

**PROJECT-BASED LEARNING: STRATEGY TO PREPARE
PROFESSIONAL ENGLISH TEACHERS IN 'TEYL' SUBJECT AT
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of the English Department Faculty of Teacher
Training and Education University of Nusantara PGRI Kediri



BY:

**LARASATI
NPM: 22.1.40.50.072**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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APPROVAL PAGE

Thesis by:

LARASATI

NPM: 22.1.40.50.072

ENTITLED:

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Approval by the Advisors to be proposed to the English Department Examination
Committee of the University of Nusantara PGRI Kediri

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The Advisors

Advisor I



Dr. Diani Nurhajati, M.Pd.

NIDN. 0711126302

Advisor II



Dr. Dewi Kencanawati, M.Pd.

NIDN. 0707097102

APPROVAL SHEET

SKRIPSI

BY:

LARASATI

2214050072

ENTITLED:

**PROJECT-BASED LEARNING: STRATEGY TO PREPARE
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UNIVERSITY OF NUSANTARA PGRI KEDIRI**

Approved and accepted by all its qualifications by the Examination Committee of
the University of Nusantara PGRI Kediri

Kediri, July 11th, 2025

Board of Examiners,

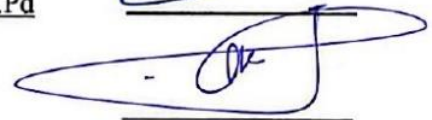
Chairman

: Dr. DIANI NURHAJATI, M.Pd



First Examiner

: Dr. SUHARTONO, M.Pd



Second Examiner

: Dr. DEWI KENCANAWATI, M.Pd



The Dean of the Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri



Dr. AGUS WIDODO, M.Pd.
MDN. 0024086901

THE STATEMENT OF WRITING ORIGINALITY

Name : Larasati

Sex : Female

Place/Date of birth : Jakarta, June 11th, 1997

NPM : 2214050072

Fac/Dep : FKIP/ S1 English Education Department

1. The Skripsi is never submitted to any institute of higher education to obtain an academic degree.
2. The Skripsi is entirely independent of my work and not the result of plagiarism from others' works.

Kediri, July 11th, 2025



LARASATI

2214050072

MOTTO

"Do not be afraid of obstacles in the struggle, because Allah will not give a test beyond the limits of his servant's ability."

"Whoever is serious, he will succeed." (*Man jadda wajada*)

"Whoever is patient, he will be lucky." (*Man shabara zhafira*)

"Consistent" (*Istiqomah*)

"Allah is always with Us"

ABSTRACT

Larasati Project-Based Learning: Strategy To Prepare Professional English Teachers In 'TEYL' Subject At the University Of Nusantara PGRI Kediri, Skripsi, PBI, FKIP UN PGRI Kediri, 2025

Keywords: *Teacher Professional, TEYL, and PjBL*

This study examines the implementation of Project-Based Learning (PjBL) in the Teaching English to Young Learners (TEYL) course at the University of Nusantara PGRI Kediri. The background of this study highlights the need to develop prospective English teachers who not only understand the theory but also can apply it practically in early childhood education. This research aims to describe the types of materials provided by the lecturer, the types of projects designed by students, and the steps involved in creating these projects.

This study uses a qualitative approach with a case study method. Data collection was carried out through direct observation in class, interviews with the students and the lecturer in charge of the subject, and documentation of student work such as educational videos, children's stories, songs, and other teaching media. The researcher was also involved as an active participant in the TEYL learning process, so that they gained direct experience related to the implementation of the PjBL method.

The results of the study show that the PjBL method makes a major contribution to the development of students' pedagogical skills. Through project activities such as creating interactive learning media and direct teaching practices in elementary schools, the students can hone their critical thinking, creativity, collaboration, and communication skills. This activity not only deepens their understanding of the material but also prepares them to become adaptive and competent professional educators in the modern education era.

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The researcher realizes that this “skripsi” is far from being perfect. Therefore, criticisms and suggestions are warmly welcomed. Finally, the researcher also hopes this “skripsi” will be useful and valuable for the readers, other researchers, and all of us, especially in the field of education.

Kediri, 11th July 2025



LARASATI

2214050072

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CHAPTER I

INTRODUCTION

This chapter presents the Background, Scope, Research Problem, Objective, Significance, and Definition of Key Terms of the research.

A. Background

Universities are required to provide education, research, and community service (National Education System, 2003). Higher education is a program that ensures and guarantees that qualifications meet the standards outlined in the KKNI, a concept developed by the Directorate General of Learning and Student Affairs. Currently, curriculum development begins with identifying the graduate profile, which is outlined in the formulation of Postgraduate Learning Outcomes (CPL). The capabilities described in the KKNI descriptor are expressed through learning outcomes, where competencies are included or part of these outcomes (CP). The term 'competency' used in tertiary institutions (DIKTI) is specified in the Minister of Education and Culture Regulation (No. 3 of 2020 concerning SN-DIKTI), article 5 paragraph (1), which states that the Graduate Competency Standards, known as Standard Kompetisi Lulusan (SKL), are the minimum standard criteria for qualifications and abilities. These include attitudes, knowledge, and skills as outlined in the Postgraduate Learning Outcomes, or Capaian Pembelajaran Pascasarjana (CPL) formulation (Junaidi, 2020, p.17).

Presidential Regulation (No. 12 of 2012) concerning the Indonesian National Qualifications Framework, known as Kerangka Kualifikasi Nasional

Indonesia (KKNI), Law, and Higher Education, encourages all universities to comply with these provisions. KKNI is a statement of Indonesian Human Resources (Sumber Daya Manusia) quality, whose qualification levels are reflected in the formulation of learning outcomes. As producers of educational human resources, universities need to evaluate whether their graduates possess 'abilities' equivalent to the 'abilities' (learning achievements) outlined in the KKNI qualification levels. Nationally, graduates of the Applied Undergraduate/Graduate Program are recognized. The four elements of learning include attitudes and workability values, scientific mastery, and authority and responsibility. Meanwhile, the SN-Dikti CPL formulation comprises one of the standards. Graduate Competency Standards are called Standard Kompetensi Lulusan (SKL). SN-Dikti, CPL consists of attitudes, general skills, special skills, and knowledge (Junaidi, 2020, p.17).

Teaching English to Young Learners (TEYL) has garnered significant attention, particularly concerning the role of English as a global lingua franca. Due to government regulations, more children are learning English at a younger age without fully mastering their first language. As a result, recent years have seen an increase in literature on TEYL that explores various aspects such as pedagogy (Garton & Tekin, 2022), policy (Enever, 2016), technology use (Cowie & Sakui, 2020), and theories related to young learners (YL) (Garton & Copland, 2019; Pinter, 2017). This body of work addresses TEYL in both educational and academic contexts. Progress in TEYL emphasizes the importance of effectively preparing future teachers and equipping them with essential pedagogical and management skills. Based on these resources, gaining classroom experience remains the most

valuable and effective way to prepare teachers for the classroom. Therefore, offering practicums that transform participants into professional educators would be a beneficial approach, providing firsthand insight into the classroom environment. Given the importance of practicums in professional teacher education (Collinson et al., 2009; Lawson et al., 2015; Yildirim & Orsdemir, 2019), a practicum project has been launched to explore the impact of practicum-integrated TEYL education, allowing future teachers to gain experience and become more familiar with working with YL and their unique characteristics.

As discussed, teachers play various essential roles in shaping the future. They must remain adaptable, innovative, and proactive in creating effective learning strategies. To teach effectively, they need to develop skills such as communication, technology, classroom management, creativity, and pedagogy. Consequently, their role becomes increasingly important in equipping students with vital future skills (Inovatif, 2024). Acquiring these skills is crucial for teachers to enhance their effectiveness and guide students in using technology responsibly and productively.

To achieve graduate competency standards, the lecturer must be able to follow the rules that are determined for prospective teachers. She must also know about the curriculum used in each subject. So, the lecturer can provide the best in the teaching and learning process. In an Education program at a university, the teaching faculty helps prospective teachers in the future. The English Language Education Program at University Nusantara PGRI Kediri is one of the institutions that prepares prospective teachers. Students are provided with various courses that

prepare them to become professional English teachers. One of the subjects that prepares graduates to become professional English teachers is Teaching English to Young Learners (TEYL).

Based on observations, when the researcher attended the course, she found that the lecturer offered a variety of learning activities. She learned from the course preparations that the aim is for young learners to meet specific objectives. The lecturer employed a teaching model aligned with SKL. During the TEYL subject, the researcher engaged in a range of activities, including studying TEYL theories, training in selecting multiple activities, developing instructional materials, preparing lessons, and practicing teaching in elementary schools. Students also worked in groups to create projects such as making videos about children's songs, writing simple stories, and practicing teaching at an elementary school. All activities were conducted using Project-Based Learning (PjBL).

PjBL is an instructional approach where students learn actively by engaging in real-world projects. PjBL can enhance critical thinking, problem-solving, and communication skills (Fauziati, 2014). As students address problems, PjBL promotes 21st-century collaboration, communication skills, and increased interest in learning (Bell, 2010). Projects within PjBL require students to participate in inquiry, develop solutions, and collaborate to solve problems. In implementing PjBL, a teacher acts as a support, facilitator, or project manager, while students are encouraged to decide the best way to complete their work. PjBL is a teaching strategy that empowers learners to deepen their content knowledge and showcase their understanding through various forms of presentation.

There are several benefits of implementing PjBL in Learning. Nurhajati (2017) stated that PjBL facilitates students in constructing knowledge by producing products based on individual interests and differences. Learning strategy encourages students to develop their creativity. According to Kurniasih & Sani (2015, p. 48), the advantages of the PjBL model include its ability to increase students' motivation to transfer new knowledge and develop critical thinking abilities and creative skills.

PjBL has the advantage of being able to help students in various aspects of learning, such as:

1. 21st Century Skills Development: Voogt, J., & Roblin, N. P. (2010). PjBL helps students develop essential skills for the 21st century, such as critical thinking, collaboration, communication, and creativity.
2. Meaningful Learning: (John Dewey, 1986) Students work on projects relevant to their real lives so that learning becomes more meaningful and connected to the outside world.
3. According to Dewey, J. (2000), PjBL tends to be more engaging and enjoyable for students compared to traditional learning methods. This approach increases students' motivation to learn and helps them see the relevance of their knowledge and its practical application.
4. Social Skills Development: Durlak, J. A., et al. (2007). PjBL encourages teamwork and collaboration, which helps students develop social and emotional skills such as empathy, effective communication, and conflict resolution abilities.

5. Authentic Assessment: Gardner, H., et.al. (1991). PjBL allows for more authentic project-based assessments, which assess students' skills and knowledge in real-world applications.

These benefits establish PjBL as an effective approach for preparing students to tackle future challenges and develop into skilled, adaptable individuals. Furthermore, researchers like Siregar et al. have shown that skill-oriented vocational training books are advantageous for students, emphasizing the importance of the 4Cs. This study was conducted in June 2023. Prior to the research, the researcher developed a vocational training book focused on the 4C skills—Critical Thinking, Creativity, Communication, and Collaboration—to support teachers at SMK Swasta Madani Marindal in implementing vocational education. Siregar's analysis mainly reviewed a book to identify the skills teachers use during instruction. Nurhajati noted that their research aimed to foster creativity in teaching English Profession during the COVID-19 pandemic. During Nurhajati's pandemic-related research, they detailed specific teaching strategies and instructional methods designed for students.

The application of the PjBL method in teaching the Teaching English to Young Learners (TEYL) subject at the University of Nusantara PGRI Kediri has proven that learning is practical and very helpful in the children's learning process. By using the PjBL method, students not only benefit but also learn in a useful way. Theoretical knowledge, but also develop important practical skills for teaching children. Project-based learning experiences encourage students to work

collaboratively, think critically, and innovate in creating engaging and effective teaching materials.

Based on the explanation above, the researcher is interested in researching the application of PjBL in TEYL, which meets the learning outcome in SN Dikti. Therefore, this research will be conducted to describe how lecturers prepare candidates for English teaching to young learners. The situation above inspires the researcher to conduct a study on Project-Based Learning: Strategy to Prepare Professional English Teachers in the 'TEYL' Subject at the University of Nusantara PGRI Kediri.

B. Scope of the Research

This study examines the implementation of Teaching English to Young Learners (TEYL) in the classroom. It details the materials and methods used by the lecturer to prepare students as future professional teachers. The lecturer develops the materials, and the instructional strategies are designed to ready students for their teaching careers. The research outlines the process of creating projects assigned to students, including videos, storytelling, and in-class practice, all part of project-based learning (PjBL). She chose this TEYL topic because of its importance in developing skills for teaching young learners. Data were gathered from the teaching and learning process over six semesters, with the researcher acting as an observer.

C. Research Problem

To focus, the researcher formulates the problem of the research as follows:

1. What materials are taught by the lecturer of TEYL to prepare English professional teachers for young learners at University Nusantara PGRI Kediri?

2. What projects do the students in the TEYL subject at the University of Nusantara PGRI Kediri make?
3. What steps are the students taking when creating the projects in the TEYL subject at the University of Nusantara PGRI Kediri?

D. Objective of the Research

Based on the research problem above, the objectives of this research are:

1. Identify the material taught by the TEYL lecturer to prepare English professional teachers for young learners at University Nusantara PGRI Kediri.
2. To identify projects made by the students in the TEYL subject at the University of Nusantara PGRI Kediri.
3. To describe the steps taken by the students in creating the projects in the TEYL subject at the University of Nusantara PGRI Kediri.

E. Significance of the Research

The researcher expects that this research gave advantages to readers and other writers:

1. For Teacher

The English teachers can get a description of how to develop materials and the steps of teaching English to young learners.

2. For the student

This research can be described as a method and steps for students.

3. For Other Researchers

The result of the study can lead other researchers to research teaching English to Young Learners.

F. Definition of Key Terms

There are some key terms which are defined as follows:

1. Project-Based Learning

A student-centered learning method where students learn about a subject through problem-solving: students are given real problems or simulations of complex and open issues. They must work collaboratively to solve the problem, identify what they need to learn, and apply their knowledge to find a solution.

2. Teaching English to Young Learners

This subject is taught in the sixth semester. It aims to help the prospective teacher in English Education by focusing on the methods and strategies of teaching English to children at the University of Nusantara PGRI Kediri.

3. Professional English Teachers

Professional English teachers are those who possess the skills, knowledge, and competencies necessary to teach English effectively and efficiently to prospective teachers.

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