

## Implementing the Project-Based Learning Model by Interviewing and Reporting Techniques to Improve Tenses Mastery

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### Abstract

This research aimed at improving the students' mastery on tenses through the implementation a Project-Based Learning model using interviewing and reporting techniques. Class Action Research was the design of this research and was conducted on the first semester students of class A in the English Education Study Program at the University of Bengkulu, enrolled in the Basic English Grammar course. The research involved 37 participants and was carried out over two cycles, each consisted of three meetings. The stages of the research included planning, action, observation, and reflection. The instruments used were test and observation checklist. The result of the test showed an increase in the percentage of students who scored  $\geq 70$ , from 54% in cycle 1 to 81% in cycle 2, indicating 27% improvement. The result of cycle 2 also demonstrated that the success indicator of this research has been achieved by more than 75% students got score  $\geq 70$ . It can be concluded that the implementation of Project-Based Learning model using interviewing and reporting techniques effectively improve students' mastery of tenses by encouraging them to apply grammatical knowledge in both speaking (interviewing) and writing (reporting), thereby deepening their understanding of grammar.

Keywords: Interviewing; Project Based Learning; Reporting, Senses

### Introduction

Indonesia is currently implementing the Merdeka Curriculum, which provides educators the freedom to create high-quality learning that suits the needs and learning environments of students ([kurikulum.kemdikbud.go.id](http://kurikulum.kemdikbud.go.id)). One of the learning models recommended in the Merdeka Curriculum is project-based learning. One of the goals of project-based learning is to make learners more active and interested in the subject being studied. According to Fathurrohman (2016), project-based learning is "model pembelajaran yang menggunakan proyek atau kegiatan sebagai sarana

pembelajaran untuk mencapai kompetensi sikap, pengetahuan dan keterampilan peserta didik" (a learning model that uses projects or activities as a learning tool to achieve competencies in attitude, knowledge, and skills). This model is rooted in active learning, student-oriented, and provides hands-on experiences in applying knowledge while stimulating learners' critical thinking skills.

One of the course materials in the English Education Study Program where this model can be applied is grammar, specifically tenses. Tenses are core components of the Basic English Grammar course. Tenses refer to changes in verb forms according to time indicators and the nature of events. In English, tenses are divided into four main categories: present, past, future, and past future. These are further subdivided into 16 forms: present: simple present, present continuous, present perfect, present perfect continuous; past: simple past, past continuous, past perfect, past perfect continuous; future: simple future, future continuous, future perfect, future perfect continuous; past future: simple past future, past future continuous, past future perfect, and past future perfect continuous.

In learning tenses, students study and distinguish the use of time in sentences, learn sentence patterns, and practice using those patterns. However, students often struggle to master tenses because the concepts do not exist in Indonesian. In Indonesian, indicating time only requires adding time adverbs at the end of a sentence. For example: "Saya bekerja hari ini" (I work today) — "Saya bekerja kemarin" (I worked yesterday). Meanwhile, in English, not only is a time adverb added, but the verb form must also change. Additionally, the large number of tenses, sentence patterns and their use in sentences that seem similar, adds to the problems for students.

In previous studies, the researcher implemented several grammar teaching techniques, such as the Presentation-Practice-Production (PPP) technique, the flipped classroom technique, and communicative game-based activities. While these methods successfully improved learners' skills, the effects were short-term. When tested in the following semesters, many students did not remember the material. Therefore, a long-term approach that sparks students' interest and stimulates critical thinking to apply their knowledge is needed.

Based on the above explanation, this study proposes using the Project-Based Learning model to improve grammatical skills, specifically tenses mastery. In this

model, learners create and apply new knowledge while focusing on problem-solving through group work, critical thinking, and peer support (Indrawan et al., 2018). This model provides real-world experience to students and gives them opportunity to apply the knowledge they have. This is in line with Goodman and Stivers (2010) who described project-based learning as an approach built on learning activities and real tasks that present challenges related to daily life to be solved collaboratively.

Project-based learning can be implemented individually or in groups. Students are presented with a problem, then asked to identify causes and solutions by creating a project. In this study, the proposed techniques are interviewing and reporting. Using these techniques, students can apply their knowledge of tenses both orally and in writing. For example, students are given a topic. Then, they form groups, identify a problem based on the topic, design interview questions, and do the interview. They can use past tense for questions about past experiences, present tense for habits, and future tense for future plans. Afterward, they write reports using proper tenses and report-writing techniques.

This learning model is expected to encourage critical thinking on how to solve a problem and communicate using English. The use of authentic and interesting topics as well as the experience of designing questions, doing interview and writing a report, help students apply grammar knowledge directly, aiming for long-term mastery.

Previous studies on Project-Based Learning and grammar have shown positive results. Nurcahyoko (2014) found that project-based learning improved grammar accuracy in high school students. Sarmi (2014) showed that project-based learning effectively improved mastery of Simple Present Tense in junior high school students, especially in outdoor learning. Oktavyana et al. (2019) found that project-based learning was already used as a success indicator in grammar courses at Universitas Negeri Jakarta.

Thus, this research uses classroom action research to apply Project-Based Learning using interviewing and reporting techniques to investigate whether this model and techniques can improve students' mastery of tenses in the Basic Grammar course. The research is conducted in 2 cycles. Instruments include tests, observation checklists, and video materials illustrating problems for students to solve. This research

is expected to provide theoretical contributions and practical benefits for both students and lecturers.

### **Research Methodology**

The design of this research is Classroom Action Research (CAR). Aqib (2011) explained that CAR is a study conducted by educators in their own classrooms through self-reflection with the aim of improving their performance so that student learning outcomes increase. In line with this, Zainil (2008) stated that "classroom action research is a research which is done in the classroom to improve the process of teaching and learning." This research design was chosen to achieve the objective of improving students' mastery of tenses.

Furthermore, this research was designed in mixed method theory. Creswell (2009) stated that mixed method research employs the combination of quantitative and qualitative approaches. Quantitatively, the researcher used tests to collect numerical data while qualitatively the researcher employed observations to gather rich contextualized data. For the next step, the researcher based the analysis from the numerical data and observation result then discussed them descriptively.

This research was conducted in the Basic English Grammar course in class A of the English Education Study Program at the University of Bengkulu. The research procedure was carried out in two cycles. Each cycle consisted of three meetings. The second cycle was implemented because the first cycle had not yet reached the target of the research. The stages of the research included planning, action, observation, and reflection.

### **Findings and Discussion,**

#### **Findings**

This research was a Classroom Action Research (CAR) conducted in the Basic English Grammar course. Data were collected from a grammar test covering four tenses: Simple Present, Simple Past, Simple Future, and Present Perfect; and from non-test instruments such as observation checklists. The research was focusing on Tenses, and carried out in two cycles. Each research cycle consisted of four stages: planning, action, observation, and reflection.

## a. Description of Cycle 1

Cycle 1 consisted of three meetings. The test for cycle 1 was conducted in the end of the third meeting. The stages of the research are as follows.

## 1) Planning

In this stage the researcher designed a plan for implementing Project-Based Learning on tenses in the Basic English Grammar class. The learning plan was designed in the form of a video with topics related to English education. A characteristic of Project-Based Learning is identifying problems; therefore, the researcher provided examples of problems in class activities and questions to guide students. Additionally, the researcher prepared observation checklists to be used by collaborators, a daily research journal, a research schedule, and evaluation instruments. The tenses targeted in the learning were Simple Present, Simple Past, Simple Future, and Present Perfect.

## 2) Action

The project-based learning model was applied in the class. In this first cycle, the research was conducted after the students had learned Simple Present and Simple Past. Attended by 37 participants, In this meeting, the researcher first conducted a pre-test on tenses material.

**Table 1:** Students' Pre-test Score

Number of Students	Score	Frequency	Percentage
37	$\geq 70$	12	33%
37	$\leq 70$	25	67%

Based on Table 1, the students who got score  $\geq 70$  were only 12 students or 33% out of total 37 students. On the other hand, the students who got score  $\leq 70$  were more or 25 (67%) students.

After the pre-test, the researcher explained the project-based learning model, the objectives of the research, the type of project to be carried out by students, and the techniques to be used—interviewing and reporting. The researcher then divided students into 10 groups, each consisting of 3-4 members. The researcher explained how to apply tenses in interviews, the types of questions that could be asked, and reminded students about the grammatical rules of tenses. The procedure for writing reports, including generic structure and language features, was also explained.

The researcher played a video with topics about daily habit and unforgettable experience. After that, students were given questions which were designed to stimulate their critical thinking about problems that might arise from the video topic. Students were then instructed to identify one problem. They were assigned to design interview questions and interview several sources to solve the problem within one week. In the second meeting, students presented their interview results to the researcher. After that, they were asked to write a report based on the interview in the form of a report text or report writing. They had one week to prepare this report. The third meeting involved group presentations of their reports and a grammar test.

### 3) Observation

This stage was conducted to see whether the plan was implemented properly. During this stage, the researcher and collaborators observed the entire learning process. The researcher and collaborators took notes of important observations throughout the implementation process. The observation showed that most students had applied the interview technique and written their reports well. However, many students still made grammatical mistakes in both speaking and writing, indicating they needed more reinforcement.

**Table 2:** Cycle 1 Test Score

Number of Students	Score	Frequency	Percentage
37	$\geq 70$	20	54%
37	$\leq 70$	17	46%

Based on Table 2, the students who got score  $\geq 70$  increased to 20 students or 54% out of total 37 students. On the other hand, the students who got score  $\leq 70$  decreased to 17 (67%) students.

### 4) Reflection

Cycle 1 results showed that eventhough the number of students who achieved success indicator score increased, 46% of students had not achieved the target score of 70. Based on this, the researcher and collaborators concluded that the success indicator had not yet been met, and further improvement was needed. It was decided to continue to cycle 2, focusing on strengthening grammar knowledge and encouraging more careful application during interviews and report writing.

## b. Description of Cycle 2

Cycle 2 was conducted following the same stages as cycle 1 but with different topic of interview and the research team's improvement in managing the procedure of the research. The materials of cycle 2 were Simple Future and Present Perfect. The topics to be solved using interviewing and reporting techniques were about future plan and activities already done since morning. In the end of third meeting, the test for cycle 2 was conducted.

**Table 3:** Cycle 2 Test Score

Number of Students	Score	Frequency	Percentage
37	$\geq 70$	30	81%
37	$\leq 70$	7	19%

Based on Table 3, the students who got score  $\geq 70$  increased significantly became 30 students or 81% out of total 37 students. On the other hand, the students who got score  $\leq 70$  were only 7 (19%) students.

In cycle 2, most students were more confident in using correct grammar, both when interviewing sources and writing reports. Students were also motivated, active and focus in learning process. It can be concluded that the observation results showed that there was improvement in student focus, interest, material comprehension and participation in cycle 2.

The significant improvement of the pre-test, cycle 1 and cycle 2 tests can be seen clearly in the following table.

**Table 4:** Score of Students' Test

Number of Students	Score	Pre-test	Cycle 1	Cycle 2
37	$\geq 70$	33%	54%	81%

From table 4 it can be seen that cycle 2 results showed a 27% increase compared to cycle 1. The success indicator ( $\geq 75\%$  of students scoring at least 70) was achieved. Therefore, the researcher and collaborators concluded that the research had successfully improved students' mastery of tenses and decided to end the research cycle.

## Discussion

This research aimed to determine whether implementing Project-Based Learning by using interviewing and reporting techniques could improve students' mastery of tenses in the Basic English Grammar course. The results showed significant improvement from the pre-test score before the model was implemented to cycle 1 and cycle 2 scores after the model implemented. The pre-test result showed only 33% students scoring  $\geq 70$ . In cycle 1, it increased 54% and reached 81% in cycle 2 which indicated the success indicator of this research has been achieved where 75% participants obtained scoring at least 70.

The strengths of these techniques were evident. By interviewing, students were encouraged to apply grammar in real-time speaking situations that required them to choose the correct tenses spontaneously according to different question and answer contexts which are related to different tenses. This finding aligns with Asraf (2021), who found that interviewing improved students' speaking skills in learning conditional sentences.

Meanwhile, reporting motivated students to apply grammar in writing, which involves planning and careful application of grammar rules. Writing is an active ability involving long period of language use where the writers can think, plan, write and edit their works. These techniques supported long-term grammar retention, addressing the issue of short-term memory.

Motivation and student-centered approaches were key factors. Grammar is often perceived as boring due to its many rules and drills. Interviewing and reporting applied a functional grammar approach, emphasizing how grammar is used in context rather than isolated drills. According to Martin, Matthiessen, and Painter (in Lock & Jones, 2010), "functional grammar is a way of looking at grammar in terms of how grammar is used." These techniques encourage students to practice their grammar knowledge and educators only act as guides in learning process.

These findings support previous studies showing that project-based learning can improve English language skills, such as those by Nurcahyoko (2014) who investigated project-based learning in senior high school grammar class that has a problem in students' motivation, Sarmi (2014) who implemented this model in junior high school grammar class in Simple Present material, and Oktavyana et al. (2019)



who analyzed project based model and cognitive competencies in university grammar class.

## Conclusion and Suggestion

### Conclusion

Based on the results, this study found that the Project-Based Learning model using interviewing and reporting techniques effectively improved students' mastery of tenses in the Basic Grammar course. Test results showed that students scoring  $\geq 70$  increased from 33% in the pre-test to 54% in cycle 1 and to 81% in cycle 2, reflecting a 27% improvement. The results in cycle 2 also showed that the success indicator was achieved, with more than 75% of students scoring  $\geq 70$ .

It can be concluded that the implementation of Project-Based Learning by using interviewing and reporting techniques can improve students' mastery of tenses by encouraging them to apply grammar knowledge accurately in 2 skills at the same time, both in speaking (interview) and writing (reporting), enabling the students deeper learning.

### Suggestions

Based on the above conclusions, the researcher suggests the following:

1. The Project-Based Learning model with interviewing and reporting techniques is recommended for Grammar courses.
2. Future researchers may apply this model in other courses, such as speaking and writing, with broader content coverage to further improve learners' skills.

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