HOTS-Oriented Module:

Project-Based Learning

Author:

SEAQIL's Team

HOTS-Oriented Module: Project-Based Learning

Authors Team:

Hasanatul Hamidah
Talitha Ardelia Syifa Rabbani
Susi Fauziah
Rizma Angga Puspita
Reski Alam Gasalba
Nirwansyah

HOTS-Oriented Module: Project-Based Learning

FOREWORD

SEAMEO QITEP in Language (SEAQIL), a Centre whose main tasks are to improve the quality of language teachers in the Southeast Asian region, design programmes based on national policy formulated by the Ministry of Education and Culture of the Republic of Indonesia (*Kementerian Pendidikan dan Kebudayaan*/Kemendikbud) and regional policy, which is the Ministry of Education and Culture's Strategic Plan oriented towards the 2015—2019 National Medium-Term Development Plan (*Rencana Pembangunan Jangka Menengah Nasional*/RPJMN 2015—2019)-II, and SEAMEO 7 Priority Areas.

The national policy, RPJMN-III, aims to create human resources, i.e., teachers, who fulfill regional standards to be able to compete with teachers from other countries. It can be achieved through the expansion of quality education services by implementing Indonesian 2013 Curriculum, which aims to improve teachers' professionalism. Increasing professionalism has become the target of the Southeast Asian Ministers of Education Organization (SEAMEO), whose one of its priority programmes is to revitalize teacher education.

Referring to national and regional policies, the Centre implements the Education and Training Program of Higher Order Thinking Skills (HOTS)-based Language Teaching Methodology to improve the professionalism of language teachers. Therefore, the teachers can carry out learning activities using HOTS-oriented teaching models, which is one of skills developed in the 21st-century curriculum. Teachers can facilitate students to think critically, logically, reflectively, metacognitively, and creatively by developing HOTS in learning.

As a complement to the training, the Centre developed a module of a learning model. This module contains concepts along with practical illustrative models for the teachers to use as teaching guideline. The module went through several processes in the preparing: Focus Group Discussion with teaching experts, Workshop on Module Validation and Trial, which were participated by teachers as the respondents and validators of this module.

At last, this module is expected to bring some benefits to teachers, especially the training participants. Any advice and suggestions to improve the module quality will be greatly appreciated

Jakarta, February 2019
Director,

Bambang Indriyanto
NIK 19580910201701130

ACKNOWLEDGEMENTS

PREFACE

The Indonesian 2013 Curriculum has student-centered characteristics to increase students' involvement in the learning process. Moreover, learning is expected to be able to improve students' Higher Order Thinking Skills (HOTS). Therefore, to help teachers carry out the learning activity, this module is presented as a guide for teachers to apply HOTS-oriented learning models in language learning process.

This module focuses on the application of learning model in learning activities that can stimulate students to think at the HOTS level. To provide an understanding of how to achieve the objectives of learning activities at the HOTS level, this module is divided into three parts: 1) The HOTS concept that is linked to learning objectives by referring to Bloom Anderson and Krathwohl's Revised Taxonomy, and questioning strategies as a way to stimulate learners achieving HOTS, 2) The concept of HOTS-oriented learning models, and 3) The illustration of HOTS-oriented learning models in the form of a lesson plan that refers to Basic Competence (*Kompetensi Dasar*/KD) and Competence Indicators (*Indikator Pencapaian Kompetensi*/IPK) following the Indonesian 2013 Curriculum.

The first chapter describes HOTS concept, which refers to the Revised Bloom's Taxonomy (RBT) of Anderson and Krathwohl (2001), and can be achieved using questioning strategies. RBT classifies learning objectives based on the cognitive process and knowledge dimension. The cognitive process dimension consists of remembering, understanding, applying, analyzing, evaluating, and creating. Meanwhile, the knowledge dimension consists of learning material, which is included in the types of factual, conceptual, procedural and metacognitive knowledge. HOTS is achieved when students are involved in learning activities that require them to be able to analyze and evaluate learning material, and even create a product as a result of learning. At last, in the teaching practices, teachers can design HOTS-oriented learning activities by applying learning models that are integrated with questioning strategies.

The second chapter introduces the discovery/text-based/project-based learning model to achieve 21st century learning and innovation skulls, i.e., 4Cs (critical thinking and problem-solving, communication, collaboration, and creativity) (P21, 2011). This learning model was chosen since it has the characteristics of meaningful learning, student-centered, active learning, and collaborative learning. In more detail, this chapter covers the concepts of learning models, learning stages, advantages, and obstacles of the learning application and its assessment.

The third chapter presents illustration of the learning model using the lesson plan format following the Indonesian 2013 Curriculum guidelines. This chapter consists of three parts, i.e., Introduction, Formulating Competence Indicators, and Sample of Lesson Plan.

TABLE OF CONTENT

CHAPTER I

**Higher Order Thinking Skills
(HOTS)-Oriented Learning**

Higher Order Thinking Skills (HOTS) Oriented Learning

The Ministry of Education and Culture of Indonesia (Kemendikbud) through the 2013 Curriculum emphasizes the importance of 21st century skills. Teachers, as the spearhead of education, are expected to be able to facilitate students to have the 21st century learning and innovation skills, i.e., 4Cs (critical thinking and problem-solving, communication, collaboration, and creativity) (P21, 2011). Thus, the teacher should use teaching methodology that can sharpen students' Higher Order Thinking Skills (HOTS).

This chapter is divided into three subsections, i.e., the Definition of HOTS, Revised Bloom's Taxonomy, and Questioning Strategies. These three sections explain how the concept of HOTS as a learning objective, which refers to the Revised Bloom's Taxonomy (RBT) Anderson, et al. (2001), can be achieved in learning activities by using questioning strategies. The first subsection explains that the definition of HOTS used in this module refers to RBT Anderson et al. (2001), which is categorized as a transfer process. The transfer is the ability of students to not only remember, but also understand and use learning materials in class for analyzing, evaluating, and creating. In this case, the transfer is associated with meaningful learning, in which the students can practice the material learned in school and adapt it to their situations and conditions so that the material will also be useful in their daily lives.

Furthermore, in the second subsection, RBT classifies the learning objectives based on cognitive process dimension and knowledge dimension. The cognitive process dimension consists of remembering, understanding, applying, analysing, evaluating, and creating. Meanwhile, the knowledge dimension consists of learning material, which is included in the types of factual, conceptual, procedural, and metacognitive knowledge. In the third subsection, questioning strategies are explained as teaching strategies that can be applied by teachers in the classroom to design HOTS-oriented learning activities.

1.1 Definition of HOTS

Based on the learning objectives to be achieved by students, Brookhart (2010) classifies Higher Order Thinking Skills (HOTS) into three categories: (1) Transfer, (2) Critical thinking, and (3) Problem-solving

In the first category, the teaching purpose showing that the students already have HOTS is that they can carry out transfer process. With the ability to transfer, they can think so that they can apply the knowledge and skills they have learned to the new context. The new here refers to things they have never thought of before.

The term transfer is taken from Anderson et al. (2001), which states that the transfer requires students to not only be able to remember but also understand and use what they have learned.

In this case, the transfer is associated with meaningful learning. It means that the materials learned by students can be practiced and adapted to the situation and conditions so that the material is useful in their daily lives.

In the second category, students are said to have HOTS if they can think critically, and by that, they should be able to make wise judgments or produce reasonable criticism. Hence, they can propose reasons, reflect, and make the right decisions. The thing to note here is the students' ability to evaluate. In these modern days, with a wealth of information, students are expected to be able to assess the credibility of a reference whether the information is trustworthy or not.

For the third category, students have reached the highest level of HOTS if they can recognize and solve problems not only in their academic assignments but also in their daily lives. Brookhart (2010) states that problems occur when students want to achieve something, but they don't know how to achieve it. Thus, to solve this problem, they must use HOTS. If they found a new problem, they can work creatively to solve it. Accordingly, the emphasis is on the ability to create.

HOTS, as a transfer process, is the most common approach compared to the other two categories. HOTS are the top three levels in Bloom's Taxonomy and Revised Bloom's Taxonomy. The top three levels of Bloom's Taxonomy include Analysis, Synthesis, and Evaluation. Meanwhile, the top three levels in the cognitive process dimension of the Revised Bloom's Taxonomy cover Analyze, Evaluate, and Create. In this module, HOTS is categorized as a transfer process, and the main reference is Anderson et al. (2001).

1.2 Table of the Revised Taxonomy

In 2001, Lorin W. Anderson, David R. Krathwohl, and his team (see Anderson et al., 2001) published their revision results of the Educational Learning Objectives developed by Benjamin S. Bloom and his team in 1956. In this taxonomy, known as Bloom's Taxonomy, there are six categories of cognitive process dimension, such as Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The six categories are arranged hierarchically (level) based on the complexity, and concrete from the lowest level to the highest level. This taxonomy is widely used to classify learning objectives and forms of assessment.

In the Revised Bloom's Taxonomy (RBT), Anderson & Krathwohl introduced two dimensions that shape learning objectives: knowledge dimension and cognitive process dimension. The knowledge dimension contains the main content taught, while the cognitive process dimension is a description of the actions taken towards the material being taught. Simply saying, the knowledge dimension is described as a noun, while the cognitive process dimension is defined as a verb.

The knowledge dimension is divided into four types of knowledge: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. Before the revision, the knowledge dimension in Bloom's Taxonomy was divided into three: factual, conceptual, and procedural dimensions.

Table (1.1) compares the differences between Bloom's Taxonomy and RBT. There are three basic differences: (a) the use of nouns in Bloom's Taxonomy is converted to verbs;

(b) the position exchange of the evaluation and synthesis category, and (c) the term changes from synthesis to create.

Table1.1 Changes of Cognitive Process Dimension

Bloom's Taxonomy	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Revised Bloom's Taxonomy	Remember	Understand	Apply	Analyze	Evaluate	Create

Explanations for each category in the knowledge dimension and the cognitive dimension are described in tables 1.2 and 1.3, which are derived from Anderson et al. (2001). The authors compiled examples for each category by adjusting the context to language teaching. Besides, the Operational Verb in Table 1.3 was adapted from Retnawati et al. (2017).

Table 1.2 Knowledge Dimension

Types and Sub-types	Examples
a. Factual Knowledge – The basic elements that students must know how to be familiar with their scientific discipline or to solve problems in it	
1) Knowledge of terminology	Vocabulary, Phonetic Symbols
2) Knowledge of specific details and elements	Alphabets, Numbers, Day Names, Month Names
b. Conceptual Knowledge – The interrelationships between basic elements in a larger unitary structure that allows each element to function together	
1) Knowledge of classifications and categories	Word classes: Nouns, Verbs, Adjectives, etc.
2) Knowledge of principles and generalizations	Usage and Rule of Indonesian Spelling System General Manual (*Pedoman Umum Ejaan Bahasa Indonesia*/PUEBI)
3) Knowledge of theories, models, and structures	Theories of Text, Written Text Model, Active/Passive Structure Sentence
c. Procedural Knowledge – How to do things; The method of conducting an investigation;and criteria for using skills, workflows, techniques, and methods	
1) Knowledge of subject-specific skills and algorithms	The skills used to make text; how to make a dialogue
2) Knowledge of subject-specific techniques and methods	Presentation technique, skimming, scanning and literary criticism
3) Knowledge of criteria for determining when to use appropriate procedures	The criteria used to determine when to use a type of text
d. Metacognitive Knowledge – Knowledge of how to obtain knowledge in general and awareness of how a person acquires knowledge	
1) Strategic knowledge	Knowledge to understand novels easily and precisely, knowledge of how to read fast
2) Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge	Knowledge to be able to do a test (spoken or twritten), and school assignment effectively
3) Self-knowledge	Knowledge on how to recognize one's strengths and weaknesses related to the four language skills (reading, listening, writing, speaking)

Table 1.3 Cognitive Process Dimension

Categories & Cognitive Processes	Alternative Terms	Explanation and Examples	Operational Verbs
a. Remember – take relevant knowledge from long-term memory			
1) Recognizing	Identifying	Make good use of the knowledge taken from the long-term memory into appropriate learning material Example: Recognize the names of days in foreign language	Choose Quote Mention Explain Draw Count Identify Register Show Label Index Pair Name Mark Read Aware Memorize Imitate Note Repeat Reproduce Review State Learn Tabulate Code Trace Write
2) Recalling	Retrieving	Take relevant knowledge from long-term memory Example: Remember how to greet and address in foreign language	
b. Understand – develop meaning based on the instructional message, including spoken, written, and graphic communication			
1) Interpreting	Clarifying, paraphrasing, representing, and translating	Change one form to another (example: change numeric form to verbal) Example: Paraphrase speech, changing nominal form to verbal	Estimate Describe Categorize Specify Detail Associate Compare Count Contrast Change Maintain Elaborate Intertwine Differentiate Discuss Explore Exemplify Explain State Scheme
2) Exemplifying	Illustrating and instantiating	Look for examples or specific illustration of a concept or principle Example: Provide examples for one or several types of text (written)	
3) Classifying	Categorizing and subsuming	Include something into categorize (example: concept or principle) Example: Classify words based on word classes	

4) Summarizing	Abstracting and general-izing	Abstract general themes or key points Example: Write a summary of an event on video	Extend Conclude Predict Summarize
5) Inferring	Concluding, extrapolat-ing, interpo-lating, and predicting	Arrange logical conclusions from the information obtained Example: Infer the grammatical rules based on the example given when learning foreign language	
6) Comparing	Contrasting, mapping, and match-ing	Identify the correlation between two ideas, objects, etc. Example: Compare the structure of active and passive sentences	
7) Explaining	Constructing and models	Construct a causal model of a system Example: Explain how to form noun phrases based on the example collection of phrases that have been studied	
c. Apply – carry out or use procedures in certain circumstances			
1) Executing	Carrying out	Implement procedures to complete known tasks Example: Roleplay (simulate an existing dia-logue)	Assign Sort Determine Implement Adjust Calculate Modify Classify Count Build Arrange Accustom Prevent Portray Use Assess Practice Dig Declare Adapt Investigate Operate Question Conceptualize Execute Predict Produce Process Link Compile

2) Implementing	Using	Implement procedures for completing unknown tasks Example: Arrange dialogue with new contexts	Simulate Solve Commit Tabulate
d. Analyze – break down the material into several parts, and determine the correlaion between the parts, and relate them with the overall structure or purpose.			
1) Differentiating	Discriminat-ing, distin-guishing, focusing, and selecting	Distinguish relevant and irrelevant, or important and unimportant parts of the materials that have been presented Example: Distinguish one type of text (writing) from another text	Analyze Audit Resolve Affirm Detect Diagnose Select Detail Nominate Diagrammatize Correlate Rationalize Test Enlighten Explore Outline Summarize Conclude Analyze Infer Command Edit Relate Choose Measure Train Transfer
2) Organizing	Finding coherence, integrating, outlining, parsing, and structuring	Determine how elements work or function in a structure Example: Determine a text structure, determine the use of words and sen-tence patterns for specific purposes	
3) Attributing	Decostructing	Determine the point of view, bias, value or purpose behind the material that has been presented Example: Determine the author's point of view in the editorial text	
e. Evaluate – make evaluations based on criteria and standards			
1) Checking	Coordinating, detecting, monitoring, and testing	Detect inconsistencies and errors in a process or product; determine the pro-cess or product that has internal con-sistency; and detect the effectiveness of a procedure that is implemented Example: Check the veracity of the contents of the writing; check the use of words, grammar, structure used in text	Compare Infer Asses Direct Criticize Consider Decide Separate Predict Clarify Assign Interpret Maintain Detail Measure Summarize Prove Validate Test Support

2) Critiquing	Judging	Detect inconsistencies between a product and external criteria; determine which products have external consistency; detect suitability of the procedure for a given problem Example: Evaluate written or spoken words that are appropriate or easy to understand among several choices	Select Project
f. Create – put elements together in a coherent or overall functional form; reorganize elements into new patterns or structures			
1) Generating	Hypothesizing	Make alternative hypotheses based on criteria Example: Make a report based on observation	Abstract Organize Animate Collect Categorize Code Combine
2) Planning	Designing	Create a procedure to complete a task Example: Outline an essay framework, arrange a report writing	Arrange Compose Build Overcome Connect Invent Create Correct
3) Producing	Constructing	Create a product Example: Produce a spoken and written text with own creation	Design Plan Spell Enhance Clarify Facilitate Form Formulate Generalize Group Integrate Limit Show Prepare Produce Summarize Reconstruct Make

1.3 Questioning Strategies

The questioning strategy is a most frequent teaching strategy used to stimulate students so that they can reach a higher order mindset. In this strategy, the teacher asks questions (including instructions), that stimulate students' thinking ability to be able to answer the questions. Thus, the questions asked will not be a simple yes/no question but a question that requires a

logical process of thinking. Therefore, to understand the questioning strategy, this section is divided into three parts: (a) Types of Question, (b) Questioning Techniques, and (c) Question Examples

a. Types of Question

The questions asked by teachers to students in the class can be classified into two categories: (1) display question and (2) referential question (Darn, 2010).

Display questions are given by teachers to bring up student's prior knowledge and check their understanding. This type of question usually focus on the form or structure of language, and the teacher already knows the answer. Display questions are usually in the form of convergent/ closed questions, i.e., questions that require only right or wrong answers so that the answers needed are easy to memorize, and are still at a lower order mindset. These questions are often used in conventional tests. The following are examples of display questions.

1. What is the meaning of the sentence/phrase/word ...?
2. When do we use sentence/phrase/word ...?
3. What word/phrase/sentence is written after ...?
4. What is the opposite of word/phrase/sentence ...?
5. Where is the emphasis on these word/phrase/sentence ...?

Referential questions aim to stimulate students to be able to provide information, opinions, and clarification of a statement. Compared to display questions, referential questions focus on terms of content rather than language structure. Thus, this type of question requires follow-up questions or investigations whose answers are not necessarily known by the teacher. Therefore, this question is often in the form of a divergent/open-ended question, which is a question that has a broad scope so that there is no right or wrong answer. Divergent/open-ended questions generally require reasonable answers. Divergent/open-ended questions are ideal for developing higher order mindset of students, especially the skills of analyzing, evaluating, and creating. The following is the examples of divergent/open-ended questions.

1. What do you think about ...?
2. Have you ever ... when/where ...?
3. If you have ... what ...?
4. What kind ...?
5. How are ...?

b. Questioning Techniques

Here are some questioning techniques that can be applied in the questioning strategies (Department of Program Development and Alignment, The School Board of Broward County, 2000).

1. Remember the "waiting time"
   After asking a student, wait 3-10 seconds after each question before calling on other students. Wait 3-10 seconds after the last response before asking a new question.

2. Ask for "follow-up"
    After a student provides an answer, ask further questions. For instance: Why? Do you agree? Can you elaborate on your answer? Can you give an example of your answer?

3. Call the student randomly
    Try to ask all students. Try not only to choose students who raised their hands.

4. Make eye contact with the student who is being asked and always try to respond to students' answers
    When responding to students' answers, let them know that there are no correct answers to some questions.

5. Refrain from assessing students
    Respond to students' answers in a way that is not evaluative, that is, does not directly justify or blame the answers.

6. Allow students to ask questions
    Let students develop their questions to explore the topic further.

7. Approach students who do not normally respond
    Making the distance closer to students will encourage them to participate in class (answering questions from the teacher).

8. Appreciate all students' answers and responses
    If the students' answers are incomplete, continue asking questions or paraphrasing the answers from the students and asking for clarification.

c. Question Examples

The following are examples of questions that can be asked for all levels of the RBT's cognitive process dimension (Anderson et al., 2001) starts from cognitive 1 to the cognitive 6. To facilitate teachers in understanding the gradations of questions under RBT, the following are some questions and instructions that can be asked with the context of giving narrative text as material in the learning.

Table 1.4 Question Examples according to the Cognitive Process Dimension Level

Cognitive Process Dimension	Question Examples
C1 – Remember	• Who is the main character in the story? • Where is the setting in the story?
C2 – Understand	• What is the main idea of the first paragraph of the story? • Retell the story in your own words/language!
C3 – Apply	• Make a dialogue scene based on the narrative text between character A and character B! • Perform one of the main characters' attitudes in the story!
C4 – Analyze	• What causes the conflict in the story? • What can you conclude from the main characters?

C5 – Evaluate	• Do you think the main character's attitude is right? Explain! • As a narrative work, in your opinion, what are the advantages and disadvantages of the story?
C6 – Create	• How did you modify the story? • If you were the main character, what would you do to overcome the problem in the story?

REFERENCES

Anderson, L.W., et al. (Ed). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Brookhart, S.M. (2010). *How to assess higher order thinking skills in your classroom*. Alexandria: ASCD.

Darn, S. (2010). *Asking questions*. Retrieved from https://www.teachingenglish.org.uk/article asking-questions.

Department of Program Development and Alignment, The School Board of Broward County. (2000). *Bloom's taxonomy*. Retrieved from http://webb.nmu.edu/Webb/ArchivedHTML/ UPCED/mentoring/ docs/teachingstrategies.pdf.

Retnawati, H., et al. (2017). *Menyusun laporan hasil asesmen pendidikan di sekolah: Referensi untuk pendidik, mahasiswa, dan praktisi pendidikan*. Yogyakarta: UNY Press.

Revised Bloom's taxonomy action verbs Anderson & Krathwohl. Retrieved from https://www. apu.edu/live_data/ files/333/blooms_taxonomy_action_verbs.pdf.

Revised Bloom's taxonomy process verb, assessments, and questioning strategies. Retrieved from https://www. cloud.edu/Assets/PDFs/assessment/revised-blooms-chart.pdf.

CHAPTER II

Project-Based Learning

Project-Based Learning

Project-based learning consists of four main parts, namely concepts, stages, advantages and obstacles, and the assessment of the project-based learning. An explanation of the project-based learning is as follows.

2.1 Concept of Project-Based Learning

The concept of a project-based learning will be explained in three parts, namely starting point, definition and principle as follows.

2.1.1 Starting Point of Project-Based Learning

Historical review in Ulrich (2016) stated that the concept of a project-based learning comes from the great ideas of an academic and philosopher, John Dewey. He argued that students could gain practical and efficient knowledge when experiencing and practicing things related to real life context. Dewey's concept is known further as "Learning by doing". In addition, Dewey also proposed that experience is the best way for students to gain knowledge (Rostitawati, 2014).

John Dewey's theory has been widely developed in various learning concepts; one of which is a project-based learning initiated by William Kilpatrick (1871-1965). Project-based learning was further developed in a variety of language learning researches, one of which was by Kovalyova et al. (2016) who conducted a research on the implementation of a project-based learning for English speaking skills. The research results identified an improvement in vocabulary acquisition, grammatical understanding, and students' reading and writing skills.

Meanwhile, based on the research results conducted by the Buck Institute for Education (BIE) in 2016, it revealed that project-based learning could direct students to achieve 21st-century skills, namely 4C skills (Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation), character values and higher-order thinking skills. Therefore, we can assume that the implementation of project-based learning in language will promote students to have effective communication skills, both speaking and writing skills.

Based on the aforementioned explanation, it can be concluded that the project-based learning is enable to accommodate the achievement of three Basic Competencies, namely attitudes, knowledge and skills in the Indonesian 2013 Curriculum. Therefore, the project-based learning can be used as an alternative in implementing the Curriculum 2013.

2.1.2 Definition of Project-Based Learning

The project-based learning is a teaching model that put emphasise on assigning tasks, particularly in the form of projects that can lead students to experience an inquiry process. Hence, it is expected that students will be able to develop knowledge, skills and attitudes as the assessment basis for teachers (Thomas, 2000). Nevertheless, not all learning models resulting in a project is categorised as project-based learning.

Furthermore, Heitmann distinguishes between learning ended with a project and project-based learning (cited in Kubiatko and Vaculova, 2010). Learning ended with a project is an extension of the knowledge implementation which students have gained in the classroom. Generally, a project is assigned at the end of a lesson, so the project is completed without observing the inquiry process. So far, this kind of project is often assigned by teachers, and it can be done individually or in a group.

On the other hand, a project in the project-based learning has distinctive characteristics. Mayer (2016) explained the differences in the project-based learning and project given at the end of the learning in terms of process and the project results. The differences are illustrated in the following table.

Table 2.1 The Differences between Learning Ended by
Projects and Project-Based Learning

Stages	Project-Based Learning	Learning Ended by Projects
Process	Teacher's guidance/supervision and group members' collaboration are required during the process of doing the project.	The project can be done at home without a teacher's guidance and the group members' assistance
	Students have choices in the process of planning and doing projects.	Students do not have many chances to make choices on every detail of the project.
	Projects are based on the essential questions by the teacher.	Projects are based on the teacher's instruction.
	Project is done through an independent inquiry process.	Project is done without an inquiry process.
Result	The project results are the answers to the essential questions.	The project results are the practice of students' knowledge.
	The project results are tested or presented to the general public (inside and outside the classroom)	The project results are submitted to teachers to assess.
	The project results assessment is based on the rubric prepared by the teacher or made specifically for the project.	The project results assessment is based on teacher perceptions.

2.1.3 Principles of Project-Based Learning

Besides acknowledging the project specifications in this learning, teachers should also understand the main principles in applying project-based learning in a classroom. According to Larmer et al. (2015), project-based learning has seven primary standards as the main principles, among others:

a. **Principle of Challenging Problem or Question**
    The principle underlying problem assigning or essential questions is able to stimulate students in discovering the answers. Learning begins with problems and questions thatwill enable students to learn about what to prepare in an inquiry process, types of inquiry activities to be choosen, tools to be prepared, and steps to be taken to solve the problems or answer the questions.

b. **Principle of Sustained Inquiry**
    It is the principle of a continuous inquiry process. Assigning problem and questioning at the beginning of learning is a starting point of an inquiry process. The inquiry process can promote students' critical thinking skills and problem-solving, collaboration and self-maagement.

c. **Principle of Authenticity**
    The authentic principle in the project-based learning is connecting the learning with real life context.

    There are three things to apply the authentic principle in the project-based learning, among others:

    1. Authentic in the project. Projects designed by students are based on what they experiencein the real world. For instance, a project of making a menu book in a restaurant or a role-play between a seller and a buyer.
    2. Authentic in the activity and equipment used in the project. During the project, students perform activities similar to their real life, for example: calculating travelling budget or writing a letter to a magazine editor.
    3. Authentic in the impact of project results. The project results are expected to give an impact on the environment, for example, the project of making posters of prohibitions or notice in the school environment that gives impact on student discipline

d. **Principle of Student Voice and Choice**
    The principle of student voice and choice in a project-based learning requires students to express ideas and make their choices during the process of doing the project. Dewey (1956) states that the principle of voice and choice of students is one of the activities to achieve critical thinking and problem-solving skills. For example, students are given more chances to express ideas or choose the details of a project, and students are given more chances to express their responses when the teacher assigns some problems or essential questions.

e. **Principle of Reflection**
    The principle of reflection in the project-based learning is not only for students,but also for teachers. The activity aims to observe the effectiveness of activities carried out in the inquiry

process, to find out the problem faced during the project and how to overcome problems found during the process. This reflection also helps students to develop their metacognitive knowledge in the learning process.

f. Principle of Critique and Revision

Principle of critique and revision is a common thing to do during the project. Groups, teachers, or even experts can provide critiques and suggestions in order to facilitate students to find inappropriate matters in a project result and revise them accordingly.

g. Principle of Public Product

Principle of publishing a product, namely the project results. Project-based learning gives students opportunities to present their project result in front of the class or even in a broader environment. By presenting their project results, students get satisfaction and motivation to present their work.

2.2 Stages of Project-Based Learning

The stages of the project-based learning for language learning majorly consist of three main stages, namely planning, implementation and reporting (Stoller, 2006). Furthermore, the three main stages of project-based learning result in eight learning activities as follows.

a. Planning

Planning consists of five activities, which are choosing project topic, pre-communicative activities, asking essential questions, designing project plan and creating project timeline.
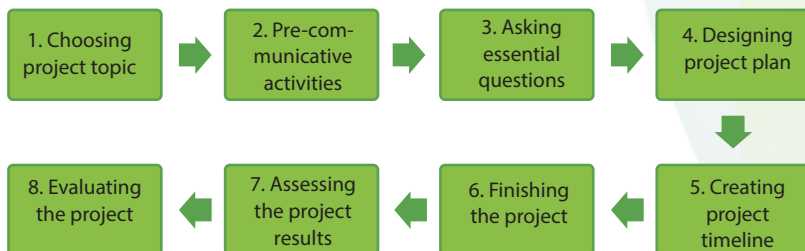
b. Implementation

The implementation comprises of one activity, namely finishing the project.

c. Reporting

There are two activities in this stage, namely assessing the project results and evaluting the project as well as evaluating project result and learning activity.

The following scheme is the stages of the project-based learning model in sequence.

The following is the explanation of eight stages of the project-based learning.

2.2.1 Choosing Project Topic

The first thing to do by teachers is choosing a topic. This stage aims to help students to understand the learning topic and objective.

The activities carried out in choosing the topic are as follows:

a.   Teachers can use the topics in Basic Competence (KD)
b.   Teachers stimulate students by showing pictures/videos/stories related to the topic
     If the topic is not explained clearly in the KD, teachers can engage students to decide the topic.
c.   Teachers are expected to determine topics related to or associated with the students' real life, for instance: travel, holidays, school hygiene, teenage life, entertainment (music,films, and concerts), technology and sports.

The following is instructions or questions in the choosing topic stage to guide students to achieve Higher Order Thinking Skills.

a.   Teacher engages the students to decide the topic by requiring them to observe the school facilities through questions from the Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS). The examples of the question are as follows:

   "What are the facilities in our school?"
   "What facilities do you often use?"
   "What do you think of the condition?"
   "Why is the condition like that?"
   "Why should we care about school facilities?"

Next, teacher together with students decide the topic.

b.   Teacher shows a video about a disaster. Then, the teacher gives questions from LOTS to HOTS. The examples are as follows:

   "What does the video tell us about?"
   "Why should we care about disaster mitigation?"

2.2.2 Pre-communicative Activities

Pre-communicative activities are carried out by the teacher at the beginning of the learning activities, including the introduction of new vocabulary and the language features required by students in working on the project. If the teacher considers that pre-communicative activities are not necessary, then the teacher can go directly to the next stage.

The stages of the pre-communicative activities aim to enable students to communicate in the target language and to support them in completing the project.

The following are activities which can be carried out in pre-communicative activities.

a. The teacher can provide vocabulary related to the topic, for example; teacher drills vocabulary related to tourism through songs.
b. The teacher can ask students to read a text and discuss it to learn the linguistic features in that text.

Instructions or questions in this stage which lead to HOTS achievement are as follows.

a. The teacher asks students to read two transactional texts. Then, the teacher gives questions related to the text. The examples of the questions are as follows.

   "Mention a new vocabulary that you do not know."
   "What do you get from the first text and the second text?"
   "Compare the first sentence in the first text and the second text, what isthe difference?"

b. Teacher shows a video of dialogue between a buyer and a seller. Then, the teacher gives questions, such as:

   "Who acts the dialogue above?"
   "What is the topic of that dialogue?"
   "Based on that dialogue, how to bargain?"

2.2.3 Asking Essential Questions

Essential questions are the main questions asked by the teacher that must be completed and answered by students through a project. The teacher prepares some essential questions before the learning process.

Preparing essential questions aim to make students understand the focus of the project, determine the type of project and direct the investigation process.

The activities that can be done to prepare essential questions, among others:

a. Teacher stimulates students at the beginning of the learning, for example, by showing an interesting video or presenting problems around them.
b. The teacher gives some questions to the students based on the video.

Here are the samples of essential questions from several different topics.

   1) "What does a tourist do when visiting your area?"
   2) "How to make all students maintain school hygiene?"
   3) "How is the food quality in our canteen?"
   4) "Who is your hero in your life?"
   5) "How do we plan and go on travel on school holiday?"

2.2.4 Designing Project Plan

Activities of project designing include the project type selection based on the essential questions and the determination of activities in the inquiry process. In this process, the teacher plays a role as a facilitator to keep the project plan rational, logical and doable for the students.

The project designing activities aim to facilitate students in developing their critical thinking skills through the process of the type of project selection, problem solving as well as the skills to plan activities in the inquiry process.

The activities that can be carried out in designing a project panning are as follows.

a. Students decide the project type in groups.
b. Students decide and write activities carried out in the inquiry process in group.
c. The discussion result and agreement of the group is written in the project timeline.

The following table illustrates the first to the fourth step of the project-based learning stages to help the teacher understand the activities details in each step.

Table 2.2 Example of Topics, Essential Questions and Pre-communicative Activities which can be Implemented by a Teacher in Project-Based Learning

Topics	Essential Questions	Inquiry Process	Pre-communicative Activities	Results
Tourism	What do tourists do when visiting your area?	Online research, survey and interview	Past tense and interrogative sentence	Presentation, poster, or tourism brochure
House	What is an ideal house for you?	Class discussion and survey	Vocabulary related to house	Poster
Advertisement	What is the greatest industry in your area, and what is the marketing strategy?	Brainstorming, online research and advertisement evaluation.	Present tense and imperative sentence	Making advertisement

2.2.5 Creating Project Timeline

The goal of creating project timeline is to make students have skills in time management, self-management and teamwork.

In arranging a project timeline, there are some activities to do, such as.

a. Students make a timeline from planning to project reporting in groups.
b. Schedule arranged must state the activities, deadline and the person in charge.
c. After all groups finish arranging the schedule, the teacher collects the project timeline sheet from each group.
d. The project timeline sheet can be used by the teacher to monitor the project progress.

This following table illustrates a simple timeline of tourism brochure project with allocation time of three weeks.

Table 2.3 Example of Project Timeline

No.	Activities	Person in Charge	Deadline
1	Surveying the tourism sites	All group members	2 February 2019
2	Finding information about tourism brochure designs on the internet	Adi and Silvi	4-6 February 2019
3	Composing travel brochure content	All group members	7 & 8 February 2019
4	Buying stationery	Maya and Adi	9 February 2019
5	Teacher's consultation	All group members	11 February 2019
6	Revising tourism brochure contents	All group members	11 & 12 February 2019
7	Designing pictures for a brochure	Silvi and Ara	13 & 14 February 2019
8	Printing brochure	Maya and Ara	15 February 2019
9	Presenting project result	All group members	16 February 2019

2.2.6 Finishing the Project

Finishing the project stage is the main of project implementation. Students create a project, starting from the inquiry process until finishing the project.

The purpose of this stage is to develop students' skills in processing data and information, solving the problems, improving independence, teamwork and communication skills between the groups and the society involved in the projects.

The activities carried out in this stage are:
a. students conduct inquiry activities based on the timeline;
b. students manage the obtained data from the inquiry process;
c. students create content for the project;
d. teacher provides every group to consult their progress;
e. students revise (if necessary) or finish the project.

2.2.7 Assessing the Project Results

Assessing the project results aim to ensure that all group members are responsible for their project results. The teacher can also evaluate students' performance and project results as a formative assessment.

Activities are done in assessing the project results are explained below:

a. Students present the project result and describe the production process.
b. The presentation can be performed using the target language.
c. The other group members can give questions on the project result.
d. If the project result is a drama, in this stage, the students perform the drama they have prepared.
e. Meanwhile, the teacher conducts a formative assessment to measure the project process and result on the rubric.

2.2.8 Evaluating the Project

Evaluating the project is an activity where the teacher reflects the activity by providing feedbacks for the project results, while the students reflect on the learning activities.

This stage aims to make students share their difficulties during the project and measure their ability to do the project.

Activities that can be carried out in evaluating the project results and learning activities are as follows.

a. The teacher gives feedback on the project presented by students.
b. The teacher reflects the learning activities.
c. Students are given the chance to share their experience when working on the project.
d. Students are also given an opportunity to revise the project result.

2.3 Assessment on Project-Based Learning

According to Larmer et al. (2015), assessment on project-based learning can be conducted in form of a summative and formative assessment.
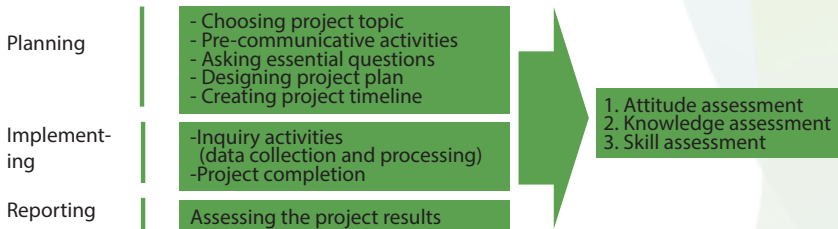
2.3.1 Summative Assessment

A summative assessment is conducted to assess the students' competence based on the Competence indicators (IPK) stated in the lesson plan. Summative assessment can be carried out after the pre-communicative activities, or when the project-based learning process is completed. Below are the examples of summative assessment designs based on the IPK.

Table 2.4 Example of Project Assessment Design

German Language KD.3.3 Interpreting speech acts related to giving and asking for information, actions/leisure activities/activities done/happened in the past, relating to travel/tourism in oral and written transactional interaction texts based on the context by considering social functions, text structures and language features.				
IPK		Assessment Type	Assessment Objectives	Assessment Technique	Instrument
3.3.1	Mentioning vocabulary found in the text relating to the travel/tourism theme	Knowledge	Measuring students' undestaning of transac-tional texts related to the travel/tourism theme	Test	Written test by matching pictures with the correct vo-cabulary
3.3.2	Classifying the vocabulary found in the text related to the travel/tourism				

2.3.2 Formative Assessment

Formative assessment in the project-based learning is formulated based on the stages in the learning process (Palupi, 2016). The assessment in project-based learning can be done by refer-ring to the following scheme.

Planning
- Choosing project topic
- Pre-communicative activities
- Asking essential questions
- Designing project plan
- Creating project timeline

Implement-ing
-Inquiry activities
  (data collection and processing)
-Project completion

Reporting
Assessing the project results

1. Attitude assessment
2. Knowledge assessment
3. Skill assessment

Scheme 2.2 Assessment of Project-Based Learning

Based on the scheme above, the attitudes, knowledge and skills assessment can be carried out during all stages in the project-based learning. Formative assessment inproject-based learning is conducted through observation through instruments in the rubrics. The assessment rubrics can be written based on the learning stages or assessment aspects (including attitudes, knowledge and skills).

To help the teacher understand better in conducting the formative assessment, here are two examples of simple rubric formats for the assessment of the project-based learning.

Example 1

- Assessment score based on the learning steps

Aspects	Criteria and Score			
	Excellent	**Good**	**Fair**	**Poor**
	4	3	2	1
Planning	Students are able to arrange project planning systematically.	Students are able to develop systematic project planning. However, it does not fit the criteria.	Students are not really able to compile project planning systematically and it does not fit the criteria.	Students still need guidance in preparing project plans.
Data Colletion	Students collect data completely, systematically and fit the project objectives.	Students collect data entirely and systematically. However, it does not fit the project objectives.	Students collect data completely. However, it is less systematic and not suitable for the project objectives.	Students collect data incompletely, unsystematicaly and it does not fit the project objectives.
Data Processing	Students are able to analyse and use the data systematically based on the project objectives.	Students are able to analyse and use the data based on the project objectives. However, it is less systematic.	Students are able to analyse, but they are incapable of using the data based on the project objectives.	Students are incapable to analyse and use the data based on the project objectives.

Reporting	Students are able to present the appropriate project results with proper language.	Students are able to present the correct project results but with inappropriate language.	Students are less able to present the correct project results. However, they present it with proper language.	Students are not able to present the correct project results and present them with inappropriate language rules.

Next, the example of a scoring sheet based on the assessment rubrics is as follows.

Project Title   :

Name of the Student   :

Grade   :

No.	Aspect	Score (1-4)
1	Planning	
2	Data collection	
3	Data processing	
4	Oral reporting	
	Total	
	Maximum Score	**16**

Note:

$$Score = \frac{Total\ Score}{Maximum\ Score} \times 100$$

Example 2

• Assessment score based on the aspects of assessment (attitudes, knowledge and skills)

Aspect	Criteria and Score			
	Excellent	Good	Fair	Poor
	4	3	2	1
Knowledge	Students show an excellent understanding of the material in the observation phase.	Students show a good understanding of the material in the observation phase.	Students show a relatively good understanding of the material in the observation phase.	Students do not show a good understanding of the material in the observation phase.
Attitudes	Students can work together, are very independent and complete the project before the deadline.	Students can work together, independently and they can complete the project on time.	Students can work in a team, but they still need guidance in completing projects on time.	Students are not able to work together and they still need guidance completing projects on time.
Skills	The project result is accurate, very creative and they present it with the proper language.	The project result is accurate, creative. However, they present it with inappropriate language.	The project result is not accurate. However, students present it with proper students language.	The project result is inaccurate, not creative and is presented with inappropriate language.

Based on the above rubric, the scoring sheet is formulated as follows.

Project Title   :

Name of the Student   :

Grade   :

No.	Aspect	Score (1-4)
1	Knowledge	
2	Attitudes	
3	Skills	
Total		
Maximum Score		12

$$Score = \frac{Total\ Score}{Maximum\ Score} \times 100$$

2.4 Benefits and Obstacles in Applying Project-Based Learning

Project-based learning has many benefits and advantages. Therefore, Singapore has implemented a project-based learning as the national goal. The Ministry of Education of Singapore encourages teachers to adopt a project-based learning with the motto "Teach Less, Learn More" (Boss & Krauss, 2007). The benefits of project-based learning are summarized in several points as follows.

a. Improving students' academic achievement;
b. Developing critical thinking skills, data and information processing, problem-solving, team-work, communication and self-management;
c. Increasing students' motivation and interest; and
d. Giving learning experiences-based students' real life.

However, teachers are also expected to pay attention on the following points that may become obstacles in implementing project-based learning.

a. KD Choices are Limited
    Project-based learning takes lots of time; hence, the teacher is expected to choose the right KD, which is suitable for it.

b. Group Diversity
    Inappropriate selection of group members can be a barrier for students in implementing a project. The teacher must ensure that the members of each group are dynamic (the members change for a different project) and diverse (the abilities and backgrounds of the members vary).

c. Limited Consultation Time
    Due to lots of assignments, it is difficult for a teacher to arrange a consultation schedule outside of learning times. Before applying this model, the teacher is expected to design a consultation schedule so that it does not become an obstacle during the project. Teachers can also use tecnology as a way to consult, for example, creating a WhatsApp group for consultation.

The obstacles can be avoided if the teacher and students can prepare it carefully. In addition, these obstacles can be used as a challenge for teachers to improve the quality of language teaching and improve students' language skills to achieve 21st century skills.

REFERENCES

Boss, S., Karaus, J. (2007). *Reinventing project-based learning: Your field guide to real-world projects in the digital age*. Washington DC: International Society for Technology in Education.

Buck Institute for Education (BIE). (2012). *What is PBL?* Retrieved from http://www.bie.org about/what_is_pbl.

Kovalyova, Y. Y., et al. (2016). Project based learning in teaching communication skills in English as a foreign language to engineers students. *International Journal of Emerging Technologies in Learning*, 7(4), 153-156.

Kubiatko, M. & Vaculova, I. (2011). Project-based learning: Characteristic and the experiences with application in the science subject. *Energy Education Science and Technology Part B: Social and Educational Studies*, 5(3), 65-74.

Larmer, J., et al. (2015). *Setting the standard for project-based learning: A proven approach to rigorous classroom instruction*. USA: Buck Institute for Education.

Mayer, A. (2016). *Difference between projects and project-based learning*. Retrieved from https://www.teacht-hought.com/project-based-learning/difference-between-projects-and-project-based-lear-ning, retrieved at 30 Juli 2018).

Palupi, D. T. (2016). *Cara mudah memahami kurikulum*. Surabaya: Jaring Pena.

Rostitawati, T. (2014). Konsep pendidikan John Dewey. *Jurnal Manajemen Pendidikan Islam*, *2*(*2*).

CHAPTER III

Illustration of Project-Based Learning

Illustration of Project-Based Learning

3.1 Introduction

Illustration of the implementation of a project-based learning in the classroom consists of three main stages, namely the formulation of Competence Indicators (*Indikator Pencapaian Kompetensi*/IPK) derived from Basic Competence (*Kompetensi Dasar*/KD), learning activities planning based on the steps of project-based learning and assessment designs.

3.2 Formulation of IPK

The IPK formulation stages to achieve the target in KD comprise of three steps, namely identifying the thinking process dimension and the knowledge dimension in KD, describing the material and determining the stages of the thinking process and determining the IPK sentence.

The formulation of KD chosen to be developed in the learning illustrations is as follows.

Subject   : German Language
Level/Grade   : Upper Secondary School/XII
Basic Competence :

3.3   Interpreting speech acts related to giving and asking for information of action leisure activities/actions done/happened in the past related to travel/tourism oral and written transactional interaction texts based on the context, with proper social functions, text structures and language features.

4.3   Composing short and simple oral and written transactional interaction texts related to actions to give and ask for information related to travel/tourism in oral and written transactional interaction texts based on the context, with proper social functions, text structures and language features.

---

1. **Steps to Identify the Knowledge and Thinking Process Dimension in the Basic Competence (KD)**

For the first step, the elements in the KD formula are elaborated and classified into two categories, namely the category of the thinking process and knowledge dimensions. In the KD formula, the dimension of the thinking process is described using verbs, while the dimension of knowledge is characterized by the use of nouns.

The table below illustrates the results of identifying the dimensions of knowledge and thinking process stated in KD 3.3 and KD 4.3.

Table 3.1 Identification of Knowledge and Thinking Process Dimensions in KD

KD	Verbs (thinking process dimension)	Nouns (knowledge dimension)
3.3	Interpreting	speech acts related to **giving and asking for information of actions/leisure activities/actions done/happened in the past related to travel/tourism in oral and written transactional interaction texts** based on the context, with proper social functions, text structures and language features
4.3	Composing	**short and simple oral and written transactional interaction texts** related to **actions to give and ask for information related to travel/tourism in oral and written transactional interaction texts** based on the context, with proper social functions, text structures and language features.

The target of the thinking process from the two KDs above is to interpret (KD 3.3) and compose (KD 4.3) oral and written transactional interaction texts. Therefore, the learning process must be able to accommodate learning activities that lead to the achievement of the KD.

The knowledge in the learning material (KD 3.3 and 4.3) is in form of oral and written transactional interaction text to ask and give information related to two main themes, namely leisure activities and travel/tourism. In this illustration, the material will focus on the theme of travel/tourism.

2. **Step to Elaborate Learning Material and Decide the Thinking Process Stages**

The second step is to formulate an IPK based on the KD. To formulate an IPK, it is necessary to describe the material (dimensions of knowledge) and determine the thinking process stages more specifically. It is expected that teachers can elaborate KD targets into more concrete and applicable stages in the learning process. The formulation of the thinking process stages can utilise the operational verbs provided in Bloom's Taxonomy (Chapter I).

The following table shows the stages of thinking process as well as the learning materials to achieve the aforementioned KD.

Table 3.2 Detail of Material and Cognitive Process

KD	Cognitive Process		Knowledge
	Target	Stages	Knowledge/Learning Material
3.3	Interpreting	1. Identifying	**Vocabulary related to place, weather conditions, and activities** described in the text related to travel/tourism theme
		2.Identifying	**Verb in *Perfekt* tense** in the text related to travel/tourism theme.
		3.Concluding	**The content of** transactional texts related to travel/tourism concerning social functions, text structure and language features.
4.3	Composing	1. Applying	Oral and written **transactional texts** related to travel/tourism concerning social functions, text structure and language features.
		2. Designing	
		3. Composing	

3. **Step to Determine IPK Sentence**

The third step is to determine IPK based on the description illustrated in the table above. Based on that description, the IPK can be formulated as follows.

KD 3.3
IPK 3.3.1   Identifying vocabulary related to place, weather conditions, and activities in the text related to travel/tourism theme.
IPK 3.3.2   Identifying verbs in the form of *Perfekt* tense in the text related to the theme of the travel/tourism theme.
IPK 3.3.3   Concluding the contents of short and simple oral and written transactional texts related to travel/tourism with proper social functions, text structures and language features.

KD 4.3
IPK 4.3.1   Applying short and simple oral and written transactional texts related to travel tourism with proper social functions, text structure and language features.
IPK 4.3.2   Designing short and simple oral and written transactional texts related to travel/tourism with proper social functions, text structure and languag features.
IPK 4.3.3   Composing short and simple oral and written transactional texts related to travel/tourism with proper social functions, text structure and language features.

3.3 Example of Lesson Plan

Based on the KD selected and IPK formulation above, learning activities are developed using project-based learning. Below is an example of a lesson plan to illustrate the implementation of project-based learning as well as the lesson plan.

The illustration in the lesson plan is allowed to be modified. If you want to apply the similar learning, you can adapt and adjust it to the context of your class.

<div align="center">

LESSON PLAN

</div>

School   : SEAQIL Upper Secodary School
Subject   : German Language
Grade/Semester : XII/2

Time Allocation: Four meetings (one meeting = 2 x 45 minutes)

A. Basic Competence (KD) and of Competence Indicators (IPK)

Basic Competence		Competence Indicators	
3.3	Interpreting speech acts related to giving and asking for information of actions/ leisure activities/actions done/ happened in the past related to travel/tourism in oral and written transactional interaction texts based on the context, with proper social functions, text structures and language features	3.3.1	Identifying vocabulary related to place names, weather conditions and activities in the text related to travel/tourism theme
		3.3.2	Identifying verbs in the form of *Perfekt* in the text related to the theme of the travel/tourism theme.
		3.3.3	Concluding the contents of short and simple oral and written transactional texts related to travel/tourism and concerning on the social functions, text structures and language features
4.3	Composing short and simple oral and written transactional interaction texts related to actions to give and ask for information related to travel/tourism in oral and written transactional interaction texts based on the context, with proper social functions, text structures and language features	4.3.1	Applying short and simple oral and written transactional texts related to travel/tourism with proper social functions, text structure and language features.
		4.3.2	Designing short and simple oral and written transactional texts related to travel/tourism with proper social functions, text structure and language features.

		4.3.3	Composing short and simple oral and written transactional texts related to travel/tourism with proper social functions, text structure and language features

B. Learning Objectives

Through project-based learning, students are able to interpret transactional texts related to the travel/tourism. They also able to work independently, disciplined and responsibly for composing these texts, with proper social functions and language features.

C. Learning Material

Knowledge	Material
Factual	Vocabulary related to tourism sites, weather conditions, and activities when travelling
Conceptual	*Perfekt* and verb in form of *Partizip II*.
Procedural	Expression of asking and giving information related to tourism sites, weather conditions and activities when traveling

D. Learning Approach/Model/Method

Project-based learning

E. Media/Tools and Learning Materials

1. PPT of the samples of tourism sites
2. Cards of verbs (in *Infinitivsform* and *Partizip II*)
3. Worksheets
4. Project planning sheet
5. Project assessment poster
6. Projector
7. Laptop
8. Modem

F. Learning Sources

  1. Dialogue texts related to the learning theme taken from the coursebook.
  2. Website such as www.canva.com or other ctomputer application to produce digital post-
     ers.

G. Learning Stages

For each meeting, the learning steps consist of preliminary activities, main activities and closing activities. The project-based learning process is divided into four meetings with a time allocation of 2x45 minutes for each meeting. The details of the learning process are as follows.

1. The first meeting: Time allocation of 2 x 45 minutes
Pre-activities
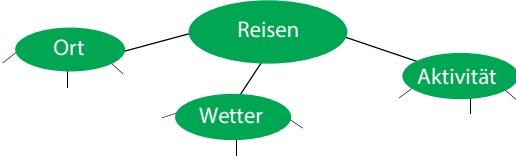
No.	Activities	Time Allocation (minutes)
1	Greeting and asking the class leader to lead the prayer before starting the learning activities.	10 minutes
2	Checking the students' attendance list	
3	Giving apperception in the form of pictures related to the learning theme, namely travel/tourism and asking questions to stimulate students' curiosity about the learning theme. Picture sample:	

Example of questions for students:
a. *"Was seht ihr auf dem Bild?"* (What do you see in that picture?)
b. *"Was werden wir heute lernen?"* (What will we learn today?)

4	Giving an illustration of the benefits of the material learned in daily life.	
5	Delivering the learning objectives.	

While Activities

No.	Activities	Time Allocation (minute)
	Pre-communicative Activities	
1.	Students observe and discuss some pictures of famous tourist sites in Indonesia that are displayed in the PPT. Picture sample: **Picture 1. Pura Tanah Lot, Bali** (source: https://commons.wikimedia.org/w/index.php?curid=35107303) **Picture 2. Kraton Ngayogyakarta Hadiningrat, DI Yogyakarta** (Source:https://commons.wikimedia.org/w/index.php?curid=6898102)	15 minutes

Examples of questions for students:

a. *"Was seht ihr auf dem Bild?"* (What do you see in that picture?)
b. *"Wo liegt es??"* (Where is it located?)
c. *"Wie findet ihr es?"* (What do you think of that site?)
d. *"Wer war schon mal da?"* (Who has ever visited that site?)
e. *"Was hast du dort gemacht?"* (What did you do there?)
f. *"Wann bist du dort gefahren?"* (When did you go there?)
g. *"Wie war das Wetter?"* (How was the weather?)

> The last three questions are asked to students who have already visited specific tourism sites

2. Students answer the questions related to the pictures using Indonesian or German. The teacher writes the words or sentences spoken in German on the whiteboard with an *Assoziogramm* (mind map).

Example of mind map (*Assoziogramm*):

Ort — Reisen — Aktivität
Wetter

> In this illustration, we regard that the students have learned *Perfekt* tense and the verb conjugation in form of *Perfekt*. Therefore, verbs related to that activity can be written in infinitive and *Partizip II* forms

10 minutes

3. Students are divided into groups of four to five people. In groups, they are asked to match words from two different sets of cards.

Example of the card:

gereist   reisen

How to play:

a. There are two sets of cards in different colours (for example: green and yellow). The green cards contain verbs in the infinitive form (not conjugated/*Infinitivsform*). Meanwhile, the yellow cards have verbs in *Perfekt* form (*Partizip II*).
b. The verbs given are predicted to appear in the text in order to help students understand the text, which will be discussed in the next step.
c. The time given depends on the number of game cards provided.
d. The teacher gives the correct word pairs after the game is finished. Students compare the answers of their groups with the correct ones.

> Besides enriching students 'vocabulary related to travel themes, this game also aims to strengthen students' understanding of verb form changes in *Partizip II*

	e. At the end of the activity, students are asked to write the word pairs in their notebook.	
4.	Students are given some texts related to the learning theme. Students discuss the text by answering questions raised by the teacher. Example (*cited from Logisch*! A1)	20 minutes

> Julia : Wohin bist du in den Ferien **gefahren**?
> Markus : Ich bin mit meinen Eltern nach Österreich, an den Neu-siedler See **gefahren**
> Julia : Toll! Wie war das Wetter in Österreich?
> Markus : Es war gut. Die Sonne **hat** jeden Tag **geschienen**.
> Julia : Und was **habt** ihr da **gemacht**?
> Markus : Wir **haben gecampt.** Und was **hast** du **gemacht**?
> Julia : Ich **bin** nach Balkonien **gefahren**.
> Markus : Balkonien? Wo liegt denn das?
> Julia : Quatsch! Ich **bin** nicht weg **gefahren.** Ich **bin** nur zu Hause **geblieben**.

If the text given is in form of audio or video, the teacher should also give a transcription of the text.

Example of questions:

a. "*Wie heißen die Leute im Text*?" (What are the names the characters in this text?

b. "*Worüber besprechen die Leute im Text*?" (What do the characters talk about in the text?)

c. "*Wohin ist ... in den Ferien gegangen*?" (Where does ... go during the holiday?)

d. "*Wie war das Wetter*?" (How was the weather?)

e. "*Was hat ... in ... gemacht*?" (What did ... do in ...?)

f. "*Wo steht die Information im Text*?" (Where can you find the information in the text?)

g. "*Wenn du ... wärest, was hättest du in den Ferien gemacht*?" (If you were ..., how would you spend your holiday?)

The teacher should provide more than one text, so students can acquire various vocabulary related to the theme, analysing the content of each and analysing the structure and social functions of the text

5.	Students are divided into groups of 3-4 people. In the group, students are asked to make a dialogue based on the given situation. After that, students perform it in front of the class, and it can be taken as speaking skill assessment.	25 minutes

	Example of the instruction:	
	Machen Sie einen Dialog und spielen Sie ihn aus. *Heute ist der erste Tag in dem neuen Semester in der Schule. Sie unterhalten sich mit Ihren Schulkameraden über letzte Schulferien.* **Fragen Sie diese folgenden Fragen:** a. *Wo warst du*? (Where did you go during the school holiday?) b. *Wie war es*? (How was it?) c. *Wie war das Wetter*? (How was the weather?) d. *Was hast du dort gemacht*? (What did you do there?)	The situation given is the first day of school after the holiday over. Students share their vacation experience with friends. The points that should be mentioned in the dialogue are the tourism site, the impression of the holiday, weather

Post-activities

No.	Activity in Details	Time Allocation (minute)
1.	Guiding students to reflect the learning activity.	10 minutes
2.	Delivering the plan for the next meeting. Example: In the next meeting, you will do a project related to today's theme. Therefore, you will work in a group to create a particular product. In the next meeting, we will further discuss the project together.	
3.	Closing the learning activity and greeting.	

2. The Second Meeting: Time Allocation of 2 x 45 minutes

Pre-activities

No.	Activities	Time Allocation (minute)
1.	Greeting and asking the class leader to lead the prayer before starting the learning activities.	15 minutes
2.	Checking the students' attendance list.	
3.	Guiding students to remember the learning materials from the previous meeting and relate them to this meeting.	
4.	Giving direction regarding learning activities for this meeting. Example: "*Ihr werdet in einer Gruppe arbeiten und zusammen ein Projekt zum Thema ´Unsere Semesterferien´ machen. Am Anfang zeige ich euch die Sinnfrage. Danach, basierend auf der Frage, plant ihr zusammen das Projekt und bringt am Ende etwas zu Stande.*" (In a group, you will work on a project with the theme "Our Semester Holiday". First, I will give some project essential questions. Based on these questions, you will make a project plan and produce something at the end of the project.)	

No.	Activities	Time Allocation (minutes)
**Asking Essential Questions**	
1.	Students are divided into groups of five to six persons.	15 minutes
2.	Presenting essential questions to be the basis of the project. Example of the essential question: ***Wie war eure Schulferien?*** How is your holiday?	
**Designing Project Plan**	
3.	Through teacher's guidance, students determine the project.	30 minutes

4.	Students plan and determine few things regarding the project under teacher's guidance.
	
	 Example:
	    a. Data collection technique,
	    b. Total of respondents,
	    c. The description mentioned in the poster,
	    d. Things to concern in presenting the poster,
	    e. Assessment criteria,	

5.	Students discuss and make project in groups.
	
	 Example:
	 Determining activities to be carried out during project implementation (the process of collecting data, analysing data, making posters, etc.).
	    a. Determine equipments to be used in making posters.
	    b. etc.	

**Creating Project Timeline**	
6.	Displaying a table of project schedule, informing the project time allocation, and facilitating students to discuss and create project timeline. Sample of teacher's instruction: We will carry out this project in four meetings, start from this meeting. In this meeting, you will work in groups to plan and schedule the project. At the fourth meeting, you are expected to have completed the product and you will present it in front of the class. Now, we will discuss and agree on the targets that must be met at the second and third meetings.	
7.	Distributing project planning sheets (attached) to be filled out by the students.	

Group divisionis adjusted with the class condition.

In this project, students will create a digital infographic poster to describe the tourist destinations and activities done by their respondents during semester breaks.

It is intended to prepare students in analysing a situation and making decisions based on the analysis results.

In this illustration, the project is completed for four meetings.

The project planning sheet is collected by teacher as a reference to monitor the students' progress

No.	Activities	
8.	Students discuss in groups to determine the followings and write them in the project planning sheet. 　　a. Schedule, 　　b. The deadline for completing certain activities, 　　c. Person in charge, and 　　d. The task division among the group members.	

Post-activities

No.	Activities	Time Allocation (minute)
1.	Guiding students to do reflection on the learning at this meeting	10 minutes
2.	Delivering the plan for the next meeting. Example: As we had agreed before, at the next meeting, you will analyze the data that has been collected through the interview process and start creating digital infographic posters. So, please bring a laptop, modem, or other device that you need to facilitate the process of discussion and poster making.	
3.	Closing the learning activity and greeting.	

> In this illustration, data collection process is done through interview technique outside the class hour

> To monitor the data collection process, teachers can ask students to record the activities in form of a video

3. The third meeting: Time allocation of 2 x 45 minutes

Pre-activities

No.	Activities	Time Allocation (minutes)
1.	Greeting and asking the class leader to lead the prayer before starting the learning activities.	10 minutes
2.	Checking the students' attendance list.	
3.	Guiding students to recall the materials from the previous meeting and relate them with today's meeting.	
4.	Giving direction on learning activities in today's meeting.	

While Activities

No.	Activities	Time Allocation (minutes)
	Finishing the Project	
1.	Monitoring the progress of each group's project.	70 minutes
2.	Students work in a group to a. design the poster concept, b. process the data of interview result, and c. visualise the data of interview result into an infographic poster.	
3.	Students can consult the progress of the project and obstacles encountered, both in technical and linguistic matters, with the teacher.	

Teachers should provide input that encourages students to think critically and direct students to solve their own problems.

Monitoring the progress of the project can be done outside the class hours, one of which is by utilising instant messaging applications as a means of communication

Post-activities

No.	Activities	Time Allocation (Minutes)
1.	Guiding students to do a reflection on the learning.	10 minutes
2.	Delivering a plan for the next meeting. Example: At the next meeting, you will present the infographic poster that you have created. Please finish the poster based on the agreed deadline. In addition, pay attention to the agreed points and assessment criteria related to poster presentations.	
3.	Closing the learning activity and greeting.	

4. The fourth Meeting: Time Allocation of 2 x 45 minutes

Pre-activities

No.	Activities	Time Allocation (Minutes)
1.	Greeting and asking the class leader to lead the prayer before starting the learning activities.	10 minutes
2.	Checking the students' attendance list	
3.	Guiding students to recall the previous materials on the previous meeting and relate them with today's meeting	
4.	Giving direction on learning activities in today's meeting	

While Activities

No.	Activities	Time Allocation (Minute)
	Assessing the Project Results	
1.	Explaining the rules and assessment criteria of project result presentation	45 minutes
2.	Students present the infographic poster consecutively	
	Evaluating the Project	
3.	Students conduct peer assessment to assess the attitudes of each group member during the project process.	25 minutes
4.	Students evaluate the whole project activity by putting stickers on the assessment posters prepared by the teacher. Example of Assessment Poster: | Ich habe das Projekt nicht interessant gefunden	Ich habe das Projekt nicht so interessant gefunden	Ich habe das Projekt sehr interessant gefunden | Example of the instruction: *„Ihr solltet diese Projekt-Aktivität bewerten. An der Wand habe ich ein Poster schon angeklebt. Dort gibt es drei Aussagen. Das sind 'Ich habe das Projekt nicht interessant gefunden', 'Ich habe das Projekt nicht so interessant gefunden' und 'Ich habe das Projekt sehr interessant gefunden'. Steckt den Sticker in der passenden Säule. Zum Beispiel, wenn ihr die Aktivität sehr mögt, dann klebt das Sticker in die dritte Säule an."* (I have attached the activity evaluation poster. There are three sentences there, namely "*For me, this project is not interesting*", "*For me, this project is quite interesting*", and '*For me, this project is very interesting*". You have to assess the project activity that you have done by putting stickers on the statement column suitable with your opinion. For example, if you really like the project activity, please attach the sticker on the third column.)	
5.	Students can express their opinion related to project-based learning effectiveness toward their understanding of *Perfekt* sentence concept. The following is some questions which can be referred to. a. "*..., was hast du beim Unterricht gut gefunden? Und was nicht*?" (..., which learning part did you think as the best? And which part do you think was less good?) b. "*Was ist schwer für euch beim Projekt*?" (In your opinion, what is the difficulties in finishing the project?)	

Posters produced by students can be printed or displayed using a projector

These questions are asked to dig deeper into the students' opinions regarding project activities.

| | c. "..., *kannst du das Perfekt gut verstehen und im richtigen Kontext benutzen*?"
 (..., have you understood the *Perfekt* tense and can you apply it on the proper context?) | |

Post-activities

No.	Activities	Time Allocation (minute)
1.	Ask students to conclude learning during the last four meetings and deliver the positive things they have gained through the learning.	10 minutes
2.	Delivering a plan that will be carried out at the next meeting.	
3.	Closing the learning activities and greeting	

6. Process Assessment and Learning Result

1. Assessment Techniques
a. Attitude Assessment   : Observation, peer assessment
b. Knowledge Assessment   : Written-test
c. Skill Assessment   : Performance

2. Assessment Type
a. Attitude Assessment   : Observation journal, peer assessment sheet
b. Knowledge Assessment   : Written-test
c. Skill Assessment   : Assessment sheet of speaking skill
d. Project Assessment   : Project assessment sheet

Note:

a) Attitude Assessment
The attitude assessment is carried out during the planning, implementation and reporting stages of the project with observation techniques. In addition, peer assessment is also carried out to support data obtained through the observation process.

b) Knowledge Assessment
Knowledge assessment is carried out once after the project activity ends. Knowledge assessment in the form of a written test measures the following three IPKs.

> 3.3.1   Identifying vocabulary related to site names, weather conditions and activities in the text related to travel/tourism themes.
> 3.3.2   Identifying the verb in *Perfekt* form in the text related to the theme of the trip/tourism.
> 3.3.3   Summarizing the contents of short and simple oral and written transactional texts related to travel/tourism with proper social functions, text structure and language features.

c) Skill Assessment

Before students compose text independently through project activities, students are asked to produce oral transactional texts based on the given situation and practice them in front of the class. Based on these assignments, the teacher takes the score of students' speaking skills.

Here is the IPK target for the skill assessment

> 4.3.1   Applying short and simple oral and written transactional texts related to travel/tourism with proper social functions, text structure and language features

d) Project Assessment

Project assessment is carried out on continuously during the three stages of project imple mentation, namely project planning, project implementation, and project reporting to assess students' attitudes, knowledge, and skills. Although the project is carried out in groups, the assessment is still carried out individually.

Here are IPK assessed through project assessment

> 4.3.2   Designing short and simple oral and written transactional texts related to travel/tourism with proper social functions, text structure and language features.
>
> 4.3.3   Composing short and simple oral and written transactional texts related to travel/tourism with proper social functions, text structure and language features.

Note:
The assessment instruments and rubrics used in this illustration are attached.

REFERENCES

Bettermann, C., et al. (2005). *Studio d A1, deutsch als fremdsprache, unterrichtsvorbereitung*. Berlin: Cornelsen.

Koithan, U., et al. (2013). *Logisch! deutsch für jugendliche, kursbuch a1*. München: Klett-Langenscheidt.

Niemann, R. M. & Kim, D. H. (2014). *Studio d a1, deutsch als fremdsprache, sprachtraining*. Jakarta: Katalis.

Ratnawati, H., et al. (2017). *Menyusun laporan hasil asesmen pendidikan di sekolah: Referensi untuk pendidik, mahasiswa, dan praktisi pendidikan*. Yogyakarta: UNY Press.

CONCLUSION

Project-based learning is a method that allows students to discuss actively in the learning process through the application of the knowledge they have in the context of everyday life. By using this learning, students can develop various skills, including social skills. Therefore, project-based learning is suitable for the learning situation in Indonesia. It is considered capable of supporting the achievement of three core competencies, namely knowledge, skills, and attitudes, as it is stated in the Indonesian 2013 Curriculum.

Students' higher-order thinking skills can also be developed in almost all steps of project-based learning. Teachers can promote students' ability in analyzing and evaluating, such as in the stages of determining topics, project planning and scheduling, the inquiry process, and analyzing data. In addition, students are encouraged to be able to analyze their conditions or needs, provide assessments and arguments that support it so that they can make a decision or solve problems.

As the name implies, the project-based learning leads students to experience certain stages so that they can create a product at the end of the project. Therefore, students are encouraged to be able to create something new independently, based on the knowledge and skills acquired during learning. Students' creativity and collaboration become essential aspects of the production process.

Through this module, teachers are expected to understand the concept of project-based learning. Besides, it is also expected that the learning illustrations provided in this module can deepen teacher understanding and assist teachers in applying the project-based learning in their learning contexts.

APPENDIX

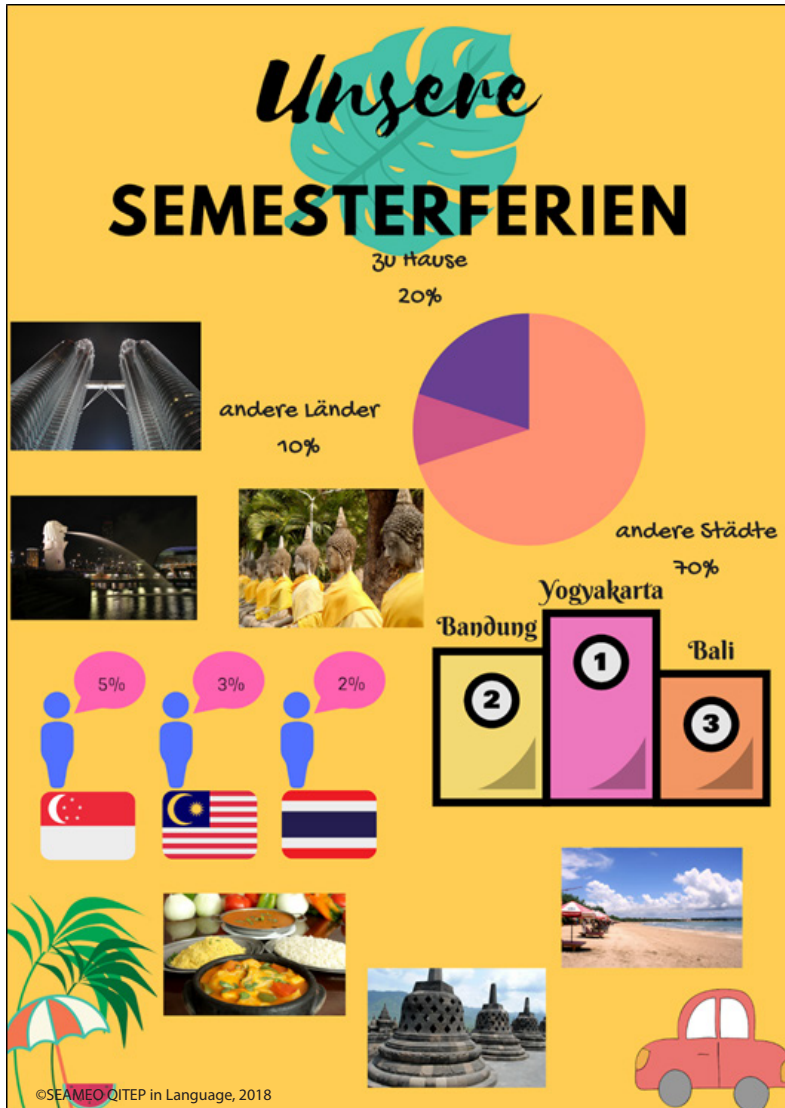Appendix 1: Example of a Digital Infographic Poster
Appendix 2: Example of Attitude Assessment Instrument
Appendix 3: Example of Knowledge Assessment Instrument
Appendix 4: Example of Skill Assessment Instrument
Appendix 5: Example of a Project Assessment Instrument

Appendix 1

EXAMPLE OF DIGITAL INFOGRAPHIC POSTER

APPENDIX 2

EXAMPLE OF ATTITUDE ASSESSMENT INSTRUMENT
1. Observation Journal

Class   :
Academic Year   :
Subject   :

No.	Time	Name	Incident/ Attitude	Attitude* point(*)	Pos (+)/ Neg (-)	Follow up

(*)Attitude points include the attitude of appreciation, respect, and show the behavior of honesty, discipline, responsibility, tolerance, mutual cooperation, politeness, and confidence. These points refer to the attitudes points stated in the formulation of KI-2 for Upper Secondary School level.

2. Peer Assessment Sheet

Name of the reviewer: ……………………

Put a checkmark (√) or cross (x) on the available statement that matches your observations during the project implementation process.

No.	Observation Indicator	Friend 1 (Name: ……)	Friend 2 (Name: ……)
	My friend expresses his/ her opinions politely		
	My friend does his/her task based on the task division in the group		
	My friend appreciates others' opinion which is different from his/her idea		
	My friend helps the other friends who have a problem		

APPENDIX 3
EXAMPLE OF KNOWLEDGE ASSESSMENT INSTRUMENT
1. Example of Matching Items

Urlaubsaktivitäten

a) Welches Verb passt (am besten)? Ordnen Sie zu.

am Strand	1		
ein Schloss	2	a	besichtigen
Spazieren	3	b	machen
ein Picknick	4	c	gehen
im Hotel	5	d	liegen
durch die Altstadt	6	e	übernachten
eine Radtour	7	f	bummeln
ins Theater	8		

b) Schreiben Sie die passenden Aktivitäten unter die Bilder.

1............................   2............................   3............................   4............................

5............................   6............................   7............................   8............................

(Taken from Studio D A1 Sprachtraining)

Note:
In instrument A, students are asked to match verbs with nouns to make phrases that describe activities while traveling. Meanwhile, in instrument B, students are asked to match the phrases in part A with pictures provided.

Sources of the pictures:
[1] https://pxhere.com/nl/photo/1168899 (accessed 26 April 2019)
[2] https://commons.wikimedia.org/wiki/File:Schloss_ernstbrunn_07.JPG (accessed 26 April 2019)
[3] https://pxhere.com/de/photo/687800 (accessed 26 April 2019)
[4] https://www.vectorstock.com/royalty-free-vector/tourists-at-the-hotel-reception-vector-13819027 (accessed 26 April 2019)
[5] https://tourismus.gera.de/index.php/gruppenangebote-stadtfuehrungen/oeffentliche-stadtrundgaenge (accessed 26 April 2019)

[6] https://www.strandblick.de/rhapsodie-in-raps-radeln-an-der-ostseekueste/ (accessed 26 April 2019)

[7] https://www.badische-zeitung.de/lahr/ins-kino-gehen-ganz-ohne-mitdenken--62072885.html accessed 26 April 2019)

[8] https://www.maedchen.de/life/kalorienverbrauch-beim-spazierengehen (accessed 26 April 2019)

2. Example of True-False Items

Paul und Melanie haben für die Schülerzeitung einen Artikel über die Sommerferien geschrieben. Lies den Text. Sind die Aussagen richtig oder falsch?

Der Sommer ist vorbei und unsere Freunde haben uns erzählt, was sie alles in den Ferien gemacht haben. Sie haben sehr viel Interessantes unternommen. Die meisten waren am Meer. Paul ist mit seinen Eltern und Großeltern nach Ägypten geflogen und sie haben in einem Hotel übernachtet. Es war dort wunderschön. Er hat auch viele neue Freunde kennengelernt und ist abends oft mit ihnen in die Disco gegangen. Melanie hat auf einem Campingplatz in Slowenien gezeltet. Sie ist auch viel geschwommen. Auch Andreas hatte eine tolle Zeit. Sein Vater und er sind oft mit dem Boot gefahren und haben viel geangelt.

Nr.	Aussagen	Richtig	Falsch
1	Die Schüler waren in den Bergen.		
2	Zwei Mädchen sind nach Australien geflogen.		
3	Melanie war an der slowenischen Küste.		
4	Andreas hat geangelt.		
5	Der Vater von Andreas ist alleine mit dem Boot gefahren.		

(Taken from http://eucbeniki.sio.si/nem9/2962/index5.html)

Note: Students are asked to read a short text telling the character's vacation experience and label statement in the table "true" or "false" based on the description in the text.

3. Example of Short-Answer Items

Lesen Sie die Fragen und schreiben Sie die Antworten wie im Beispiel.
Beispiel: Wo waren Sie im Urlaub? (Insel Rügen) • Ich war auf der Insel Rügen.

1. • Wo warst du in den Ferien? (Berge) •...
2. • Wie war das Wetter? (sehr gut) •...
3. • Wo wart ihr im Urlaub? (Meer) •...
4. • Wie war es? (super) •...
5. • Wo waren deine Eltern im Urlaub? (Wien) •...
6. • Wie war das Wetter? (oft geregnet) •...

1.Mein Mann, meine Tochter und ich .... in den Schulferien mit dem Auto nach Österreich .... (fahren) **2**. Abends .... wir Bregenz, unser Ziel, ... (erreichen) **3**. Dort .... wir .... (zelten) **4**. Das Wetter war prima. Es .... nicht .... (regnen) **5**. Wir .... viel .... (machen) und viel .... (erleben)

(Taken from Studio D A1 Unterrichtsvorbereitung)

Note: In part 1, students are asked to write answers that correspond to the questions provided. Meanwhile, in section 2, students are asked to change the verbs that have been provided in the form of *Perfekt*.

The students' final score, calculated with the following scoring guidelines

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

APPENDIX 4
EXAMPLE OF SKILL ASSESSMENT INSTRUMENT

Machen Sie einen Dialog und spielen Sie ihn aus.

Heute ist der erste Tag in dem neuen Semester in der Schule. Sie unterhalten sich mit Ihrem Schulkamerad/Ihrer Schulkameradin über Schulferien. Fragen Sie ihm/ihr diese folgenden Fragen :

1. Wo warst du in den Schulferien? (Where were you during the school holiday?)
2. Wie war deine Ferien? (How was your holiday?)
3. Wie war das Wetter? (How was the weather?)
4. Was hast du dort gemacht? (What did you do there?)

Note: Students are asked to produce a dialogue that shares their vacation experiences. Students are given a situation and questions that must be asked to their partner.

The following is an assessment sheet for students' speaking skills.

Assessment Sheet

No.	Name	1	2	3	4	Final Score
		Suitable with instructions (0-3)	Diction choice (0-3)	Proper Pronunciation (0-3)	Grammar (0-1)	

$$\text{Final Score} = \frac{\text{Total Score}}{10} \times 100$$

APPENDIX 5

EXAMPLE OF PROJECT ASSESSMENT INSTRUMENT

Project Title   :
Group   :
Name of the Student :
Class   :

No.	Aspects Assessed	Score (1-4)
1.	Planning	
2.	Data collection	
3.	Data processing	
4.	Oral reporting	
	Total	
	Maximum score	16

Note :

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

Aspect	Criteria and Score			
	4	3	2	1
Planning	• Students show an excellent understanding of the material. • Students are able to independently discuss a plan preparation that is systematic and suitable for the criteria.	• Students show a good understanding of the material. • Students are able to independently discuss a sytematic plan prepration but not suitable for the criteria.	• Students show a relatively good understanding of the material. • Students are able to discuss independently. However, they have not been able to make systematic planning, which is suitable for the criteria.	• Students do not show a good understanding of the concept. • Students still need much guidance in discussing and arranging systematic planning, which is suitable with the criteria.
Data collection	• Students apply their knowledge in collecting data very well. • Students collect data completely and systematically. It is also suitable with the objectives.	• Students apply their knowledge in collecting data well. • Students collect data completely and systematically. However, the data is not suitable with the objectives.	• Students apply their knowledge in collecting data quite well. • Students collect the data completely. However, the data is less systematic and not suitable with the objectives.	• Students still need help when applying their knowledge in collecting data. • Students collect data incompletely and not systematically. Besides, it is not suitable with the objectives.

Data processing	• Students analyze data based on the objectives, and they can make relevant conclusions.	• Students analyze the data based on the objectives, and they are able to conclude, but it is irrelevant.	• Students analyze the data but less suitable for the objectives and make less relevant conclusions.	• Students analyze the data, but the data are not suitable for the objectives, and they make irrelevant conclusions.
	• Students pay attention to the balanced composition and suitability between the use of pictures and text in visualizing data into digital infographic posters.	• Students do not really consider a balanced composition. However, students still regard the suitability between the use of images and text in visualizing data into digital infographic posters.	• Students concern the balanced composition. However, students missed the suitability between the use of images and text in visualizing data into digitalinfographic posters.	• Students do not really consider the composition and suitability between the use of images and text in visualizing data into digital infographic posters.
Oral reporting	• Students are able to use proper language rules, pronounce clearly, and be confident when presenting project results	• Students are able to use proper laguage rules, and they are confident. However, students are less able to pronounce clearly when presenting the project result	• Students are able to use proper language rules. However, students are less able to pronounces clearly, and they lack of confidence when presenting the project result	• Students are not really able to use the proper language rules, not really able to pronounce clearly, and they lack of confidence when presenting the project results

PRIORITISING LANGUAGES, ADVANCING EDUCATION

VISION
A Centre of professional excellence in the innovation of language education development within the framework of sustainable development in the region

MISSION
To provide quality programmes of professional excellence for language teachers through learning resources development, research and development, capacity building and networking

GOALS
To improve the quality of language teachers through the learning resources development, capacity building as well as research and development

To maintain and strengthen extensive networks among SEAMEO Member Countries focused on the innovation of language education development

CORE VALUES
Innovative spirit
Commitment towards quality
Cooperation
Customer satisfaction

9 786239 568320