyze the explanation of the task that they will work on together. Usually they also exchange opinions. They develop the project that I give then designed in such a way that it becomes a perfect project. Maybe when working on it, then if their project is finished and must be presented in front of the class they really have studied and even explore their respective parts. They can explain well and clearly."
(Translated by researcher)

Based on the results of interviews with teachers, it was found that teachers at MTSN 1 Jember have their own perceptions in the application of Project-Based learning. In addition, each teacher's perception has a correlation with each other.

On the other hand, this data is also supported by class observations which was conducted by researchers on November 14, 2024 in class VIII H MTSN 1Jember, the class consisted of 33 students. In this meeting the teacher came into the classroom and began to open the class. After that the teacher began to explain about the material that day was about "narrative text". At that time the teacher briefly explained the learning topic then the students listened to the teacher's explanation.

And this statement can also be supported by the existence of teaching modules or lesson plans from teachers which contain

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[46] 20th of November 2024 Teacher 3, interviewed by AA, Jember, n.d.

narrative text teaching materials and how the process of using the application of the Project-Based Learning Approach. In the first explanation the teacher gave a picture related to the material that day. Then the teacher only asked for the opinions of a few students who dared to express their opinions about the picture the teacher gave before. Then the first 1 student she was female began to explain her opinion about the picture the teacher gave before. After the explanation of the first student followed by a male student who came forward to the front of the class to express his opinion about the picture and its relation to the material on that day. In connection with that, students are directly asked to have deep critical thinking skills during the learning process. There are more than just two students who step forward to the front of the class to voice their ideas, and naturally, the classroom environment becomes lively and appealing.

In the following explanation, the teacher explains about the material which includes definitions, characteristics, and types. After that, the teacher starts to form their groups randomly and asks students to gather with their respective groups. The teacher gives freedom to all students to find their own ideas without ideas from the teacher. The teacher allows them to use their critical thinking skills to complete their projects and only asks that all

students must fully participate in the work of their projects in each group.

Figure 4.1
Students discussion

The teacher requests that each group have a discussion. An image of class VIII H MTSN 1 Jember's first observation results from November 14, 2024. Students use their critical thinking abilities to begin their conversation. And cruising around exchanging ideas and listening to other friends' opinions in order to finish the project they intend to complete together.

Each group had to submit their project outcomes in front of the class the next day. When they come forward to present the outcomes of their project, they have truly honed their delivery because it has been divided since the start of the discussions in the previous meeting. Along with the well-organized job desk division and excellent delivery, the project's outcomes also managed to

astound the teacher, giving them the impression that they truly put

their all into it. Of course, their excellent ideas also contributed to

the project's pleasing outcomes. Naturally, students will learn how

to examine something and turn it into a new obstacle that they must

overcome by using critical thinking abilities.

Figure 4.2
Students presentation

As seen in the above image, students or group

representatives are presenting their project's outcomes in front of

the class. There, it is evident that every single student in one group

has a unique explanation to offer. This project-based strategy does,

in fact, depend on group or teamwork.

b.   **Teachers Perception of Assessing the Effectiveness of Project-**

Based Learning on Critical Thinking

Approach to learning is one of the most important things in

achieving learning goals. With an appropriate and appropriate

strategy, the learning process will be more structured. The English

teacher at MTSN 1 Jember applies a project-based approach to

English lessons. Actually there are many approaches to English lessons or other lessons, but at MTSN implementing a project-based approach because this Project-Based Learning emphasizes teamwork not individuals. Students who were initially inactive are now moved to be more willing to communicate and ask questions. Therefore, English teachers at MTSN 01 Jember consider that this project-based approach is very effective in English subject, especially in improving students' critical thinking skills.

Based on the result of analysis, the researcher found that English teachers perceive that the implementation of a project-based approach is very effective in developing students' critical thinking skills. The teachers Perception it will be seen in their responses during interview below

Teacher 1 state that:[47]

> "The project approach is the goal to make the class more fun, so yes, in my opinion it is very effective to use for lessons, especially English. If this English is only explained, students are boring and don't even understand at all the explanation from the teacher. If you apply this project approach, the children become lively. Project-Based Learning means teamwork to complete the project given by the teacher. This is why I answered very effectively. They are interested in working on the project that I give. Because when applying the approach, students are free to work with their own innovation and there is cooperation between their group members."
> (Translated by researcher)

Teacher three also explained about the effectiveness of project-based learning in the interview. Here she said:[48]

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[47] Teacher 1, interviewed by AA, Jember, "No Title."

"In my opinion it is quite effective. So that students can be stimulated to think more critically. Especially if presented with a project where students are given freedom of thought. And also, with project-based learning it will also train collaboration between students and other students in one group. So yes, in my opinion this project-based learning is said to be quite effective."
(Translated by researcher)

So, from the responses of those teachers it can be seen that they think that the application of a Project-Based Learning is quite effective to be used in English lessons, especially in developing the critical thinking skills of MTSN 01 Jember students. The conclusions that the researcher can get are starting from the definition of Project-Based Learning and the effectiveness of the application of Project-Based Learning. From the teacher 1 said that Project-Based Learning is learning that relies on teamwork to complete a project. From the first teacher, the researcher assumes that he agrees that Project-Based Learning is very effective for developing and even building students' critical thinking skills.

In addition, teacher 1 also states that the effectiveness is evident from the fun classroom atmosphere and students become more active in expressing their ideas. Turning to the same teacher 2 response also supports the implementation of this Project-Based Learning in developing students' critical thinking skills. Teacher 1 said that students who are in the learning process become more often ask questions. Because of their interest in completing the

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[48] Teacher 3, interviewed by AA, Jember, "No Title."

project they will work on. Teacher 2 also said that the impact of applying this approach is clearly visible starting from students who are more active and students become more confident.

This data is also supported by classroom observations made by English teachers on November and from the teacher's lesson plan. In both of these meetings, both showed how the impact was seen after the project presentation of the group series. When this project presentation takes place, the teacher is of course at least assessing how students from all groups explain clearly in front of the class. Inded it seems that the project-based approach or method that the teacher uses is very suitable and effective. Students who present the project results in front of the class become more confident and maximize in completing their respective group projects. So from the conclusion above, both teachers gave positive responses about the effectiveness of Project-Based Learning implementation.

Besides that, one of the teachers added about the effectiveness of the application of this project-based learning. Teacher 2 stat that:[49]

> " I think it is less effective. Because it is true that students will actually become more critical, but only if they are basically active. Less active students will eventually fall behind and may even choose to just follow the other students. Also, sometimes there is material that cannot use this Project-Based Learning approach. Because this

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[49] 19th of November 2024 Teacher 2, interviewed by AA, Jember, n.d.

approach is teamwork. For example, thesis material, in my opinion thesis material cannot use this Project-Based Learning application. Like it's not optimal later. But maybe if you have learned to trace sentences like maybe you can." (Translated by researcher)

From the above opinion, teacher 2 said that Project-Based Learning has the potential to enhance critical thinking skills, particularly among active students. However, less active students may struggle, often falling behind and simply following their peers. Additionally, certain subjects may not be well-suited for the PBL approach; for instance, thesis work typically requires individual focus and in-depth research, making PBL less optimal in this context. While PBL promotes teamwork, foundational skills, such as sentence construction, are essential and may still require traditional teaching methods. This highlights the need for a balanced educational approach that considers both collaboration and individual responsibility, especially in complex academic tasks.

As well as teachers must be able to choose the approach that suits the material. Because achieving student learning objectives and optimizing the learning process are the most crucial factors. The researcher assumes that Project-Based Learning is very effective in developing students' critical thinking skills, but also must be able to adjust to the material being studied.

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c.   **Teachers' perception of Navigating Challenges in Project-Based Learning**

Project-Based Learning has become an increasingly popular method in modern education, offering a range of opportunities to increase student engagement and application of knowledge. However, behind this great potential, there are a number of challenges that we need to face in its implementation. This is the English teacher's response during the interview regarding the challenges encountered when implementing Project-Based Learning into practice.

Teacher 1 state that:[50]

> "The challenge is time. When I apply project-based learning, it cannot be completed on the same day. Because one student is limited to operating a cellphone and that makes students have to work in groups at home and complete their projects at home and present them at the next meeting. So I as a teacher also actually cannot suddenly give good grades to students who are very active when presenting their projects while in fact in making projects they do not participate in working on them. So those are the challenges, time and students' assessment."
> (Translated by researcher)

Then teacher 2 stated in the interview about what challenges and what challenges he faced during the learning process when implementing Project-Based Learning.

Teacher 2 state that:[51]

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[50] Teacher 1, interviewed by AA, Jember.
[51] Teacher 2, interviewed by AA, Jember.

"The challenges that I can't face, there are none. But if for the light challenges, usually after the formation of the group the students are less conducive. Because for the formation of the group it is from me so sometimes there are some who refuse about it. So I have to deal with it every time after the division of the group. Then again the facilities are inadequate. Because if in my opinion it is better if the student operates the cellphone, but the rules are not allowed. So I as a teacher have to be smart to manage my class like that."
(Translated by researcher)

Furthermore, teacher 3 explained in the interview about the challenges she faced in implementing project-based learning. Teacher 3 state that:[52]

"When we paused for group formation, it was very crowded, almost not conducive."

So from those opinions, the researcher assume that the application of Project-Based Learning is widely used but there are some challenges that teachers must face during the learning process. From both opinions, the challenges include: time, student assessment or student evaluation, student group arrangements, limitations in operating cellphones, and lack of facilities.

In addition to their interview responses, researchers noted from prior class observations that Project-Based Learning does, in fact, take a long time to implement. Additionally, student become incoherent when groups are more precisely split, and the classroom quickly gets packed and challenging to manage. Even though it takes a while, teacher can quickly rearrange the students and

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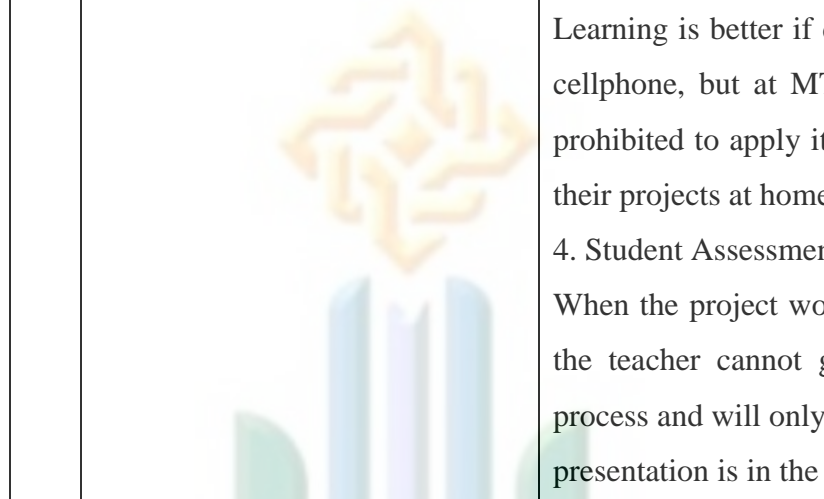
[52] 20th of November 2024 Teacher 3, interviewed by AA, Jember, n.d.

resume instruction. However, this information is corroborated by a
check of the teaching module or teacher's rpp, which demonstrates
that two meetings are required for materials that employ a Project-
Based Learning strategy. Then in the next meeting carry out the
presentation of the project they are working on according to the
group formed in the previous meeting.

Table 4.1

Research Findings

No	Research Focus	Findings
1.	What specific critical thinking patterns do teachers observe on English Subject?	Teachers' perceptions of what critical thinking patterns teachers see in English lessons: 1. Interpreting information or teacher explanations 2. Analyzing explanations and projects given by the teacher 3. Infer the explanation in depth 4. Reflecting on their understanding of the teacher's explanation
2.	How do teachers perceive the effectiveness of Project-Based Learning in developing students critical thinking skills?	• Positive perception: The implementation of Project-Based Learning is very effective in developing students' critical thinking skills. From the project they do, students can discuss with their classmates about how to complete the project. And also by working on projects students with each other will jointly analyze project work

		and do problem solving by sharing opinions or ideas.
		• Negative perception: Project-Based Learning has the potential to enhance critical thinking skills, particularly among active students. However, less active students may struggle, often falling behind and simply following their peers. Not all materials can use a Project-Based Learning approach. Because this Project-Based Learning focuses on teamwork, so for material that requires students to understand formulas, it will be difficult and even not optimal if using this Project-Based Learning approach.
3.	What are the challenges do teachers report regarding the implementation of Project-Based Learning to enhance critical thinking in English Subject?	In the era of teachers using project-based learning, MTSN 1 Jember English teachers instead had to face some challenges in the process: 1. Time The implementation of Project-Based Learning requires time that is not enough for one meeting. 2. Classroom management During the implementation of Project-Based after group division, students are crowded and less conducive. That way it will take time to continue the learning process.

		3. Constrained to operate cell phone
		The application of Project-Based Learning is better if done by operating a cellphone, but at MTSN 1 Jember it is prohibited to apply it so that students do their projects at home.
		4. Student Assessment
		When the project work is done at home, the teacher cannot give grades for the process and will only see how the project presentation is in the next meeting.

C. DISCUSSION

a. Teachers' perception of Exploring Critical Thinking Patterns in English Language Learning

The teacher's perception of the students' critical thinking skills is crucial to the educational process. Many teachers consider that student to meet the problems of the modern world, student must be able to think critically. Teacher claim that having this capacity enables students to develop stronger arguments in addition to conducting more in-depth information analysis. Furthermore, some teachers argue student typically struggle with more simpler reasoning and are not very strong at critical thinking. As a result, that concept affects how teachers instruct and create learning exercises that can inspire students to think more critically and actively.

Based on the above findings regarding teachers' perceptions of certain critical thinking patterns, teachers recognize that students already apply critical thinking abilities during the learning process. Teachers claim that if students apply their critical thinking abilities, students will become more proactive in their inquiries, which will increase the classroom's enthusiasm and energy. Critical thinking is employed in all of the English courses that students attend.

In line with theory by Peter, critical thinking as a form of thinking that centers on evaluating arguments and information critically.[53] In this sense, critical thinking is more than just obtaining knowledge; it involves assessing the reliability and relevance of the data that is being collected. Critical thinkers are able to reconcile facts and ideas, recognize assumptions that run counter to the facts, and comprehend the implications of different viewpoints. Also, critical thinking improves communication abilities, allowing among to influence and enhance the viewpoints of others while expressing one's thoughts briefly and clearly. Therefore, critical thinking is not only about academic achievement but also about performance that is significant in daily life and that empowers people to actively engage and make better judgments.

Based on the research findings and the theory above, the researcher assume that critical thinking skills are crucial for

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[53] 3 Dr. Peter A. Facione, Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction, APA Delphi Research, 1989, n.d.

students. Student have developed to being more active and critical, students with critical thinking skills do not simply follow the learning flow by listening to the teacher's explanations; instead, they will communicate actively during the learning process, which is often referred to as the student center.

b. **Teachers perception of Assessing the effectiveness of Project-Based Learning on Critical Thinking**

In the context of education, a teacher's perception plays a critical role in how teacher instruct, engage with students, and provide a learning environment. For instance, if the teacher has a positive perception of students' ability, a teacher would constantly offer more support and promote constructive learning. Jean Piaget developed the cognitive theory, which is one hypothesis that can be used to analyze perception. According to this view, a person's perception is created by a cognitive process in which arrange information based on the past experiences and knowledge. A teacher who is familiar with this idea will be better able to comprehend the needs and behaviors of the students.

In line with theory by Irwanto, perception divided into two type, namely: positive perception & negative perception.[54] As a result, perceptions are separated into two categories in the study's findings: positive perceptions and negative perceptions. According

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[54] 54 1994). Irwanto, Psikologi Umum, (Jakarta: Gramedia Pustaka Utama, n.d.

to the study's findings, both teachers 1 and teacher 3 expressed in the favorable evaluations that students seem more critical and engaged in evaluating the teacher's explanations when Project-Based Learning is implemented. Both teachers believe that Project-Based Learning is a highly effective method for fostering students' critical thinking abilities.

In line with theory by Margendellor, Students who work on projects not only acquire a greater comprehension of the material as well as refine important abilities like problem-solving, teamwork, and communication.[55] In light of the results and the theory, researchers believe that Project-Based Learning is a useful tool for fostering students' critical thinking abilities, particularly in the English language subject.

On the other hand, the results that show negative perceptions are the responses of teacher 2 who stated that Project-Based Learning has the potential to enhance critical thinking skills, particularly among active students. However, less active students may struggle, often falling behind and simply following their peers. And also, project-Based Learning cannot be used for all materials. Because certain English courses require a detailed comprehension of each individual students, while this-based learning is carried out

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[55] 2 John R. Mergendoller, P, Managing Project Based Learning: Principles from the Field, n.d.

through group collaboration. It is evident from Arend's viewpoint that cooperation is one of the markers of project-based learning.[56]

c. **Teachers' perception of Navigating Challenges in Project-Based Learning**

Following data collection through interviews, the study discovered the following challenges teachers encounter when implementing Project-Based Learning into practice: a) Time. It takes more time for teachers to use this method. Sometimes a single meeting is insufficient. b) Management of the class. Students are congested and less cooperative when Project-Based Learning is being implemented and following group division. In this case, the learning process will continue over time. c) Limited in the use of mobile devices. Although using a mobile device is an ideal method to integrate project-based learning, it is not allowed at MTSN 1 Jember, thus students must complete their assignments at home. d) Evaluation of Students. The teacher cannot provide grades for the procedure when the assignment is completed at home; instead, teacher will simply evaluate the project presentation is at the next meeting.

In line with theory by Mark in Thomas, there are lists a number of challenges that teachers faced when implementing

[56] (united states: y McGraw-Hill 2012) 397 Richard I. Arends, Learning to teach, n.d.

Project-Based Learning into practice, including:[57] a) Time. b) Management of the class. c) Management of the class Strong encouragement of learner autonomy is necessary for Project-Based Learning to be successful. d) Using technology in the classroom Using technology in the classroom. e) Assessment of students.

The findings of this study revealed that the teacher's response in the interview is true such as found in Mark's study. And thus, this research suggested that only some of the challenges are in accordance with the theory by Mark.

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[57] 36 John W. Thomas, Ph.D, Managing Project Based Learning: Principles from the Field, n.d.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the research that have done at MTSN 01 Jember about English Teachers' Perception of Students' Critical Thinking On English Subject: A Project Based Learning Approach using a qualitative approach with observation, interview, and document review as a data collection technique method, researcher took the conclusion into some point, those are:

1. **Teachers' perception of Exploring Critical Thinking Patterns in English Language Learning**

   Students' critical thinking patterns as observed by the teacher can be interpreted as follows: (a) Interpreting information or teacher explanations. (b) Examining the teacher's explanations and projects (c) Infer the explanation properly. (d) Examining how well students comprehended the teacher's explanation.

2. **Teachers perception of Assessing the effectiveness of Project-Based Learning on Critical Thinking**

   There are two types of perceptions, based on the data collecting results: positive and negative. The teacher underlined in the positive perception that Project-Based Learning is a highly effective way to help students build their critical thinking abilities. While negative perceptions certain teachers claim that Project-Based Learning has the

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potential to enhance critical thinking skills, particularly among active students. However, less active students may struggle, often falling behind and simply following their peers. It is less effective.

3. **Teachers' perception of Navigating Challenges in Project-Based Learning**

The conclusion that can be drawn from the challenges faced by teachers when implementing Project-Based Learning is that there are 4 challenges that often occur when implementing project-based learning, including time, classroom management, constrained to operate cell phones, and student assessment.

B. Suggestion

In the end of research, researcher needed to give some suggestions for other researcher. Researcher suggested other researcher to conduct a further research that contains Teachers' Perception on the other learning method.

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APPENDIX 1 : Research Matrix

RESEARCH MATRIX

TITLE	VARIABLE	INDICATOR	DATA SOURCE	RESEARCH METHOD	RESEARCH QUESTIONS
English Teachers' Perception of Students' Critical Thinking on English Subject: A Project-Based Learning Approach	Critical Thinking	1. Interpretation 2. Analysis 3. Evaluation 4. Inference	- English Language Teacher	a. Research Design : Qualitative Research Design (*Case Study*) b. Data collection technique : 　- Interview 　- Observation 　- Documentation b. Data analysis technique : Qualitative description analysis c. Data validity : triangulation of data and triangulation of technique	a. What specific critical thinking patterns do teachers observe in students' work on English Subject? b. How do teachers perceive the effectiveness of project-based learning in developing students critical thinking skills ? c. What challenges do teachers report regarding the implementation of project-based learning to enhance critical thinking in English Subject ?
	A Project-Based Learning Approach	1. Problem submission 2. Interdiciplinary focus 3. Investigating an authentic problem 4. Showcasing work 5. Collaboration			
	Teachers' perception	1. Positive perception 2. Negative perception			

RESEARCH INSTRUMENT
ENGLISH TEACHERS' PERCEPTION OF
STUDENTS' CRITICAL THINKING ON ENGLISH SUBJECT:
A PROJECT-BASED LEARNING APPROACH

1. OBSERVATION

In this research, the researcher uses non-participant observation where the researcher will only focus on the activities that are being carried out in the teaching and learning process. And likewise, researchers focus on observing and listening to how the implmentation of this project-based approach affects students' critical thinking patterns.

2. INTERVIEW

Here are some questions adapted from Nurhayati, Samiati, & Hersulastuti, with modification. The questions contains twelve questions that expected to collect teachers' perception of students' critical thinking on English subject: project-based learning approach.

Question List

1. What critical thinking skills do you notice students developing while working on project-based assignments? *(Keterampilan berpikir kritis bagaimana yang Anda lihat dikembangkan oleh para siswa saat mengerjakan tugas berbasis proyek?)*

2. How do you encourage students to explore different perspectives during project work? *(Bagaimana Anda mendorong siswa untuk*

3. *mengeksplorasi perspektif yang berbeda selama pengerjaan proyek?)*

4. *How effective do you believe project-based learning is in developing students' critical thinking skills in English? (Menurut Anda, seberapa efektifkah pembelajaran berbasis proyek dalam mengembangkan kemampuan berpikir kritis siswa dalam bahasa Inggris?)*

5. *How do you perceive the impact of project-based learning on students' engagement and critical thinking in English subject? (Bagaimana Anda melihat dampak pembelajaran berbasis proyek terhadap keterlibatan dan pemikiran kritis siswa dalam mata pelajaran Bahasa Inggris?)*

6. *How does project-based learning affect student engagement during critical thinking activities in your English class? (Bagaimana pembelajaran berbasis proyek mempengaruhi keterlibatan siswa untuk berpikir kritis selama kegiatan di kelas bahasa Inggris Anda?)*

7. In what ways have you noticed an increase in student participation when using project-based learning strategies? *(Dalam hal apa saja Anda melihat adanya peningkatan partisipasi siswa ketika menggunakan strategi pembelajaran berbasis proyek?)*

8. What specific responses or behaviors do you notice in students when they engage in critical thinking tasks within a project?

(Tanggapan atau perilaku spesifik apa yang ditunjukkan pada siswa ketika mereka terlibat dalam pengajaran berpikir kritis dalam sebuah proyek?)

9. How do students typically collaborate with peers to enhance their critical thinking during project-based tasks? *(Bagaimana siswa biasanya berkolaborasi dengan teman sebaya untuk meningkatkan pemikiran kritis mereka selama tugas berbasis proyek?)*

10. What challenges arise in facilitating collaboration among students during project-based learning activities? *(Tantangan apa yang muncul dalam memfasilitasi kolaborasi di antara para siswa selama kegiatan pembelajaran berbasis proyek?*

11. Did you find any challenges in forming your group? How did you strategize when forming your group? *(apakah dalam pembentukan kelompok anda menemukan tantangan/kesulitan ? bagaimana strategi saat menyusun kelompok nya ?)*

12. Can you mention the challenges/difficulties that you had difficulty solving during the application of the project-based approach? *(sebutkan tantangan/kesulitan yang susah anda selesaikan dalam saat penerapan pendekatan berbasis proyek ?)*

13. Do the challenges/difficulties you mentioned always occur during the application of the project-based approach? *(apakah tantangan/kesulitan yang anda sebutkan tadi selalu terjadi saat penerapan pendekatan berbasis proyek ?)*

3. DOCUMENT REVIEW
   1. Profile of Research Object
   2. Teacher's Lesson Plan
   3. Students' Project

APPENDIX 3 : RPP / LESSON PLAN

LESSON PLAN

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	MTS NEGERI 1 JEMBER
Tahun ajaran	2023 – 2024
Jenjang sekolah	MADRASAH TSANAWIYAH
Kelas	VIII
Fase	D
Elemen	1. Menyimak – Berbicara 2. **Membaca – Memirsa** 3. Menulis – Mempresentasikan
Capaian pembelajaran	Pada akhir fase D, peserta didik menggunakan bahasa inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru dan teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosa kata, peserta memahami ide utama dan detil yang relevan dari diskusi atau

presentasi mengenai bermagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Merka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan struktur kalimat dan kata kerja sederhana.

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosa kata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulasi melakukan inferesi untuk memahami informasi tersirat

	dakam sebuah teks.
	Pada akhir fase D, peserta didik mengomunikasikan ide dan pengakaman merka memlalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata yang spesifik dan struktur kalimat sederhana menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majmuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
Alokasi waktu	2 x 40

B. KOMPETENSI AWAL
1. Mention the example of fabel or folktale
2. Pengenalan vocabulary
3. Definition of narrative text
4. Social function
5. Generic structure
6. Language features

C. PROFIL PELAJAR PANCASILA	
• Kreatif	Membuat teks naratif sederhana dengan menggunakan kalimat sendiri
• Berpikir kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari
• Berkeyakinan	Mengembangkan refleksi diri setelah mempelajari materi terkait
• Bertakwa kepada tuhan yang maha esa	Menjadi peserta didik yang berakhlak dalam hubungannya dengan Tuhan Yang Maha Esa.
D. SARANA DAN PRASARANA	
Media	laptop, LCD proyektor.
Sumber Belajar	laman e-, learning, e-book, buku Bacaan, Youtube dsb.
E. TARGET PESERTA DIDIK	
Peserta didik regular	
F. MODEL PEMBELAJARAN	
Project Based Learning & cooperative	

KOMPETENSI INTI
A. TUJUAN PEMBELAJARAN
1. **Menjelaskan** definisi, tujuan, struktur teks, ciri-ciri unusr kebahasaan dari sebuah teks Narrative *dalam grup*.
2. **Menganalisis** fungsi social, struktut teks dan unsur kebahasaan dari sebuah teks Narrative *dalam grup*.
3. **Menemukan informasi rinci** terkait teks Narrative *secara mandiri*.

4. **Menyimpulkan** isi teks Narrative *dengan kalimat sederhana dan menggunakan kalimat sendiri secara mandiri.*	
5. **Membuat** teks Narrative sederhana *dengan menggunakan kalimat sendiri secara mandiri*	
6. **Mempresentasikan** hasil harya berupa teks Narrative sederhana yang sudah dibuat *secara mandiri.*	

B. PEMAHAMAN BERMAKNA

NarrativeText adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text umumnya bersifat imajinatif, alias tidak nyata.. Contoh *narrative text* adalah cerita Cinderella.

C. PERTANYAAN PEMANTIK

- Apakah kalian pernah mendengarkan cerita pendek ?
- Apa yang kalian tau tentang cerita yang semua tokohnya binatang ?
- Bagaimana kalian mengetahui struktur dalam cerita pendek ?

D. PERSIAPAN PEMBELAJARAN

- Guru menyusun LKPD (Lembar Kerja Peserta Didik) /UKBM
- Guru menyusun instrument assesmen yang digunakan
- Guru melakukan tes diagnostic

E. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1	
Pendahuluan **(5 menit)**	1. Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai
	2. Guru mengecek kehadiran peserta didik
	3. Guru memberi apersepsi tentang materi yang akan dipelajari
	4. Guru memberi motivasi kepada peserta didik dan menanyakan

	kondisi kesehatan
	5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini
	6. Guru menyampaikan garis besar cakupan materi yang dipelajari
	7. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.
Inti (35 Menit)	***Orientasi peserta didik pada masalah*** Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang akan dipelajari dengan cara mengamati video yang berhubungan dengan materi ***Mengorganisasi peserta didik*** 1. Peserta didik diminta untuk menonton video pembelajaran yang sudah ditampilkan di depan kelas. 2. Peserta didik menyimak video dan memahami definisi, tujuan, struktur teks, ciri-ciri unusr kebahasaan dari sebuah teks Narrative. 3. Peserta didik menganalisis fungsi sosial, struktur teks,dan unsur kebahasaan teks Narrative *dalam grup*. ***Membimbing diskusi kelompok*** Peserta didik diberikan LKPD 1. Peserta didik mencari dan

	mengumpulkan informasi tentang fungsi sosial,struktur teks, dan unsur kebahasaan terkait teks Narrative 2. Peserta didik menemukan informasi rinci terkait teks Narrative ***Menganalisis dan mengevaluasi proses pemecahan masalah*** Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis hasil jawaban dan menyamakan persepsi tentang materi yang di pelajari.
Penutup (5 Menit)	1. Guru memfasilitasi peserta didik untuk mereview / merefleksikan pembelajaran yang telah dilaksanakan; 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru dan peserta didik berdo'a bersama. 4. Guru menutup kelas
PERTEMUAN KE-2	

Pendahuluan (5 Menit)	1. Guru membuka kelas
	2. Guru memberi salam
	3. Guru mengajak berdo'a sebelum pembelajaran dimulai
	4. Guru mengecek kehadiran peserta didik
	5. Guru memberi apersepsi tentang materi yang akan dipelajari
	6. Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan
	7. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini
	8. Guru menyampaikan garis besar cakupan materi yang dipelajari
	9. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.
Inti (35 Menit)	*Orientasi peserta didik pada masalah* Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang sudah diberikan. *Mengorganisasi peserta didik* *1.* Peserta didik di minta untuk membaca kembali buku tentang materi narrative teks *2.* Peserta didik memahami bagaimana membuat teks Narrative dan tahapan-tahapannya melalui materi yang ada

	di buku
	Membimbing presentasi
	Setiap kelompok mempresentasikan proyek didepan kelas.
	Mengevaluasi presentasi seluruh kelompok
	Peserta didik bersama dengan guru melakukan evaluasi diskusi kelas untuk menganalisis hasil proyek yang di presentasikan dan menyamakan persepsi tentang materi yang sudah dipelajari.
Penutup (5 Menit)	1. Guru memfasilitasi peserta didik dengan mereview pembelajaran yang telah dilaksanakan; 2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. 3. Guru dan peserta didik berdo'a bersama. 4. Guru menutup kelas.
A. ASSESMENT	
Asesmen non kognitif	• Bagaimana perasaan kalian setelah membaca / menonton video cerita ? • Hal apa yang paling menyenangkan dan tidak menyenangkan? • Apa yang akan kalian lakukan setelah membaca / menonton video cerita ? Apa yang kamu inginkan dalam pembelajaran hari ini?
Penilaian dari Aspek Keterampilan (Skills)	

Kemampuan Berbicara (Speaking Skill)			
No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan (Pronounciation)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (Intonation)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
		Sangat lancer	5

3	Kelancaran (Fluency)	Lancar	4
		Cukup lancer	3
		Kurang lancer	2
		Tidak lancer	1
4	Ketelitian (Accuracy)	Sangat teliti	5
		Teliti	4
		Cukup teliti	3
		Kurang teliti	2
		Tidak teliti	1

G. PENGAYAAN DAN REMEDIAL

- Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik, yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.
- Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang

  kurang dikuasai oleh peserta didik (Materi pengayaan dan remedial terlampir)

H. REFLEKSI PESERTA DIDIK DAN GURU

- Apakah model pembelajan yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?
- Apakah semua peserta didik nyaman belajar dalam kelompoknya?
- Pada bagian mana dari materi ini peserta didik mudah memahami?
- Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?

LAMPIRAN
A. BAHAN BACAAN GURU DAN PESERTA DIDIK
- BRIGHT AN ENGLISH COURSE FOR SMP/MTS GRADE VIII   - https://www.english-academy.id/blog/Narrative-text-adalah
B. GLOSARIUM

Narrative text	**Narrative text** adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. Narrative text umumnya bersifat imajinatif, alias tidak nyata.. Contoh *narrative text* adalah cerita Cinderella.

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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 4

STUDENTS PROJECT

APPENDIX 5

INTERVIEW TRANSCRIPT

| Date: 19th of November 2024 Narasumber: English teacher | Researcher: Assalamu'alaikum warahmatullahi wabarakatuh bu.

Teacher 1: waalaikumsalam warahmatullahi wabarakatuh sis.

Researcher: Beforehand, could you state your name first miss?

Teacher 1: alright. My name is Azizah Wahyuni. I am an eighth grade English teacher at MTSN 01 Jember.

Researcher: Yes ma'am. Let me start with the first question.

Teacher 1: Yes, please.

Researcher: The question is what critical thinking skills do you notice students developing while working on project-based assignments?

Teacher 1: They are more active in asking questions and responding. Students become able to analyze the teacher's explanation or the project at hand. First I explain dule some important points of the material on that day, such as narrative text. I explain starting from the definition, types, and characteristics of narrative text. Well from there alone because I have often used a project-based approach students become more active in answering and responding to my explanation.

Researcher: Oh yes. So Mrs. Azizah is not new to using this |

approach, but has often applied this project-based learning.

Teacher 1: Yes, I have often because it has proven to be effective and can be seen from the emergence of students' critical thinking skills that I just mentioned.

Researcher: Let me move on to the second question, ma'am.

Teacher 1: Yes.

Researcher: How do you encourage students to explore different perspectives during project work ?

Teacher 1: I encourage it by dividing students into groups. I see how students discuss with each other and convey and accept each other's opinions when discussing the projects they will work on. I monitor how active they are in each group. sometimes I find some who are just silent and do not convey opinions or suggestions at all. So I encourage it by stating that activeness will be included in group and individual assessments. in rough language I threaten with grades. that way I encourage it.

Researcher: So, MTSN 01 students are indeed accustomed to discussion, ma'am. For example, what you said earlier is that one student between other students must be able to accept each other or give opinions on the topic being discussed.

Teacher 1: That's right, so all students must use their critical thinking skills both in the learning process and outside of learning.

Researcher: Oh good. Now I know why students here on average do have high critical thinking skills. Because they are

accustomed to it, ma'am.

Teacher 1: Right.

Researcher: I'll move on to the next question, ma'am.

Teacher 1: Yes.

Researcher: How effective do you believe project-based learning is in developing students' critical thinking skills in English?

Teacher 1: The project approach is the goal to make the class more fun, so yes, in my opinion it is very effective to use for lessons, especially English. If this English is only explained, students are boring and don't even understand at all the explanation from the teacher. If you apply this project approach, the children become lively. Project-Based Learning means teamwork to complete the project given by the teacher. This is why I answered very effectively. They are interested in working on the project that I give. Because when applying the approach, students are free to work with their own innovation and there is cooperation between their group members.

Researcher: besides they can use their freedom of thought to work on the project, the project results are also perfect, ma'am.

Teacher 1: That's right. but yes, there must be one group that doesn't maximize the time to complete the project. sometimes there is just one project that is not right.

Researcher: It means that sometimes there are still those who

don't maximize their projects.

Teacher 1: Yes right.

Researcher: But for this project-based learning approach, it is arguably effective.

Teacher 1: Yes, it's very effective.

Researcher: How do you perceive the impact of project-based learning on students' engagement and critical thinking in English subject?

Teacher 1: The impact is good. With this project-based approach students can develop their critical thinking skills continuously. And if something is done continuously they will get used to it. So in my opinion the impact of implementing project-based learning is quite good for students in developing their critical thinking skills.

Researcher: Ohh I see.

Researcher: So, how does project-based learning affect student engagement during critical thinking activities in your English class?

Teacher 1: So this is how it is, students must of course participate in the project work that the teacher gives. In connection with what I said earlier at the beginning if I threaten it with grades, inevitably students must be fully involved in the work and even the completion of their group project. Inevitably students must be active and learn to speak in front of friends then also learn to speak to the front of the class to present their project because it is the responsibility of

each student to carry out their part.

Researcher: In what ways have you noticed an increase in student participation when using project-based learning strategies?

Teacher 1: When I explain, students can quickly respond and ask questions.

Researcher: There must be someone who responds, right mom?

Teacher 1: Yes, definitely. in my class, the male students are more active. They actively ask questions and analyze my explanations. The female students are quiet but they understand.

Researcher: Oh, it's not the same mom between students and female students

Teacher 1: Yes.

Researcher: What specific responses or behaviors do you notice in students when they engage in critical thinking tasks within a project?

Teacher 1: The difference is that when explaining about the project that students will work on, students respond by actively asking questions, for example, what if my project is like this mom, is it okay mom? That kind of response or attitude of students in teaching using this project-based learning.

Researcher: What about during the discussion, ma'am?

Teacher 1: During discussions, the class is usually less conducive. Almost all groups exchange ideas and make the class atmosphere crowded. But in my opinion, it is even good because all students are active and can develop their critical thinking skills as well.

Researcher: Yes ma'am, I think so too. when it's quiet, it's not good.

Teacher 1: Correct. When it is certain that no one is discussing their respective projects.

Researcher: How do students typically collaborate with peers to enhance their critical thinking during project-based tasks?

Teacher 1: Usually in each group I give one student who can invite his friends to actively speak. So what I see, one student will provide stimulation related to their project work then the other students will immediately talk to them one by one.

Researcher: I see.

Researcher: Usually every learning process has obstacles or challenges. So, what challenges arise in facilitating collaboration among students during project-based learning activities?

Teacher 1: The challenge is time. When I apply project-based learning, it cannot be completed on the same day. Because one student is limited to operating a cellphone and that makes students have to work in groups at home and complete their projects at home and present them at the next meeting. So I as a teacher also actually cannot suddenly give good grades to

	students who are very active when presenting their projects while in fact in making projects they do not participate in working on them. So those are the challenges, time and students' assessment.
	Researcher: Did you find any challenges in forming your group? How did you strategize when forming your group?
	Teacher 1: No. there is absolutely no challenges in group formation. When forming groups I form them randomly, usually I adjust them by date of birth, shoe number, etc.
	Researcher: Can you mention the challenges/difficulties that you had difficulty solving during the application of the project-based approach?
	Teacher 1: When I implemented project-based learning, I found some challenges. and I mentioned what the challenges were at the beginning. For challenges that are difficult for me to overcome, almost none because I can overcome all these challenges.
	Researcher: Do the challenges/difficulties you mentioned always occur during the application of the project-based approach?
	Teacher 1: Yes
	Researcher: Okay Miss, that question is last question, thank you for taking the time to answer some questions.
	Teacher 1: Okay, sis, if you need anything else, it's okay. I'm ready to help.
Date: 19th of	Researcher: Let me start the interview right away, ma'am.

November 2024 Narasumber: English teacher	Teacher 3: Sure. Researcher: First, what critical thinking skills do you notice Students developing while working on project-based assignments? Teacher 2: They maximize the project that I give. Explain clearly and intensely with their language which means they already really understand how they do and complete their project. They analyze and interpret the project earlier. So interpreting, analyzing, explaining, and self-regulaty have appeared in students when I apply a project-based approach. Researcher: How do you encourage students to explore different perspectives during project work ? Teacher 2: the way I encourage students to be able to accept different perspectives. so I organize it since the division of groups. for the division of groups is purely from myself, students cannot choose their groups. as a teacher I must be able to know how the character of each student. from that, in the division of groups I will not combine less active students with less active ones too. I will combine with students who can invite their friends to be active in other words, combine them with smart students. from there, students who are less active or even unable to accept and convey their opinions will be motivated or invited because their interlocutors or groupmates will ask each student to be active in making projects. i use methods such as. i emphasize at the beginning of group division. Researcher: How effective do you believe project-based learning is in developing students' critical thinking skills in

English?

Teacher 2: " I think it is less effective. Because it is true that students will actually become more critical, but only if they are basically active. Less active students will eventually fall behind and may even choose to just follow the other students. Also, sometimes there is material that cannot use this Project-Based Learning approach. Because back again, this Project-Based Learning is teamwork. For example, thesis material, in my opinion thesis material cannot use this Project-Based Learning application. Like it's not optimal later. But maybe if you have learned to trace sentences like maybe you can.

Researcher: How do you perceive the impact of project-based learning on students' engagement and critical thinking in English subject?

Teacher 2: with this project-based application, it has a very positive impact on students, especially to develop critical thinking skills. students really make the classroom atmosphere more colorful and fun. all students use their critical thinking skills and it makes it easy for teachers to solve the material. so of course this project-based application has a very positive impact.

Researcher: How does project-based learning affect student engagement during critical thinking activities in your English class?

Teacher 2: The project-based approach is carried out in groups. It can be ascertained that students must be able to work with each other and be involved in project work. So I really like implementing this project-based learning because

students become active all and the classroom atmosphere becomes more colorful.

Researcher: In what ways have you noticed an increase in student participation when using project-based learning strategies?

Teacher 2: During group discussions and during project presentations

Researcher: What specific responses or behaviors do you notice in students when they engage in critical thinking tasks within a project?

Teacher 2: It must be different from when I use other approaches. first, students look happy and excited because there students will be formed into groups and given the task of making projects. second, they will also be happy because they can show the results of the projects they do using their own ideas. maybe that's their response, they are very excited when using project-based learning.

Researcher: How do students typically collaborate with peers to enhance their critical thinking during project-based tasks?

Teacher 2: Students will bounce ideas off each other for their projects.

Researcher: What challenges arise in facilitating collaboration among students during project-based learning activities?

Teacher 2: The challenges that I can't face, there are none. But if for the light challenges, usually after the formation of the group the students are less conducive. Because for the

	formation of the group it is from me so sometimes there are some who refuse about it. So I have to deal with it every time after the division of the group. Then again the facilities are inadequate. Because if in my opinion it is better if the student operates the cellphone, but the rules are not allowed. So I as a teacher have to be smart to manage my class like that Researcher: Did you find any challenges in forming your group? How did you strategize when forming your group? Teacher 2: I don't think there are any challenges for group formation. I never form groups according to the wishes of the students. so as a teacher you have to know the extent of the competence or ability of the students. so I form it by matching it. for students who are less active I will combine them with active ones, and so on. Researcher: Can you mention the challenges/difficulties that you had difficulty solving during the application of the project-based approach? Teacher 2: alhamdulilah I can overcome all. Researcher: Do the challenges/difficulties you mentioned always occur during the application of the project-based approach? Teacher 2: correct.
Date: 20th of November 2024 Narasumber: English teacher	Researcher: Let me start the interview right away, ma'am. Teacher 3: Okay sis. Researcher: What critical thinking skills do you notice

students developing while working on project-based assignments?

Teacher 3: they analyze the explanation of the task that they will work on together. usually they also exchange opinions. they develop the project that I give then designed in such a way that it becomes a perfect project. maybe when working on it, then if their project is finished and must be presented in front of the class they really have studied and even explore their respective parts. they can explain well and clearly.

Researcher: How do you encourage students to explore different perspectives during project work?

Teacher 3: In the beginning, it was sometimes difficult for students to accept their friends' opinions. it is not uncommon for students to be unruly and only want their friends to follow their ideas. from there, every discussion I always accompany students and visit groups to monitor the situation. in short, at the beginning of the application of the project-based approach they were still within my reach, but when I often gave this project-based learning approach, students became accustomed to accepting other friends' opinions or suggestions. and I usually also scare with grades. so there are individual grades and group grades, like that.

Researcher: How effective do you believe project-based learning is in developing students' critical thinking skills in English?

Teacher 3: in my opinion it is quite effective. so that students can be stimulated to think more critically. especially if presented with a project where students are given freedom of

thought. and also, with project-based learning it will also train collaboration between students and other students in one group. so yes, in my opinion this project-based learning is said to be quite effective.

Researcher: How do you perceive the impact of project-based learning on students' engagement and critical thinking in English subject?

Teacher 3: the impact is that students who were not active at first become more active. can increase confidence in students, especially when asked to present in front of the class.

Researcher: That means the impact is very visible, ma'am.

Teacher 3: Yes, but when just implementing this project-based learning, students are still surprised so the impact is still not so visible.

Researcher: If I may ask, are there any students who have been inactive from the beginning when you implemented this project-based learning until you have implemented it many times?

Teacher 3: There is. 1 student only. he is just silent during the learning process. Does not want to talk and join with his friends.

Researcher: Then how do you overcome this, mom?

Teacher 3: Yes, I initially threatened the student's grades. But still from him there was no movement or change in what was the problem. So until finally I also resigned myself to the same as the group that was caught in a group with him.

Researcher: oh I see.

Researcher: Next question How does project-based learning affect student engagement during critical thinking activities in your English class?

Teacher 3: yes through that project.

Researcher: In what ways have you noticed an increase in student participation when using project-based learning strategies?

Teacher 3: During learning, especially during group discussions. Students become active and participate in understanding the material being studied.

Researcher: What specific responses or behaviors do you notice in students when they engage in critical thinking tasks within a project?

Teacher 3: Students responses are excited. They can't wait to work on their projects because there students are given the freedom to think critically and think far about working on their projects. And specific behaviors from students when implementing project-based learning, students are very excited to watch other groups present in front of the class.

Researcher: How do students typically collaborate with peers to enhance their critical thinking during project-based tasks?

Teacher 3: Usually they will form a circle and start discussing and submitting suggestions one by one then one student will record the results of the discussion. If one of them disagrees

with the idea of one of his groupmates, he will immediately refute but will also give an explanation why he does not agree with his idea.

Researcher: What challenges arise in facilitating collaboration among students during project-based learning activities?

Teacher 3: When we paused for group formation, it was very crowded, almost not conducive.

Researcher: Did you find any challenges in forming your group? How did you strategize when forming your group?

Teacher 3: I usually form the groups myself. I adjust it according to each student's score. Sometimes I just randomize by counting. so there is no challenge for group formation.

Researcher: Can you mention the challenges/difficulties that you had difficulty solving during the application of the project-based approach?

Teacher 3: Nothing seems insurmountable.

Researcher: Do the challenges/difficulties you mentioned always occur during the application of the project-based approach?

Teacher 3: right.

APPENDIX 6

OBSERVATION CHECKLIST

OBSERAVATION

No	Aspek yang diobservasi	keadaan		Keterangan
		Ada	Tidak ada	
1.	Menyediakan pijakan (Keterampilan membuka pelajaran)	✓		
2.	Memberikan tuntunan (keterampilan bertanya)	✓		
3.	Melibatkan siswa sebanyak mungkin dalam kegiatan pembelajaran (keterampilan bertanya)	✓		*hanya sebagian (handwritten)*
4.	Penjelasan konsep oleh guru (keterampilan menjelaskan)	✓		
5.	Melaksanakan pembelajaran dengan menggunakan metode pendekatan berbasis proyek dan memberi pengalaman langsung kepadasiswa	✓		
6.	Memberikan contoh (keterampilan mengadakan variasi)		✓	
7.	Menggunakan media yang tepat (keterampilan mengadakan variasi)	✓		
8.	Memberikan penguatan (keterampilan memberi penguatan)	✓		
9.	Membimbing diskusi (keterampilan membimbing diskusi kelompok besar dankecil)	✓		*(handwritten notes)*
10.	Melakukan penilaian hasil dan proses belajar (keterampilan menutup pelajaran)	✓		
11.	Keterampilan mengajar kelompok dan perorangan	✓		
12.	Memberikan balikan (keterampilan menutup pelajaran)	✓		

APPENDIX 7

VALIDATION OF THE INSTRUMENT

LEMBAR VALIDASI

PEDOMAN OBSERVASI

English teachers' perception of students' critical thinking on English subject: a project-based learning approach

D. TUJUAN

Tujuan observasi ini ialah untuk mengumpulkan informasi atau data secara langsung melalui pengamatan terhadap suatu objek atau situasi tertentu.

E. PETUNJUK

c. Berikan tanda cheklist pada kolom yang sesuai.

d. Terdapat 4 skala penilaian dengan keterangan sebagai berikut:

1 = kurang
2 = cukup
3 = baik
4 = sangat baik

No	Indicator	Skor			
		1	2	3	4
1.	Tujuan observasi jelas			✓	
2.	Urutan aspek dalam tiap bagian jelas			✓	
3.	Kesuaian asek dengan topik			✓	
4.	keandalan			✓	
5.	Kemudahan penggunaan			✓	

B. CATATAN/SARAN

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JEMBER

PEDOMAN OBSERVASI

English teachers' perception of students' critical thinking on English subject: a *project-based learning approach*

D. TUJUAN

Tujuan observasi ini ialah untuk mengumpulkan informasi atau data secara langsung melalui pengamatan terhadap suatu objek atau situasi tertentu.

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3 = baik

4 = sangat baik

No	Indicator	Skor			
		1	2	3	4
1.	Tujuan observasi jelas			√	
2.	Urutan aspek dalam tiap bagian jelas			√	
3.	Kesuaian asek dengan topik			√	
4.	keandalan			√	
5.	Kemudahan penggunaan			√	

B. CATATAN/SARAN

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English teachers' perception of students' critical thinking on English subject: a project-based learning approach

A. TUJUAN

Tujuan observasi ini ialah untuk mengumpulkan informasi atau data secara langsung melalui pengamatan terhadap suatu objek atau situasi tertentu.

B. PETUNJUK

a. Berikan tanda cheklist pada kolom yang sesuai.

b. Terdapat 4 skala penilaian dengan keterangan sebagai berikut:

1 = kurang

2 = cukup

3 = baik

4 = sangat baik

No	Indicator	Skor			
		1	2	3	4
1.	Tujuan observasi jelas				✓
2.	Urutan aspek dalam tiap bagian jelas				✓
3.	Kesuaian asek dengan topik				✓
4.	keandalan				✓
5.	Kemudahan penggunaan				✓

A. CATATAN/SARAN

........Very Good........

PEDOMAN WAWANCARA

English teachers' perception of students' critical thinking on English subject: a project-based learning approach

E. TUJUAN

Tujuan wawancara ini digunakan untuk memverifikasi data tertulis atau menampilkan data lebih lengkap agar mendapatan data yang lebih valid sesuai dengan indikator.

F. PETUNJUK

c. Berikan tanda cheklist pada kolom yanh sesuai dengan pendapat anda berdasarkan indicator kemempuan guru participant (2 guru Bahasa inggris) dalam penerapan metode pendekatan berbasis proyek yang mempengaruhi pola berpikir kritis siswa dalam pembealajaran Bahasa inggris.

d. Terdapat 4 skala penilaian dengan keterangan sebagai berikut:

1 = kurang

2 = cukup

3 = baik

4 = sangat baik

No	Indicator	Skor			
		1	2	3	4
1.	Tujuan wawancara jelas			✓	
2.	Urutan pertanyaan dalam tiap bagian jelas				✓
3.	Butir-butir pertanyaan mendorong responden memberikan jawaban yang diinginkan			✓	
4.	Rumusan butir-butir pertanyaan tidak mendorong responden atau mengarahkan siswa yang diwawancarai menuju suatu Kesimpulan tertentu			✓	
5.	Rumusan butir pertanyaan tidak menggunakan kalimat yang tidak menimbulkan makna ganda			✓	

G. CATATAN SARAN

....

H. KESIMPULAN

LEMBAR VALIDASI

PEDOMAN WAWANCARA

English teachers' perception of students' critical thinking on English subject: a project-based learning approach

A. TUJUAN

Tujuan wawancara ini digunakan untuk memverifikasi data tertulis atau menampilkan data lebih lengkap agar mendapatan data yang lebih valid sesuai dengan indikator.

B. PETUNJUK

a. Berikan tanda cheklist pada kolom yanh sesuai dengan pendapat anda berdasarkan indicator kemempuan guru participant (2 guru Bahasa inggris) dalam penerapan metode pendekatan berbasis proyek yang mempengaruhi pola berpikir kritis siswa dalam pembealajaran Bahasa inggris.

b. Terdapat 4 skala penilaian dengan keterangan sebagai berikut:

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2 = cukup
3 = baik
4 = sangat baik

No	Indicator	Skor			
		1	2	3	4
1.	Tujuan wawancara jelas				✓
2.	Urutan pertanyaan dalam tiap bagian jelas				✓
3.	Butir-butir pertanyaan mendorong responden memberikan jawaban yang diinginkan				✓
4.	Rumusan butir-butir pertanyaan tidak mendorong responden atau mengarahkan siswa yang diwawancarai menuju suatu Kesimpulan tertentu				✓
5.	Rumusan butir pertanyaan tidak menggunakan kalimat yang tidak menimbulkan makna ganda				✓

C. CATATAN/SARAN

.......Very Good..........
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D. KESIMPULAN
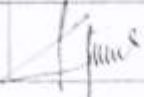
APPENDIX 8

JOURNAL OF RESEARCH

JOURNAL OF RESEARCH

No	Date	Activity	Signature
1.	11th of November 2024	Doing Preliminary Study	
2.	13th of November 2024	The researcher confirmed the research letter permission	
3.	14th of November 2024	Observe the classroom activity of the implementation of project-based learning enhancing students' critical thinking	
4.	15th of November 2024	Observe the classroom activity of the implementation of project-based learning enhancing students' critical thinking	
5.	16th of November 2024	Observe the classroom activity of the implementation of project-based learning enhancing students' critical thinking	
6.	19th of November 2024	Interview with two English teacher about language teachers' perceptions of students' critical thinking skills through project-based approach	

7.	20\[th\] of November 2024	Interview with the English teacher about language teachers' perceptions of students' critical thinking skills through project-based approach	
8.	25\[th\] of November	Get a letter of research finishing	

Jember, 25\[th\] of November 2024

Researcher

Head Master of MTSN 01 Jember

Ari Asatillah

Enike Kusumawati, S.Pd
NIP. 197706201997032001

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JEMBER

APPENDIX 9

RESEARCH LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli Telp (0331) 428104 Fax. (0331) 427005 Kode Pos. 68136
Website www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjemberfa@gmail.com

Nomor : B-9252/In.20/3.a/PP.009/11/2024
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTSN 1 Jember
Jl. Imam Bonjol, Kedungpiring, Tegal Besar, Jember, Kabupaten Jember, Jawa Timur 68133

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : 211101060023
Nama   : Ari Ayatillah
Semester   : 7
Program Studi   : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai "English Teachers' Perceptions Of Students' Critical Thinking On English Subject: A Project-Based Learning Approach " selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Ibu Enike Kusumawati, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 13 November 2024 an.
Dekan,
Wakil Dekan Bidang Akademik,

KHOTBUL UMAM

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI I
Jalan Imam Bonjol Nomor 1 Jember Telpon 0331-317146
Website : www.mtsnjember1.sch.id Email: mtsn_jember_1@yahoo.com

SURAT KETERANGAN SELESAI PENELITIAN
Nomor :B-55/Mts.13.32.01/11/2024

Yang bertandatangan di bawah ini :

Nama	: Enike Kusumawati
NIP	: 197206201997032001
Jabatan	: Plt.Kepala Madrasah Tsanawiyah Negeri 1 Jember

menerangkan bahwa :

Nama	: ARI AYATILLAH
NIM	: 211101060023
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan/Prodi	: Tadris Bahasa Inggris
Universitas	: Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah selesai melaksanakan penelitian di Madrasah Tsanawiyah Negeri 1 Jember dari tanggal 13 November 2023 s.d 25 November 2024 dengan judul "ENGLISH TEACHERS' PERCEPTIONS OF STUDENTS' CRITICAL THINKING ON ENGLISH SUBJECT: PROJECT-BASED LEARNING APPROACH".

Demikian surat keterangan ini, untuk dipergunakan sebagaimana mestinya.

Jember, 26 November 2024
Plt. Kepala,

ENIKE KUSUMAWATI

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), BSSN

APPENDIX 10

DOCUMENTATION

APPENDIX 11

DECLARATION OF AUTHORSHIP

The undersigned below :

      Name   : Ari Ayatillah

      SRN   : 211101060023

      Adress   : Patemon, Kec. Tanggul, Kab. Jember

      Departement/ Major Courses: Fakulty Of Tarbiyah And Teacher Training/ English Education Department

State that thesis entitle "**English Teachers' Perception Of Students' Critical Thinking On English Subject: A Project-Based Learning Approach**" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicate in qutatiton and bibliography. And if anyone objected, I am the only person who will be responsible.

Jember, 06ᵗʰ of Desember 2024

Author

Ari Ayatillah
211101060023

APPENDIX 12

SIMILARITY LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama   : Ari Ayatillah
NIM   : 211101060023
Program Studi   : Tadris Bahasa Inggris
Judul Karya Ilmiah : English Teachers' Perception Of Students' Critical Thinking OnEnglish
                  Subject: A Project –Based Learning Approach

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan

skor akhir sebesar (15,8%)

1. BAB I   : 14%
2. BAB II   : 25%
3. BAB III   : 30%
4. BAB IV   : 12%
5. BAB V   : 8%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 26 November 2024
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

(Laily Yunita Susanti M.Si)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
    2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

APPENDIX 13

RESEARCHER IDENTITY

Personal Information

Name	:	Ari Ayatillah
Nim	:	211101060023
Place, date of birth	:	Jember, 27th August
Address	:	Patemon, Kec. Tanggul, Kab. Jember
Department/ Major Courses	:	Faculty of Tarbiyah and Teacher Training/ English Education Department
E-mail	:	ariayatillah278@gmail.com

Educational Background

2009-2010	:	TK. Kartika
2010-2015	:	SDN. Patemon 01
2015-2018	:	MTS. Al- Qodiri 01 Jember
2018-2021	:	MA. Al-Qodiri 01 Jember