

**EFL TEACHERS' VIDEO MEDIATED SELF-REFLECTION
ON THE IMPLEMENTATION OF PROJECT-BASED LEARNING
IN TEACHING SPEAKING SKILL**

THESIS



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Submitted to the State Islamic University of Kiai Achmad Siddiq Jember
in partial fulfilment of the Requirement for Bachelor's Degree
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program

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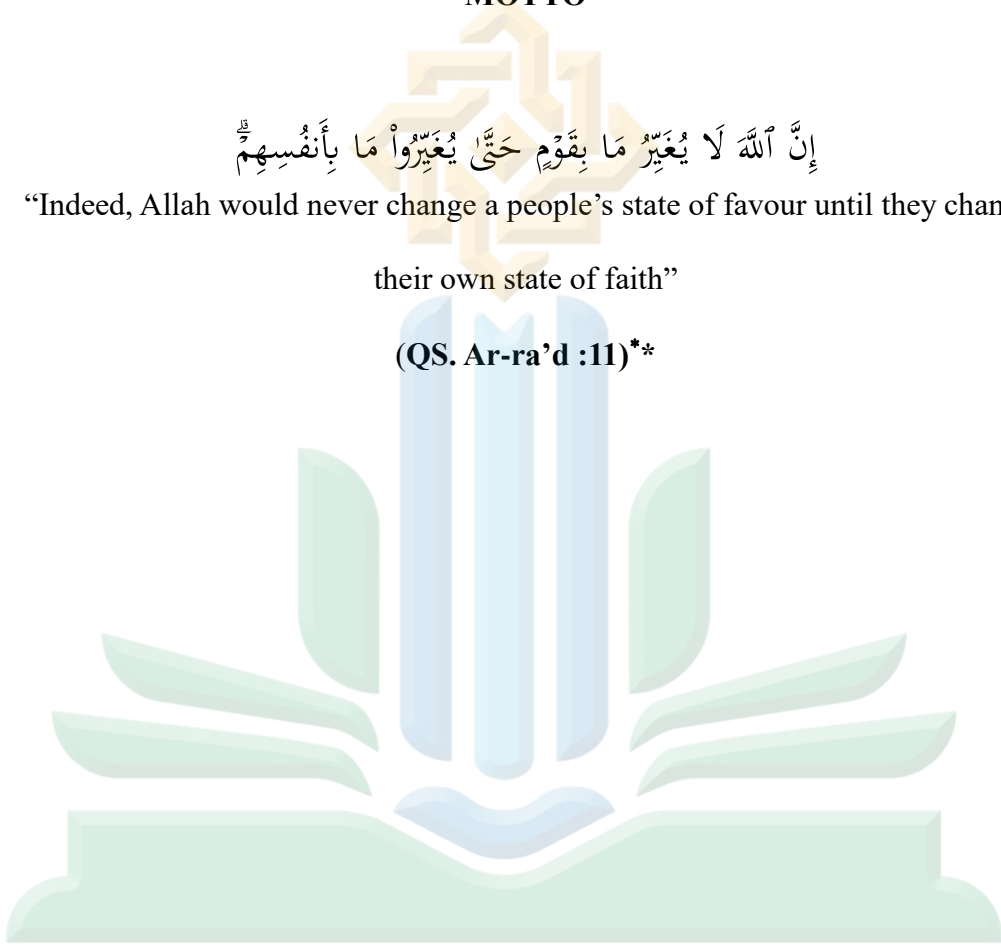
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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“Indeed, Allah would never change a people’s state of favour until they change
their own state of faith”

(QS. Ar-ra’d :11)**



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* Quran.com, (1995), <https://quran.com/13>

DEDICATION

This thesis was dedicated to those who always provided love and guided me throughout every step of my journey:

1. My father, Halis Purwanto, thanks for being the only home I can return to, the one who stands at the front to defend me when no one by my side, the best friend who always cheered me up. Most of all, thank you for being one and only reason I am still standing to this day. You have been the light when the path felt so dark.
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3. My siblings, who always supported me to complete my thesis.
4. Lastly, my big family exactly my grandmother, I wish to express my deepest gratitude for the inspiration, and guidance that always supported by my side.

Even you were no longer by my side, your name would always be the part of my chapter life. Thanks for showing me what forgiveness really means, your presence such a great kindness deal for me.

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Bondowoso, 07th of May 2025

Nidaul Hasanah

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ABSTRACT

Nidaul Hasanah, 2025: EFL Teachers' Video Mediated Self-Reflection on the Implementation of Project-Based Learning in Teaching Speaking Skill

Keywords: *Video mediated Self-Reflection, Project-Based Learning, Speaking Skill.*

Video mediated self-reflection was an essential platform for analysing and evaluating teaching process. Trough self-reflective video, EFL teachers would have continuous learning by identifying effective methods and some strategies which need to be improved. Therefore, the mediated of video self-reflection on the implementation of Project-Based Learning in teaching speaking skill had good contribution on educational context. It caused by Project-Based Learning was a method emphasized on student-centered and project-based task. Meanwhile, speaking skill required real-life practice to have a betterment and trough PjBL teachers could train and assess the student's speaking performance with authentic platform.

This research explored three research questions were: 1) how do EFL teachers reflect on the implementation of PjBL in teaching speaking skill? 2) What challenges do EFL teachers encounter during the implementation of PjBL? 3) What are the advantages of video mediated self-reflection? The research was conducted with two EFL teachers from Senior High School 1 Bondowoso, with qualitative descriptive research design.

The data collected through classroom observation, reflective journal, and document review. Furthermore, the researcher analysed the data by using qualitative data analysis proposed by Miles, Huberman and Saldana which covered data condensation, data display, and conclusion drawing. To ensure the data validity, this research used triangulation and member checking.

The result of the study indicated that 1) EFL teachers reflected that PjBL was an effective method for teaching speaking skill through various projects such as podcast and presentation. Students could better the speaking skill in the forms of fluency to speak English, adding new vocabularies, and having good comprehension about the lesson. 2) Although teachers were encountered some challenges such as time management, materials, and lack of students' participation. 3) But video mediated self-reflection provided several advantages for addressing these challenges which lead teachers to self-efficacy and the improvement of self-pedagogical.

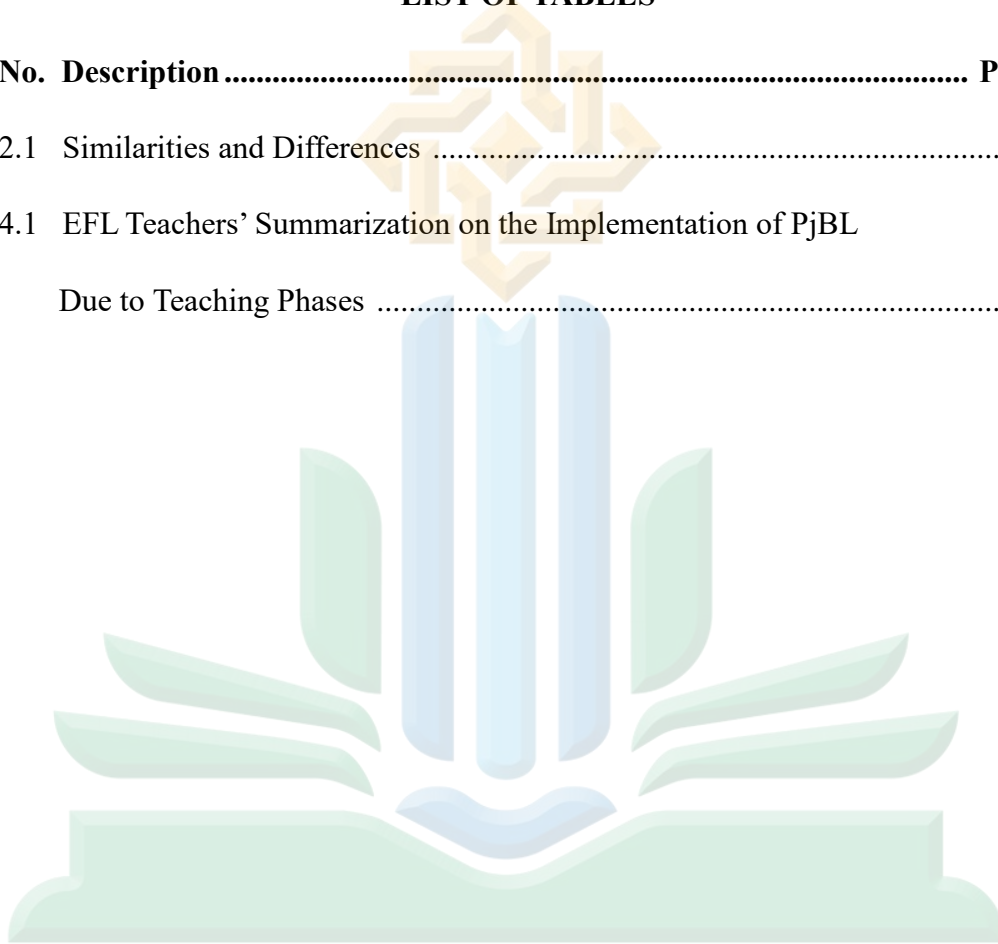
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CHAPTER I

INTRODUCTION

A. Research Background

In recent years, EFL (English as a Foreign Language) students' speaking skill have shown a concerning decline, even though there are efforts that has been implemented by the teachers to improve language proficiency. This issue is due to the lack of communicative activities and engaging teaching method applied by the teachers. Based on Richards (2006) noted that speaking skill is an essential component to effectively communicate in real-life situations, but many classrooms still rely on traditional method such as translation method and rote learning which hinder students speaking development¹. Therefore, to overcome these challenges and improve students speaking skill, teachers have to explore innovative teaching method that emphasizes interaction and active participation from the students.

Nowadays, a method that has been increasingly implemented in teaching speaking skill is PjBL (Project-Based Learning), it is one of an interactive method which offer students hands-on, collaborative opportunities to practice speaking skill in real-world context. PjBL method emphasizes learner-centered learning processes and integrates various

¹ Richards, J. C. "Communicative Language Teaching Today". Singapore: SEAMEO Regional Language Centre.

language skills contextually through challenging projects. It also encourages students to engage in discussions, presentations, and problem-solving, which inherently improve students' speaking skill development. Based on Tuti, et al (2024) highlights by the implementation of PjBL integrated with HOTS assessment students enhance students' speaking skill, confidence, creativity, and active participation in discussions². However, to fully utilize the benefits of PjBL, teachers should reflect on teaching and learning practices and improve learning activities for teaching improvement. Teachers can adapt PjBL to suit the learners' needs, particularly in the context of improving speaking skill.

On another hand, to maximize the effectiveness of PjBL in teaching speaking skill, it is essential for teachers to engage in video mediated self-reflection. EFL teachers' video mediated self-reflection is the process by which educators critically examine the teaching practice, experiences, and interactions with students to assess what worked well, what challenges happened, and how to improve teaching through technology's existence. It is essential for personal and professional growth in education.

Based on Arslan (2019) noted on Khoiriyah and Sabgini, (2020), a reflection is a teacher who engages on teaching and learning to create an

² Purwati, T., Setyarini, S., Waly, M.M., & Sumanto, E. "Project-Based Learning Integrated with Higher-Order Thinking Skills (HOTS) Assessment to Enhance The Students' Speaking Skill in EFL Classroom". *Issues in Language Studies*, p.335.

effective and fruitful learning experiences. The term of reflective practitioner is synonymous with the continuum process of reflection. Reflection is as a part of teachers lifelong learning professional development to enable the teacher critique teaching process and make a better-informed teaching decision. As a part of education, teachers learn from the actual teaching to maintain a continuum process of reflection³. By having video self-reflection teachers aware of the personal belief and perspective which was reflected after the teaching practice. The reflective practice promotes an understanding of the dynamics of the classroom and improve professional growth by encouraging teachers to be more responsive to the diverse linguistic and communicative needs of the students⁴. Thus, video mediated self-reflection is an efficient tool for EFL teachers to improve the effectiveness of PjBL in teaching speaking skill as it fosters continuous professional growth.

The term of reflective practitioner is synonymous with teachers' self-reflection. Based on Kumaravadivelu (2006 noted on Wahyudi 2018), self-reflection is an important component of a teachers' lifelong learning where teachers accommodate local sociocultural context, encourages to teach based on their own theories and they examine the teaching while

³ Yalcin Arslan, F. "Reflection in Pre-Service Teacher Education: Exploring The Nature Of Four EFL Pre-Service Teachers' Reflections. Reflective Practice", Routledge Taylor & Francis Group. p.113.

⁴ Marcos, M., Sánchez Miguel, E., and Tillema, H. H. "Teacher Reflection on Action: What Is Said (in Research) and What is Done (in Teaching)", Routledge Taylor and Francis Group, p. 191-204.

critique the applicability of the method to influence the teaching work⁵. In addition, an empirical study conducted by Saeed Mehpour and Meisam Moghadam (2018) resulted the effect of self-reflection on novice and experienced Iranian teachers where the teachers practice on teaching became more in line with pedagogical beliefs when the novice teacher who were initially concerned with maintaining order went through self-assessment and reflection⁶. The study involved eight English teachers which categorized into novice and expert groups, to examine beliefs and practices in pedagogical context. The novice teachers implemented 47% of the beliefs in classroom management and organization compared to 85% for the experts' teachers who were more flexible and focused on learner engagement. In language assessment, novice teachers actualized 25% of the belief, relying on traditional methods, meanwhile, expert teachers used a variety of learner-centered strategies. Both groups demonstrated content knowledge (PCK), novices only actualized 36%, compared to expert who fully integrated the beliefs. The expert demonstrated greater awareness of classroom complexities and learner needs.

Over time, novice teachers began aligning the belief and practice through self-reflection, gradually improving the teaching competence and reaching a state of professional maturity, as identified by Katz (1972). In

⁵ Wahyudi, R. "Becoming an Empowered EFL Teacher: A Critical Self-Reflection of Professional Development". *ELTED Journal*, p.88.

⁶ Mehpour, S., & Moghadam, M. "Exploring the Effect of Self-Reflection through Awareness Raising on Novice and Experienced Iranian EFL Teachers' Pedagogical Beliefs Enactment". *Journal of Asia TEFL*, p.630.

summary, the process highlighted the essential for EFL teachers in bridging the gap between beliefs and teaching practices. By reflecting on the experience and gradually aligning teaching practice and the beliefs, teachers improved the teaching competency. The self-reflection empowered EFL teachers to adapt instructional methods to be align with students individual learning needs and language proficiency levels. Trough self-reflection process, EFL teachers equipped to evaluate teaching practice, identify the strengths and weaknesses.

Furthermore, conducting EFL teachers' video mediated self-reflection in the implementation of PjBL in teaching speaking skill is really essential to have an improvement in teaching practice. Moreover, in Indonesian educational context, the implementation of PjBL has stated to be incorporated with several curricula, particularly Kurikulum Merdeka. According to the Ministry of Education and Culture (Kemendikbud, 2013), project based helps students to develop 21st skills, including critical thinking, creativity, and communication. In EFL teaching, teachers' video mediated self-reflection is crucial because it allows them to analyze the effectiveness of the methods used and adjust teaching strategies based on the challenges and the needs of students in the classroom. It is also not only enabling EFL teachers to refine the teaching practice but also plays a key role in improving continuous teaching improvement. By reflecting on the use of PjBL, teachers support students' development and ensure the

instructional methods align with the goals of the curriculum and the evolving needs of the learners.

Many research had implemented PjBL in EFL teaching context and it approved that Project-Based Learning significantly improved students speaking skill. The method is believed to improve student participation, motivation, and comprehensive language understanding. According to Thomas (2000), PjBL is a model that organized learning around the complex projects, based on challenging questions or problems that involved student in designed, problem-solving, decision making, or investigated activities, gave students opportunity to work autonomously over extended periods of time, and culminated in realistic products or presentations. It was taught with a more progressive, open, flexible, and useful forms of knowledge to engage in real-world projects relevant to their lives, so students improved speaking skill incidentally⁷. Meanwhile, teachers played a crucial role in directing and facilitating these projects, as well as in reflecting on the teaching and learning process. In the context of EFL teaching, teachers' video mediated self-reflection is needed to identify challenges, strengths, and weaknesses in PjBL implementation, which improve the next teaching and learning process. PjBL in EFL teaching contexts significantly develop students' speaking abilities through contextualized projects, students became more actively engaged in using English in real-life situations. Therefore, EFL teachers' video mediated

⁷ Thomas, J. W. "A Review of Research on Project-Based Learning". Autodesk Foundation, p.15.

self-reflection became an essential aspect of adapting PjBL to the local realities of each school.

EFL teachers' video mediated self-reflection plays a key role in addressing these difficulties. Schon (1983) stated that self-reflection is a critical process in the teaching profession, enabling teachers to continually observed and reacted to a videotape to learn from their own experiences and developed more effective strategies⁸. EFL teachers' self-reflection provided insights into how PjBL affects students' speaking skill development and how the method can be adapted to meet the diverse needs of students. La Sunra, Haryanto, and Sahril Nur (2020) research investigated the EFL teachers' perception practices, and challenges of reflection in teaching. By having self-reflection, teachers were easy to better strategies for teaching speaking skills, which were often influenced by the differences of students' language problems Therefore, by the existence of EFL teachers' self-reflection, a teacher had to find appropriate ways to assess students' speaking skill through the PjBL implementation. It also helped educators to understand how their role as facilitators in teaching and learning process. As Singgih Subiyantoro (2023) explained in PjBL method is a prominent instructional model fostering critical thinking, problem solving, and collaboration skills among students through real-world projects. The role of teachers in PjBL aimed to identify the

⁸ Schön, D. A. "The Reflective Practitioner: How Professionals Think in Action", Basic Books.p.67.

strategies, challenges, and opportunities in PjBL facilitation⁹. It required a paradigm shift in teaching methods, which undoubtedly demands self-reflection from teachers.

Meanwhile based on the observation conducted by Fathoni A.H.B (2024) at SMP Nuris Jember it was evident that PjBL played a crucial role in enhancing students' social skills, facilitating communication, and fostering teamwork. This research opted for the teaching method during the observation due to the close connection between speaking skills and interpersonal interaction. Providing students with opportunities to engage in collaborative tasks allowed them to work together on projects, thereby strengthening relationships among peers¹⁰.

Based on the research teachers needed a video mediated self-reflection to improve and evaluate the teaching and learning practice. So, the researcher on this study focused on the role of EFL teachers' video mediated self-reflection on the implementation of PjBL in teaching speaking skill. The EFL teachers were from Indonesian teachers particularly in Senior High School 1 Bondowoso, it was the place where the researcher did a teaching practicum. However, the researcher conducted pre-observation about the implementation of PjBL in language teaching. As the fact teachers faced obstacles such as limited time and

⁹ Subiyantoro, S. Exploring Teachers' Perspectives on Their Role in Facilitating Project-Based Learning: A Comparative Study of Elementary, Middle, and High School. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, p. 2973.

¹⁰ Fathoni, A.H.B., "An Analysis of Teaching Speaking Skills trough Project Based Learning at Seventh Grade of SMP Nuris Jember", Thesis. p.5

adequate resources in teaching speaking skill. These challenges highlighted the research gap in the application of Project-Based Learning (PjBL), particularly in speaking skill, where effective communication and interaction is really needed for real-life practice. Thereby, to get more comprehension about the challenges and the advantages of PjBL in teaching speaking skill, the researcher recommended self-reflection that was documented in video-based technology, which allowed EFL teachers to rewatch the classroom teaching interaction, critically analyzed the teaching practice, and reflected on what might not have been fully aware during the class¹¹. By focusing on teachers' video mediated self-reflection, the research added new understanding on how reflective practices improved teaching effectiveness and students' engagement in the implementation of PjBL, especially under the Merdeka Curriculum framework.

The EFL teachers' video mediated self-reflection offered insights into better teaching strategies to be align with students need, which is crucial for professional growth in English teaching context. The research filled the gap by investigating how teachers reflect on the project language designs, how video mediated self-reflection encounters some challenges faced by EFL teachers, and how self-reflection mediated by video recording give some advantages into teachers' professional development.

¹¹ Widodo, H. P., & Ferdiansyah, S. "Engaging student teachers in video-mediated self-reflection in teaching practica", In Routledge International Handbook of Schools and Schooling in Asia.

In summary, this research explored the role of EFL teachers' video mediated self-reflection on the implementation of PjBL in teaching speaking skill at SMAN 1 Bondowoso, within the framework of Merdeka Curriculum. This aimed to understand how video mediated self-reflection helped teachers address the challenges in implementing PjBL, adapted teaching method to students' need, and improved both teaching effectiveness and students' engagement. Through this research, the researcher contributed new insights into how reflective practice can lead to the professional growth and improve teaching speaking skill in EFL context, particularly in Indonesian High School.

B. Research Questions

Based on the previous research background, the following where the research questions can be formulated on this study:

1. How do EFL teachers reflect on the implementation of PjBL in teaching speaking skill?
2. What challenges do EFL teachers encounter during the implementation of PjBL in teaching speaking skill?
3. What are the advantages of video mediated self-reflection?

C. Research Objectives

Based on the research questions, the following research objectives were outlined:

1. To explore how EFL teachers reflect on the implementation of Project-Based Learning (PjBL) in teaching speaking skill.

2. To identify the challenges of EFL teachers encounter during the implementation of PjBL in teaching speaking skill.
3. To examine the advantages of video mediated self-reflection on teaching speaking skill.

D. Research Significances

This research was anticipated to offer several contributions, which can be categorized into two main sections, as outlined below:

1. Theoretical Significance

This research was expected to give potential contribution to the existing body of knowledge in English language teaching, particularly in the context of developing speaking skill through Project-Based Learning (PjBL). This study was hoped to provide insights into how EFL teachers' video mediated self-reflection can serve as a valuable tool for evaluating and improving the implementation of PjBL in teaching speaking skill. In addition, this study aims to broaden the understanding of self-reflection role in fostering pedagogical methods and teaching practices, particularly to better students' engagement and speaking skill in EFL classrooms.

2. Practical Significance

This research was expected to provide beneficial outcomes for both teachers and students. Practically, the findings are valuable for EFL teachers by offering insight into self-reflection practices and how teachers effectively implement Project-Based Learning in teaching

speaking skill. It provided alternative strategies for improving teaching methods through reflective practice, it enabled teachers to adapt methods based on classroom experiences. Meanwhile, it helped students to improve speaking skill by more engaging and interactive learning environment through PjBL because it encouraged active participation and language use.

E. Scope of Research

In this research, the researcher focused on EFL teachers' video mediated self-reflection on the implementation of Project-Based Learning in teaching speaking skill. The teachers were two EFL teachers in SMAN 1 Bondowoso. This study used two teachers to be the respondent in order providing a broaden exploration of video mediated self-reflection which explored and compared a detailed information about EFL teachers experience. It emphasized the application of PjBL in teaching speaking skill, what challenges teachers encountered, and how teachers' video mediated self-reflection influenced the teaching practice. The teachers and researcher also took speaking skill in terms of fluency, pronunciation, grammar, and vocabulary based on Brown's theory as the benchmarks of students' assessment. The self-reflection documented with the use of video technology.

F. Definition of Key Terms

To prevent any confusion regarding key terms, the following were the definitions of certain terms used in this study:

1. Video Mediated Self-Reflection

Video mediated self-reflection referred to the process by which English as a Foreign Language (EFL) teachers critically assessed and evaluated teaching practices, experiences, and strategies that was documented through video recordings. Through the video self-reflection, teachers analyzed the strengths, weaknesses, and the effectiveness of the methods implemented, with the aim of improving teaching practice and enhancing students' outcomes.

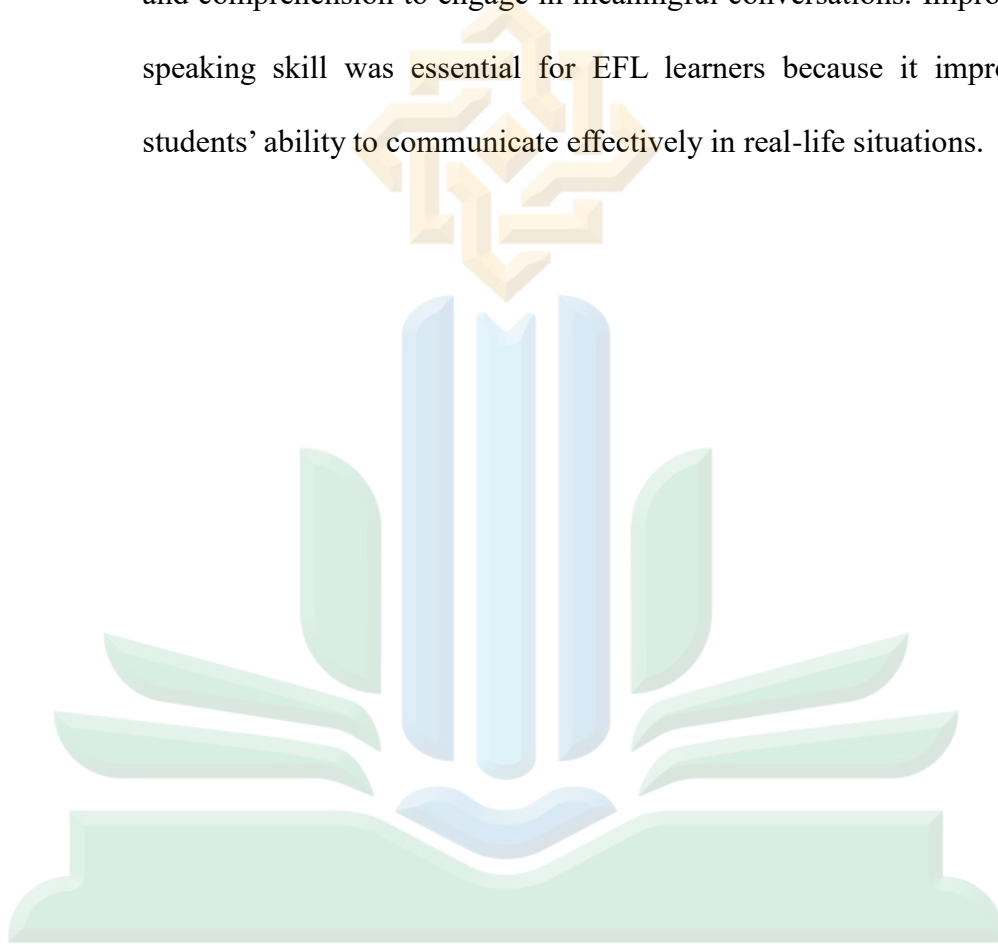
2. Project-Based Learning (PjBL)

PjBL method was a student-centered teaching method in which learners actively engage in real-world projects or tasks. It encouraged students to explore, research, and solve complex problems, often involving collaboration and hands-on activities. Through PjBL students developed critical thinking, communication, and practical skills, with the teachers acting as a facilitator to guide and support the teaching learning process.

3. Speaking Skill

Speaking skill refers to the ability to effectively communicate ideas and thoughts in a clear and coherent manner. In language learning, it involved the use of appropriate vocabulary, grammar, pronunciation,

and comprehension to engage in meaningful conversations. Improving speaking skill was essential for EFL learners because it improved students' ability to communicate effectively in real-life situations.



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CHAPTER II

LITERATURE REVIEW

This chapter provided an overview of related literature, included previous researches and theoretical frameworks.

A. Previous Researches

The first previous study was conducted by Kharisma Naidi Warnanda Sabgini and Khoiriyah in 2020 entitled “The Pre-Service Teachers’ Reflection in English for Young Learners Teaching Practice”. The research objective was to examine the role of self-reflection in pre-service teachers’ (PSTs) teaching practicum in English for Young Learners. By utilizing classroom observation, semi-structured interviews, and document analysis, the findings indicated that PSTs were able to enhance the teaching knowledge and skills, particularly in the context of classroom management, language pedagogy, and preparation through having self-reflection. Meanwhile, the use of video recordings helps PSTs to evaluate teaching practices and provide continuity in the reflective process. The study highlights the importance of self-reflection in professional development for teachers, especially in the context of teaching for young learners.¹²

The second journal was conducted by Andrzej Cirocki and Handoyo Puji Widodo in 2019 entitled “Reflective Practice in English Language Teaching in Indonesia; Shared Practices from Two Teachers Educators”. The

¹² Sabgini, K. N. W., & Khoiriyah, K. “The Pre-Service Teachers’ reflection in English For Young Learners Teaching Practice”. English Review: Journal of English Education. P. 311.

purpose of the of these workshops is threefold: to motivate teachers to take responsibility of the professional development, to assist in teachers in identifying specific aspects of practice for further development, and to encourage both individual and collective reflection on teaching and learning process to deliver effective lessons and enhance students learning. The journal presented platforms for teachers' reflection to deepen the knowledge and encourage them to try new ways, these are including five formats; writing reflective journals/diaries, peer observation of teaching, lesson study, action research and reflecting with digital technologies. The contribution concludes with useful activities help transform pre- and in-service teachers into reflective practitioners.¹³

The third research was conducted by Khoiriyah and Rina Wahyu Seyaningrum in 2015 entitled "Project-Based Learning Method in Teaching English Speaking Skill for Eleventh Grade of SMA Negeri 3 Malang". The aimed of the study was to investigate the implementation of PjBL in teaching English Speaking Skill to eleventh grade students at SMA Negeri 3 Malang during 2014/2015 academic year, it focuses on identifying the challenges faced by the teachers during the process and providing recommended solutions to address the issues. The method used is descriptive qualitative research method which determined in three areas of investigation, they are the implementation of PjBL, issues in PjBL and solutions offered toward the

¹³ Cirocki, A., & Widodo, H. P. "Reflective Practice in English Language Teaching in Indonesia: Shared Practices from Two Teacher Educators", Iranian Journal of Language Teaching Research, p.17.

implementation of PjBL in teaching English speaking skill at the eleventh grade of SMAN 3 Malang.¹⁴

The research conducted by Desi Ratna Sari Simbolon, Acep Haryudin, and Efransyah became the fourth previous research entitled “Improving Students’TM Speaking Skill Through Project Based Learning (PBL)” in 2019. The research used Classroom Action Research (CAR) method, with the sample of the research were 30 students of tenth grade, *Teknik Instalasi Tenaga Listrik* of SMK PGRI 3 CIMAHI. The students, speaking abilities were evaluated using a speaking rubric by Brown (2004), and the data were analyzed using SPSS. The findings showed students improvement in English speaking skill through the implementation of Project Based Learning (PBL). In the first cycle had low scores and faced challenges such as lack of vocabulary and self-confidence. By the second cycle, the mean score improved to 59.00, and in the third cycle, the mean scores in the post-test were 72.3, indicating further improvement. Students became more active in class, showed increased self-confidence, and more willing to speak English both in and outside the classroom. PjBL technique had proven to be an effective method for teachers to enhance students’ speaking skill.¹⁵

The fifth research was conducted by Pryla Rochmahwati in 2020 entitled “Project-Based Learning to Raise Students’ Speaking Ability: Its

¹⁴ Khoiriyah, K., & Setyaningrum, R. “Project-Based Learning Method in Teaching English Speaking Skill For Eleventh Grade of SMA Negeri 3 Malang”. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, p. 59.

¹⁵ Simbolon, D. R. S., Haryudin, A., & Efransyah, E. “Improving Students’TM Speaking Skill Through Project Based Learning (Pbl)”. *PROJECT (Professional Journal of English Education)*, p.140

Effect and Implementation (A Mix Method Research in Speaking II Subject at Subject at STAIN Ponorogo)”. The research aimed to examine the impact of PjBL on students speaking skill abilities and assess its effectiveness. The design of the research sequential was designs, where data collected and examined in one stage. In the first stage, a quantitative design was used, specifically a casual-comparative or ex post facto research design and the second stage is qualitative design. The population consisted of 2th semester English Department students at STAIN Ponorogo, totaling 85 students, with a sample size of 70 students. The researcher used questionnaires, test, observation and interviews as data collection. To test the hypothesis the researcher used SPSS 19.00 for windows.

For the second phase, the results from observations and interviews were analyzed using Miles and Huberman’s view of qualitative data analysis consisting of data reduction, data display, and drawing conclusion. The

effective steps for implementing PjBL included (a) dividing the class into groups, (b) explaining the project, and (c) having students perform the project.

As the summary, the findings revealed a significant positive effect of PjBL on students’ speaking skill.¹⁶

The similarities and differences between the current research and previous researches were as follows:

¹⁶ Rohmahwati, P. “Project-Based Learning to Raise Students' Speaking Ability: Its' Effect And Implementation (A Mix Method Research in Speaking II Subject at STAIN Ponorogo)”. Kodifikasia, p. 199.

Table 2.1
Similarities and Differences

Author and Tittle	Similarities	Differences
1	2	3
Kharisma Naidi Warnanda Sabgini and Khoiriyah (2020)	a. Both researchers focused on using self-reflection. b. Both researchers focused on speaking skill. c. Both researchers used qualitative research method.	a. The subjects of the previous research were pre-service teachers, while this research subject is EFL teachers.
Andrzej Cirocki and Handoyo Puji Widodo (2019)	a. Both researchers focused on teachers as the participant. b. Both the researchers implemented the reflection into English language teaching practice.	a. The previous research used Classroom Action Research (CAR) Method, while this research used qualitative research. b. The reflective platform on the previous research was workshop, while this research used video mediated self-reflection platform.
Khoiriyah and Rina Wahyu Seyaningrum (2015)	a. Both researchers used Project-Based Learning	a. The previous research used students for the subjects, meanwhile this

	<p>as the method.</p> <p>b. Both researchers focused on speaking skill.</p>	<p>research used teachers.</p> <p>b. The researcher of this research used teachers' video mediated self-reflection on the implementation of PjBL.</p>
Desi Ratna Sari Simbolon, Acep Haryudin, and Efransyah (2019)	<p>a. Both researchers used Project-Based Learning as the method.</p> <p>b. Both researchers focused on speaking skill.</p>	<p>a. The previous research used students for the subject, meanwhile this research used teachers.</p> <p>b. The previous research used Classroom Action Research method, meanwhile this research used qualitative research method.</p>
Pryla Rochmahwati (2020)	<p>a. Both researchers used Project-Based Learning as the method.</p> <p>b. Both researchers focused on speaking skill.</p>	<p>a. The previous research used a mix method Research, meanwhile this research used qualitative research method.</p> <p>b. The researcher of this research used teachers' video mediated self-reflection on the implementation of PjBL.</p>

From these comparisons of five studies above, the used of self-reflection in the implementation of PjBL highlighted the similarities and

difference. Most of the studies, including this research focused on teaching speaking skill as the primary method. The majority of research emphasized on self-reflection as a tool for improving teaching effectiveness, whether pre-service teachers or in-service teachers. While the studies also involved various methods such as Classroom Action Research or mixed-method research. On another hand, this research specifically focusses on 1) Two in service teachers as the subjects who did the self-reflection on the implementation of PjBL 2) This research focused on Project Based Language Learning (PjBLL) which specifically clarified the project language designs from both teachers in the context of speaking skill and mediated by video recordings with the use of qualitative research method. The teachers as in-service teachers in Senior High School 1 (SMASA) Bondowoso.

B. Theoretical Frameworks

1. Teachers' Video Mediated Self-Reflection

a. The Platforms of Teachers' Self-Reflection

Based on Cirocki and Widodo on 2019 there are some platforms of teachers' self-reflection in evaluating teaching practice which are explained below:¹⁷

¹⁷ Cirocki, A., & Widodo, H. P. Reflective Practice in English Language Teaching in Indonesia: Shared Practices from Two Teacher Educators. Iranian Journal of Language Teaching Research. p.21.

a) Writing Reflective Journal/ Diaries

Reflective journal referred to logs or diaries as an effective tool by providing teachers a space to explore the improper teaching strategy in the class. Based on Cirocki and Farrel (2017), teachers journals include objective data such as attendance records and lesson plans which is documented in logs, as well as the narratives and interpretation of the classroom experiences recorded in diaries. The journals encourage critical reflection, systematic analysis, detailed evaluation, and planning for both short- and long-term goals¹⁸. Reflective journals provide teachers with a means to document and review the teaching practice. It allows teachers to evaluate and record the instructional methods in writing context. By the use of reflective journal teachers improve the teaching awareness and analyze its strengths and weakness on the teaching learning process.

Reflective journal is ideal for reflection because it inherently requires teachers to recall about what they have done on teaching and evaluate on writing form. Trough writing teachers can identify the teaching strategies to provide insight into what have been reflected as an educator. By writing some teachers can provoke anxiety which can be associated with the act of writing

¹⁸ Cirocki, A., & Farrell, T. S. Reflective Practice for Professional Development of TESOL Practitioners. The European Journal of Applied Linguistics and TEFL, p.9.

itself. As the fact, writing may not be the ideal reflective method for all teachers, as an educator teachers should select whichever reflective approach which aligns with the personal needs. By selecting the most ideal method for reflecting, teachers can engage in more meaningful reflection and improve the teaching practice.

b) Peer Observation

Peer observation is a process of reflection where teachers observe each other's teaching practices to provide feedback, discuss the strengths, weaknesses, and reflect on the instructional approaches collaboratively. It aims to improve professional growth by offering teachers different perspectives on the teaching. According to Bell and Mladenovic (2015), peer observation is a collaborative process in which two or more educators work together to observe each other's teaching, offer constructive feedback, and reflect on instructional approaches¹⁹. This process not only strengthens individual teaching practices but also improve collaborative environments that encourages continuous improvement.

One of the significant benefits of peer observation noted on Handayani and Fitriyani (2024), it encourages teachers to lifelong learning, professional growth, create dynamic and collaborative learning environmet. Teachers create supportive space where

¹⁹ Bell, A., & Mladenovic, R. Situated Learning, Reflective Practice and Conceptual Expansion: Effective Peer Observation For Tutor Development. Teaching in Higher Education, p.2536.

teachers can discuss and reflect on the teaching method, how students respond in class, and how they manage classroom²⁰. By observing each other and giving feedback, teachers can have new insights about the strengths and weaknesses, exchange ideas, and learn new ways to improve the teaching method. These reflective dialogues provide an opportunity for teachers to share insights, addresses challenges, and develop instructional approaches used. This reflective process has been shown an improvement of instructional approaches, a greater sense of self-efficacy, and increased commitment to students centered teaching²¹.

c) Lesson Study

Lesson study is another strategy to stimulate reflection. It's a collaborative, teacher-driven approach professional development focuses on examining curriculum, teaching methods, and students learning outcomes. It is reflective process where teachers work together to plan, implement, and review lesson in a structured cycle. The goal of lesson study is to improve teaching practices and maximize students learning by fostering an understanding of how different teaching approach impact learning. As Akiba, Murata, and Wilkinson (2019) explain, lesson study serves as a platform for teachers to engage in collaborative inquiry, where they collectively

²⁰ Handayani, S., & Fithriani, R. (2024). Peer Observation as a Professional Development Tool for English as a Foreign Language Teachers. *JIE (Journal of Islamic Education)*, p.480.

²¹ Jones, M. H., & Gallen, A. M. Peer Observation, Feedback and Reflection for Development of Practice in Synchronous Online Teaching. *Innovations in Education and Teaching International*

reflect on teaching experiences and gain insights into how to improve students' engagement and achievement²². Thus, the process of lesson study involves a group of teachers working as a team to identify a specific problem or challenges in the classroom. Then, teachers collaborate to design a lesson that addresses the challenges, deliver the lesson to the students, finally, reflect on the effectiveness of the lesson in achieving the learning objective. According to Vescio, Ross, and Adams (2008), the cycle of planning, teaching, and reflection allows teachers to continuously evaluate and develop teaching practice²³.

Reflective practice is a central element of lesson study, it allows teachers to critically assess the lesson that has been implemented and make necessary adjustment. The process helps teachers to take control over the professional growth, as they are enabling to put the ideas and insights in the classroom. Therefore, based on Akiba et al (2019) lesson study not only contributes to the development of effective teaching strategies but also improves a supportive learning community where teachers collaborate to solve problems and improve student learning²⁴.

²² Akiba, M., Murata, A., Howard, C. C., & Wilkinson, B. Lesson Study Design Features for Supporting Collaborative Teacher Learning. *Teaching and Teacher Education*, p.52.

²³ Vescio, V., Ross, D., & Adams, A. A Review of Research on The Impact of Professional Learning Communities on Teaching Practice and Student Learning. *Teaching and teacher education*, p.86.

²⁴ Akiba, M., Murata, A., Howard, C. C., & Wilkinson, B. Lesson Study Design Features For Supporting Collaborative Teacher Learning. *Teaching and Teacher Education*, p.5

d) Action Research

Action research is a structured and interactive process in which teachers examine the classrooms to better and improve the teaching practices. As Mertler (2012) describes, action research allows teachers to ask critical questions about the classroom actions, which in turn helps teachers learn from those actions and make improvements²⁵. The goal is to evaluate the effectiveness of current practices and identify ways to enhance teaching quality and student learning outcomes. The action research process is iterative, teachers repeatedly go through a cycle of four key stages: planning, acting, observing, and reflecting. According to Kemmis and McTaggart (1998), teachers begin by developing an action plan to improve the practice, then implement the plan and observe the effects. Then analyze the results of the action and use the insight to make adjustments and create new plans for future actions. These stages help teachers systematically approach inquiry and ensure the research is achieving meaningful improvements.

One of the main benefits of action research is flexibility and adaptability, as it can be conducted individually or collaboratively, depending on the teachers' preferences. Action research is similar to lesson study, both involve reflection on teaching reflection on teaching practice, action research is broader in scope and focus on

²⁵ Mertler, C. A. Leading and Facilitating Educational Change Through Action Research Learning Communities. *Journal of Ethical Educational Leadership*, p.9.

various aspects of the school environment, including teaching strategies, school policies, students' engagement, and community involvement, Widodo (2015)²⁶. Through action research, teachers can improve both personal and professional growth, ultimately to enhance students' outcomes and more responsive educational environment.

e) **Digital Technologies**

Another last way to engage teachers in critical reflection is digital technologies. Some tools such as digital photography, video recordings, and blogging allow teachers to capture and examine critical classroom interactions from multiple perspective. Based on Widodo and Ferdiansyah (2018, as cited on Andrzej Cirocki and Handoyo P.W. 2019) suggest that digital technologies help teachers to understand about the factors influence the classroom incidents, give an opportunity to re-analyze teaching and learning process, identify from different perspective and find out why it occurs in particular moments²⁷.

One advantage of digital technologies is allowing teachers to observe and analyze classroom interactions detailly. For an example according to Sydnor (2016), with a video recordings

²⁶ Widodo, H. P. The Development of Vocational English Materials From a Social Semiotic Perspective: Participatory Action Research (Doctoral dissertation). p.75.

²⁷ Widodo, H. P., & Ferdiansyah, S. Engaging Student Teachers in Video-Mediated Self-Reflection in Teaching Practica. In Routledge International Handbook of Schools and Schooling in Asia, Routledge.

teachers can replay and learn good teaching strategies in teaching²⁸. This type of reflection allows teachers to compare both the memories and what actually happened in the video. Its commonly highlight two differences result from both. Likewise, digital photos encourage teachers to reflect on specific moments by asking themselves questions such as why they preferred specific teaching activity or how it benefited the students learning. Meanwhile, based on Tajeddin and aghababazadeh (2018), stated that blogging improve collaborative environment where teachers can discuss the reflection, share feedback, and identify gaps in their own or others' reflection processes²⁹. So, teachers can document and share the thoughts and teaching experiences trough digital community.

This research utilizes video recording to observe the EFL teachers' practices. By recording classroom interactions, the researcher can capture the teaching strategy, students' engagement, and classroom management techniques. This tool of reflection allows the researcher to analyze on how teachers plan the learning activity, interaction with students, and address challenges in real-time. By using video recording as a reflective tool, teachers and researcher get a clearer and objective view of the teaching process,

²⁸ Sydnor, J. Using Video to Enhance Reflective Practice: Student Teachers' Dialogic Examination of Their Own Teaching. *The New Educator*, p.69.

²⁹ Tajeddin, Z., & Aghababazadeh, Y. Blog-mediated reflection for professional development: Exploring themes and criticality of L2 teachers' reflective practice. *TESL Canada Journal*, p.28.

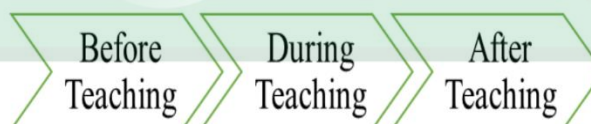
which is highly valuable for creating strategies to improve classroom effectiveness and boost students learning outcomes.

b. The Phases for Teaching Reflection

Donald Schon's theory of reflective practice introduces foundational phases of self-reflection in teaching, particularly *reflection in-action and reflection on-action*. Over time, the phases have been further refined to adapt the evolving needs of educators and the complexities of modern teaching environments. Notably, Kharisma N.W.S and Khoiriyah (2020) have contributed to these developments by identifying additional phases which are outlined below:³⁰

Picture 2.1

The Phases for Teaching Reflection



a) Before Teaching

Reflection before teaching involves the planning and preparation phase. In this phase, teachers set the learning objectives, the instructional teaching activities, and the assessment methods to ensure alignment with the goal of the students learning. Based on Griffiths (2000), teachers can anticipate potential challenges and the solutions, and ensuring that teachers prepared to

³⁰ Sabgini, K. N. W., & Khoiriyah, K. The Pre-Service Teachers' reflection In English For Young Learners Teaching Practice. English Review: Journal of English Education, p.317.

handle challenges effectively³¹. Ultimately, this phase is essential for having professional growth, as it improves teaching practice through careful foresight and thoughtful planning.

b) During Teaching

According to Kharisma N.W.S and Khoiriyah (2020) Reflection during teaching involves the stage of teachers implementing the plan and the respond to the dynamics classroom interaction in real-time³². This reflection phase provides teachers to adapt their teaching meet the immediate needs of the students, such as adjusting the pace of instruction, clarifying difficult concepts, or addressing unanticipated questions. By observing and reacting to the student engagement and behavior on the spot, teacher can improve the teaching learning outcomes. Richards and Farrell (2011) stated that, this phase requires a high level of awareness and adaptability to encourage teachers in critically assess the teaching methods, beliefs, and values³³.

³¹ Griffiths, V. The Reflective Dimension in Teacher Education. *International Journal of Educational Research*, p.544.

³² Sabgini, K. N. W., & Khoiriyah, K. The Pre-Service Teachers' reflection In English For Young Learners Teaching Practice. *English Review: Journal of English Education*, p.317

³³ Richards, J. C., & Farrell. T. S. C. *Teaching Practice: A Reflective Approach*. New York, NY: Cambridge University Press, p.4

c) After Teaching

Reflection after teaching involves evaluating the class has been implemented. In this phase, teachers assess what went well, what challenges were encountered, and how students learning could be improved³⁴. The improvements can be proven by some empirical evidences such as student performance data, observations, and video recordings, which allow teachers to analyze the teaching practice objectively. These evidences-based reflection help teachers to identify areas for improvement and refine the instructional methods, contributing to ongoing professional growth and effective teaching strategies.

c. The Advantages of Video mediated Self-Reflection

The use of video mediated self- reflection, in which teachers record the classroom session enables teachers to accurate review of the teaching method which have been previously designed. By implementing video mediated self-reflection ensure teachers that there will not be a critical aspect of the teaching practice is missed during the reflection process. According to Michelle Grantham-Caston and Cynthia F. Dicarlo (2019)³⁵, this section elaborates several key advantages of implementing video mediated self-reflection, as bellows:

³⁴ Sabgini, K. N. W., & Khoiriyah, K. The Pre-Service Teachers' reflection In English For Young Learners Teaching Practice. English Review: Journal of English Education, p.317

³⁵ Grantham-Caston, M. (2017). *The Impact of Video Self-reflection on Teacher Practice*. Louisiana State University and Agricultural & Mechanical College

1. Self-Efficacy

Self-efficacy refers to teachers' belief on the ability to succeed in teaching and manage the classroom situations effectively. Based on Fukkink and Tavecchio (2010) highlights how teachers' insight into one's character, motivation or needs. Teachers' belief on the self-abilities influences teachers' motivation and persistence in teaching process. On this context of video mediated self-reflection, self-efficacy as one of the advantages because teachers are empowered because their outlook and behavior modeling towards the ability in solving problems which lead teacher to the greater confidence in teaching abilities.

2. The Improvement of Self-Pedagogical

Self-pedagogical is the ongoing process of refining teachers' methods and strategies. Based on Gibbons & Farley (2021) noted that video mediated self-reflection analysis supports teachers in improving the quality of student engagement, classroom management, and self-pedagogical improvement. Trough video mediated self-reflection allows teacher to adjust the teaching strategies over the time and improve teacher self-pedagogical. The mediation of video self-reflection also provides a pathway for

teacher to solve the challenges which could not find the solution during the class was in progress³⁶.

2. Project-Based Learning (PjBL)

a. The Application of PjBL

Project-Based Learning is a student-centered on learning and finishing lesson through problem and solving experiences. Based on Bell (2010), this method improves students' development of adaptable knowledge, having effective problem-solving skill, promotes self-directed learning, and boost students' motivation to learn³⁷. It can be assumed that PjBL is a method which is focused on student-centered on the teaching and learning process. In this method student engage in problem- solving learning. Teacher gives a task and should be handled in a certain period, and resulted a project. However, the output of the method can be product, publication or presentation. According to Wahyuni (2021), explains that PjBL allows students to design the project and plan what they need to do³⁸. It means that teacher give a task and student try to design or plan what they are going to do in finishing the project. From these statements can be concluded that PjBL, is a method where students design and finishing project, it can also improve speaking skill and collaboration among students because

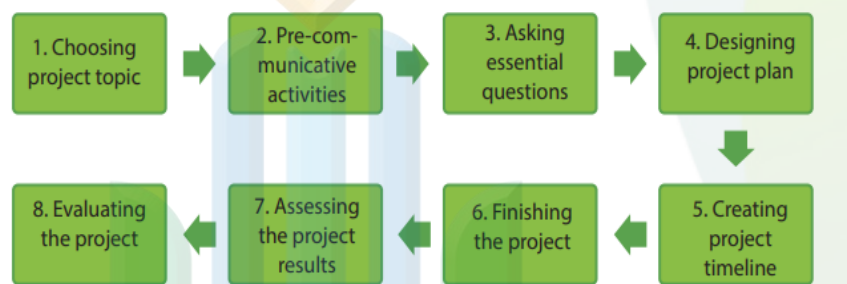
³⁶ Er, S., Toker, Z., & Yüceliyiğit, S. In-Service Teachers' Opinions about The Use Of Video-Based Self-Reflection For Pedagogical Development. *Journal of Theoretical Educational Science*, p.641.

³⁷ Bell, S. "Project-Based Learning for The 21st Century: Skills For The Future". *The clearing house*, p.39.

³⁸ Wahyuni, W., Sujoko, S., & Sarosa, T. "Improving Students' Speaking Skill through Project-Based Learning (digital storytelling)". *English Education*, p.167

students are required to discuss. Teachers be a facilitator who guide the students to complete the project.

Picture 2.2
The Application of PjBL



The applications of Project-Based Learning are as follows³⁹:

1. Choosing Project Topic

Selecting appropriate topic to ensure students understand the learning objectives.

2. Pre-Communicative Activities

Introducing new vocabulary and language features that students need for the project work. For stance the teacher feels this activity is not necessary, they can proceed directly to the next stage.

3. Asking Essential Questions

Provide a key question which helps students to understand about the project. Begin with the issue and relate it to real-world situations.

³⁹ Hamidah et al, HOTS Oriented Module: Project Based Learning, SEAMEO QITEP in Language, p.20.

4. Designing Project Plan

Students and teachers work together to plan the project activities, but students should involve as a leading role. The planning activities include action, techniques, and materials needed for the project completion.

5. Creating Project Timeline

Students and teachers set a timeline together to complete the project.

6. Finishing The Project

Teacher guides the students' activities and providing guidance and support each stage of the process to finish the project easily.

7. Assessing the Project Result

Conducting assessment to measure students project against standards, assess students' progress, provide feedback on the comprehension levels, and inform the planning for the future learning.

8. Evaluating The Project

At the end, students and teachers evaluate on the project experiences. It can be done in group or individually which allow students to share their thought and experiences. The effect on this step is improving the next teaching and learning process.

b. The Challenges of PjBL

According to Daryanto and Raharjo (2012, which is noted on Heribertus D.P. journal's 2022), PjBL method presents several challenges, such as follows:

1. The process of completing the project requires a considerable amount of time.
2. The method may incur high cost.
3. Sometimes, PjBL requires numerous materials and resources.
4. Teachers feel more comfortable with traditional classrooms method, where they have a more central role.
5. Students feel difficult to in conducting experiments and gathering data.
6. Several students less engaged in group work.
7. Students feel overwhelmed by the complexity of understanding the subject.

In summary, these challenges can be solved by setting clear time limits for the project completion, reducing cost, and utilizing simpler materials. Furthermore, teacher should act as facilitator and create positive learning environment. These actions, help students feel more comfortable while navigating the difficulties during the implementation of PjBL method.

3. Speaking Skill

According to Brown (1994, as cited in Burns and Joyce, 1997), speaking is an interactive process of constructing meaning involves producing, receiving, and processing information. There are 5 aspects of it, these are:

a. The Aspect of Speaking Skill

Speaking is a skill to express something verbally in conversation. EFL teacher have an obligation to improve student speaking skill because effective communication is a fundamental aspect of language learning. To master speaking skill there are five aspects should be developed proposed by Brown⁴⁰, those are:

a) Fluency

Fluency is the ability to speak smoothly and accurately, involving a fast speed of speaking and only a small number of pauses. The pause actually indicates the speakers struggling to find the right words to express the thoughts.

b) Comprehension

Effective speaking necessitates mutual understanding between the speaker and listener, enabling meaningful dialogue.

c) Grammar

Grammar is essential for speakers to construct correct and coherent sentences within conversation. Based on Heaton (1978),

⁴⁰ Brown, H.D. Language Assessment: Principles and Classroom Practices. San Fransisco: Longman, 2004.

asserts that grammatical ability enables speakers to manipulate the structure sentence structure effectively and distinguish between correct and incorrect forms. Mastering grammar is foundational to achieve proficiency for both spoken and written forms of a language.

d) Vocabulary

Effective communication bot orally and writing, relies on an adequate vocabulary. So, vocabulary means the appropriate diction which is used in communication.

e) Pronunciation

Pronunciation refers to the way speakers produce clear language when speaking. It involves phonological processes, which encompass grammar components and principles that determine how sounds vary and patten in a language.

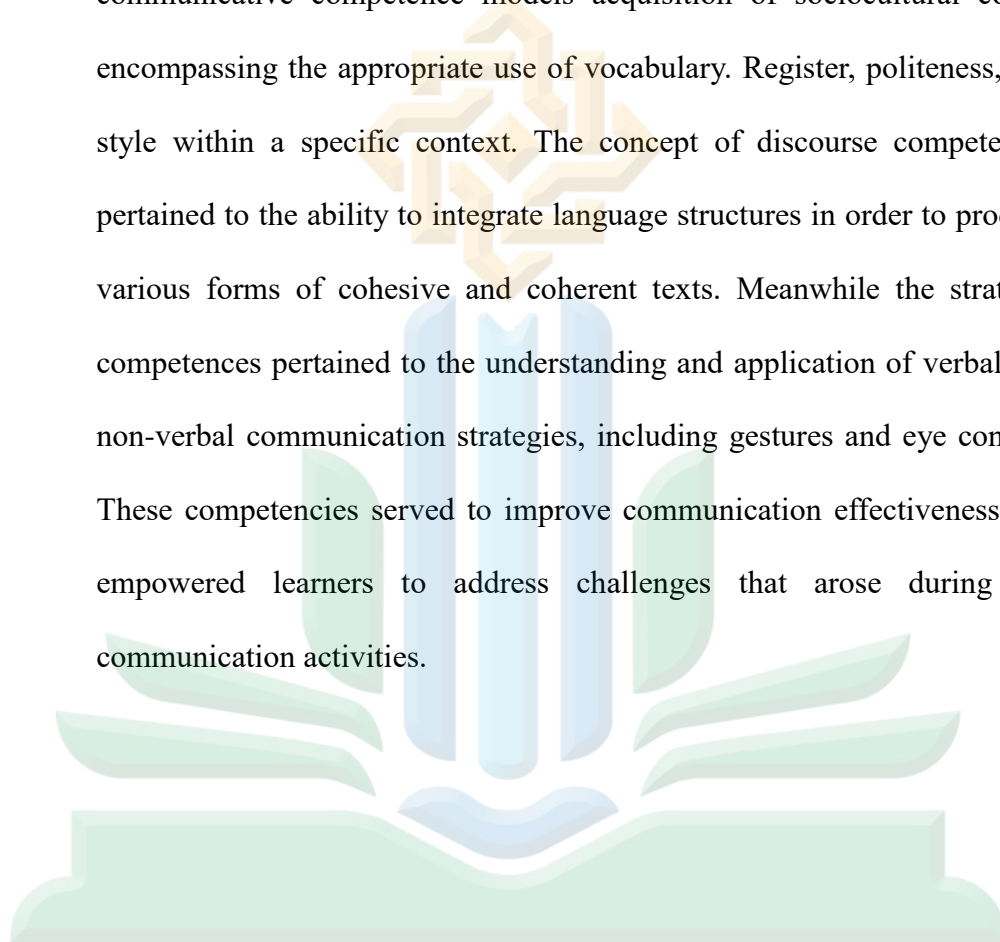
In conclusion, the researcher incorporates these five aspects of speaking within the implementation of PjBL method to effectively improve students speaking skill. This research will explore EFL teachers' video mediated self-reflection on the implementation of PjBL in speaking skill which focuses on teachers' practices, challenges encountered when implementing PjBL in teaching speaking skill, and how video mediated self-reflection influence teachers teaching.

4. Communicative Competence

The term “communicative competence” was employed by linguistics to describe the combination of grammatical proficiency and sociolinguistic awareness that enabled a language to effectively and appropriately utilized utterances in a given context. To comprehend communicative competence, one had to possess the ability to utilize language with precision and appropriateness. A particular was held by certain experts in the field of linguistic regarding communicative competence. Based on Canale and Swain (1983), a communicative competence referred to an individual’s comprehension of fundamental principles of grammar, their ability to utilize language appropriately in a social setting, and their aptitude for integrating speech and communicative functions that adhere to the principles of discourse and communication skills.

On this research, the researcher utilized Canale’s (1983) communicative competence model, which categorized the concept into four distinct aspects: (1) grammatical competences, (2) sociolinguistic competences, (3) discourse competences, and (4) strategic competences. According to Syarief (2005) stated that within the frameworks of Canale’s about communicative competence models, grammatical competences encompassed an individual’s understanding of linguistic codes, which encompassed knowledge of grammatical rules, vocabulary, phonology, and graphology. Canale’s defined sociolinguistic competences in

communicative competence models acquisition of sociocultural codes, encompassing the appropriate use of vocabulary. Register, politeness, and style within a specific context. The concept of discourse competences pertained to the ability to integrate language structures in order to produce various forms of cohesive and coherent texts. Meanwhile the strategic competences pertained to the understanding and application of verbal and non-verbal communication strategies, including gestures and eye contact. These competencies served to improve communication effectiveness and empowered learners to address challenges that arose during the communication activities.



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CHAPTER III

RESEARCH METHOD

This chapter provided a comprehensive description of the research methodology applied in this study, encompassing the research design, research location, the selection participants, data collection techniques, the data analysis techniques, data validity, and the procedural steps.

A. Research Design

This research used a qualitative research approach. Qualitative research attempted to comprehensively understand phenomena encountered by the subjects such as ideas, opinions, or experiences, non-numerical data. It aimed to capture these aspects holistically, by describing in the form of words and language within natural context.⁴¹ Furthermore, this approach was comprehensive, seeking to make clear the importance of the particular activity as well as the appropriate application of it in a certain circumstance.

As the previous explanation, this research used a qualitative descriptive design. The characteristic of qualitative descriptive is describing phenomenon detailly. It means this research described the reality of social directly and completely. Therefore, this study aimed to investigate the process of EFL teachers' reflection on the implementation of PjBL in teaching speaking skill mediated by video recording. This research was conducted at

⁴¹ John W. Creswell, Educational Research, Boston: Pearson.

SMASA 1 Bondowoso. It focused on descriptive insights rather than hypothesis testing which only focused on teachers' experiences and reflection.

B. Research Context

This research conducted at Senior High School 1 (SMASA) Bondowoso, situated at Curahdami street No.1294, Kelurahan Badean, Kecamatan Bondowoso, Kabupaten Bondowoso, in East Java. The researcher chose this context because she did the teaching practicum there and due to the schools' commitment in implementing the Merdeka Belajar curriculum. By having good relationship and experience of teaching practicum where the researcher always be guided about how to implement Merdeka Belajar curriculum well. The researcher took the opportunity to collaborate with experienced EFL teachers who had actively participated in Merdeka Curriculum workshops and had implemented in teaching practices.

C. Research Participants

In conducting this research, selecting appropriate participants was crucial step. In this research, the participants are two EFL teachers from SMASA Bondowoso. The decision to select these particular participants was based on several reasons. First, this research focused on PjBL method which focused on students-centered learning aligned with the Merdeka curriculum implemented by the EFL teacher in the classroom. Second, both teachers had numerous experienced in teaching speaking skill, which was well suited for this research. The participants were two in service they are Mrs. Lee, 58 years old and Mrs. Vee, 36 years old. Both of them had implemented PjBL in the

teaching since the implementation of Merdeka Belajar Curriculum. The EFL teachers experiences with PjBL provided solid foundation for reflecting on the effectiveness of this method in improving speaking skill.

In qualitative research the researcher used purposive sampling to select and chose the research participants, by considering the subjects chosen was relevant to the current research focus⁴². Sugiyono stated that purposive sampling involved making decisions based on specific criteria⁴³. Then, it can be assumed that the purposive sampling was a kind of appropriate technique to choose some teachers to be the research informants that was functional in knowing and comprehending the phenomenon happening in the chosen research setting based on the information that will be provided by them. Therefore, choosing two EFL teachers were appropriate way of gaining useful information to be the research data.

D. Data Collection Techniques

In qualitative research, data collection techniques were employed by the researchers to gather relevant information or data. The data collection typically involved techniques such as observations, reflective journal and document review. In this research, the researcher utilized several data collection methods which were outlined below:

⁴²John C. Cresswell, "Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th Edition", (Boston Pearson Education, 2012), p. 205.

⁴³ Ibid., Sugiyono, 2013, P. 224.

1. Observation

Observation involved gathering data by directly from the field. In this research, the type of observation used was descriptive, which was common in qualitative research. Observation allowed the researcher to capture and understand the context of data in various situations. Since direct observation required researcher to enter the field or research domain directly. Furthermore, observation was a technique of acquiring open-ended, firsthand information by observing individuals and places on the study site.

The Participant observed were an observational position taken by researchers who participated in the setting they were studying. They participant were two EFL teachers from SMASA Bondowoso, it provided holistic view or the setting, enabling the researcher to gather personal impressions, feelings, and sense of the atmosphere in the field. In this research, the observations focused on how the teacher applies PjBL in the classroom, the challenges they encounter during the implementation, and the advantages of video mediated self-reflection.

2. Reflective Journal

The data were collected from participants by using reflective journals, a research tool adopted from Barkhuizen (2008). This document was written in English as the participants were two EFL teachers. To ensure the complete understanding about the research objectives, the participants wrote the reflective journal on three phases of reflections

consist of before, during, and after teaching process. The reflective journal as seen below, on the before phase, teachers reflected about the implementation of PjBL in teaching speaking skill. On the during phase the teachers reflected about teachers feeling and challenges on the teaching process. Meanwhile at last phase, after teaching phase teacher evaluate the effectiveness of the teaching method and the advantages of teaching speaking with video mediated self-reflection.

Picture 3. 1
Reflective Journal from Barkhuizen

TEACHER'S REFLECTIVE JOURNAL

Teacher's Name :
Class :
Topic :
Date :

EFL TEACHERS VIDEO MEDIATED SELF-REFLECTION ON THE IMPLEMENTATION OF PjBL IN TEACHING SPEAKING SKILL

1. Before Teaching
When I start to teach speaking skill use PjBL method, I

2. During Teaching
As I enter the classroom, I felt some challenges

3. After Teaching
As I remember there were a lot of advantages from video mediated self-Reflection, I
This is because

*Adapted from Barkhuizen (2000)

The researcher used reflective journal tool to interpret and analyze the teaching practice in having deeper insights into the effectiveness of PjBL method.

3. Document Review

Document review was the process of examining both public and private records to gather insights from the participant's site. Document review was in the form of teaching materials and photographs that was taken during the EFL teachers teaching process. Based on Creswell

highlighted that reviewing documents can provided additional information which is important to serve the accurate data, that can be collected through another techniques. In this research, the researcher reviewed from various documents such as lesson plan and video self-reflection, which would be elaborated bellows:

1. Lesson Plan

Lesson plan was a structured outline to guide teacher in delivering instruction during the class process. It served a roadmap, what teachers would teach, how it would be taught, and the objective of learning.

2. Video mediated Self-Reflection

Based on Widodo and Ferdiansyah (2018, as cited on Widodo H.P. and Andrzej Cirocki 2019), video recording captured classroom sessions, provided the objective data to analyze instructional strategies, students' interactions, and specific teaching moments in detail. But on this research the video served as visual documentation presented in the form of photographs (screnvid) because the focused was on highlighting specific key moments rather than analyzing the entire video in real-time.

Furthermore, reviewing these documents helped the researcher to triangulate the data for gaining the credibility and comprehensiveness of the findings.

E. Data Analysis Techniques

The researcher utilized three components of data analysis based on Huberman and Saldana (1994), these are data condensation, data display, and drawing and verifying conclusion, these are informed below:

1. Data Condensation

Based on Miles, Huberman, and Saldana define data condensation was the process of selecting, concentrating, simplifying, and abstracting the data presented in the fields notes or transcription⁴⁴. In this research the researcher summarized the data. By employing them, made the data stronger by summarizing the data from the observations, reflective journal, and the documentations. In this research the researcher separated the accurate data from inaccurate ones to analyze the outcomes of the research

2. Data Display

In qualitative research, werre presented in various formats such as brief description, infographics, or charts. Meanwhile this research, the data showed trough images and tables of findings. The researcher processed and described the data collected. The information covered how EFL teachers' video mediated self-reflection on the implementation of PjBL in teaching speaking skill. The researcher presented data using descriptions based on notes from the reflective journal and observation.

At this stage, the researcher compiled information and draw conclusions before taking action. Data display was the next stage after data

⁴⁴ Miles, M. B. "Qualitative Data Analysis: An expanded sourcebook." Thousand Oaks.

condensation. This research presented data via descriptions and tables. However, in this research presented data as narrative text based on reflective journal from the participants.

3. Drawing and Verifying Conclusion

The final phase of data analysis involved the drawing and verification of conclusions. At this phase, the researcher gave a meaning toward data that has been analyzed. Conclusion are also verified as the analyst proceeds. The conclusion drawing was started after the data were collected and analyzed. At last, the researcher concluded the findings from the research.

On another hands, this research also used thematic analysis from Braun and Clarke (2006), those were identifying, analyzing and reporting patterns (or themes) within qualitative data. These three stages aligned with miles Huberman that had been mentioned above. Thematic analysis

specifically had six stages. First, the researcher gets familiar with the data by reading it for several times and making notes on important ideas. Second, the researcher generate initial codes into possible themes to show bigger patterns.

Third is searching the themes by grouping related codes together. Fourth, the themes are reviewed and adjusted to make sure the data match well, some themes may be merged, refined, split, or discarded at this stage to ensure they accurately represent the data.

On the fifth stage, each theme is defined and named, the researcher explains how each theme relates to the research question. participants Last at

the sixth stage, the researcher produces a coherent report which explain the themes with supporting examples from data and links them back to the research question and existing literature. In particular, the process of thematic analysis similar with some stages proposed by miles Huberman, where familiarization and coding relate to data reduction, the search and review themes relate to data display, and defining, naming and reporting of themes align with the conclusion drawing and verification.

F. Data Validity

To ensure the trustworthiness of the data, the researcher utilized triangulation in this study. According to Miles, Huberman, and Saldana (1948), triangulation is a method for verifying data validity. It divided onto two types:

1. Source of Triangulation

It was a process to test the credibility of data by checking it through multiple sources to ensure consistent findings. In this research the sources were two EFL teachers of SMASA Bondowoso. If these two informants gave similar responses to the questions posed, the information would be deemed valid.

2. Techniques of Triangulation

The technique triangulation compared the data used methods, such as observations, reflective journal, and document review, to ensure its legitimacy. The triangulation technique confirmed data veracity by cross-

referencing information from many methodologies and compared results to ensure consistent conclusion.

In this current research, the researcher employed source triangulation to obtain more valid data. Additionally, the researcher employed triangulation to verify the authenticity of the data by cross-checking data acquired from several sources, including observations, reflective journal, and document reviews. While the researcher employed the triangulation technique to assess the reliability of data by performing multiple verifications on data from same source using various techniques, included data from observations and cross-referencing with reflective journal written by the teachers.

To ensure the accuracy of the interpretations and findings, the researcher used member checking. After analyzing the reflective journals and video recordings of the teachers' reflections, the findings were shared with the participants (Ms. Lee and Ms. Vee) to verify whether the interpretations aligned with the actual experiences and reflections. By receiving feedback from the participants, the research was able to ensure that the conclusions were faithful and accurate to represent EFL teachers views on the implementation of PjBL in teaching speaking skill trough video mediated self-reflection.

G. Research Procedure

This section provided an overview of the research process, guiding the researcher in creating a research outline includes planning, collect the data, analyze the data until write the report. It is explained more detail below:

1. Pre-Field

The pre-field stage was a step that must be completed before conducting the main research in the field. Covering several activities, such as:

a. Research Design Development

At the early stages, the researcher established the plan by establishing the research tittle, reason, research focus, research objective, advantages, subject, and method.

b. Research Field Choice

The researcher chose research field, in this current research, the field goes to EFL teachers' video mediated self-reflection on the implementation of PjBL in teaching speaking skill.

c. Permission Process

Before starting the research, the researcher created a research permission letter Faculty of Education and Teachers Trainings' (FTIK) private website. Then the researcher went to the administrative officers at SMASA Bondowoso. Because the researcher had conducted a teaching practicum (PLP) at SMASA 1 Bondowoso, the researcher formed a close relationship with the EFL teachers. The strong bond led the teacher to willingly assist the researcher in completing the study.

After making agreement, the researcher determined a schedule to meet the relevant English teacher for pre-interview and observation.

d. Field Assessment

After receiving authorization, the researcher began to explore the field to understand about background of the research and make easier for collecting data.

e. Research Instruments Preparation

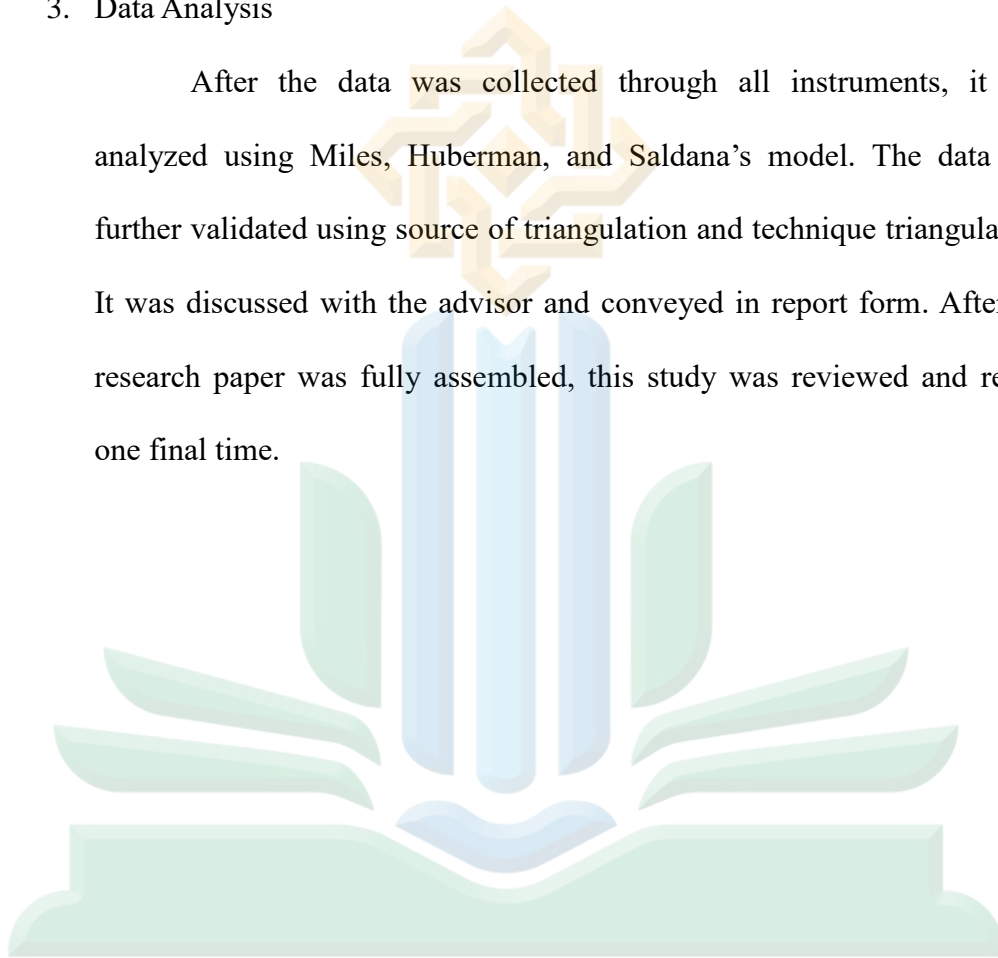
After the above steps were finished, the last step was to prepare the instruments before beginning the research

2. Field Work

This stage showed how the required information was collected. The researcher collected the using three methods: 1) pre-interview, the researcher conducted interviews and directly recorded the responses to contribute on this research. 2) After that the researcher conducted an observation, to examine how teacher implement PjBL in the classroom within the Merdeka curriculum, that was also documented through video documentation for teachers having self-reflection. 3) Last stage was reflective journal, the researcher asked the EFL teachers to write a reflective journal on the teaching speaking skills with PjBL method. This approach was to find out the trustworthiness of the data obtained from observations and video mediated self-reflection.

3. Data Analysis

After the data was collected through all instruments, it was analyzed using Miles, Huberman, and Saldana's model. The data was further validated using source of triangulation and technique triangulation. It was discussed with the advisor and conveyed in report form. After the research paper was fully assembled, this study was reviewed and revise one final time.



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J E M B E R

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

This study research presented the findings which focused on EFL teachers' video mediated self-reflection on the implementation of PjBL in teaching speaking skill.

Based on the research conducted at SMASA 1 Bondowoso through observation, video self-reflection, and reflective journal. The researcher collected some information as well as the data which related to the research questions about EFL teachers' reflection on teaching practice with PjBL method. The EFL teachers' reflection was done on the phases before, during, and after teaching are explored below.

1. EFL Teachers' Reflection on the Implementation of PjBL in Teaching Speaking Skill.

On the before teaching phase conducted on 8th and 10th of January 2025, EFL teachers at SMASA had structured learning activities on the lesson plan to assess the student's speaking development. Both EFL teachers have structured the project design into podcast and presentation activity. These activities integrated PjBL principles, which encouraged students to actively participated, collaborated and developed speaking skill. Before explaining detailly about the project design both EFL teachers exploring how PjBL is

suitable method to develop students' speaking skill. Ms. Lee stated her reflection about the implementation of PjBL method in teaching speaking skill, she reflected:

I think that PjBL is suitable method for improving students speaking skill because it includes a method which places students as the main role on the learning process. Students are also required to work in groups, so it's really effective to develop students speaking skill trough having discussion and presenting the project. (Participant 1/Reflective journal 1)⁴⁵

Picture 4.1
Lesson Plan with PjBL Method

MODUL AJAR BAHASA INGGRIS		A. Capaian Pembelajaran
A. Identitas Modul	Nama Penyusun Nama : ENI Winarti, S.Pd Sekolah Tahun Pelajaran : SMAN 1 Bondowoso Jenjang Sekolah Fase : 2025/2026 Alokasi Waktu : SMA Fase : 1 (Kelas XII) Durasi : 2 JP (2 x 40 Menit) Spesifikasi : Speaking	Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi secara dengan teman, teman sekelas, dan mitra pembelajaran. Peserta didik menggunakan bahasa Inggris sederhana untuk berdiskusi dan menyampaikan informasi. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengklarifikasi berbagai teks dalam berbagai macam aspek komunikasi. Peserta didik memonitor teks tulisan untuk mengklarifikasi secara mendetail informasi dan untuk kegunaan. Pembahasan mereka terhadap teks tulisan untuk mendiskusikan. Keterampilan informasi tersebut digunakan dalam memahami berbagai jenis teks dalam bahasa Inggris untuk berkomunikasi.
B. Kompetensi Awal	<ul style="list-style-type: none"> Peserta didik mampu mengungkapkan simple present Peserta didik memahami passive voice Peserta didik memahami penggunaan modal (should, must) Peserta didik memahami ungkapan untuk menyatakan opini 	B. Capaian per Fase Menyimak dan Berbicara Pada akhir fase F, peserta didik Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sekelas dan orang lain dalam berbagai macam situasi dan tugas. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memahami, menginterpretasikan dan menyimpulkan pesan-pesan dari diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang terkait dengan kehidupan mereka. Mereka memonitor dan memperlakukan pelajarannya, membuat perbandingan dan mengklarifikasi pelajarannya. Mereka menggunakan strategi kerja dan perilaku diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, ekspresi wajah dan nada suara untuk dapat dipahami dalam berbagai konteks budaya.
C. Profil Pelajar Pancasila	<ol style="list-style-type: none"> Berkelompokan global (mampu menghargai keragaman budaya, agama, latar belakang sosial dan lainnya) Bergotong royong (membebaskan rasa kekelompokan dan bekerja sama peserta didik dalam berkolaborasi ketika berdiskusi dengan teman sekelas) Berwawasan kritis (memahami sifat belajar kritis peserta didik dalam menyampaikan pendapat ketika berdiskusi maupun dalam waktu pembelajaran klasikal) Kreatif (Peserta didik mengembangkan kemampuannya dalam menghasilkan karya yang orisinal) 	C. Uraian Pembelajaran Melalui metode pembelajaran PjBL, diharapkan peserta didik mampu: Perencanaan 1 <ol style="list-style-type: none"> Mengidentifikasi generic structure dan language features/struktur kebahasaan 1 dari text lisan Mengidentifikasi struktur text hortatory exposition Menyampaikan gagasan umum tentang isi text lisan dengan jelas Mengajukan pertanyaan tentang isi text lisan Perencanaan 2 <ol style="list-style-type: none"> Mengajukan pertanyaan yg bersifat persuasive Mempresentasikan text hortatory exposition dalam bentuk podium
D. Sarana dan Peralatan	<ul style="list-style-type: none"> LCD Proyektor Laptop Speaker Video PPT LKPD 	D. Pemahaman Berbahasa Materi yang akan dipelajari oleh peserta didik setelah mempelajari text HORTATORY EXPOSITION melalui PjBL, peserta didik mampu menyampaikan pendapatnya secara kritis.
E. Target Peserta Didik	Siswa kelas XII	E. Pertanyaan Pemantik Pertanyaan 1 <ol style="list-style-type: none"> Can you influence another person to follow your opinion? What should you do to influence another person like your opinion/argument? Do you want to know how to make many people engage in your argument? Pertanyaan 2 <ol style="list-style-type: none"> Why do some arguments succeed in convincing people while others fail? How can we effectively persuade someone to take action as a social or governmental leader? What strategies can make a hortatory exposition text more engaging and persuasive?
F. Model Pembelajaran/metode	Project Based Learning (PjBL) Fase 1: Penentuan Misi Fase 2: Menentukan perencanaan proyek Fase 3: Menyusun jadwal pembuatan Fase 4: Memonitoring kualitas dan perkembangan proyek Fase 5: Evaluasi pembelajaran belajar Metode: Tanya Jawab, diskusi, presentasi	

Based on the lesson plan's picture above, it was proven that Ms. Lee designed teaching activities used PjBL in teaching speaking skill.⁴⁶

Similarly, Ms. Vee also voiced her reflection about the alignment of PjBL in teaching speaking skill, she said:


Referring to the implementation of Merdeka Curriculum, there should be projects included in the learning process. Therefore, I think that PjBL is a very suitable method to improve students

⁴⁵ Reflective journal, 1st participant, 8th of January 2025.

⁴⁶ Document review about the implementation of Project Based Learning in teaching speaking skill.

speaking skill by assigning them a presentation project. (Participant 2/ Reflective journal 2)⁴⁷

Picture 4.2
Lesson Plan with PjBL Method

<p>Diferensiasi Produk:</p> <ul style="list-style-type: none"> Guru melakukan modifikasi pada produk akhir setiap materi. Setiap materi diperbolehkan menggunakan hasil belajarnya sesuai minatnya, seperti, video, teks, lagu, gambar, poster, dll. Guru meminta peserta didik untuk proses dan struktur dan mengpresentasikan teks prosedur. Guru memberi kebebasan materi dalam membuat Quize yaitu Quize dapat dibuat audio / berkolompok dalam bentuk poster (digital / manual), slide power point, canvas, video tik-tok atau video pembelajaran. 	<p>TARGET PENILAIAN DIRUMAH</p> <p>Peserta didik dapat...</p> <p>INDIKATOR PENILAIAN DIRUMAH</p> <p>METODE PEMBELAJARAN</p> <p>PjBL (Pembelajaran Project Based Learning)</p> <p>METODE PEMBELAJARAN</p> <p>Menemukan, siswa presentasi, diskusi kelompok, pengamatan proyek kelompok, demonstrasi</p> <p>MODUL PEMBELAJARAN</p> <p>LUGUNG</p> <p>KELOMPOKAN</p> <p>PEMAHAMAN HURUFAN</p> <p>Peserta didik dapat membuat, mengorganisir, dan mengpresentasikan teks prosedur sesuai dengan ketentuan yang diberikan.</p> <p>PERTANYAAN PEMANTIK</p> <p>What is the woman doing? Do you like drinking tea? Do you know how to make it? What will you do if you don't know how to make it?</p> <p>URAIAN KEGIATAN PEMBELAJARAN</p> <p>Pertemuan Pertama</p> <p>Kegiatan Awal (10 Menit)</p> <ol style="list-style-type: none"> Guru menyapa dan menanyakan kabar peserta didik. Guru mengajak siswa untuk berdiskusi mengenai pembelajaran. Guru mengajak siswa untuk berdiskusi. Guru menanyakan konsep dan kaitannya siswa dalam belajar. Guru melakukan apersepsi melalui pertanyaan pemantik dengan menggunakan gambar yang disajikan. 						
<p>TUJUAN PEMBELAJARAN</p> <ul style="list-style-type: none"> Fase 1 Elaborasi Mengajak Berbagi Menalar-Mengapresiasi Tujuan Pembelajaran: <ul style="list-style-type: none"> Mengajukan dan menyampaikan informasi tentang teks prosedur dengan menggunakan berbagai media presentasi. Indikator Pencapaian Tujuan Pembelajaran: <ul style="list-style-type: none"> Siswa mampu mengajukan dan menyampaikan informasi tentang teks prosedur dengan menggunakan berbagai media presentasi. Konsep Utama: Teks Prosedur (Procedural Text) <p>KOMPETENSI DASAR</p> <p>Siswa pada analisis belian mampu mengajukan dan menyampaikan informasi tentang teks prosedur dengan menggunakan berbagai media presentasi. Setelah pembelajaran siswa mampu mengajukan informasi tentang teks prosedur dengan menggunakan berbagai media presentasi.</p> <p>PROFIL PELAJAR PANCASIA</p> <table border="1"> <tr> <td>1. Berprestasi</td> <td>2. Berkeadilan</td> <td>3. Kreatif</td> </tr> <tr> <td>4. Berkeadilan</td> <td>5. Berkeadilan</td> <td>6. Berkeadilan</td> </tr> </table> <p>SARANA DAN PRASARANA</p> <ul style="list-style-type: none"> Media: Laptop/ komputer, LCD Proyektor, Loud Speaker, Handphone Bahan: Video dan PPT Sumber Belajar: <ul style="list-style-type: none"> Buku Bahasa Inggris SMA/MA, SMK/MAK Kelas X https://www.youtube.com/watch?v=... https://www.youtube.com/watch?v=... 	1. Berprestasi	2. Berkeadilan	3. Kreatif	4. Berkeadilan	5. Berkeadilan	6. Berkeadilan	
1. Berprestasi	2. Berkeadilan	3. Kreatif					
4. Berkeadilan	5. Berkeadilan	6. Berkeadilan					

With two reflections supported by the lesson plan from both teachers, it evident that PjBL was one of the methods chosen by the teachers to teach students speaking skill.⁴⁸ The choice was also aligned with the requirements of Kurikulum Merdeka curriculum, which emphasized student-centered learning and developing 21st century skill such as the development of critical thinking, creativity, and provided students with real-world projects. Meanwhile, discussing about how the PjBL activities were designed to be aligned with speaking skill objectives, Ms. Lee shared her project designed at XII class with the Hortatory Exposition Text lesson. She explained:

Referring to the theory and steps of the PjBL method, students are required to work on projects in groups. The project I assigned was creating video podcast about hortatory exposition

⁴⁷ Reflective journal, 2nd participant, 10th of January 2025.

⁴⁸ Document review about the implementation of Project Based Learning in teaching speaking skill.

texts. I also have some strategies to encourage students actively use English during the project. First, I create a fun and comfortable classroom environment with ice-breaking activities to boost students' enthusiasm for learning English. After that, I establish rules which require students to use English during the group discussions and presentations. At the beginning of the lesson actually I provide them with phrases where students can use throughout the learning process. So, through this projects and rules I made, students practice their speaking skills by expressing their opinions, discussing with the peers, and confidently delivering their ideas publicly on social media such youtube. This activity make student become more fluency to speak English (Participant 1/ Reflective journal 1)⁴⁹

Picture 4.3
PjBL Project Design

PERTIMUAN KE 2	
Pendahuluan (10 Menit)	<ul style="list-style-type: none"> Guru menanyakan absensi siswa Sebelum pembelajaran guru memulai kesopokan kelas Guru memberikan informasi tentang ruang lingkup materi dan tujuan pembelajaran yg akan dibahas Guru memberikan informasi tentang tujuan pembelajaran
Kegiatan Inti (60 menit)	<ol style="list-style-type: none"> Persiapan Mendesain <ol style="list-style-type: none"> How can we effectively persuade someone to take action on a social or environmental issue? What strategies can make a hortatory exposition text more engaging and persuasive? How does the structure of hortatory exposition influence the power of its message? Mendesain perencanaan proyek <p>Guru memperlihatkan contoh hortatory exposition untuk memberikan gambaran siswa dalam merencanakan penyusunan project berupa podcast.</p> <p>Guru membagikan tanya jawab tentang text tersebut</p> <p>Peserta didik menentukan jenis presentasi pada kelompoknya masing masing</p> <p>Peserta didik menentukan tema presentasi dengan bimbingan guru dengan memberikan alternatif tema yg bisa dipilih sebagai judul project yang akan dipresentasikan.</p> <ol style="list-style-type: none"> "Why We Should Eat More Vegetables" "The Importance of Reading Books" "Why We Must Save Water" "Why we should limit p" "The Need to Keep Our Environment Clean" "Why We Should Be Kind to Others" "The Benefits of Studying Hard" "Why We Should Use Less Plastic" "The Importance of Being Punctual" "Why Everyone Should Help Each Other" <p>Dengan bantuan guru peserta didik membuat kerangka hortatory exposition yg terdiri dari:</p> <ul style="list-style-type: none"> Judul Thesis Argument Recommendation Memonitoring keaktifan siswa dan perkembangan proyek <p>Guru membimbing peserta didik untuk mengorganisir ide-ide pikiran menjadi suatu paragraf atau dialogue sesuai dg jenis presentasi yg dipilih</p> <p>Guru memotivasi dan memonitoring keaktifan peserta didik dalam menyelesaikan project Hortatory exposition</p>
	<ol style="list-style-type: none"> Mempresentasikan hasil <p>Guru memberikan kesempatan peserta didik untuk mempresentasikan draft hasil diskusi di depan kelas.</p> Evaluasi pengalaman belajar <p>Guru berinteraksi dengan peserta didik kelompok yang lain memberikan feedback / refleksi terhadap rencana aksi / presentasi tersebut.</p> <p>Guru meminta peserta didik untuk mempublikasikan presentasinya di media sosial atau youtube</p>
PENUTUP	<p>Guru dan siswa menyimpulkan hasil pembelajaran</p> <p>Guru dan siswa mengadakan refleksi terhadap pembelajaran yg telah dilakukan</p> <p>Menyimpulkan pembelajaran yg akan datang</p>

ASSESSMENT

FORMATIVE : pengamatan dalam proses pembelajaran

SUMATIVE : Penilaian speaking terhadap Presentasi hasil project berdasarkan rubrik yg disediakan (rubrik terlampir)

Mengetahui,
KEPALA SMAN 1 BONDOWOSO,



Eddy Widodo, MP.d
NIP. 196906241995121002

Bondowoso, ... Januari 2025
GURU MATA PELAJARAN

Emi Winarti, S.Pd
NIP. 196607111998022003

Based on the picture 4.3 and the observation conducted during the teaching process, the following section outlined the detailed PjBL activities and **"Podcast Project"** which was designed by Ms. Lee.⁵⁰ It integrated speaking activities in the form of podcast project. These steps were explained based on video mediated self-reflection result

⁴⁹ Reflective journal, 1st participant, 8th of January 2025.

⁵⁰ Document review about the activities of Project Based Learning in EFL classroom.

taken on 21st of January 2025.⁵¹ *First*, Ms. Lee and students determined the themes of hortatory exposition text for each group. Ms. Lee had prepared a list of themes related to social and environmental issues which could be seen on the appendix. To make the selection process more engaging and fairer, Ms. Lee used spinning wheel application to randomly decide a theme to each group. *Second*, once the theme had been decided, each group start creating an outline for hortatory exposition text framework. Ms. Lee provided a short review about the structure of hortatory exposition text then she circulated among the groups to monitor and assist the students.

Then the *third* stage, Ms. Lee monitored students' engagement and the progress of the podcast development within each group. Ms. Lee suggested each project's group while assessing each group engagements and active participation. *Fourth*, after finishing the podcasts scripts, students presented the final podcast project by uploading at Youtube. So, students made the script of podcast that would be continue at home and submitted at Youtube. Lastly, at the next meeting, when all students had submitted the assignment at Youtube Ms. Lee gave feedback on the students' podcast presentations. She ensured all groups better the speaking abilities.⁵² As the result,

⁵¹ 1st Participant reflection trough video mediated reflection, 21st of January 2025.

⁵² Observation in class with 1st participant, 14st of January 2025.

students had been more confidence and fluency to speak English as seen on the podcast presentation.⁵³ (See picture 4.4)

Picture 4.4
Students Podcast Project



On another reflections, Ms. Vee also expressed her project designed in teaching speaking skill at X with Procedure Text chapter, she mentioned:

Usually, the speaking projects are done in groups, such the activity we did yesterday called as running dictation. Running dictation is a game which improve students speaking skill trough scrambling sentences to their teammates. Then these sentences are arranged into coherent procedure texts and presented in front of the class. During the learning process, I also motivate them, by offering extra points to groups that consistently speak in English. By using this strategy, students become more excited and consistently use English on the learning process. This project better student's comprehension and add richer vocabularies by presenting the procedure text in front of the class. (Participant 2/Reflective journal 2)⁵⁴

⁵³ Document review from video mediated self-reflection.

⁵⁴ Reflective journal, 2nd participant, 10th of January 2025.

Picture 4.5
PjBL Project Design

Kegiatan Inti (75 Menit)	
<ol style="list-style-type: none"> 1. Melakukan aktivitas menyenangkan untuk mengetahui pemahaman peserta didik tentang materi pembelajaran teks prosedur <ol style="list-style-type: none"> a. Guru membagi siswa menjadi 7 atau 8 kelompok b. Guru menjelaskan kepada siswa tentang game "running dictation" dan meminta siswa untuk melakukan <i>running dictation</i> untuk menyelesaikan LKPD yang diberikan c. Guru meminta peserta didik melengkapi LKPD secara berkelompok d. Peserta didik mendiskusikan LKPD yang diberikan e. Guru dan Peserta didik membahas bersama jawaban dari LKPD 	
Kegiatan Akhir (5 Menit)	
<ol style="list-style-type: none"> 1. Guru bersama peserta didik membuat simpulan dan rangkuman hasil belajar 2. Guru dan peserta didik melakukan refleksi kegiatan belajar 3. Guru memberikan tindak lanjut 4. Guru memberikan penugasan kepada peserta didik dengan variasi tugas dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya 	
Pertemuan Kedua	
Kegiatan Awal (10 Menit)	
<ol style="list-style-type: none"> 1. Guru menyapa dan menanyakan kabar peserta didik 2. Guru mengajak siswa untuk berdoa sebelum memulai pembelajaran 3. Guru mengecek kehadiran siswa 4. Guru memastikan kesiapan dan kenyamanan siswa dalam belajar 5. Guru melakukan apersepsi melalui pertanyaan pemantik 6. Guru menyajikan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya yaitu pengetahuan tentang teks prosedur 7. Guru memberikan gambaran tentang manfaat materi ini dipelajari dalam kehidupan sehari-hari dan menyampaikan tujuan pembelajaran pada pertemuan ini 	
Kegiatan Inti (75 Menit)	
<ol style="list-style-type: none"> 1. Menceritakan pertanyaan atau masalah utama <ol style="list-style-type: none"> a. Guru menampilkan gambar minimapan dan menunjuk ke peserta didik melalui slide PPT dan menanyakan tentang cara membuatnya b. Guru menayangkan contoh video cara membuat jus buah https://youtu.be/M1d5N0uKXk0 c. Peserta didik diminta untuk mengamati video tersebut dengan menyebutkan struktur dan unsur kebahasaan teks prosedur. 	
Pertemuan Ke Empat	
Kegiatan Awal (10 Menit)	
<ol style="list-style-type: none"> 1. Guru menyapa dan menanyakan kabar peserta didik 2. Guru mengajak siswa untuk berdoa sebelum memulai pembelajaran 3. Guru mengecek kehadiran siswa 4. Guru memastikan kesiapan dan kenyamanan siswa dalam belajar 5. Guru mengulas kembali materi yang diberikan pada pertemuan sebelumnya. 6. Guru meminta peserta didik untuk mempersiapkan diri melakukan kegiatan selanjutnya. 	
Kegiatan Inti (75 Menit)	
<ol style="list-style-type: none"> 1. Mempresentasikan dan menguji hasil penyelesaian proyek <ol style="list-style-type: none"> a. Peserta didik mempresentasikan hasil proyek di depan kelas b. Kelompok lain memberikan tanggapan dan masukan c. Guru memberikan tanggapan dan masukan terhadap hasil kerja peserta didik 2. Mengevaluasi dan refleksi proses dan hasil proyek <ol style="list-style-type: none"> a. Guru dan siswa merefleksikan hasil proyek peserta didik b. Guru dan peserta didik melakukan evaluasi terhadap pembelajaran proyek yang telah dilakukan c. Kelompok lain memberikan tanggapan dan masukan d. Guru memberikan tanggapan dan masukan terhadap hasil kerja peserta didik 3. Mengevaluasi dan refleksi proses dan hasil proyek <ol style="list-style-type: none"> a. Guru dan siswa merefleksikan hasil proyek peserta didik b. Guru dan peserta didik melakukan evaluasi terhadap pembelajaran proyek yang telah dilakukan c. Kelompok lain memberikan tanggapan dan masukan 	
Kegiatan Akhir (5 Menit)	
<ol style="list-style-type: none"> 1. Guru memfasilitasi siswa untuk membuat kesimpulan terkait materi yang telah dipelajari. 2. Guru mengakhiri kegiatan belajar dengan memberikan feedback dan motivasi mengenai kegiatan yang telah dilakukan agar tetap semangat belajar dan diakhiri dengan berdoa/salam penutup. 	

The picture 4.5 showed the project design that was also aligned with the observation conducted during the teaching process conducted at 22nd of January 2025,⁵⁵ the following section outlined the detailed PjBL steps and the “**Presentation Project**” explained by Ms. Vee on video mediated self-reflection.⁵⁶ *First*, Ms. Vee gave brainstorming on procedure text and introduced the “Running Dictation” game. Running dictation was a game where students would take turns running to read a random sentence of a procedure text on the teacher’s table, memorizing it, then returning to the group to whisper the sentence to the “secretary” who would write it down. *Second*, students conducted the running dictation game, where they whispered to the secretary of the group about a sentence of procedure text and which would be done alternately with other members of the group. Ms. Lee monitored the

⁵⁵ Observation in class, 2nd participant, 15th of January 2025.

⁵⁶ 1st Participant reflection through video mediated reflection, 22nd of January 2025.

student's participation and ensured they followed the rules (no writing the sentence at station, only memorizing and whispering). *Third*, after all sentences collected, each group had to arrange scrambled sentence into well-structured procedure text.

The *fourth* step, Ms. vee monitored the participation of each student in the group during the game while helping students if they struggled with arranging the sentences correctly. *Fifth*, the next meeting each groups presented and delivered the structured procedure text in front of the class. Lastly, Ms. Vee provided feedback on the student presentation and the project result.⁵⁷ As the result of participating in the running dictation and presentation projects, students could arrange sentences and deliver procedure text orally. They added more new vocabularies and developed a better comprehension of procedure text.⁵⁸ (See picture 4.6)

Picture 4.6

Student's Presentation Project



⁵⁷ Observation in class, 2nd participant, 15th of January 2025.

⁵⁸ Document review, video mediated self-reflection.

The reflections from both EFL teachers were further reinforced by video mediated reflection from the headmaster of SMASA Bondowoso, actually conducted classroom observation for all teachers. At SMASA Bondowoso, it was a common practice for the headmaster to observe teaching activities as a part of an evaluation process to assess the teaching methods. After conducting an observation, the headmaster shared his reflections:

I strongly support the implementation of PjBL in teaching speaking skill because when I observed teachers' teaching, students became more active on the learning process. They seem more responsible for completing the projects. Because student collaboration with the peers gives them opportunity and comfort sense to express their idea. As a result, by the end of the project students were able to complete the project using English. (Headmaster/ video mediated reflection)

The reflection above emphasized the headmasters' approval on the use of PjBL in teaching speaking skill gave positive influenced on students learning. He noted that when students were assigned with project, they tended to be more responsible. The sense of responsibility encouraged student to participate in discussions, collaborate with the peers, and use some English vocabularies during the project made. The headmaster said that PjBL was an effective method because students be the first responsible on the project performance. He further elaborated how PjBL provided students comfort learning which allowed students to apply the speaking skill in real world projects.

From the exploration of both EFL teachers and the headmaster above, it could be concluded that EFL teachers considered PjBL method as an effective approach to teach students speaking skill. By emphasizing group work, project-based task such as podcast and presentation, and using English throughout the learning process consistently. Students better the speaking abilities in several aspects: a) Becoming more fluency to speak English through regular practice during the group discussion, project creation, presentations, and the rules implemented by the teachers, students had more opportunities to practice speaking skill. b) Adding more vocabularies, working on authentic projects such as podcast and presentation trained students to learn new words and applied them in a meaningful context, which helped them retain vocabularies more often. c) Having a better lesson comprehension, by engaging on the projects students were required to arrange, present, and comprehend the lesson that should be presented as well as possible.

2. The Challenges of EFL Teachers Encounter During the Implementation of PjBL in Teaching Speaking Skill

During the teaching phase on 21st and 22nd of January 2025, EFL teachers reflected some challenges on the implementation of PjBL in teaching speaking skill. Although PjBL is recognized for its effectiveness in teaching speaking skill and collaborative learning, teachers often faced challenges. These challenges might hinder the

effectiveness of PjBL in speaking skill, but there are also several strategies to reduce these difficulties. Some of challenges frequently happened are:

a. Spending a Lot of Time.

Spending a lot of time was one of primary challenges faced by teachers. Teachers need to allocate sufficient time for planning, guiding students through various project stages, and assessing student's development. The following reflections from Ms. Lee and Ms. Vee illustrated the impact of spending a lot time on PjBL implementation. Ms. Lee stated:

Honestly, PjBL takes more time than I expected. Start from planning each stage of project carefully, making sure students follow the set timeline, and evaluating their development. I try to fit everything on my lesson plan in order all lessons objective achieve completely and it feels like I'm always running out time. (Participant 1/ Reflective journal 1)⁵⁹

Meanwhile, Ms. Vee reflected the same learning experience. She said:

The process of PjBL in teaching speaking skill takes a lot of time, students need long time to prepare their project, and not all of them can manage it well. Some of them are procrastinating, then we have to rush everything at the last minute of lesson deadline. It's very difficult allocating time rightly. (Participant 2/ Reflective journal 2)⁶⁰

Both teachers shared the same feelings regarding to the implementation of PjBL in teaching speaking skill, particularly in

⁵⁹ Reflective journal, 1st participant, 21st of January 2025.

⁶⁰ Reflective journal, 2nd participant, 22nd of January 2025.

terms of time management. Ms. Lee mentioned that PjBL took more time than she expected. She emphasized the need to plan each stage of the project carefully to ensure all students followed the timeline. She had effort to fit everything on the lesson plan and ensuring all objectives were achieved, but she felt like she was always running out of time. Similarly, Ms. Vee reflected the process of PjBL spending a lot time. She noted that students required significant time to prepare the presentation project, and not all students could manage it well. As a result, they had to rush everything at the last minute to meet the lesson deadline. Both of EFL teachers reflected very difficult to allocate time and ensured the projects were completed.

To solve the challenges both EFL teachers reflected:

To help manage time, I allow students to record the project and submit soft link trough online document. It helps students managed the time more effectively, especially when they struggle to meet deadlines in class. (Participant 1/Reflective journal 1)⁶¹

To solve the time management challenge, I sometimes allow students to take time from another teacher's lesson or they can present the project work during free time or breaks. I believe by this approach students can have more chance to complete the project without feeling rushed. (Participant 2/ Reflective journal 2)⁶²

⁶¹ Reflective journal, 1st participant, 21st of January 2025.

⁶² Reflective journal, 2nd participant, 22nd of January 2025.

The EFL teachers provided extra time to solve the time management challenge. Based on the elaboration of reflections above, Ms. Lee allowed students to record the project and submitted via soft link through online document. On another hand, Ms. Vee provided extra time by allowing students to use another teacher's lesson time or free and break time to complete the project. It created effective time management for students because the project spending a lot of time, by the solutions above students could complete the project without feeling rushed and they still could better the speaking skill.

b. Requiring Numerous Materials

Materials in PjBL as a foundation for students to explore, create, and complete the project effectively. These materials could be art supplies, laptops, books, online templates or etc. which ease students to understand about the lesson. Additionally, materials ensured all students have the same opportunity to engage in hands-on learning rather than imagining concepts in theory. By carefully selecting and preparing materials, teachers could create supporting learning environment for students. Unfortunately, PjBL always required numerous materials in teaching process, which can be a challenge for both teachers and students. Based on Ms. Lee shared her frustration with the numerous of materials and the extra effort to ensure all students participated fully. She stated:

PjBL method need a lot materials such yesterday, I need to provide online video references for students, but if I only give them a link, many students do not watch it for various reasons. As a teacher, I should anticipate this challenge by providing laptop and ensure a stable internet connection is available, because sometime schools' internet is often in trouble, so I should prepare my personal internet to ensure that the learning works effectively. (Participant 1/ Reflective journal 1)⁶³

Ms. Vee echoed these concerns and reflected the solutions needed to address the materials gaps. She explained:

Schools do not always provide the materials we need and not all student have the same access to the internet. PjBL is needing templates for students to complete the projects. However, the same issues happened, many students struggle with the internet access when trying to download the templates they need. Another challenge is printing process, sometimes students have to print the project out of schools which takes a long time and delay the learning process. So, I anticipate this by telling students to submit the soft copy of the projects firstly to make the learning process is not disrupted. (Participant 2/ Reflective journal 2)⁶⁴

From the reflection above, the limited materials and unstable internet access was becoming one of the challenges that students faced during the implementation of PjBL. The numerous materials required include video reference, project templates, and printing project which hinder the learning process. But EFL teachers had anticipated by ensuring a stable internet connection, providing laptop for students watching the videos trough projector, and initially allowing students to submit the project in a soft copy in order teaching learning process can works effectively.

⁶³ Reflective journal, 1st participant, 21st of January 2025.

⁶⁴ Reflective journal, 2nd participant, 22nd of January 2025.

c. The Lack of Students Participation in Group Work

Group work was a fundamental component in PjBL method, as it encourages students' collaboration, speaking and problem-solving skills. However, based on EFL teachers in SMASA 1 Bondowoso highlighted the lack of student participations and confidence during the group work, which could hinder the effectiveness of PjBL implementation. Ms. Lee stated:

Group work is supposed as a key part of PjBL, unfortunately not all students contribute equally. Some are really enthusiastic, while others just sit back and let their peers do all the works. But I am trying to get everyone involved on the work, especially when some students lack of confidence in speaking skill. (Participant 1/ Reflective journal 1)⁶⁵

In line with Ms. Vee's statement confirmed through the following reflective journal result, she said:

Some of students do not want to involve in the groups. The confidence one does the work and the quiet students stay quiet. Actually I don't want force student, but they also have to participate in the group to see their speaking betterment. (Participant 2/ Reflective journal 2)⁶⁶

Both EFL teachers highlighted challenge related to students' participation during the project activities in PjBL implementation. Ms. Lee observed that some students were enthusiastic and actively engaged, while others tended to sit back and let the peers complete the project. Similarly, Ms. Vee noted a confident students dominated the work the passive students stayed

⁶⁵ Reflective journal, 1st participant, 21st of January 2025.

⁶⁶ Reflective journal, 2nd participant, 22nd of January 2025.

quiet. Although she did not want to force the students to participate, she constantly emphasized all students to participated in group's project to assess the speaking betterment.

The EFL teachers also reflected the solution to overcome the lack of students' participation in group work, they reflected:

To overcome the lack of students' participation, I decided to establish rule that emphasizes the importance of every student's contribution. I told them that each member's effort would be assessed individually, so everyone has to participate actively in the project. (Participant 1/ Reflective journal 1)⁶⁷

For boosting students' motivation, I try to implement a reward system to acknowledge both individual and group achievement. I usually give rewards for the most collaborative group. I believed it helps students to motivate the members of the group to participate and responsible during the project activity. (Participant 2/ Reflective journal 2)⁶⁸

To overcome the lack of students' participation in group work from the reflections above, EFL teachers established a rule which emphasized the importance of student's contribution. The rule should require all students to actively participated because each effort of the contribution in the group will be assessed. For boosting students' motivation teacher also implemented a reward system to acknowledge both individual and group achievements, such as for the most collaborative teams or the most innovative projects. By creating supportive environments where every contribution is assessed, student would be more confident and

⁶⁷ Reflective journal, 1st participant, 21st of January 2025.

⁶⁸ Reflective journal, 2nd participant, 22nd of January 2025.

having more active participation in the project. Thereby, students improved their speaking skill through PjBL and the learning process will be more effective as well as the lesson planed.

3. The Advantages of Video Mediated Self-Reflection

Video mediated self-reflection had been recognized as an effective tool for teachers to analyze and improve the teaching practices. This method involved teachers recorded their teaching, then evaluating the recordings to asses teaching approach, classroom management, and students' engagement. Meanwhile, after the teaching phase conducted at 23th and 28th of January 2025, EFL teachers specifically explored the advantages of video mediated self-reflection based on the video recordings and wrote the result on the reflective journal. There are some advantages of two EFL teachers at SMASA 1 Bondowoso, those are:

a. Self-Efficacy

Self-efficacy was a part of process in teachers' professional development, where teachers critically reflected the teaching behaviors. Self-efficacy focused on the awareness and understanding of one's teaching behavior on the classroom teaching. However, many unnoticeable teaching behaviors happened during the real time. Trough video mediated self-reflection teachers having self-efficacy by identifying teaching behaviors which impacted the teaching learning process. After

conducting the observations with Ms. Vee and Ms. Lee, they shared the self-efficacy discovered some aspects of teaching behavior that were not noticeable during the teaching. Ms. Lee sometimes felt very tremor during the teaching, where actually she had been teaching for a long time, but she still felt it up to now. But after watching the video she realized that her behavior was related to exhaustion from the class changes.⁶⁹ She reflected:

The class changes made me feel very exhausted and it affected my energy levels and how I delivered the lesson. I noticed that my voice sounded tired, and I was not as enthusiastic as I usually am. This made me realize that I need to find ways to manage my energy better, especially on the days with a heavy teaching schedule. (Participant 1/ Reflective journal 1)⁷⁰

Similarly, Ms. Vee observed that her body language and tone of voice sometimes affected student engagement. She noted:

I noticed that my body language and tone of voice sometimes discouraged students from asking question. As I watched on the video, my tone of voice sounded too serious, which could have discouraged students from sharing their ideas. These were aspects I did not notice during teaching, but the video helped me see it clearly. (Participant 2/ reflective journal 2)⁷¹

From both two reflections, Ms. Lee reflected that her exhaustion affected the energy levels and instructional lesson delivery. Through the video mediated reflection, she realized the importance of energy management and maintain her enthusiasm

⁶⁹ 1st participant reflection trough video mediated self-reflection.

⁷⁰ Reflective journal, 1st participant, 23th of January 2025.

⁷¹ Reflective journal, 2nd participant, 28th of January 2025 .

even on days with a busy teaching schedule. The reflection became an aspect to improve the preparation before teaching, such as ensuring adequate rest to manage the class transitions. Meanwhile another teacher, Ms. Vee found that her body language and tone of voice seemed too serious, which made students felt uncomfortable asking questions in class. After watching the video, she realized that her stiff tone of voice could hinder interaction with students and made them hesitate to ask or share their thoughts. This reflection made her aware the of self-efficacy include nonverbal communication and creating more supportive environment for student's comfort.

These reflections above underscored the essential role of self-efficacy in teacher's professional development. By video mediated self-reflection teacher could reflect unnoticeable teaching behavior and know what aspect need to be improved by analyzing the video recording. Therefore, video mediated self-reflection is very effective tool for teacher's self-efficacy on the teaching process, teachers might not only improve the pedagogical skills but also creating more supportive learning environment for students' learning comfort.

b. The Improvement of Self-Pedagogical

Teacher self-pedagogical encompassed the knowledge, skills, attitudes, values, motivation, and beliefs where teachers required to successfully applied on the job desk. It involved concrete actions taken to improve the classroom teaching. Fundamentally, classroom management involved students felt safe, respected, and motivated to learn. Therefore, to maximize the self-pedagogical in teaching speaking skill through PjBL teachers had to review the video recording to help teacher evaluate and analyze the classroom management aspect. Both two EFL teachers shared the reflection about the classroom management during the teaching process. Ms.

Lee reflected:

After watching the video, I realized that I need to improve my classroom management. Sometimes, I was to focus on guiding students then I lose track of time, and it affects the flow of the lesson. I spent too much time in explaining a concept to the small group of students while others were left waiting. It also made students lose interest. (Participant 1/ Reflective journal 1)⁷²

Ms. Vee observed that some students were also disengaged:

I noticed that when a student asked a question, some of them lose focus. As the example, during the class discussion there was a student raise hand to ask for the clarification, but when I answered the question, some students talk to their friend or seemed distracted. It made me realize that I need to find a way to keep the whole class engaged. (Participant 2/ Reflective journal 2)⁷³

⁷² Reflective journal, 1st participant, 23th of January 2025.

⁷³ Reflective journal, 2nd participant, 28th of January 2025.

Through the reflections above, having good time management is an aspect to improve self-pedagogical. Spending much time in answering individual questions often disrupted the flow of the lesson and causing other students to be disengaged. Therefore, the video recording also contributed to improve teachers' self-pedagogical Ms. Lee stated:⁷⁴

With video-mediated self-reflection, I have adjusted my classroom management, such as changing the seating arrangement during discussion and presentations to ensure all students can express their argument and receive the same comprehension. I also plan to use timer and set time limits for each activity, in order it helped me ensure all objectives of the lesson are achieved well. To make students more interested in developing the speaking skill I incorporating ice breaking activities and introduce new vocabularies at the beginning of class in order it could be used during the project creation. (Participant 1/ Reflective journal 1)⁷⁵

Meanwhile Ms. Vee also reflected video-mediated self-reflection improved her self-pedagogical by providing insight in the form of understanding students participations:⁷⁶

As I reviewed, the video recording helped me assessed students' participation within their groups. Sometimes I couldn't focus on the whole group at the same time when there is a student's ask a question, to overcome it I think I should re-ask to the whole class to think about the question or sharing their thought to keep all students engaged on the learning. As I noticed the video, initially students were hesitant to interact with the peers, but they began to participate more actively since they build comfort discussing environment with the peers. (Participant 2/ Reflective journal 2)⁷⁷

⁷⁴ 1st participant reflection trough video mediated self-reflection.

⁷⁵ Reflective journal, 1st participant, 23th of January 2025.

⁷⁶ 2nd participant reflection trough video mediated self-reflection.

⁷⁷ Reflective journal, 2nd participant, 28th of January 2025.

Both the reflection above highlighted teachers' self-pedagogical improvement in the context of classroom management and understanding student participation. By reflecting the teaching process through video recording, the teachers should implement strategies such as adjusting seating arrangements, structuring time limits for each activity to keep engage whole-class participation and, incorporating ice breaking activities to support students speaking betterment. Meanwhile Ms. Vee had valuable insight on student participation, it helped her assess students' active participation which better student speaking skill alternately. These reflections exploration as the improvement of teachers' self-pedagogical by the existence of video mediated self-reflection on teaching speaking skill.

B. Research Discussion

This section presented a discussion of the research findings based on the data collected in the field. Besides, this section showed the results of the research with previous research and relevant theories to strengthen the discussion⁷⁸. This research identified three key themes, which were determined based on the research objectives. The concept of reflection on the findings based on Schon, where EFL teachers engaged in self-reflection through three stages before, during, and after teaching. On the before teaching phase, both EFL teachers reflected PjBL was suitable

⁷⁸ Tim Penyusun, Pedoman Karya Tulis Ilmiah UINKHAS Jember 2023, p.80

method which emphasized student centered approach and supported students to take active role on the learning process.⁷⁹ The project designs were podcast and presentation, these were interesting project activity which provided students opportunity to speak and collaborate with the peers actively. On during phase teaching. The teachers reflected on several challenges such as spending a lot time, needing numerous materials, and lack of student's participation in group discussions. At last phase, on after during teaching phase EFL teachers shared the advantages of video mediated self-reflection in teaching speaking skill. The following is a detailed discussion of each theme in this research:

1. EFL Teachers' Reflection on the Implementation of PjBL in Teaching Speaking Skill.

The finding from the research at SMASA 1 Bondowoso highlighted EFL teachers self-reflection on the implementation of PjBL, where PjBL such an effective method for teaching students speaking skill. The Design of PjBL projects were podcast and running dictation (presentation activity). Both projects encouraged students to better the speaking skill based on five aspects from Brown H.D, they were fluency, grammar, vocabulary, comprehension, and pronunciation.⁸⁰ The projects design supported that Project-Based Learning as authentic learning method where students obligated to plan, implement, and evaluate projects in real

⁷⁹ Schön, D. A. *The Reflective Practitioner: How Professionals Think in Action*. Routledge, 2017.

⁸⁰ Brown, H.D. *Language Assessment: Principles and Classroom Practices*. San Fransisco: Longman, 2004.

word applications. It was one of the methods grounded in constructivism supporting students' engagement in problem solving situations. By using this method, the students tended to be active to learn on what they know by asking questions, investigating, interacting with others, and reflecting on these experiences. In this case, the students should be used their knowledge and implied it to do the project. The student should be able to collaborate their knowledge to solve the problems during the project. The research indicated that the implementation of PjBL in teaching speaking skill at the tenth grade went well because students more active in seeking and finding the information about asking and showing intention, the PjBL method also gave more opportunity to the students to involve on the learning because students got more chance to state the ide during the teaching trough the project creation.⁸¹

Meanwhile this research used a podcast project to encourage students in learning speaking through PjBL. Students were required to plan, script, and perform spoken texts, through this process they started to practice with the use of appropriate vocabulary, grammar structures, fluency to speak, and train to use the right pronunciation in communicative presentation. According to Hasan and Hoon, stated that podcasting is one of the powerful, emergent technological media that has been used in education for many years. Language learning has been recognized as one of the fields about to get help from the rapid development in podcasting.

⁸¹ Wahyuni, W., Sujoko, S., & Sarosa, T. "Improving Students' Speaking Skill through Project-Based Learning (digital storytelling)". English Education, p.167

Podcasting have already acknowledged its potentiality and have documented many evidences that podcast greatly help better learners' language skills. The journal stated that PjBL was effective project because the journal reviewed twenty journals' articles to determine the effect of podcast and it was found that podcast supported student speaking skill in the forms of grammar, pronunciation and vocabulary. Meanwhile, the running dictation project was a communicative game-based activity in which students work in groups. One student ran to read a sentence, memorized it, and runs back to dictate and whisper to the secretary of the group, it was done alternately with the peers. The running dictation activity was extended into a presentation project, where students presented the reconstructed procedure text orally front of the class. Based on previous study stated by Khoiriyah and Setyaningrum, the implementation of PjBL trough presentations gave students benfits to improve the speaking skill because by the steps used students centered teaching and learning principles better students' confidence in uttering their owned ideas.⁸²

Both podcast and presentation projects' design served engaging activities in PjBL to better speaking skill with collaborative and communicative activities. The communicative activities aligned with Canale's communicative competence model, because students better the comprehension of fundamental principles of grammar, utilized language

⁸² Khoiriyah, K., & Setyaningrum, R. "Project-Based Learning Method in Teaching English Speaking Skill For Eleventh Grade of SMA Negeri 3 Malang". *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, p. 59.

appropriately in a social setting, and their aptitude for integrating speech and communicative functions that adhered to the principles of discourse and communication skills.⁸³ Therefore, by implementing podcast and presentation projects The EFL teachers shared that student better the communicative competence and speaking skill in the forms of becoming more fluency to speak English, utilizing more new vocabularies on the project final, and having a better comprehension about the lessons both in hortatory exposition or procedure text lesson.

2. The Challenges of EFL Teachers Encounter during the Implementation of PjBL in Teaching Speaking Skill

On the during teaching phase, there were some significant challenges of EFL teachers encountered during the implementation of PjBL in teaching speaking skill. The EFL teachers at SMASA Bondowoso reflected some of challenges they were spending a lot of time, requiring numerous materials, and the lack of student's participation in group work.

However, the most common challenge happened based on Daryanto and Raharjo and the findings result, there were spending a lot time, spending numerous materials, and the lack of students' participation in group work. Teachers frequently expressed the concern over a lot of time spending for planning, implementing and asses each students speaking betterment structurally based on PjBL activity. As reflected by EFL teachers at

⁸³ Canale, M. From Communicative Competence To Communicative Language Pedagogy In J. C. Richards And R. W. Schmidt (Eds.), Language and Communication, 1983.

SMASA Bondowoso, they also often felt difficult in balancing time management with ensuring all projects of PjBL were done effectively.

The successful of PjBL implementation needed a longer instructional timeline than traditional methods. It was also cited on Singgih Subiyantoro teachers also faced challenges in time constrains because PjBL allowed students to take ownership of their learning and applied concepts in real words contexts leading to deeper understanding and retention. Therefore, teachers felt overwhelmed to adjust the time in order student could complete the project on time while ensuring students still better the speaking skill equally. Other things which spending a lot of time in teaching trough PjBL such as students' preparation, students' guidance, and assessment of each stages hindered the PjBL implementation except, the teachers had set a structured schedule project properly⁸⁴. Thus, to overcome spending a lot of time both EFL teachers gave extra time to ensure all students complete the project and better speaking skill. EFL teachers stated that the extra time could be submitting the project via soft link or using another teacher's lesson's time or break. By using these strategies both EFL teachers provided effective time management without feeling rushed and still ensured the students better the speaking skill trough PjBL method.

⁸⁴ Thomas, J. W. "A Review of Research on Project-Based Learning", p.15.

Another challenge involved was the availability of PjBL was requiring numerous materials. PjBL required variety of materials such as internet access, art supplies, laptops, books, online templates or etc. to help students understand the lesson. These materials might not always be available in limited school environments. Ms. Lee explained how the unenviability of reliable internet made difficult for students to access speaking materials, and this was literally disrupted student's preparation. Similarly, Ms. Vee mentioned delayed caused by students could not print scripts or download speaking templates. Both reflections highlighted the burden on teachers to provide personal internet connections when schools' or students' internet are not available. According to Ibrahim A.R.T, the availability in using learning media relevant to materials such as email, PowerPoint, projector, laptops or another.⁸⁵ These were essential in PjBL implementation particularly in language learning context where students need exposure to authentic speaking models. Thereby, providing personal teachers internet was an anticipation taken by EFL teachers to be learning anticipation when students needed video reference to model spoken language, access to templates for planning dialogues, and submitting project soft copy file.

The last challenge was the lack of student participation in group work. It limited students' opportunities to practice students speaking skill.

⁸⁵ Ibrahim, A. R. T. The "Implementation of Project-Based Learning in Teaching Speaking at The Tenth Grade Student of Ma Al-Islam Jamsaren in Academic Year 2022/2023" (Doctoral dissertation, State Islamic University), p.4.

Group discussion and collaboration were the key of PjBL to provide students with real context to express the ideas orally. However, Ms. Lee and Ms. Vee found that some students were reluctant to speak during the group project, either due to low self-confidence or a tendency to let others dominate the project. Based on Hidayat W.L stated that one of the challenges in using PjBL in language teaching was there were some of passive students while working on a project in a group the students were afraid of making mistakes while they were speaking English. They did not want to try to speak English because their worries about grammar, vocabulary, and also lack of self-confidence so they rarely join on the group discussion. On this case, the passive students left the peers who more active to do dominate the project whereas due to Bell, in PjBL all students should have equal participation to be professional communicator and advanced problem solver to get the benefit from this teaching method⁸⁶. Thus, implementing group rules and contribution-based assessment to ensure fairness and encourage all students to speak. By creating a supportive and fair learning environment, students became more confident, engaged in group discussion actively, and better speaking skill trough PjBL method gradually.

⁸⁶ Bell, S. "Project-Based Learning for The 21st Century: Skills for The Future". The Clearing House, p.39.

3. The Advantages of Video Mediated Self-Reflection

The mediated of video self-reflection offered several advantages for EFL teachers especially in improving the effectiveness of teaching speaking skill. One of the main significant advantages was facilitating self-efficacy. By having self-efficacy EFL teachers could reflect on the teaching behaviors which might not be noticeable on the teaching process. According to Fukkink and Tavecchio self-efficacy was teachers' belief on the self-abilities influences teachers' motivation and persistence in teaching process. Based on EFL teachers' reflection, through video mediated self-reflection teachers relied on the lack of students' enthusiasm and serious tone of voice influence students' engagement during the PjBL process. This reflection supported by the finding of Karakas and Yukselir, emphasized that video mediated self-reflection helped teachers to observe the teaching process and engage in critical thinking with the follow up discussions. After watching the video-recorded sessions with guided focus group discussion, the teachers decided to make changes in the future teaching such as classroom language, time management, choice and conduct of activities. Thereby building up teachers on the use of video mediated self-reflection as a tool for helping teachers to engage in reflection for helping them in reflection and critical thinking. Meanwhile on the findings of this research, teachers observed the behaviors such as tone, gestures, and energy levels to be the role in shaping students' motivation in learning. Therefore, by video mediated self-reflection

teachers could have self-efficacy to motivate students learning and creating supportive learning environment for student to better the speaking skill.

Meanwhile the improvement of teachers' self-pedagogical is another advantage from video mediated self-reflection. A competence teacher has to be able to create a supportive learning environment, design and implement effective lesson plan, and engage students in a meaningful learning experience⁸⁷. Therefore, the integration of video mediated self-reflection is really needed to prove the improvement of teachers' self-pedagogical because the successfulness of teaching speaking skill is not about delivering well lesson but also ensuring students feel comfortable to better the speaking skill. Based on Pinata et al, noted that video mediated self-reflection analysis supported teachers' competencies in improving the quality of methods and techniques, designing and carrying out research on the teaching practices. One of the manners to improve self-pedagogical was classroom management, it was crucial aspect for teaching speaking skill effectiveness, it evoked students' cooperation, minimized misconduct, facilitated interventions, provided academic activities, and maximized student engagement. directly impacted learning environment and student's outcome⁸⁸. Thereby, teachers' self-pedagogical not only referred to

⁸⁷ Selvi, K. "Teachers' competencies". *Cultura International Journal of Philosophy of Culture and Axiology*. p. 169.

⁸⁸ Gibbons, S., & Farley, A. N. *Learning to Think Like a Teacher: Effects of Video Reflection on Preservice Teachers' Practice and Pedagogy*. *Action in Teacher Education*, p.250.

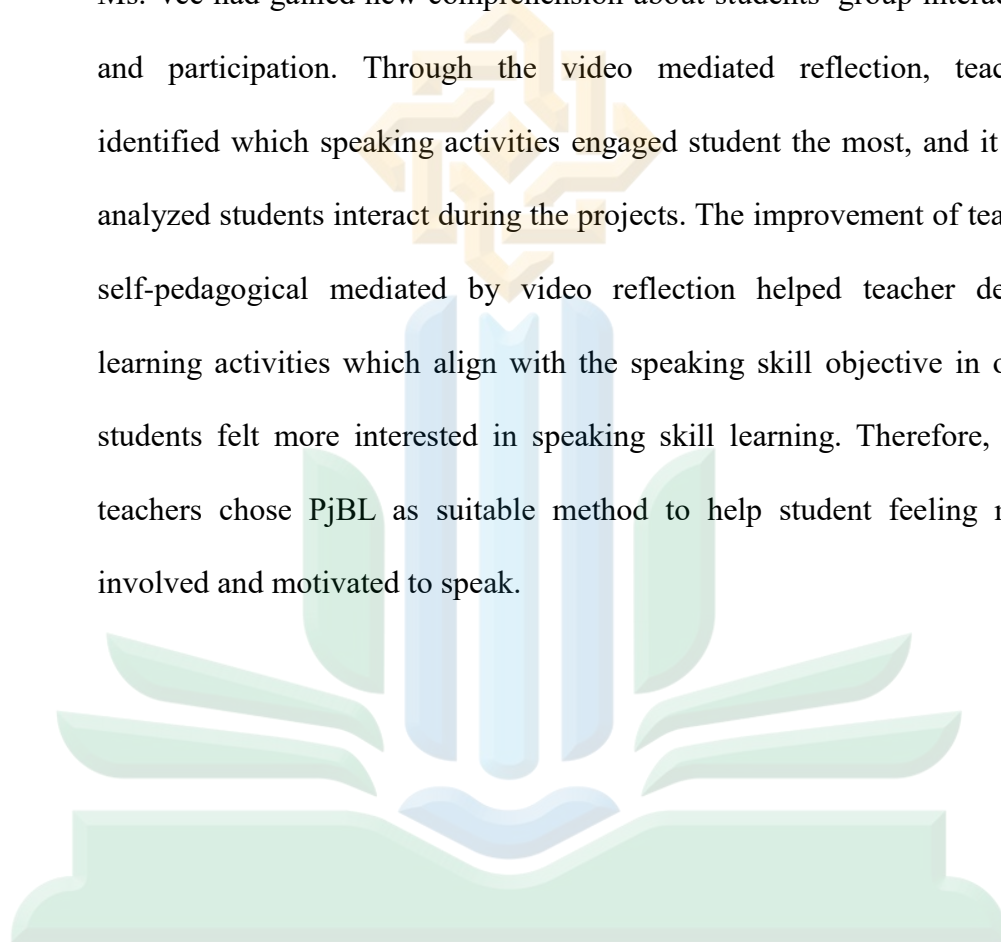
mastering materials but also the ability to design, deliver, and assess the learning activities which matched with student's needs in speaking betterment.

One of the self-competence activity's' found on this research was having good classroom management, because it impacted the success of speaking activities in PjBL. Teaching speaking skill in project-based learning required multiple activities such as group discussion, presentations, and active student participation. As shown on Ms. Lee and Ms. Vee reflections, video mediated self-reflection helped teachers analyze the classroom situations where some students were disengaged. Ms. Lee realized that focusing too long on one group disrupted the flow of the lesson, while Ms. Vee found some students lost focus during the peer questioning. Factually the effective classroom management engaged students' responsibility with project or activities to decrease disruptions and helped students to develop new behavioral skills⁸⁹. By video mediated self-reflection EFL teachers became more aware on the classroom management such as students' seat and questioning strategies which affected the speaking learning process.

Based on the data, luckily Ms. Lee had improved her classroom management by changing seating arrangements, applying ice breaking activities, providing vocabulary to stimulate speaking skill. Meanwhile,

⁸⁹ Sabgini, K. N. W., & Khoiriyah, K. "The Pre-Service Teachers' reflection in English For Young Learners Teaching Practice". English Review: Journal of English Education. P. 311.

Ms. Vee had gained new comprehension about students' group interaction and participation. Through the video mediated reflection, teachers identified which speaking activities engaged student the most, and it also analyzed students interact during the projects. The improvement of teacher self-pedagogical mediated by video reflection helped teacher design learning activities which align with the speaking skill objective in order students felt more interested in speaking skill learning. Therefore, EFL teachers chose PjBL as suitable method to help student feeling more involved and motivated to speak.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The findings discussed the EFL teacher's self-reflection on the implementation of PjBL in teaching speaking skill that was conducted for about three times before, during, and after teaching phases.

1. The EFL teachers reflected the project designs they were podcast in hortatory exposition text and presentation in procedure text projects. These project design steps were based on PjBL principles. *First*, choosing project topic in hortatory exposition text used was about social and environmental issues and the procedure text topic was about daily activities. *Second* pre-communicative activities, asking essential questions, and designing the project plan, both EFL teachers started to begin the projects where Ms. Lee guided the students to make an outline about hortatory exposition text for the podcast, then Ms. Vee conducted running dictation game for engaging the students in arranging random sentence in procedure text. *Third*, Monitoring the student's engagement in the group as students' participation and speaking skill assessment. *Fourth*, Presenting the final project either in front of class or youtube. Lastly, was giving feedback on students' projects. From the first finding, the EFL teachers reflected through projects students better their speaking skill on becoming more fluency

to speak English, adding more new vocabularies, and having a better lesson comprehension. Therefore, PjBL as one of effective methods to teach speaking skill.

2. The challenges on teaching speaking skill through PjBL method they were spending a lot of time, requiring numerous materials, and students lack participation. Teachers expressed the spending of time in planning, implementing, and assessing students' speaking betterment structurally based on PjBL activities which literally took a longer time than traditional method. On the requiring numerous materials both EFL teachers explained on the reliability of the internet which disrupted students' preparation to download speaking templates or students unavailable to print the scripts needed. Last was students' lack of participation in group due to low self-confidence or tendency to let others dominate the project.

3. The advantages of video-mediated self-reflection: they were self-efficacy and the improvement of self-pedagogical. Self-efficacy was teachers' belief on their self-abilities in solving problems, both teachers reflected their weakness and the solution where Ms. Lee could not manage the energy levels which affected lesson delivering, then she maintained the enthusiasm even on the days with heavy teaching. Meanwhile Ms. Vee noticed the body language and tone of voice discouraged students from participating in the class. But after watching the video made her aware of good nonverbal communication supported

supportive environment for students' comfort. Other advantages was the improvement of self-pedagogical. Both EFL teachers improved the self-pedagogical in classroom management aspect. Ms. Lee improved the classroom management on the student's seating arrangement, applying ice breaking, and providing vocabulary on the class opening to stimulate speaking skill. Then, Ms. Vee gained the comprehension on student's groups' interaction. These improvements result led teachers to design more engaging learning activities which aligned with speaking skill to have effective learning environment.

B. Suggestion

After completing the research at Senior High School 1 Bondowoso, the researcher would like to provide the following suggestions in this area:

1. The EFL teachers

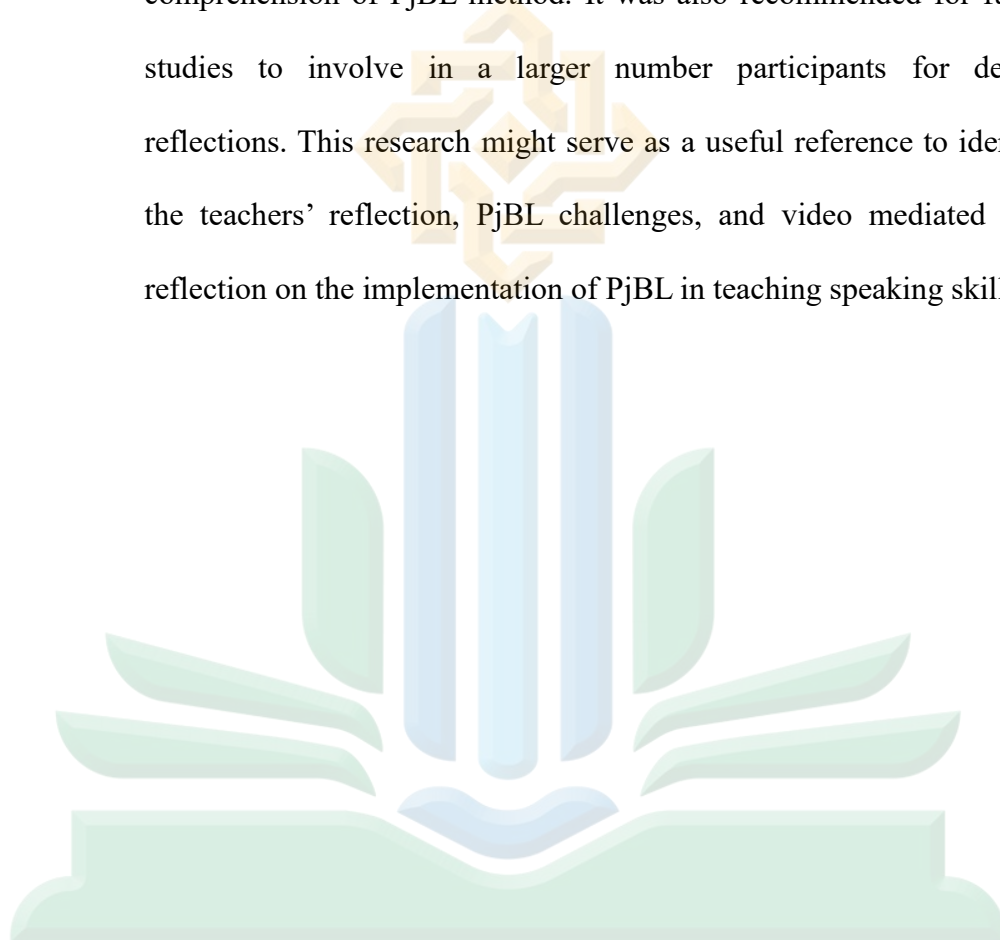
It was recommended for EFL teachers to implement Project-Based Learning in teaching speaking skill to better students speaking skill.

Teachers were encouraged to reflect regularly on the teaching process and project designs to ensure the learning was effective. Additionally, teachers should adapt innovative PjBL strategies based on the students' needs to maximize the betterment of speaking skill.

2. The future researchers

Future researchers were encouraged to explore the implementation of PjBL in different educational settings to broaden the

comprehension of PjBL method. It was also recommended for future studies to involve in a larger number participants for deeper reflections. This research might serve as a useful reference to identify the teachers' reflection, PjBL challenges, and video mediated self-reflection on the implementation of PjBL in teaching speaking skill.



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APPENDICES

APPENDIX 1: Research Matrix

MATRIX OF RESEARCH

TITTLE	VARIABLES	SUB-VARIABLES	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTIONS
EFL TEACHERS' VIDEO MEDIATED SELF-REFLECTION ON THE IMPLEMENTATION OF PROJECT-BASED LEARNING (PjBL) IN TEACHING SPEAKING SKILL	1. EFL Teachers' Self-Reflection	1. Tools of Reflective Teaching 2. The Phases for Teaching Reflection 3. The	1. Writing Reflective Journal/Diaries 2. Peer Observation 3. Lesson Study 4. Action Research 5. Digital Technologies 1. Before Teaching 2. During Teaching 3. After Teaching	1. Primary data: Two EFL Teachers 2. Secondary data - Reflective Journal - Video Mediated Self-Reflection	1. Research Design Descriptive Qualitative 2. Data Collection - Observation - Reflective journal - Document review: 1. Lesson plan	1. How do EFL teachers reflect on their practices when implementing PjBL in teaching speaking? 2. What challenges do EFL teacher encounter during the implementation of PjBL in teaching speaking? 3. What are the

		Advantages of Video mediated Self-Reflection	<ol style="list-style-type: none"> 1. Self-Efficacy 2. Accessible Self-Assessment 3. The Improvement of Self-Pedagogical 		<ol style="list-style-type: none"> 2. Video mediated Self-Reflection 	advantages of video-mediated self-reflection?
	2. Project Based Learning (PjBL)	<ol style="list-style-type: none"> 1. The Application of PjBL 2. The Challenges of PjBL 			<ol style="list-style-type: none"> 3. Data Analysis <ul style="list-style-type: none"> - Data Condensation - Data Display - Drawing and Verifying Conclusion 4. Data Validity <ul style="list-style-type: none"> - Source Triangulation - Triangulation Technique 	
	3. Speaking Skill	<ol style="list-style-type: none"> 1. The Aspects of Speaking Skill 	<ol style="list-style-type: none"> 1. Fluency 2. Comprehension 3. Grammar 4. Vocabulary 5. pronunciation 			

APPENDIX 2: Profile of SMA Negeri 1 Bondowoso



NPSN : 20521730

Schools' name : SMA Negeri 1 Bondowoso

Accredited : A

Address : Jl. Curahdami No. 1294, Badean, Bondowoso.

District : Bondowoso

Province : East Java

1. Vision and Mission SMA 1 Negeri Bondowoso

a) Vision of SMA Negeri 1 Bondowoso

*Terwujudnya Peserta didik yang Unggul, Berkarakter, Berbudaya.
Berkompetitif dan Berwawasan Global.*

(The realization of Excellent, Character, Cultured Students. Competitive and Globally Insightful.)

b) Mission of SMA Negeri 1 Bondowoso

- 1) *Menanamkan pendidikan religious, nasionalisme, integritas, mandiri, dan gotong royong dalam setiap pelaksanaan pembelajaran dan kegiatan akademik di lingkungan sekolah.*

(Instilling religious character education, nationalism, integrity, independence, and mutual cooperation in every implementation of learning and academic activities in the school environment).

- 2) *Melaksanakan pembelajaran dan pembimbingan dengan memanfaatkan sarana dan prasarana yang berbasis pada teknologi informasi dan komunikasi (TIK) dan dengan memperhatikan perkembangan metode dan strategi pembelajaran yang mutakhir.*

(Carrying out learning and guidance by utilizing facilities and infrastructure based on information and communication technology (ICT) and by paying attention to the development of the latest learning methods and strategies).

- 3) *Menumbuhkembangkan minat, bakat, dan potensi peserta didik baik dalam kegiatan intrakurikuler dan ekstrakurikuler.*

(Developing the interests, talents and potential of students in both intracurricular and extracurricular activities).

- 4) *Menumbuhkembangkan sikap kemandirian peserta didik baik dalam program kegiatan yang terencana dan berkesinambungan.*

(Developing students' independent attitudes in planned and ongoing activity programs).

5) *Meningkatkan dan mewujudkan sarana dan prasarana sekolah sesuai dengan perkembangan dan kemajuan zaman dan berbasis lingkungan.*

(Improving and realizing school facilities and infrastructure in accordance with developments and progress of the times and based on the environment).

6) *Meningkatkan komunikasi dan kerja sama antar warga sekolah dan lembaga lain baik bidang akademik maupun non akademik.*

(Improving communication and cooperation between school residents and other institutions in both academic and non-academic fields)

2. Teachers and Staff Data of SMA Negeri 1 Bondowoso

No.	Main duties/ Additional Duties		Total
1.	Teacher		42
	Male	Female	
	20	226	
2.	Staff		6
	Male	Female	
	2	4	

3. Students Data of SMA Negeri 1 Bondowoso

No.	Class	Male	Female	Total
1.	X	135	104	239
2.	XI	92	86	178
3.	XII	71	80	151

APPENDIX 3: Research Permissions 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: <http://ftik.uinkhas-jember.ac.id> Email: tarbiyah.iainjember@gmail.com

Nomor : B-9859/ln.20/3.a/PP.009/01/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA Negeri 1 Bondowoso
 Jalan Curahdami No.1294 Kelurahan Badean Kecamatan Bondowoso Kabupaten Bondowoso

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

NIM : 212101060037
 Nama : NIDAUL HASANAH
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian mengenai "EFL Teachers' Video Mediated Self-Reflection on The Implementation of Project-Based Learning in Teaching Speaking Skill" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak Edy Widodo. M. Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 Januari 2025

an Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

APPENDIX 4: Research Completion Letter



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 BONDOWOSO
Jalan Letnan Rantam Nomor 2 Bondowoso, Jawa Timur 68214
Telepon (0332)421542

Website : <http://smasabondowoso.com> Email : smasabondowoso@yahoo.co.id

SURAT KETERANGAN

N o m o r : 000.9 / 173 /101.6.4.1 / 2025

Yang bertanda tangan dibawah ini :

N a m a : EDY WIDODO, M.Pd
N I P : 19690624 199512 1 002
Pangkat/Golongan : Pembina Utama Muda, IV/c
Jabatan : KEPALA SEKOLAH

Dengan ini menerangkan bahwa :

Nama : NIDAUH HASANAH
NIM : 212101060037
Program Studi : TADRIS BAHASA INGGRIS

Telah melaksanakan Penelitian/Riset mengenai : EFL Teachers' Video Mediated Self-Reflection on the Implementation of PjBL in Teaching Speaking Skill pada tanggal 07 s.d 30 Januari 2025.

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ

J E M

Bondowoso, 07 Mei 2025

Kepala SMA Negeri 1 Bondowoso



EDY WIDODO, M.Pd
Pembina Utama Muda, IV/c
NIP. 196906241995121002

APPENDIX 5: Consent Form

a. Ms. Lee's consent form

CONSENT FORM

for participation in research

Researcher : Nidaul Hasanah

SRN : 212101060037

Research Title : EFL Teachers' Video Mediated Self-Reflection on the Implementation of PjBL in Teaching Speaking Skill

Thank you for considering participating in this research study. Before you decide whether to participate, it is important for you to understand why this research is being conducted and what your participation will involve. Please take your time to read the information provide below. If you have any concern, please feel free to ask.

Purpose of study:

1. To explore how EFL teachers reflect on the implementation of PjBL in teaching speaking skill
2. To identify the challenges of EFL teachers encounter during the implementation of PjBL in teaching speaking skill,
3. To examine the advantages of video mediated self-reflection.

What will be involved in the study:

If you agree to participate, you will be asked to

1. Participate in video mediated self-reflection:
You will reflect on teaching process where you have implemented PjBL to teach speaking skill. You will watch a video recording of your lesson and reflect on your teaching.
2. Write a reflective journal:
After watching the video, you will write a reflective journal about your teaching process.

Risk and benefits:

There is no expected risk from taking part in this study beyond what you might experience in your normal daily activities. By participating, you will provide important insights into how EFL teachers reflect on the implementation of PjBL in teaching speaking skill. This may also help you grow professionally and improve your teaching process.

Confidentiality:

Your participation will be kept confidential. All data collected, including video recording and reflective journal will be anonymized to protect your identity. Only the research team will have access to the original recordings and data. The data will be used solely for academic purposes and will not be shared outside of the research team.

Voluntary participation:

Participation in this study is voluntary. You may refuse to participate from the at any time without any negative impact. If you decide to withdraw, all the information you have given will be deleted and will not be included in the research.

Consent:

By signing below, you indicate that you have read and understood the information provided in this consent form. You consent to participate in the study including video mediated self-reflection and reflective journal. You understand that all information will be kept confidential and used solely for research purposes.

Bondowoso, 08th January 2025

Participant's Name

Researcher's Signature



Ms. Lee



Nidaul Hasanah

b. Ms. Vee's consent form

CONSENT FORM*for participation in research*

Researcher : Nidaul Hasanah

SRN : 212101060037

Research Title : EFL Teachers' Video Mediated Self-Reflection on the
Implementation of PjBL in Teaching Speaking Skill

Thank you for considering participating in this research study. Before you decide whether to participate, it is important for you to understand why this research is being conducted and what your participation will involve. Please take your time to read the information provide below. If you have any concern, please feel free to ask.

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2. Write a reflective journal:
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Voluntary participation:

Participation in this study is voluntary. You may refuse to participate from the at any time without any negative impact. If you decide to withdraw, all the information you have given will be deleted and will not be included in the research.

Consent:

By signing below, you indicate that you have read and understood the information provided in this consent form. You consent to participate in the study including video mediated self-reflection and reflective journal. You understand that all information will be kept confidential and used solely for research purposes.

Bondowoso, 08th January 2025

Participant's Name

Researcher's Signature



Ms. Vee



Nidaul Hasanah

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APPENDIX 6: Module

a. Ms. Lee's module

**MODUL AJAR BAHASA INGGRIS
HORTATORY EXPOSITION**

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

DITULIS OLEH**ENI WINARTI, S. Pd****SMA NEGERI 1 BONDOWOSO
TAHUN PELAJARAN 2025/ 2026**

MODUL AJAR BAHASA INGGRIS

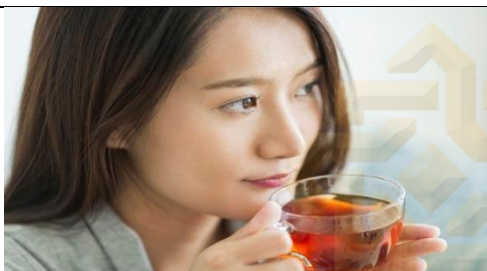
A. Identitas Modul	:	Nama Penyusun Nama : Eni Winarti, S.Pd Sekolah Tahun : SMAN 1 Bondowoso Pelajaran : 2025/2026 Jenjang Sekolah Fase : SMA Alokasi Waktu : F (kelas XII) Fase : 2 JP (2 x 40 Menit) Domain : Speaking
B. Kompetensi Awal	:	<ul style="list-style-type: none"> • Peserta didik mampu mengaplikasikan simple present • Peserta didik memahami passive voice • Peserta didik memahami penggunaan modal (should , must) • Peserta didik memahami ungkapan untuk menyatakan opini
C. Profil Pelajar Pancasila	:	<ol style="list-style-type: none"> 1. Berkebinekaan global (saling menghargai keragaman budaya, agama, latar belakang sosial dan lainnya). 2. Bergotong royong (menumbuhkan rasa kekompakan dan bekerja sama peserta didik dalam berkolaborasi ketika berdiskusi dengan teman sekelompok). 3. Bernalar kritis (menumbuhkan sifat bernalar kritis peserta didik dalam menyampaikan pendapat ketika berdiskusi maupun dalam waktu pembelajaran klasikal). 4. Kreatif (Peserta didik mengembangkan kemampuannya dalam menghasilkan karya yang orisinal).
D. Sarana dan Prasarana	:	<ul style="list-style-type: none"> • LCD Proyektor • Laptop • Speaker • Video • PPT • LKPD
E. Target Peserta Didik	:	Siswa kelas XII
F. Model Pembelajaran/ metode	:	Project Based Learning (PjBL) Fase 1: Pertanyaan Mendasar Fase 2: Mendesain perencanaan proyek Fase 3: Menyusun jadwal pembuatan

	<p>Fase 4: Memonitoring keaktifan dan perkembangan proyek</p> <p>Fase 6: Evaluasi pengalaman belajar</p> <p>Metode: Tanya Jawab, diskusi, presentasi</p>
F. Model Pembelajaran/ metode	<p>: Project Based Learning (PjBL)</p> <p>Fase 1: Pertanyaan Mendasar</p> <p>Fase 2: Mendesain perencanaan proyek</p> <p>Fase 3: Menyusun jadwal pembuatan</p> <p>Fase 4: Memonitoring keaktifan dan perkembangan proyek</p> <p>Fase 6: Evaluasi pengalaman belajar</p> <p>Metode: Tanya Jawab, diskusi, presentasi</p>



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TARGET PESERTA DIDIK
Peserta didik reguler
MODEL PEMBELAJARAN
PJBL (Pembelajaran Project Based Learning)
METODE PEMBELAJARAN
Menyimak, tanya jawab, diskusi kelompok, penugasan proyek kelompok, demonstrasi
MODA PEMBELAJARAN
LURING
KOMPONEN INTI
PEMAHAMAN BERMAKNA
Peserta didik dapat membuat dan menyajikan teks prosedur sesuai dengan ketentuan yang diberikan
PERTANYAAN PEMANTIK
<p>What is the woman doing?</p> <p>Do you like drinking iced tea?</p> <p>Do you know how to make it?</p> <p>What will you do if you don't know how to make it?</p>
URUTAN KEGIATAN PEMBELAJARAN
Pertemuan Pertama
Kegiatan Awal (10 Menit)
<ol style="list-style-type: none"> 1. Guru menyapa dan menanyakan kabar peserta didik 2. Guru mengajak siswa untuk berdoa sebelum memulai pembelajaran 3. Guru mengecek kehadiran siswa 4. Guru memastikan kesiapan dan kenyamanan siswa dalam belajar 5. Guru melakukan apersepsi melalui pertanyaan pemantik dengan menggunakan gambar yang ditampilkan



6. Guru mengaitkan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya yaitu pengetahuan tentang teks prosedur
7. Guru memberikan gambaran tentang manfaat materi ini dipelajari dalam kehidupan sehari-hari dan menyampaikan tujuan pembelajaran ada pertemuan ini.

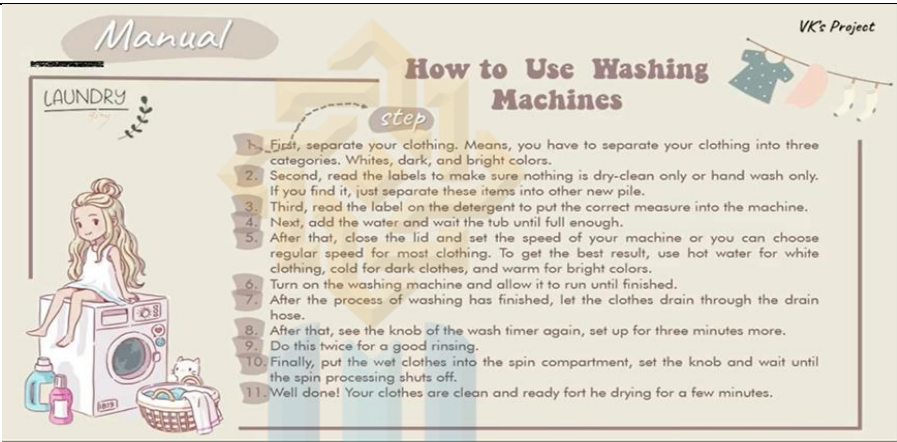
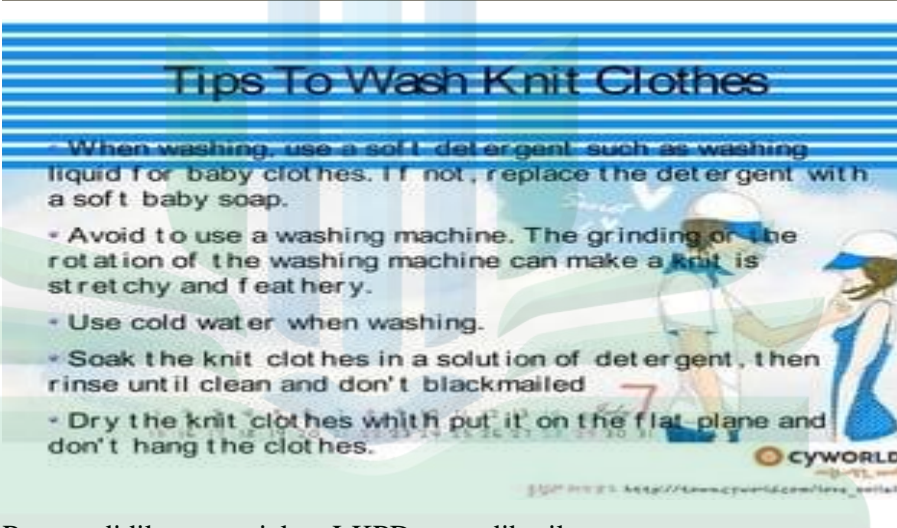
KEGIATAN INTI (75 MENIT)

1. Melakukan aktifitas menyenangkan untuk mengetahui pemahaman peserta didik tentang materi pembelajaran teks prosedur
 - a. Guru membagi siswa menjadi 7 atau 8 kelompok
 - b. Guru menjelaskan kepada siswa tentang game “running dictation” dan meminta siswa untuk melakukan *running dictation* untuk menyelesaikan LKPD yang diberikan
 - c. Guru meminta peserta didik melengkapi LKPD secara berkelompok
 - d. Peserta didik mendiskusikan LKPD yang diberikan
 - e. Guru dan Peserta didik membahas bersama jawaban dari LKPD

KEGIATAN AKHIR (5 MENIT)

1. Guru bersama peserta didik membuat simpulan dan rangkuman hasil belajar
2. Guru dan peserta didik melakukan refleksi kegiatan belajar
3. Guru memberikan tindak lanjut.
4. Guru memberikan penugasan kepada peserta didik dengan variasi tugas dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.

PERTEMUAN KEDUA	
KEGIATAN AWAL (10 MENIT)	
<ol style="list-style-type: none"> 1. Guru menyapa dan menanyakan kabar peserta didik 2. Guru mengajak siswa untuk berdoa sebelum memulai pembelajaran 3. Guru mengecek kehadiran siswa 4. Guru memastikan kesiapan dan kenyamanan siswa dalam belajar 5. Guru melakukan apersepsi melalui pertanyaan pemantik 6. Guru mengaitkan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya yaitu pengetahuan tentang teksprosedur 7. Guru memberikan gambaran tentang manfaat materi ini dipelajari dalam kehidupan sehari-hari dan menyampaikan tujuan pembelajaran pada pertemuan ini. 	
KEGIATAN INTI (75 MENIT)	
<ol style="list-style-type: none"> 1. Menentukan pertanyaan atau masalah utama <ol style="list-style-type: none"> a. Guru menampilkan gambar minuman dan makanan ke peserta didik melalui slidePPT dan menanyakan tentang cara membuatnya b. Guru menayangkan contoh video cara membuat jus buahhttps://youtu.be/MTrdXmvCKBQ c. Peserta didik diminta untuk menganalisa video tersebut dengan menyebutkanstruktur dan unsur kebahasaan teks prosedur. 2. Menjelaskan model lain dari teks prosedure <ol style="list-style-type: none"> a. Guru memberikan LKPD ke peserta didik tentang model lain teks prosedure 	

	
	
b.	Peserta didik mengerjakan LKPD yang diberikan
c.	Guru dan peserta didik membahas LKPD bersama
KEGIATAN AKHIR (5 MENIT)	
<ol style="list-style-type: none"> 1. Guru bersama peserta didik membuat simpulan dan rangkuman hasil belajar 2. Guru dan peserta didik melakukan refleksi kegiatan belajar 3. Guru memberikan tindak lanjut. 4. Guru memberikan penugasan kepada peserta didik dengan variasi tugas dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya 	
PERTEMUAN KETIGA	
KEGIATAN AWAL (10 MENIT)	

<ol style="list-style-type: none"> 1. Guru menyapa dan menanyakan kabar peserta didik 2. Guru mengajak siswa untuk berdoa sebelum memulai pembelajaran 3. Guru mengecek kehadiran siswa 4. Guru memastikan kesiapan dan kenyamanan siswa dalam belajar 5. Guru melakukan apersepsi melalui pertanyaan pemantik 6. Guru mengaitkan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya yaitu pengetahuan tentang teksprosedur 7. Guru memberikan gambaran tentang manfaat materi ini dipelajari dalam kehidupan sehari-hari dan menyampaikan tujuan pembelajaran pada pertemuan ini.
KEGIATAN INTI (75 MENIT)
<ol style="list-style-type: none"> 1. Merencanakan proyek <ol style="list-style-type: none"> a. Peserta didik diminta untuk membentuk kelompok yang beranggotakan 2 atau 3 orang b. Peserta didik diberi penjelasan mengenai proyek yang akan dilakukan (tema, media) c. Guru menayangkan video cara menulis teks prosedur https://youtu.be/ixBXAjp81uo d. Guru menayangkan contoh hasil proyek teks prosedur berupa video https://youtu.be/hqBQ3X8etd4 e. Peserta didik mendiskusikan mengenai proyek mereka (makanan/minuman yang akan dibuatkan video tutorial) f. Peserta didik diminta untuk aktif memberikan saran dan masukan terhadap makanan/minuman apa yang akan dibuat dalam teks prosedur berbentuk video dikelompok masing-masing. 2. Membuat jadwal penyelesaian proyek <ol style="list-style-type: none"> a. Peserta didik dan guru mendiskusikan batas waktu pengerjaan proyek. 3. Memonitor kemajuan penyelesaian proyek

- a. Peserta didik diminta untuk berdiskusi mengenai jenis makanan/minuman yang akan mereka presentasikan, alat dan bahannya, serta langkah – langkah membuatnya serta menuliskan di LKPD dengan memperhatikan struktur teks dan unsur kebahasaan teks prosedur.
- b. Guru memantau keaktifan siswa selama mengerjakan tugas kelompok, memantau perkembangan dan memberikan bimbingan jika peserta didik mengalami kesulitan
- c. Guru meminta peserta didik untuk melaporkan hasil kerja kelompok dan guru memberi masukan dan arahan terhadap hasil kerja kelompok.

KEGIATAN AKHIR (5 MENIT)

1. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya yaitu mempresentasikan hasil proyek di depan kelas.
2. Guru mengakhiri kegiatan belajar dengan memberikan feedback dan motivasi mengenai kegiatan yang telah dilakukan agar tetap semangat belajar dan diakhiri dengan berdoa/salam penutup.

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A. Capaian Pembelajaran

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Peserta didik menggunakan bahasa Inggris sederhana untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Peserta didik membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan makin mendalam. Keterampilan inferensi tersirat sederhana dalam memahami berbagai jenis teks dalam bahasa Inggris mulai berkembang.

B. Capaian per Elemen

Menyimak dan Berbicara

Pada akhir fase F, peserta didik Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.

C. Tujuan Pembelajaran

Melalui metode pembelajaran PJBL diharapkan peserta didik mampu :

Pertemuan 1

1. Mengidentifikasi generic structure dan language feature (unsur kebahasaan) dari text lisan tentang hortatory exposition
2. Menjelaskan tujuan text hortatory exposition
3. Menyampaikan gambaran umum tentang isi text lisan dengan jelas
4. Menjawab pertanyaan tentang isi text lisan

Pertemuan 2

5. Menyampaikan gagasan yg bersifat persuasive
6. Mempresentasikan text hortatory exposition dalam bentuk podcast

D. Pemahaman Bermakna

Manfaat yang akan diperoleh oleh peserta didik setelah mempelajari teks HORTATORY EXPOSITION melalui PJBL peserta didik mampu menyampaikan pendapatnya secara kritis.

E. Pertanyaan Pemantik

Pertemuan 1

1. Can you influence another person to follow your opinion?
2. What should you do to influence another person like your opinion /argument?
3. Do you want to know how to make many people engage in your argument?

Pertemuan 2

4. Why do some arguments succeed in convincing people while others fail?
5. How can we effectively persuade someone to take action on a social or environmental issue?
6. What strategies can make a hortatory exposition text more engaging and persuasive?
7. How does the structure of hortatory exposition influence the power of its message?
8. Can hortatory exposition texts change people's minds on controversial topics?

F. Kegiatan Pembelajaran

Pertemuan Ke-1	
Pendahuluan (10 Menit)	<ul style="list-style-type: none"> • Guru menanyakan absensi siswa • Sebelum pembelajaran guru membuat kesepakatan kelas • Guru memberikan informasi tentang ruang lingkup materi dan tujuan pembelajaran yg akan dibahas • Guru memberikan informasi tentang tujuan pembelajaran
Kegiatan Inti (60 menit)	<ul style="list-style-type: none"> • Pertanyaan Mendasar <ol style="list-style-type: none"> 1. Can you influence another person to follow your opinion? 2. What should you do to influence others like your opinion /argument? 3. Do you want to know how to make many people engage in your argument? - Guru memberikan brain storming dengan memperlihatkan video yg terkait dengan materi yg akan dibahas . - Guru menjelaskan pengertian hortatory exposition, social function and language feature of the text dengan memcontohkan text hortatory exposition - Siswa menyimak contoh text lisan dalam bentuk pidato / speech tentang hortatory exposition: https://www.youtube.com/watch?v=uu7FghWt35o&t=31s - Secara berkelompok siswa berdiskusi untuk menjawab pertanyaan

	<p>text lisan tentang :</p> <ol style="list-style-type: none"> 1. isi text 2. Generic structure 3. Language feature <ul style="list-style-type: none"> • Memonitoring keaktifan siswa dalam kerja kelompok <ul style="list-style-type: none"> - Guru memberikan bimbingan dan motivasi siswa dalam berdiskusi • Mempresentasikan hasil diskusi <ul style="list-style-type: none"> - Guru memberikan kesempatan untuk mempresentasikan hasil diskusi di depan kelas dengan menghafalkan jawaban dari hasil diskusi. • Evaluasi pengalaman belajar <ul style="list-style-type: none"> - Guru dan siswa memberikan feed back terhadap perolehan hasil diskusi
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru dan siswa menyimpulkan hasil pembelajaran - Guru dan siswa mengadakan reflexi terhadap pembelajaran yg telah dilakukan - Menyampaikan materi pembelajaran yang akan datang

PERTEMUAN KE 2

Pendahuluan (10 Menit)	<ul style="list-style-type: none"> • Guru menanyakan absensi siswa • Sebelum pembelajaran guru membuat kesepakatan kelas • Guru memberikan informasi tentang ruang lingkup materi dan tujuan pembelajaran yg akan dibahas • Guru memberikan informasi tentang tujuan pembelajaran
Kegiatan Inti (60 menit)	<ol style="list-style-type: none"> 1. Pertanyaan Mendasar <ol style="list-style-type: none"> 1. How can we effectively persuade someone to take action on a social or environmental issue? 2. What strategies can make a hortatory exposition text more engaging and persuasive? 3. How does the structure of hortatory exposition influence the power of message? 2. Mendesain perencanaan proyek <ul style="list-style-type: none"> - Guru memperlihatkan contoh hortatory exposition untuk memberikan gambaran siswa dalam merencanakan penyusunan project berupa podcast, - Guru mengadakan tanya jawab tentang text tersebut - Peserta didik menentukan jenis presentasi pada kelompoknya masing masing - Peserta didik menentukan tema presentasi dengan bimbingan guru dengan memberikan alternative tema yg bisa dipilih sebagai judul

	<p>project yang akan dipresentasikan:</p> <ol style="list-style-type: none"> 1. "Why We Should Eat More Vegetables" 2. "The Importance of Reading Books" 3. "Why We Must Save Water" 4. Why we should limit p 5. "The Need to Keep Our Environment Clean" 6. "Why We Should Be Kind to Others" 7. "The Benefits of Studying Hard" 8. "Why We Should Use Less Plastic" 9. "The Importance of Being Punctual" 10. "Why Everyone Should Help Each Other" <ul style="list-style-type: none"> - Dengan bantuan guru peserta didik membuat kerangka hortatory exposition yg terdiri dari : <ol style="list-style-type: none"> 1. Judul 2. Thesis 3. Argument 4. Recommendation <p>3. Memonitoring keaktifan siswa dan perkembangan proyek.</p> <ul style="list-style-type: none"> - Guru membimbing peserta didik untuk mengembangkan pokok pikiran menjadi suatu paragraph/ atau dialogue sesuai dengan jenis presentasi yg dipilih - Guru memotivasi dan memonitoring keaktifan peserta didik dalam menyelesaikan project Hortatory exposition <p>4. Mempresentasikan hasil</p> <ul style="list-style-type: none"> - Guru memberikan kesempatan peserta didik untuk mempresentasikan draft hasil diskusi di depan kelas. <p>5. Evaluasi pengalaman belajar</p> <ul style="list-style-type: none"> - Guru bersama dengan peserta didik kelompok yang lain memberikan feedback / refleksi terhadap rencana aksi / presentasi tersebut. - Guru meminta peserta didik untuk mempublikasikan presentasinya di media sosial atau youtube
PENUTUP	<ul style="list-style-type: none"> - Guru dan siswa menyimpulkan hasil pembelajaran - Guru dan siswa mengadakan reflexi terhadap pembelajaran yg telah dilakukan - Menyampaikan pembelajaran yg akan datang

ASSESSMENT**FORMATIVE : pengamatan dalam proses pembelajaran****SUMATIVE : Penilaian speaking terhadap Presentasi hasil project berdasarkan rubrik yang disediakan (rubrik terlampir)**

Mengetahui,

KEPALA SMAN 1 BONDOWOSO ,

Bondowoso,.... Januari 2025

GURU MATA PELAJARAN



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LAMPIRAN
(RUBRIK PENILAIAN)

RUBRIK SPEAKING

Aspek	Skor	Kriteria
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
Fluency	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Confident	5	Sangat Percaya Diri: Menunjukkan postur tubuh yang tegak, kontak mata yang baik, ekspresi wajah yang tenang, suara yang jelas, dan gerakan tubuh yang natural
	4	Percaya Diri: Menunjukkan sebagian besar indikator kepercayaan diri, namun masih ada beberapa area yang perlu ditingkatkan.
	3	Cukup Percaya Diri: Menunjukkan beberapa indikator kepercayaan diri, namun masih terlihat gugup pada beberapa bagian
	2	Kurang Percaya Diri: Terlihat gugup dan tidak yakin pada sebagian besar presentasi.
	1	Tidak Percaya Diri: Sangat gugup dan kesulitan menyampaikan materi.

NILAI : $\frac{\text{Angka perolehan}}{\text{Jumlah score max (16)}} \times 100$

Jumlah score max (16)

No	Nama siswa	Aspek yang dinilai				Total score
		pronunciation	fluency	vocabulary	confidence	
1						
2						
3						

RUBRIK COLLABORATION

ASPEK	Belum Berkembang (0-6)	Sedang Berkembang (6-7)	Berkembang Sesuai Harapan (8-9)	Sangat Berkembang (10)
Keaktifan	Selalu aktif dalam diskusi, memberikan ide-ide baru, dan mendorong anggota kelompok lain	Sering aktif dalam diskusi dan memberikan kontribusi yang berarti	Cukup aktif, tetapi terkadang pasif.	Jarang atau tidak pernah aktif dalam diskusi.
Komunikasi efektif	Mampu menyampaikan ide dengan jelas, mendengarkan dengan baik, dan memberikan umpan balik yang konstruktif.	Bekerja sama dengan baik dengan sebagian besar anggota kelompok.	Terkadang mengalami kesulitan bekerja sama dengan anggota kelompok tertentu	Sulit bekerja sama dengan anggota kelompok lain.
Tanggung Jawab	Selalu menyelesaikan tugas yang diberikan tepat waktu dan dengan kualitas yang baik.	Sering menyelesaikan tugas tepat waktu dan dengan kualitas yang baik.	Terkadang terlambat dalam menyelesaikan tugas atau kualitas tugas kurang baik	Jarang atau tidak pernah menyelesaikan tugas yang diberikan.

No	Nama Siswa	ASPEK YG DINILAI			Jumlah Score	Keterangan
		Keaktifan	Komunikasi efektif	Tanggung Jawab		
1						
2						
3						
4						
5						

RUBRIC P5

No.	Nama Siswa	ASPEK YG DINILAI				Jumlah Score
		Berkebinekaan global	Bergotong royong	Bernalar kritis	Kreatifitas	
1						
2						
3						
4						
5						

KRITERIA PENILAIAN

Belum Berkembang (0-6)	Sedang Berkembang (6-7)	Berkembang Sesuai Harapan (8-9)	Sangat Berkembang (10)
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- **Berkebinekaan global** (saling menghargai keragaman budaya, agama, latar belakang sosial dan lainnya).
- **Bergotong royong** (menumbuhkan rasa kekompakan dan bekerja sama peserta didik dalam berkolaborasi ketika berdiskusi dengan teman sekelompok).
- **Bernalar kritis** (menumbuhkan sifat bernalar kritis peserta didik dalam

menyampaikan pendapat ketika berdiskusi maupun dalam waktu pembelajaran klasikal).

- **Kreatif** (Peserta didik mengembangkan kemampuannya dalam menghasilkan karya

RUBRIC PRESENTASI PROJECT

No	Nama Siswa	ASPEK					Jumlah Score
		Kemampuan berbahasa inggris	Content / isi	Percaya diri	Kreatifitas	Perolehan like	
1							
2							
3							
4							
5							

Kriteria penilaian :

Aspek	Skor	Kriteria
Kemampuan berbahasa inggris	4	Pronunciation, fluency, grammar, dan ketepatan penggunaan kosa kata dengan sangat baik dan mudah dipahami
	3	Pronunciation, grammar, dan ketepatan penggunaan kosa kata dengan sudah baik dan benar walaupun masih belum fasih
	2	Pronunciation, grammar, dan ketepatan penggunaan kosa kata sering terjadi kesalahan walau sudah bisa dipahami
	1	Pronunciation, grammar, dan ketepatan penggunaan kosa kata tidak bisa dipahami dan tersendat sendak dalam penyampaian
Content / isi	4	Argumen yang disampaikan sangat kuat, logis, dan didukung oleh bukti-bukti/ contoh yang relevan. Argumen disusun secara sistematis dan meyakinkan
	3	Argumen yang disampaikan cukup kuat dan logis. Terdapat beberapa bukti / contoh yang mendukung, namun penyampaiannya belum terlalu meyakinkan.

	3	Argumen yang disampaikan kurang kuat dan kurang didukung oleh bukti /contoh yang relevan. Argumen cenderung bersifat opini pribadi tanpa dukungan data.
	1	Argumen yang disampaikan lemah dan tidak didukung oleh bukti /contoh sama sekali. Argumen bersifat umum dan tidak spesifik.
Kreatifitas	4	Menyampaikan presentasi dengan gaya yang sangat menarik dan memikat. Menggunakan bahasa tubuh, intonasi, dan ekspresi wajah yang sangat efektif.
	3	Menyampaikan presentasi dengan gaya yang cukup menarik. Penggunaan bahasa tubuh, intonasi, dan ekspresi wajah cukup efektif
	2	Menyampaikan presentasi dengan gaya yang biasa-biasa saja. Penggunaan bahasa tubuh, intonasi, dan ekspresi wajah kurang variati
	1	Menyampaikan presentasi dengan gaya yang monoton dan membosankan. Penggunaan bahasa tubuh, intonasi, dan ekspresi wajah sangat minim.
Confident	4	Sangat Percaya Diri: Menunjukkan postur tubuh yang tegak, kontak mata yang baik, ekspresi wajah yang tenang, suara yang jelas, dan gerakan tubuh yang natural
	3	Menunjukkan sebagian besar indikator kepercayaan diri, namun masih ada beberapa area yang perlu ditingkatkan.
	2	Menunjukkan beberapa indikator kepercayaan diri, namun masih terlihat gugup pada beberapa bagian
	1	Terlihat gugup dan tidak yakin pada sebagian besar presentasi.

NILAI : Angka perolehan X 100

score max (16)

LAMPIRAN (REFLEKSI)

REFLESKI SISWA

Apa yang saya pelajari hari ini: [Tulis poin-poin penting yang dipelajari]

Apa yang saya rasakan selama pembelajaran:

Apa yang ingin saya tanyakan kepada guru: [Tulis pertanyaan yang belum terjawab atau ingin dijelaskan lebih lanjut]

Apa yang paling kamu sukai mengikuti pembelajaran hari ini

Apa saran kalian untuk pembelajaran ke depan

REFLEKSI GURU

A. Aspek Umum

- **Tujuan Pembelajaran:** Apakah tujuan pembelajaran tercapai? Jika tidak, mengapa?
- **Materi Pelajaran:** Apakah materi pelajaran relevan dan sesuai dengan tingkat pemahaman siswa?
- **Metode Pembelajaran:** Apakah metode pembelajaran yang digunakan efektif? Mengapa?
- **Media Pembelajaran:** Apakah media pembelajaran yang digunakan mendukung proses pembelajaran?
- **Waktu:** Apakah alokasi waktu untuk setiap kegiatan pembelajaran sudah tepat?
- **Evaluasi:** Apakah evaluasi yang dilakukan sudah mencerminkan pencapaian tujuan pembelajaran?


B. Aspek Siswa

- **Kehadiran:** Apakah siswa hadir semua? Jika tidak, apa penyebabnya?
- **Keterlibatan:** Seberapa aktif siswa dalam mengikuti pembelajaran?
- **Pemahaman:** Apakah siswa memahami materi yang disampaikan?
- **Kesulitan:** Apakah ada siswa yang mengalami kesulitan dalam memahami materi?

C. Aspek Diri


- **Persiapan:** Apakah persiapan pembelajaran sudah matang?
- **Pengelolaan Kelas:** Apakah saya berhasil mengelola kelas dengan baik?
- **Komunikasi:** Apakah komunikasi yang saya lakukan dengan siswa efektif?
- **Motivasi:** Apakah saya berhasil memotivasi siswa dalam belajar?
- **Refleksi Diri:** Apa yang perlu saya perbaiki pada pembelajaran selanjutnya?

LAMPIRAN (BAHAN AJAR)



What is hortatory exposition

It is a kind of text type that presents arguments or reasons to support the opinion.



DRIVING QUESTIONS

- Can you influence another person to follow your opinion?
- What should you do to influence another person like your opinion /argument?
- Do you want to know how to make many people engage in your argument?

SOCIAL FUNCTION

To persuade the reader or listener that something should or should not be the case.

GENERIC STRUCTURE

The students are able to :

- 1. Thesis:** This is the introduction of the topic or issue
- 2. Arguments :** provides reasons and evidence to support the thesis
- 3. Recommendation:** suggestion or recommendation to influence the audiences convince on the writer's arguments

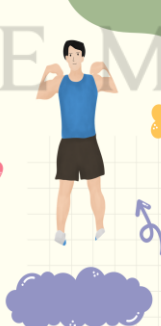
LANGUAGE FEATURES

- adverb** : certainly, surely, undoubtedly, clearly, particularly, generally,
- emphasis** indeed, infact, certainly , definitely, Absolutely, Seriously
- evaluative words** important, valuable, trustworthy, etc
- passive voice**
- simple present tense**
- modals** (e.g. may, must, should, ought to, can, etc)
- emotive words** (e.g. worried, anxious, sorrowful, Frustrated, Passionate, Joyful, Heartbroken, Hopeful, Furious, Astonished
- Contrastive conjunctions** : however, although, but, on the other hand, while, yet, nevertheless ect.

LANGUAGE FEATURES

- sequences** First, second, next, last, then, after that, Before Following, Subsequently, Meanwhile, Later, Eventually, Finally, In the end, At the same time, Earlier, after, In the beginning, Initially
- conjunctions related to the result** : so, as a result, thus, therefore, consequently, due to hence,
- conjunctions related to the addition** : and also, too, as well as , furthermore, in addition
- conjunctions related to the reason** : because, because of, for, since
- conjunctions related to the comparison** : similarly, likewise, also, like, just as, same as, similar to, compared to / with

THE IMPORTANT OF EXERCISES



THESIS

The majority of us claim that we do not have time for exercise. We feel too busy to do that. However, many experts said that exercise has great role in making our body healthy.

Arguments 1

Being physically active offers many advantages. In physical reward, exercise can reduce weight then our body will become fitter. Exercise is also believed to reduce stress levels, improve sleep patterns, and reduce the risk of heart disease, diabetes and some forms of cancer

Arguments 2

Beside physical advantage, exercise also brings good effects mentally. Due to the fitter body, exercise can make us feel refreshed and happy then we can increase our life quality and expectancy

ARGUMENT 3

How can we do exercise while we are busy? Such a question is commonly found among us. Actually, exercise can be done in simple ways. We can go walking while shopping. In the office, we can take stairs rather than lift to run up and down. Or we can go cycling while enjoy the leisure time.

Recommendation

Based on the arguments above, it is very clear that exercise is vital for our life. Even for busy people, exercise can be done in many ways and I'm sure it will even be possible for non - busy people. So, ~~weshould~~exercise

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J E M B E R

LAMPIRAN


LKPD

WATCHING VIDEO :

MADAM ENGLISH YOUTUBE CHANNEL

CYBER BULLYING

A HORTATORY TEXT AND A READING TASK (TRUE OR FALSE)



question 1

Cyber bullying is not big problem for teenager today

question 2

Cyber bullying can make teenagers feel scared and sad

question 3

Cyber bullying helps teenagers do better at school

question 4

People who bully online always use their real names.

question 5

Parents should ask their children to talk politely when they use social media.

question 6

School doesn't need to teach the students about cyber bullying

☐ TRUE

☐ FALSE

question 7

The government should make strong rules against the cyber bullying

☐ TRUE

☐ FALSE

question 8

Helping the victims is a way to make the internet safer

☐ TRUE

☐ FALSE

ANSWER THE QUESTION

1. What does the text tell you about
2. What is the effect of bullying on teenagers?
3. Write the arguments stated in the text
4. What is the thesis of the text?
5. What is the recommendation of the text?
6. Discuss about the language feature of the text

Present your answers in front of the class in groups without notes!

Watch the video : post cast!



matchwithsynonyms

exercise	long life
disease	advantage
anxiety	illness
benefit	physical activity
compelling	integrate
incorporate	stress
well being	enhance
improve	decrease/lower
reduce :	welfare
longevity :	convincing

do the task in group

1. What does the podcast tell you about?
2. What is the benefit of regular exercise for health?
3. How can eating a healthy diet improve mental health?
4. Why is junk food dangerous for our health? What ingredients are found in junk food?
5. Why are fruits and vegetables important for health?
6. Write 4 main arguments for having a healthy lifestyle.
7. Write a recommendation based on the text you learn.



FINDING THE TOPICS

DESIGNING A PROJECT FOR SPEEING

**SPEECH
POSTCAST
DRAMA
ADVERTISEMENT**

- "Why We Should Eat More Vegetables"
- "The Importance of Reading Books"
- "Why We Must Save Water"
- "Why we should limit p"
- "The Need to Keep Our Environment Clean"
- "Why We Should Be Kind to Others"
- "The Benefits of Studying Hard"
- "Why We Should Use Less Plastic"
- "The Importance of Being Punctual"
- "Why Everyone Should Help Each Other"

- Write the outline of the hortatory exposition in the group and present the draft in front of the classroom!
- Upload your works in social media/YouTube and send me the link !

b. Ms. Vee's module

MODUL AJAR BAHASA INGGRIS
(PROCEDURE TEXT)
FASE E



DISUSUN OLEH :

NAMA : DWI YUAR LISTIANA, S.Pd
NIP : 197912312023212039
MAPEL : BAHASA INGGRIS

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN

SMA NEGERI 1 BONDOWOSO

JL. CURAHDAMI 1294 Telp.0333-421542

BONDOWOSO

MODUL AJAR BAHASA INGGRIS

FASE E

KOMPONEN UMUM	
INFORMASI UMUM PERANGKAT AJAR	
Nama Penulis	: Dwi Yuar Listiana, S.Pd
Instansi	: SMA NEGERI 1 Bondowoso
Tahun Pelajaran	: 2023 / 2024
Jenjang Sekolah	: SMA
Kelas	: X (Fase E)
Alokasi Waktu	: 2 x 45 menit
PEMETAAN KEBUTUHAN BELAJAR MURID	
<ol style="list-style-type: none"> 1. Guru memetakan kebutuhan belajar murid melalui observasi dan wawancara singkat kepada siswa. 2. Dari hasil observasi dan wawancara yang sudah dilakukan, guru bisa mengetahui: <ul style="list-style-type: none"> • Kesiapan belajar murid: yaitu pengetahuan awal dan tingkat kemampuan siswa (siswa kemampuan tinggi, sedang dan rendah) • Minat murid: • Gaya belajar murid (gaya belajar visual, auditori dan kinestetik) 	
STRATEGI PEMBELAJARAN BERDIFERENSIASI	
<p>Melihat keragaman kebutuhan belajar siswa, guru mencoba menerapkan ketiga strategi pembelajaran diferensiasi, yaitu:</p> <p>Diferensiasi konten:</p> <p>Guru memodifikasi konten pembelajaran untuk setiap murid, tetapi sebelumnya guru harus menentukan konsep utama yang dikuasai setiap murid.</p> <ul style="list-style-type: none"> • Peserta didik reguler/tipikal: peserta didik dapat mampu memahami proses dan struktur dalam teks prosedur • Peserta didik dengan kesulitan belajar: mampu memahami proses dan struktur dalam teks prosedur • Peserta didik dengan pencapaian tinggi: mampu memahami proses dan struktur dan mempresentasikan teks procedure 	

Diferensiasi Proses:

Guru mengeksplorasi berbagai aktivitas dan strategi untuk mengajar, contoh membentuk kelompok-kelompok sesuai dengan tujuan pembelajaran setiap murid. Berikut model pembelajaran yang akan digunakan:

- Model pembelajaran the learning cell,
- Model pembelajaran jigsaw learning
- Model pembelajaran berbasis produk

Diferensiasi Produk:

- Guru melakukan modifikasi pada produk akhir setiap murid. Setiap murid diperbolehkan menunjukkan hasil belajarnya sesuai minatnya, seperti, video, teks, lagu, gambar, poster, dll.
- Guru meminta peserta didik untuk proses dan struktur dan mempresentasikan teks procedure, Guru memberi kebebasan murid dalam membuat Quote yaitu Quote dapat dibuat sendiri / berkelompok dalam bentuk poster (digital / manual), slide power point, canva, video tik-tok atau vidio pembelajaran.

TUJUAN PEMBELAJARAN

- Fase : E
- Elemen : Menulis –Mempresentasikan
- Tujuan Pembelajaran:
Menyajikan informasi tentang teks prosedur dengan menggunakan berbagai modepresentasi.
- Indikator Pencapaian Tujuan Pembelajaran:
Siswa mampu menyajikan informasi tentang teks prosedur dengan menggunakan berbagai mode presentasi.
- Konsep Utama: Teks Procedure (*Procedure Text*).

KOMPETENSI AWAL

Siswa pada awalnya belum mampu menyajikan informasi tentang teks prosedur dengan menggunakan berbagai mode presentasi. Setelah pembelajaran siswa mampu menyajikan informasi tentang teks prosedur dengan menggunakan berbagai mode presentasi.

PROFIL PELAJAR PANCASILA

1. Bertakwa kepada Tuhan Yang Maha Esa
2. Bernalar kritis
3. Kreatif
4. Bergotong Royong

SARANA DAN PRASARANA

1. Media/Alat : Laptop/Komputer, LCD/Proyektor, Loud Speaker, Handphone
2. Bahan : Video dan PPT
3. Sumber Belajar :
 - a. Buku Bahasa Inggris SMA/MA, SMK/MAK Kelas X
 - b. <https://youtu.be/ixBXAjp81uo>
 - c. <https://youtu.be/MTrdXmvCKBQ>

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J E M B E R

PERTEMUAN KE EMPAT	
KEGIATAN AWAL (10 MENIT)	
<ol style="list-style-type: none"> 1. Guru menyapa dan menanyakan kabar peserta didik 2. Guru mengajak siswa untuk berdoa sebelum memulai pembelajaran 3. Guru mengecek kehadiran siswa 4. Guru memastikan kesiapan dan kenyamanan siswa dalam belajar 5. Guru mengulas kembali materi yang diberikan pada pertemuan sebelumnya. 6. Guru meminta peserta didik untuk mempersiapkan diri melakukan kegiatan selanjutnya. 	
KEGIATAN INTI (75 MENIT)	
<ol style="list-style-type: none"> 1. Mempresentasikan dan menguji hasil penyelesaian proyek <ol style="list-style-type: none"> a. Peserta didik mempresentasikan hasil proyek di depan kelas b. Kelompok lain memberikan tanggapan dan masukan c. Guru memberikan tanggapan dan masukan terhadap hasil kerja peserta didik 2. Mengevaluasi dan refleksi proses dan hasil proyek <ol style="list-style-type: none"> a. Guru dan siswa merefleksi hasil proyek peserta didik b. Guru dan peserta didik melakukan evaluasi terhadap pembelajaran proyek yang c. telah dilakukan d. Kelompok lain memberikan tanggapan dan masukan e. Guru memberikan tanggapan dan masukan terhadap hasil kerja peserta didik 3. Mengevaluasi dan refleksi proses dan hasil proyek <ol style="list-style-type: none"> a. Guru dan siswa merefleksi hasil proyek peserta didik b. Guru dan peserta didik melakukan evaluasi terhadap pembelajaran proyek yang c. telah dilakukan. 	

KEGIATAN AKHIR (5 MENIT)

1. Guru memfasilitasi siswa untuk membuat kesimpulan terkait materi yang telah dipelajari.
2. Guru mengakhiri kegiatan belajar dengan memberikan feedback dan motivasi mengenai kegiatan yang telah dilakukan agar tetap semangat belajar dan diakhiri dengan berdoa/salam penutup.

REFLEKSI PENDIDIK**Refleksi Guru**

1. Tuliskan hal-hal yang sudah dilakukan dengan baik pada pembelajaran ini!
2. Tuliskan hal-hal yang dapat perbaiki di pelajaran berikutnya!
3. Tuliskan 1 hal yang akan digali lebih dalam (materi, cara mengajar, kemampuan siswa)!

Refleksi Siswa

1. Bagaimanakah perasaan kalian selama mengikuti pembelajaran hari ini?



Circle the emoji to describe your feeling

2. Kesulitan apakah yang kalian temukan saat mengikuti pembelajaran?

ASSESSMENT**Asesment Diagnostic**

1. What do you study at home?
2. Could mention something pleasant and unpleasant to learn?
3. What is your motivation in learning?

**Asesment Formative**

Based on the picture create a text prosedure, make sure that your prosedure text consists of ingredients, tools and steps

Asesment Sumative

Choose the best answer based on the text above for questions 1 to 7!

How to Make Bregedel Tempe

The ingredients:

- 150 g tempe
- 1 tablespoon flour
- 1 egg
- 1 spoon seasoning stock
- 1 cup vegetable oil for frying

Here are the instructions:

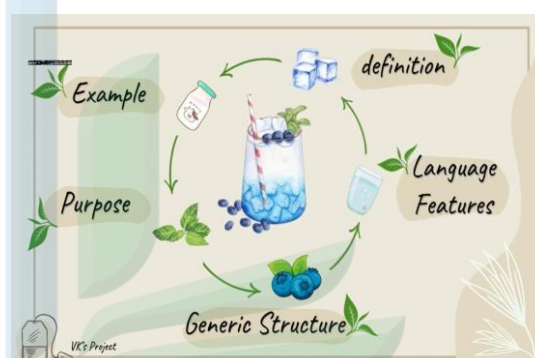
- Mash the tempe with a fork.
- Put the mashed tempe in a bowl and mix with the flour and seasoning stock, followed by an egg.
- Shape the tempe into the size of a golf ball and flatten it a little with a fork.
- Heat the vegetable oil in a medium flame. When the oil is hot, drop the tempe into the oil, five or six at a time.
- Fry until golden brown on both sides, drain on absorbent paper, and serve hot with chili or sauce.

ANSWER THESE QUESTION CORRECTLY !

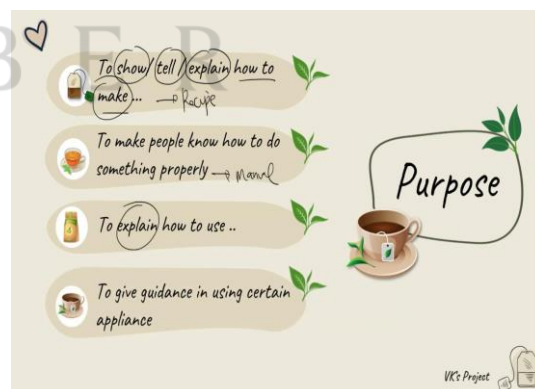
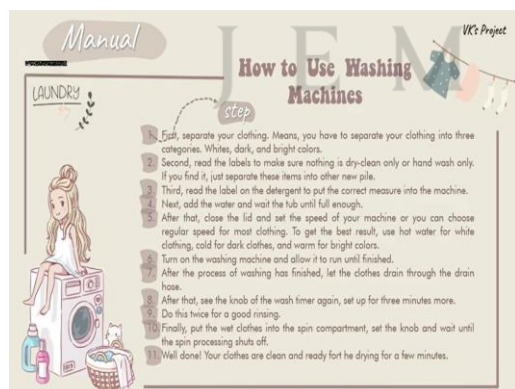
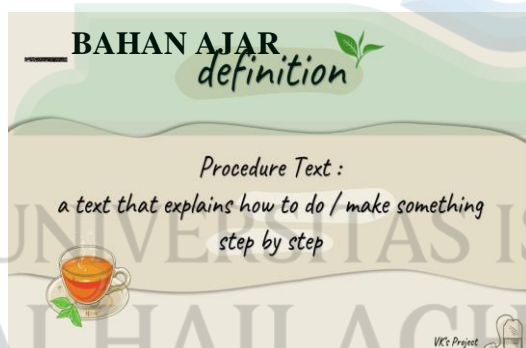
1. Which statement is TRUE about the instruction?
 - A. We need a big fire to make the oil become hot.
 - B. We bought to drop the tempe around ten or twelve at two times.
 - C. We fork to flatten the shape of tempe.
 - D. We fry the tempe before golden brown.
2. What is the main ingredient of the bregedel tempe?
 - A. Tempe
 - B. Bregedel Tempe
 - C. Tempe and egg
 - D. Tempe, flour, and seasoning stock
3. When we add the egg in making bregedel tempe?
 - A. Between we mask the tempe and shape the tempe.
 - B. After we shape the tempe and before we mask the tempe.
 - C. Before we shape the tempe and mix the tempe with seasoning stock.
 - D. While we shape the tempe.
4. What is the generic structure of the text?
 - A. Goal – equipment – steps
 - B. Goal – materials – resolution
 - C. Goal – materials – steps
 - D. Goal – ingredients – resolution
5. What is the social function of this text?
 - A. To inform the readers about Bregedel Tempe.
 - B. To retell about Bregedel Tempe.
 - C. To describe Bregedel Tempe.
 - D. To describe how to make Bregedel Tempe.

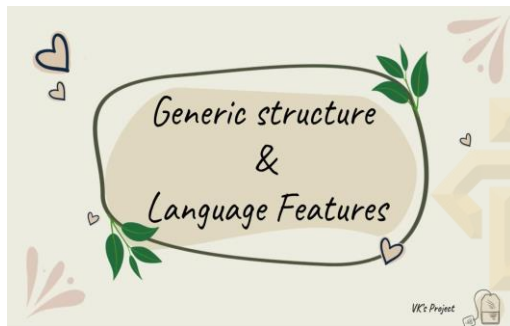
LAMPIRAN-LAMPIRAN
<ol style="list-style-type: none"> 1. Bahan Ajar 2. Media Pembelajaran 3. LKPD 4. Instrumen Penilaian
PENGAYAAN DAN REMEDIAL
<p>Pengayaan</p> <ul style="list-style-type: none"> ○ Pengayaan diberikan kepada peserta didik yang telah menguasai materi dengan sangat baik atau mencapai nilai di atas rata-rata. <p>Writing a Procedure Text</p> <p>✚ Write a certain instruction on how to operate something. Complete with a picture. Practice your recipe and record your video then upload to your social media.</p> <p>Remidial</p> <p>Writing a Procedure Text</p> <p>✚ Make a presentation about instruction on how to make food or drink. Use an interesting computer program (e.g. power point)</p> <p>✚ Present your work to the class</p>
DAFTAR PUSTAKA
<p>VK's Píject. PROCEDURE 1st EX1st - RECIPE/MANUAL LENGKAP (FUNCTION, GENERIC STRUC1stURE, CON1stOH SOAL). https://youtu.be/J_T3Rit5QJQ</p> <p>VK's Píject. HOW 1st O WR1stE PROCEDURE 1st EX1st - CARA MEMBUA1st 1st EX1st PROCEDURE https://youtu.be/ixBXAjp81uo</p> <p>Clean & Delicious. STRAWBERRY BANANA SMOOTHIE just 4-ingredients https://youtu.be/MTrdXmvCKBQ</p> <p>Hidayatur Rahman Romadhona (2022) <i>Bahasa Inggris_Bahan Ajar_10_Procedural Text-Recipe</i>. refo indonesia https://guru.kemdikbud.go.id/perangkat-ajar/toolkits/dzmxGKQJbn</p> <p>Kurniawati, dkk (2022). <i>Buku Interaktif Active English, English for Senior High School Students Grade X</i>. Intan Pariwara</p>

- Tujuan Pembelajaran:
 1. Menyajikan informasi tentang teks prosedur dengan menggunakan berbagai mode presentasi.
- Indikator Pencapaian Tujuan Pembelajaran:
 1. Siswa mampu menyajikan informasi tentang teks prosedur dengan menggunakan berbagai mode presentasi.



LAMPIRAN





Generic Structure

How to Make Fried Rice

1. Goal

2. Material

3. Steps

Ingredients:

- 2 cloves of Garlic
- 2 onions cut into small pieces
- 1 tbsp vegetable oil
- a plate of rice
- some salt

Steps:

1. **First**, pound garlic and 2 pinches of salt.
2. **Second**, heat vegetable oil on a frying pan.
3. **Third**, put the pounded garlic and salt, and onions into the hot vegetable oil. Fry them a while.
4. **Next**, put one plate of rice. Fry and mix them around 3 minutes.
5. **Then**, add two pinches of salt. Continue frying until the rice is hot enough.
6. **Finally**, put the fried rice on a plate. Serve with a sugary-side up.

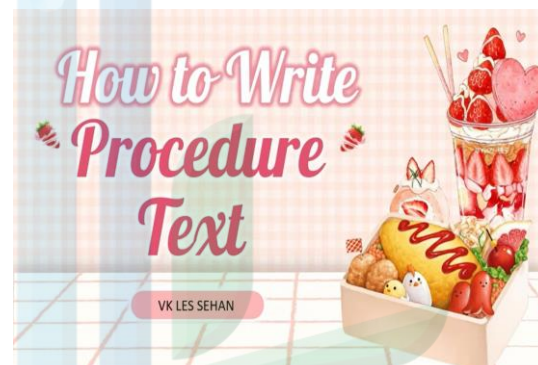
Language Features

- Temporal conjunction
- Imperative sentence

VK's Project

Vocabulary

Vocab	Meaning	Vocab	Meaning
Cut	: Potong	Grind	: Giling
Slice	: Iris	Pour	: Tuang
Peel	: Kupas	Put	: Letakkan
Chop	: Cincang	Heat	: Panaskan
Simmer	: Masak dengan api kecil	Shake	: Kocok
Steam	: kukus	Move	: Pindahkan
Boil	: Rebus	Bake	: Panggang
Stir	: Aduk	Use	: Gunakan
Mix/blend	: Campur	Serve	: Sajikan
Fry	: Goreng	Garnish	: hias
Sauté	: Tumis	Take	: Ambil
make	: Buat	Add	: tambahkan



Goal

Judul

- How to make pancake
- How to make ice tea
- How to operate washing machine

Material

Bahan

- 2 tsp sugar
- 5 eggs
- A glass of water

Steps

Langkah

Use imperative sentence.
Awali dengan kata kerja.

- Slice the mango
- Add sugar
- Pour water and ice cube
- Blend all ingredients

Goal

How to make Strawberry Milkshake

Material

INGREDIENTS

- 100 ml strawberry- flavored milk
- 5 strawberries
- 5 scoops of strawberry ice cream
- ice cubes
- 100 ml strawberry yogurt
- chocolate sweetened condensed milk
- cherries
- Mint leaves

Steps

1. First, Prepare a blender.
2. Add liquid milk, strawberries, strawberry yogurt, strawberry ice cream, and ice cubes into a blender.
3. Mix each ingredient thoroughly and evenly
4. then set it aside for a moment.
5. Prepare a glass.
6. After that, add strawberry ice cream, ice cubes, pour chocolate sweetened condensed milk into it.
7. Then, pour the strawberry milkshake into the glass.
8. Add cherries, and mint leaves- to make it look prettier.
9. Strawberry Milkshake is ready to be served

MEDIA PEMBELAJARAN

1. **Video:**

<https://youtu.be/JT3Rit5QJQ>

<https://youtu.be/ixBXAjp81uo>

Contoh: <https://youtu.be/hqBQ3X8etd4>

2. **Power Point:**

[https://docs.google.com/presentation/d/1s3DI3M-P-](https://docs.google.com/presentation/d/1s3DI3M-P-pIMioDDRm0tsX_0tZEVtQs1/edit?usp=sharing&ouid=115831373391764236790&rtpof=true&sd=true)

[pIMioDDRm0tsX_0tZEVtQs1/edit?usp=sharing&ouid=11583137339176423](https://docs.google.com/presentation/d/1s3DI3M-P-pIMioDDRm0tsX_0tZEVtQs1/edit?usp=sharing&ouid=115831373391764236790&rtpof=true&sd=true)

[6790&rtpof=true&sd=true](https://docs.google.com/presentation/d/1s3DI3M-P-pIMioDDRm0tsX_0tZEVtQs1/edit?usp=sharing&ouid=115831373391764236790&rtpof=true&sd=true)

LKPD

- **Tujuan Pembelajaran:**

Menyajikan informasi tentang teks prosedur dengan menggunakan berbagai mode presentasi.

- **Indikator Pencapaian Tujuan Pembelajaran:**

Peserta didik mampu menyajikan informasi tentang teks prosedur dengan menggunakan berbagai mode presentasi.

ACTIVITY 1

Draw/ drag a line from the left to the right to make correct partner !



ACTIVITY 2

Arrange the steps into correct order! Drag and drop to the proper number!

Refrigerate them until cold.

Arrange them in a bowl, then pour mayonnaise and yoghurt over it.

Slice and cut them in cubes.

First wash the fruits, peel and then seed the fruit if needed.

Serve cold.

Mix them until blended.

Steps

1.

2.

3.

4.

5.

Based on the steps , find the title, ingredients and the tools !

Ingredients

Tools

ACTIVITY 3

State T (True) or F (False) on the sentences based on the following text!

Getuk Lindri which is made from cassava is one of a Javanese dish. This colorful snack is easy to make.

Ingredients:

500 g peeled cassava	1 tablespoon of vanilla sugar
50 g butter	Salt
100 g sugar	Food colouring
150 ml water	Grated coconut



Directions:

1. Bring to boil sugar, vanilla powder and water until they dissolved to make sugar liquid. Cool it off.
2. Steam the cassava until cooked and soft.
3. While it is still hot, mash it with butter. You can use a grinder to do it.
4. Add the sugar liquid and continue mashing the dough until smooth.
5. Divide the cassava dough into 2 parts and add different food colouring to each.
6. Prepare a plastic to roll it about 3 cm thin. Then stacking one dough to another and roll.
7. Cut the dough as desired then garnish with steamed grated coconut with salt.

1. The snack is a traditional food (T/F)
2. Gethuk Lindri originates from West Sumatera (T/F)
3. We don't need to peel the cassava to make gethuk lindri. (T/F)
4. There are about seven steps to make gethuk lindri. (T/F)
5. We can mash the steamed cassava with butter when it is already cold (T/F)
6. We can use a grinder to mash the cooked cassava with butter. (T/F)
7. To serve gethuk lindri, we can garnish it with grated coconut and sugar. (T/F)

ACTIVITY 4

Choose the best answer based on the procedure text above!

How to make Ice Cream

Ingredients

- 2 cups heavy cream
- 1 cup whole milk
- 2/3 cup sugar
- 1 teaspoon vanilla extract

Steps :

- First, mix the ingredients
- Second, heat until the sugar is dissolved
- Third, Chill the mixture in the refrigerator
- Next, Freeze the ice cream in an ice cream maker
- After that, Add chopped chocolate bar
- Finally, Finish freezing the ice cream

1. What is the purpose of the text ?
 - a. How to make an ice cream
 - b. How to buy an ice cream
 - c. How to sell an ice cream
 - d. How to get an ice cream
2. What should we do first to make an ice cream based on the text ?
 - a. Buy the ingredients
 - b. Mix the ingredients
 - c. Heat until the sugar is dissolved
 - d. freeze the ice cream
3. What should we do after we chill the mixture in the refrigerator ?
 - a. Add chopped chocolate bar
 - b. Freeze the ice cream in an ice cream maker
 - c. Mix the ingredients
 - d. Finish freezing the ice cream
4. How much heavy cream that we need to make an ice cream based on the text ?
 - a. 2 cups
 - b. 1 cup
 - c. ½ cup
 - d. ¾ cup
5. What is the Generic Structure of the text?
 - a. Goal – Equipment – Steps
 - b. Goal – Materials – Resolution
 - c. Goal – Materials – Steps
 - d. Goal – Ingredients – Resolution



ACTIVITY 5


Recipe



Write your procedure text with your group and present it in front of the class!

Member of Group	
Title	
Goal	
Material/Ingredients	
Tools	
Steps	

INSTRUMEN PENILAIAN

Penilaian Keterampilan

- Menulis

Aspek	Uraian	Skor
Tata bahasa	Semua benar	4
	Kurang tepat, tetapi tidak memengaruhi makna.	3
	Kurang tepat dan mempengaruhi makna.	2
	Tata bahasa tidak tepat.	1
	Semua salah.	0
Koheransi	Hubungan antargagasan jelas.	4
	Terdapat transisi hubungan antar gagasan.	3
	Hubungan antargagasan kurang jelas.	2
	Hubungan antargagasan tidak jelas.	1
	Sama sekali tidak terdapat hubungan antargagasan.	0
Keterbacaan	Makna jelas dan diungkapkan secara efektif.	4
	Makna jelas, tetapi tidak diungkapkan secara efektif.	3
	Makna kurang jelas.	2
	Makna tidak dapat dipahami.	1
	Tidak bermakna	0
Diksi	Pilihan kata tepat dan efektif.	4
	Pilihan kata tepat, tetapi kurang efektif.	3
	Pilihan kata kurang tepat dan tidak efektif.	2
	Pilihan kata tidak tepat dan tidak efektif.	1
	Salah semua.	0
Tujuan komunikatif teks	Jelas.	4
	Cukup jelas, tetapi masih ada kesalahan.	3
	Sulit dimengerti.	2
	Tidak jelas.	1
	Salah.	0

Penilaian:

No.	Nama	Skor					Total skor	Nilai
		1	2	3	4	5		
1.								
2.								
3.								
dst								

Skor = skor dari setiap aspek penilaian

Total skor = jumlah skor dari semua aspek penilaian

Nilai = $\frac{\text{Jumlah skor}}{\text{Skoraksimal}} \times 100$

-Presentasi

Aspect	Criteria			
	1	2	3	4
Kelancaran	Berbicara dengan banyak jeda	Berbicara terlalu lambat	Berbicara dengan kecepatan normal pada umumnya	Berbicara dengan sangat lancar
Pengucapan	Pengucapan kata semua salah dan tidak bisa dipahami	Pengucapan kata banyak yang salah tetapi masih bisa dipahami	Pengucapan kata terjadi beberapa kesalahan	Pengucapan kata benar semua
Ketepatan	Penggunaan grammar semua salah dan sulit dipahami.	Terjadi beberapa kesalahan dalam penggunaan grammar.	Terjadi sedikit kesalahan dalam penggunaan grammar	Tidak ada kesalahan dalam penggunaan grammar.
Volume	Berbicara dengan suara yang hampir tidak bisa didengar	bergumam	Berbicara dengan suara kecil tapi masih bisa dipahami.	Berbicara dengan jelas dan keras.
Perfom skill	Tidak ada ekspresi wajah dan tidak komunikatif	Ekspresi wajah datar dan sedikit komunikatif	Ekspresi wajah bagus dan cukup komunikatif.	Ekspresi wajah bagus dan sangat komunikatif.

Penilaian:

No.	Nama Peserta Didik	Skor				Total Skor	Nilai
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							
Ds t.							

$$\text{Nilai} = \frac{\text{Jumlah skor}}{\text{Skor maksimal}} \times 100$$

APPENDIX 7: Reflective Journal

a. Ms. Lee's reflective journal 1

TEACHER'S REFLECTIVE JOURNAL 1

Teacher's Name : Ms. Lee
 Class : XII
 Topic : Hortatory Exposition Text / speaking Skill
 Date : 8th, 21st, 23th of January 2025

EFL TEACHERS VIDEO MEDIATED SELF-REFLECTION ON THE IMPLEMENTATION OF PjBL IN TEACHING SPEAKING SKILL

1. Before Teaching

When I start to teach speaking skill use PjBL method, I think PjBL is suitable method for improving students speaking skill because it includes a method which places students as the main role on the learning process. Students are required to work in groups, so it's really effective to develop students speaking skill through having discussion and presenting the project. Students are required to work on projects in groups. The projects I assigned was creating video podcast about hortatory exposition texts. I also have some strategies to encourage students actively use English during the project. First, I create a fun and comfortable classroom environment with ice-breaking activities to boost students' enthusiasm for learning English. After that, I establish rules which require students to use English during the group discussions and presentations. At the beginning of the lesson actually I provide them with phrases where students can use throughout the learning process. So, through this project and rules I made, students practice their speaking skills by expressing their opinions, discussing with the peers, and confidently delivering their ideas publicly on social media such youtube. This activity make student become more fluency to speak English.

2. During Teaching

As I enter the classroom, I felt some challenges...which hinder my teaching learning process. Honestly, PjBL takes more time than I expected. Start from planning each stage of project carefully, making sure students follow the set timeline, and evaluating their development. I try to fit everything on my lesson plan in order all lessons objective achieve completely and it feels like I'm always running out time. but, to help manage time, I allow students to record the project and submit soft link through online document. It helps students managed the time more effectively, especially when they struggle to meet deadlines in class. Another challenge is PjBL method need a lot materials such yesterday, I need to provide online video references for students, but if I only give them a link, many students do not watch it for various reasons. As a teacher, I should anticipate this challenge by providing laptop and ensure a stable internet connection is available, because sometime schools' internet is often in trouble, so I should prepare my personal internet to ensure that the learning works effectively. The most common challenge was group work is supposed as a key part of PjBL, unfortunately not all students contribute equally. Some are really enthusiastic, while others just sit back and let their peers do all the works. But I am trying to get everyone involved on the work, especially when some students lack of confidence in speaking skill. To overcome the lack of students' participation, I decided to establish rule that emphasizes the importance of every student's contribution. I told them that each member's effort would be assessed individually, so everyone has to participate actively in the project.

3. After Teaching

As I remember there were a lot of advantages from video mediated self-reflection. I feel very exhausted and it affected my energy levels and how I delivered the lesson. I noticed that my voice sounded tired, and I was not as enthusiastic as I usually am. This is because the class changed.

After watching the video, I realized that I need to improve my classroom management. Sometimes, I was too focus on guiding students then I lose track of time, and it affects the flow of the lesson. I spent too much time in explaining a concept to the small group of students while others were left waiting. It also made students lose interest.

With video-mediated self-reflection, I have adjusted my classroom management, such as changing the seating arrangement during discussion and presentations to ensure all students can express their argument and receive the same comprehension. I also plan to use timer and set time limits for each activity, in order it helped me ensure all objectives of the lesson are achieved well. To make students more interested in developing the speaking skill I incorporating ice breaking activities and introduce new vocabularies at the beginning of class in order it could be used during the project creation.

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**Adopted from Barkhuizen (2008)*

b. Ms. Vee's reflective journal

TEACHER'S REFLECTIVE JOURNAL 2

Teacher's Name : Ms. Vee
 Class : XI
 Topic : Procedure Text / Speaking skill
 Date : 10th, 22th, 28th of January 2025

EFL TEACHERS VIDEO MEDIATED SELF-REFLECTION ON THE IMPLEMENTATION OF PjBL IN TEACHING SPEAKING SKILL

1. Before Teaching

When I start to teach speaking skill use PjBL method, I remember on Merdeka Curriculum principles, where there should be projects included in the learning process. Therefore, I think that PjBL is a very suitable method to improve students speaking skill by assigning them a presentation project. Usually, the speaking projects are done in groups. Such the activity we did yesterday called as running dictation. Running dictation is a game which improve students speaking skill through scrambling sentences to their teammates. Then these sentences are arranged into coherent procedure texts and presented in front of the class. During the learning process, I also motivate them, by offering extra points to groups that consistently speak in English. By using this strategy, students become more excited and consistently use English on the learning process. This project better student's comprehension and add richer vocabularies by presenting the procedure text in front of the class

2. During Teaching

As I enter the classroom, I felt some challenges ...during the implementation of PjBL in teaching speaking skill. The process of PjBL in teaching speaking skill takes a lot of time, students need long time to prepare their project, and not all of them can manage it well. Some of them are procrastinating, then we have to rush everything at the last minute of lesson .. deadline. It's very difficult allocating time rightly. But to solve the time management challenge, I sometimes allow students to take time from another teacher's lesson or they can present the project work during free time of breaks. I believe by this approach students can have more chance to complete the project without feeling rushed. To solve the challenge where schools do not always provide the materials we need and not all student have the same access to the internet. PjBL is needing templates for students to complete the - projects. However, the same issues happened, many students struggle with the internet access when trying to download the templates they need. Another challenge is printing process, sometimes students have to print the project out of schools which takes a long time and delay the learning process. So, I anticipate this by telling students to submit the soft copy of the projects firstly to make the learning process in not disrupted. Last challenge I faced was some of students do not want to involve in the groups. The confidence one does the work and the quiet students stay quiet. Factually I don't want force student, but they also have to participate in the group to see their speaking development. I usually give rewards for the most collaborative. I believed it helps students to motivate the members of the group to participate and responsible during the project activity.

3. After Teaching

As I remember there were a lot of advantages from video mediated self-Reflection. I noticed that my body language and tone of voice sometimes discouraged students from asking question. As I watched on the video.

This is because. My tone of voice sounded too serious, which could have discouraged students from sharing their ideas. These were aspects I did not notice during teaching, but the video helped me see it clearly.

I also noticed that when a student asked a question, some of them lose focus. As the example, during the class discussion there was a student raise hand to ask for the clarification, but when I answered the question, some students talk to their friend or seemed distracted. It made me realize that I need to find a way to keep the whole class engaged.

When I reviewed, the video recording helped me assessed students' participation within their groups. Sometimes I couldn't focus on the whole group at the same time when there is a student's ask a question, to overcome it I think I should re-ask to the whole class to think about the question or sharing their thought to keep all students engaged on the learning. As I noticed the video, initially students were hesitant to interact with the peers, but they began to participate more actively since they build comfort discussing environment with the peers.

**Adopted from Barkhuizen (2008)*











APPENDIX 8: Journal of Research**JOURNAL OF RESEARCH**

Name : Nidaul Hasanah

SRN : 212101060037

Title : EFL Teachers' Video Mediated Self-Reflection on the Implementation of PjBL
in Teaching Speaking Skill

School : SMAN 1 Bondowoso

No.	Date	Activities	Signatures
1.	Tuesday, 7 th of January 2025	Pre-interview (1 st Participant)	
		Pre-interview (2 nd Participant)	
2.	Wednesday, 8 th of January 2025	Reflection before teaching (1 st Participant)	
3.	Thursday, 10 th of January 2025	Reflection before teaching (2 nd Participant)	
4.	Tuesday, 14 th of January 2025	Classroom observation (1 st Participant)	
5.	Wednesday, 15 th of January 2025	Classroom observation (2 nd Participant)	
6.	Tuesday, 21 th of January 2025	Classroom observation and reflection during teaching (1 st Participant)	
7.	Wednesday, 22 th of January 2025	Classroom observation and reflection during teaching (2 nd Participant)	
8.	Thursday, 23 th of January 2025	Reflection after teaching (1 st Participant)	
9.	Tuesday, 28 th of January 2025	Reflection after teaching (2 nd Participant)	

Bondowoso, 30th January 2025

The Head Master of
SMA Negeri 1 Bondowoso

Researchers' Name



Edy Widodo M. Pd.
Pembina Utama Muda, IV/c
NIP. 196906241995121002



Nidaul Hasanah
212101060037

APPENDIX 9: Documentation

No.	Pictures	Activities
1.		<p>Reflection before teaching with Ms. Lee</p>
2.		<p>Reflection before teaching with Ms. Vee</p>
		<p>Classroom observations with Ms. Lee</p>

		Classroom observations with Ms. Vee
3.		Reflection during teaching with Ms. Lee
		Reflection during teaching with Ms. Vee

4.



Reflection after teaching with Ms.
Lee



Reflection after teaching with Ms.
Vee

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J E M B E R

APPENDIX 10: Declaration of Authorship

STATEMENTS OF AUTHENTICITY

The undersigned below:

Name : Nidaul Hasanah
 NIM : 212101060037
 Major : Tadris Bahasa Inggris
 Faculty : Tarbiyah dan Ilmu Keguruan
 Institution : UIN KHAS Jember

State that thesis entitled “**EFL TEACHERS’ VIDEO MEDIATED SELF-REFLECTION ON THE IMPLEMENTATION OF PBL IN TEACHING SPEAKING SKILL**” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. If anyone objected, I am the only person who will be responsible.

Bondowoso, 07th of May 2025

Author



Nidaul Hasanah
NIM.212101060037

APPENDIX 11: Letter of Similarity



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SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Nidaul Hasanah

NIM : 212101060037

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : EFL Teachers' Video Mediated Self-Reflection on the Implementation of Project-Based Learning in Teaching Speaking Skill dengan skor pengecekan bab 1-5 sebesar (9%)

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2. BAB II: 18 %
3. BAB III: 9 %
4. BAB IV: 4 %
5. BAB V: 3 %

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Jember, 20 Mei 2025

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FTIK UIN KHAS Jember



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NB: 1. Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5

APPENDIX 12: Curriculum Vitae**CURRICULUM VITAE****Personal Information**

- Full Name : Nidaul Hasanah
- NIM : 212101060037
- Gender : Female
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- Adress : Dusun Lor Kali, Maesan, Kab. Bondowoso
- Religion : Islam
- Department/ Major Courses : FTIK/ English Education Program
- Email address : nidalee2904@gmail.com

Educational Background

- 2009-2015 : SD Negeri Maesan
- 2015-2018 : SMP Nurul Jadid
- 2018-2021 : SMA Nurul Jadid