

CHAPTER IV

RESULT AND DISCUSSIONS

This chapter discussed the result of the research and discussion. The result gained from the participants' interview and classroom observation. Each participants interviewed by researcher and the data were analysed using coding transcription and observation checklist. The detail information were explained in form of text.

4.1 Novice and Experienced Teacher's Beliefs in Project Based Learning for Teaching Reading

Here the information of novice and experienced teacher's beliefs in project based learning for teaching reading. The information categorize on some themes that became a component of teacher's beliefs. The information compare between novice teacher perspective and experienced perspective. The categorization involve the advantage and disadvantage of project based learning for teaching reading, teacher's attitude of project based learning for teaching reading and the impact of project based learning in teaching reading for student.

1.1.1 The Advantage and Disadvantage of Project Based Learning for Teaching Reading

NT1 has opinion that project based learning is good to apply in teaching especially teaching reading. Based on the statement from Permendikbud of 2016 that stated project based learning was the one of teaching approach which recommended by government, NT1 stated for generally she agreed with that statement. She privately like project based learning because project based learning made student doing something, student not only passive pay attention the teacher. Project based learning was form of student centred so it good for student. For teacher applying project based learning made them easy to teach. Teacher's role was guidance, facilitator, motivator and if student has the question teacher give them an answer but if student still could handle the

problem teacher ask them to solve the problem them selves. Project based learning was suitable applied in any kind of lesson of course in English. Even though project based learning was good to apply in teaching especially teaching reading there still the advantage and disadvantage of project based learning.

The advantages of project based learning was student more motivated and more challenged, but actually that was only for student that has basic of English. Student that interested to English got advantages by applied project based learning. Beside the advantages, project based learning has also disadvantage. Disadvantage of applied project based learning was task collection not on schedule, so if NT1 has given the instruction to student to collecting the project on next meeting, unfortunately many students were late in collecting the task. Other disadvantage was students are lazy to did the task and there were some students that are still does not understand the instruction (*NT1. TB*). The advantage and disadvantage here caused of some problem the one of the differences characterization of class and student.

The characterization of class and student made teacher go through difficulties in teaching English especially in teaching reading. NT1 told listening was a skill that most difficult taught to student. Teaching reading was an easy skill because in senior high school most of them only focused on student's comprehension to understand the text, so asked the teacher has an enough time to gave them as much text as possible and guide them it made teaching reading was easy. The difficulties of teaching reading was a common problem that was lazy. The students' laziness prediction because in novice teacher's school was not focus on academic learning in class, so student has low spirit in class. Student less active in class because they prefer doing activity outclass that appropriate to their skill. The difficulties from novice teacher was giving motivation to student to raise up from their laziness. Novice teacher's school has a solution to solve the problem of students' laziness that was developed use internet than use textbook. This solution more used in teaching reading because mostly student were lazy to read text. In fact teaching reading used internet or hand phone easier than conventional, but

the problem was made student to understand the instruction well. Not all student has the same ability in English especially in reading.

Student hard to understand because mostly learning reading too much text and did not interested in them. To solve this case novice teacher applied creative trick. Novice teacher prefer made a group and discussing so in a group must be there was a student that was has a basic of English and also like it. If there was a student that has basic of English in every group, whatever the members of the group are when they look at to their friend who has basic of English, they would read too although the result different with student that has a basic of English. Beside that novice teacher also applied brainstorming in teaching reading even though it depend on situation and condition. Why depend on condition and situation because in their school there are so many event and in one year she never gave the material full like what should teacher do. She told if she taught student mostly used group discussion form or at least in pair because sometime teacher difficult to handle the media of teaching and student usually lazy if they has to brought the material by their selves. For the student of course they prefer group discussion because it did not make them hard in learning, so the solution was used group discussion learning. Applying group this discussion and problem solving was the one of project based learning stage.

Applying problem solving was the one of important stage in project based learning especially in teaching reading. NT1 and NT2 has applied problem solving in teaching reading. Teacher started from stimulated student first then guide them to understand the relation between text and real life problem based on their opinion. For example narrative text, of course narrative text has an element of moral value, but for the text like analytical exposition or hortatory exposition usually use intrinsic value so student difficult to find it. The trick that teacher used was related to the text with what they have in real life. For example exposition text about trees on the side road, in the text the writer tried to convinced reader that trees on the side road has a lot of benefit in human life, not only a human but all of the mortal. It topic made student realized for

help to care of the trees on the road side at least around their home. In this case it suitable applied in the class which has a good background of English. Student in that class can related it clearly and it can spread to their friends. However the problem was in the class which did not has a good background of English student difficulties to follow the instruction and understand. Sometime a student which has Basic English in the kind of class more individual and they did not want to share with other. Teaching reading material by applying project based learning also supported student in learning process. That because material was a main part in teaching learning process.

Another point of view came from experienced teacher. ET1 explained project based learning is one of the famous teaching models lately. She told that teaching models very supportive for teacher mainly teacher as student's mediator to convey the knowledge. With the right teaching models and supported by the media made student easy to understanding. Means that student would thin that if teacher made that kind of thing then student would think that they learn like that today. Other opinion came from ET2. He beliefs that teaching models was very supportive but as teacher should look at to the real condition. The use of teaching model varies according to the situation and condition in the class. "I could not said which was often but if the condition of class did not match with the method means the method must be replaced" ET2 said (ET2. TB). Both of ET1 and ET2 has the similar opinion about applying project based learning especially in teaching reading.

ET1 explained that she agreed with the concept of project based but in her class she rarely using project based learning because it need more process.

"I agree to the project based concept, but actually I am included who rarely use it because it need more process, then it's the realm of getting into skill, so I rarely using project based but quite familiar and understand" (ET1. TB)

While experienced teacher 2 said:

"So far as I practice project based learning was good and could applied in teaching however back to the first that it must have advantage and disadvantages" (ET2. TB)

The similar statement also said by ET1 that project based learning is a good teaching model. Based on the statement from Permendikbud that project based learning as the one of learning approach recommended by government, ET1 was argued that it good for education's world and could be apply in class, however teacher should look at first to the class condition, whether it could be combine or not, because the level of student in class is different. She also stated that between theory and practice of project based learning has been appropriate. Nevertheless, the level of difficulties must be adjusted in every class, depend on the class level because every class has different criteria (*ET1. TB*) and she also stated that project based learning is a good teaching model and it has appropriate with the statement from Permendikbud that project based learning is one learning approach that recommended by government to apply in class. ET1 agreed and it could be applied in class, but go back to the problem that not all student could accept project based learning well and looked at first whether project based learning could combine with other or not. Because for the teacher she has to look at to the class first, looked at to the student's level first, approximate whether it could apply or not in every class. Different student's level capability also different result. For experienced teacher applied project based learning has advantage for teaching reading. Both of teacher and student got the advantage from applied it.

Applied project based learning for in teaching reading would make the learning process easier than before. The reason because student would collaborate to their friend in learning. Beside that student would explore more about their knowledge. Teacher would has different role than usual if they applied project based learning in teaching reading. Project based learning made teacher's role slighter than before. Teacher only a facilitator and guide in he class. Teacher not a source all of knowledge anymore that has to explain one by one in the board so it easier actually. Teacher only saw and directed student, after that they correct the student's work, give feedback, evaluate it and giving a conclusion. Moreover the advantage for student and teacher, project based learning has insufficiency and difficulties for teaching reading.

ET1 and ET2 explained project based learning the insufficiency came from teacher and student. From teacher, teacher should be taken a note in every process, but sometime ET1 did not has enough time to take a note, only in the end the student complete, so teacher gave complete grade (*ET1. TDB*). Afterward From student, not all student has the same level in English skill. Student with middle to high level would easy to understand and interested following all teacher's direction, but for student with beginner level they would difficult to understand the teacher direction. They would be lazy because they did not interest with this project. Beginner level student really need more treatment from teacher especially in teaching reading. Teacher also need much activity to face beginner level student. The common problem was about vocabulary, student still difficult to handle about this problem because the key of English was vocabulary so if student still minim in vocabulary of course teacher has to taught more about if before move to other step.

The difficulties of applied project based learning in teaching especially in teaching reading was when student did not bring the project or even did not finished the project according to schedule. Learning process could not be continue because project based learning must be in accordance with the procedure and schedule. ET2 explained applied project based learning could be difficult for any skills of English if student's level capability did not support it, means they has a beginner level in English.

Both of ET1 and ET2 has different ways to handle beginner level student in teaching reading. ET1 usually asked student to read the text first, reading aloud then they looked for difficult word in a text per paragraph afterward they noted it by them selves then they tried to find the meaning of difficult word, if they has tried but still could not find it then ET1 would help them. For ET2 to handle student in beginner level could start with searched material that made them comfortable, material that they like first. If the material could not made them happy learning process would be stuck because student felt uncomfortable. While for student who has middle level to high level teacher only gave difficult word then they comprehension, discussion and giving

question. For this kind of student made teaching reading as categories easy. In the application of teaching reading teacher need more involved and stimulated student so they could achieve the best result in reading. ET1 also used brainstorming, discussing, problem solving and so on in teaching reading.

Brainstorming used by ET1 and ET2 at first teaching reading process to made student understanding the material that would learn. Teacher asked student to work out the text 1-2 minutes then teacher asked them to look for about text from any sources it could be book, browse and so on. ET1 sometime prepared the slide when she taught and before she start to teach she gave student about clue and asked them. For example “what do you think about the title? What kind of the text? Did you know about the recount text?” (*ET1.TB*) so before teacher to the main teaching she did pre-reading first. Teacher also stimulated student first with the question related to their life. Student would get hard to understand and passive if teacher did not give stimulate first so with stimulate and question made student easier to understand the material. The stimulating and giving question good if applied to diligent student, however for the student that tend lazy teacher has to give another trick.

ET1 told for the student that tend lazy to read especially in English text teacher has a trick to handle it. For the first teacher start with the text that has short paragraph only 3-4 paragraph, then student look at to the question, for example if the question about what is the topic of paragraph 2? Then teacher guide student only looked at paragraph 2, only paragraph 2, they has to focus on paragraph 2, they did not allow to look at in other paragraph. Teacher taught student more to reading comprehension not made student like the text because somehow the goal was they could answer the question well and they could understand the text. The other effective trick was made a group of student. Teacher combine the group between lazy student and diligent student.

Group discussion and individual used by ET1 and ET2 randomly when teaching reading. Teacher used group discussion aimed to make student did not get bored and sleepy, used individual aimed to evaluate the capability of student one by one. ET2 was

also has the same condition, applied both of discussion and individual. However mostly student prefer discussion because they could cooperate to other member in group it made them easier to finish their task. In group discussion mostly often used problem solving. Nevertheless, ET1 and ET2 often used problem solving in teaching reading. Sometime student brought text by them selves. Then teacher asked them to observe the text in a group. Every group has a different title and then the text switch to other group. One group and other has a lot of thing to do, such as language feature, made a question according to text for other group. Student in the group of course has a different perspective to understanding the text and those activity they could create it to be a discussion material. Applying project based learning also taught them about the problem related to real life.

The relationship between problem in a real life and text reading was called moral value. Moral value was an experience or learning that could be taken from text. ET1 always gave understanding to student about the relation between moral value and real life by break down the nature of text. She introduced the text first from the beginning, the type of that. For example text narrative, as know narrative was text fiction but could be a true story. For level senior high school usually the text was about folktale, fairy tale, short story and etc. There were some kind of moral value in reading material included extrinsic and intrinsic. In senior high school level especially in curriculum nowadays mostly be found intrinsic value because it's appropriate with reasoning learning or often called high order thinking level.

Intrinsic value mostly made student confused. To handle this kind of problem ET1 usually gave student text that has intrinsic value. In this era teacher did not give student a question in field of C1, C2 anymore but teacher more explore in question that has level in HOTS, reasoning, analyse, problem solving and so on (*ET1. TB*). Teacher gave student a question like why, what if, how like that. Student has to exercise with type of those question so they could get used to with the text and question that has intrinsic value. While the trick from ET2 to handle this problem he started with

interaction, interaction with friends and teacher. After interaction then discussion from discussion student would a few understood. That's why teacher should combine with other method if teaching reading.

1.1.2 Teacher's Attitude of Project Based Learning for Teaching Reading

NT1 stated that she privately like project based learning because project based learning made student doing something, student not only passive paid attention to teacher. Project based learning was form of student centred so it good for student. It could her explore what she got from college. She always prepared well before she went to teach student in the class. The reason she did project based learning because she has creative personality and has enough time to prepare.

"I always like the method in teaching, after I got the knowledge about something new I felt want to try it in class" (NT1.TB).

Novice teacher told as the junior teacher she felt has to improve their skill in teaching so she can get more experienced in teaching. The world was growing as well as the teaching world, she has to always develop his ability to be able keep up the time. She realize that what she did in the class finally would impact student. As the teacher she did not want to her student get bored when learning process so it mad her always did something new to make student more interested in teaching (NT1.TB).

Based on the statement clearly that novice teacher has willingness to applied project based learning for teaching reading in the class. She has strong attitude in applied project based learning. That because she supported by the desire from herself and also the condition from out herself. While other condition different from novice teacher. Experienced teacher often applied project based learning because they felt project based learning need more attention. Teacher should take a note every stage that passed by student and it became a problem for experienced teacher. They did not enough time to prepared well project based learning before teaching. They got a lot of work in home and also in school.

“Honestly it a bit difficult for me to prepared project based learning. I’m also the housewife so my time is not maximal to prepare it because I had a family” (ET1.TDB)

From statement above it indicated that experienced teacher did not has willingness in applied project based learning for teaching reading. Experienced teacher attitude was not as strong as novice teacher. Experienced teacher did not supported from themselves to apply it for teaching reading. The external condition also made them difficult to applied project based learning for teaching reading.

1.1.3 The Impact for Student in Applied Project Based Learning for Teaching Reading

Novice teacher 1 was agree if applying project based learning in teaching reading especially made student achieved some point in learning. Beside a good score that become a main point, student would more comprehend the text because used project based learning student would more motivated and interested. When teacher discussed about what they got from project based because student really engage the learning system. Other point is about critical thinking, applied project based learning in teaching reading could achieve critical thinking because student started from brainstorming the text. Although sometime student had a weird concept in their project or a silly answer it did not mean they did not understand about the topic because every student had different perspective and different thought so from that different student combine it to be a knowledge and teacher here still respect them because it means there was a process of thinking from them. Creativity also became one of the achievement of applied project based learning in teaching reading. Student must have a good and interesting concept to make a project, so with this student can rehearse their creativity through project. (NT1. TB)

Applying project based learning in teaching reading gave various result and impact for teacher and student. Teacher’s beliefs of project based learning was also various. From the information could be conclude that novice teacher has strong beliefs in project based learning. Novice teacher beliefs that applying project based learning

has more positive effect than negative effect. Some problem appeared pure from student itself and external condition of their school. Student has positive respond to project based learning and student got good achievement from applied it. The achievement has appropriate with teaching standard in K-13 that some of component high order thinking has achieve. One of the Caused of other novice teacher unbelief in project based learning because she did not have knowledge background about project based learning.

Meanwhile, experienced teacher argued the enhancement that achieved by student was they more enthusiast and keep on spirit to discussion. They knew how to act when they given a problem, solved the problem and more realized with the problem around them. Another point that could achieved by student when applying project based learning in teaching reading. The first point was student's critical thinking. Student's critical thinking would achieve even increase if student followed the instruction well, listen teacher carefully and paid attention to the material and teacher. The development of student's critical thinking also depend on the instruction from teacher because from the instruction student would do the activity later. The other point was student's creativity. ET1 said that when applying project based learning student focus to create something so student spontaneously made a project that needed a creativity. They have feeling to compete with other so they would do best for their project. Some achievement was about critical thinking. Some student got increase in critical thinking because project based learning beside create a project also need deep analyse. However the capacity of critical thinking less than creativity it happened because in project based learning student still adjust the instruction from teacher. Beside critical thinking and creativity student also has collaborate skill and good team work.

1.2 Novice and Experienced Teacher's Practice in Project Based Learning for Teaching Reading

1.2.1 Pre – Reading (Speculation)

Novice teacher 1 has done project based learning stage in teaching reading. They were speculation, designing project activity, conducted project activity and the last evaluation. First stage was about Speculation. Speculation was part of pre-reading skills. Novice teacher started with taught the material about narrative text and the material was in theme fiction story and fairy tale. She started opening the class and ask student about the last material. In the last meeting NT1 has taught about narrative text and for the meeting in that day teacher still continue the material about narrative text. Novice teacher brainstorm the material with give a clue to student. She asked “who are here like reading fiction? What did you know about fiction story?” then student answered the question differently (*NT1. TP*). Teacher asked student to focus on the text and did not focus on other thing, it aimed to make the material was the centre of the class. Whereas NT2 never practice project based learning in any kind of teaching. That’s happen because NT2 did not has knowledge about project based learning (*NT2. TDP*).

Then teacher asked “what did you know about fiction story in our country? Can you mention it?” (*NT1. TP*). Student answered “there are much fiction story in our country miss, like folktale, legend, myth and etc.” This kind of activity aimed to invites student experience, knowledge that relevant to material. Teacher inserted a picture in the text that related to the title. This aimed to create an interested of student in reading material. Novice teacher gave a motivation to student, that thing made student more encourage in learning text.

NT1 asked student about the title and what student knew related to the title. Student answered that the title was “Aladdin” then teacher instructed student to predict the possible content of the text. Student predicted the text and teacher help them by giving the clue about the main idea of text. After student predicted the text student identify the type of text. Novice teacher asked “what the differences between fiction and non-fiction? And what categories of that text?” student responded “fiction was like

fairy tale, folklore, fable and so on and categories of this text was fiction story” (NT1.TP).

Meanwhile experienced teacher in the first stage open the class and review the last material. ET1 reviewed the material for the last meeting and gave them instruction to student to remain the previous material about text recount about “youth pledge”. In pre reading ET1 did brainstorming and gave student question related material. She asked to student “do you know the thing” (while pointing at the lamp), student answered “that is lamp mam” teacher asked again “what in your mind about lamp?” student answered light, electricity, teacher said “any other?” whose the inventor?” student answered “Thomas Alfa Edison”, “yeah that’s good” teacher said. Teacher used the think around because she wanted to made the material was the centre of class (ET1.TP)

According to interview, ET2 was also has applied project based learning in teaching reading. He applied in descriptive text and collaborated to vocabulary. He asked student to describe one think around and made the 3D picture for illustration, they did in a group. Then they should note part of think and also difficult word, then they memorize it and describe it in front of class. It needed twice meeting to finish the project because ET2 allowed student to do in home. ET2 didn’t look at to the 3D picture, the most important was student could finish their project and could achieve the result. After that practice hopefully student can achieve at least two skills at the same time (ET2. TP).

ET1 then request student to open the book and look to text about invention. They have to think about invention and did not think anything. Student looked at to the title first then teacher asked “what do you know about the title? From the title what was in your mind?” student answer variously. Then student asked by teacher “based on general classification what type of the text?” student answered “recount text mam” (ET1.TP). In learning process at that time student given two text titled “penicillin” and

“telephone”. Penicillin was an invention in health field and the inventor was Alexander Fleming and telephone was found by Alexander Graham Bell.

1.2.2 Reading (Designing and Conducting Project Activity)

The part of main reading was second stage and third stage consist of designing and conducting project activity. For second stage was about designing project activity, novice teacher form student into group consist of four students. After form a group student read the text carefully in group, discussed and managed by their group. NT1 guide student to collaborate in group, team work, communication skill was very important in group discussion. Teacher warned student that in group there was no individual, every group should cooperation each other.

Teacher stimulated student by give them the problem in real life according to the story in the text. The text that gave by teacher was title “Aladdin”, the reason why teacher chose the title because at that time the story will be release in movie theatre it made student interesting in this material. For example the most famous think in the story of Aladdin was magic lamp. In the magic lamp has a genie whose has duty to fulfil all of Aladdin’s wish. With the rescue from genie Aladdin became lazy to attempt. Teacher then asked student “from illustration of the story what problem that appeared in real life that implemented from the story” then Student answer differently based on their opinion. Teacher did it in every paragraph of the text. Teacher asked student to find out the problem.

Every information that has got from the text noted and then concluded by student. Teacher gave time to students to solve the problem. In this process teacher gave student 30 minutes. In process of done the work teacher asked student how the differences reading question and reading novel or webtoon. Then teacher gave explanation that when student read the question it means they used scanning technique or read fast. When read question they usually only read on important point but when student read novel it used skimming method. Skimming technique means they read all of the information from text.

The third stage of project based learning in teaching reading was conducted project activity. Along of process teacher monitor student by checking their work on by one. The progress of student's work monitored by teacher. Novice teacher was also gave the opportunity to student to consult their problem, include vocabulary, grammar, main idea etc. Teacher allowed student to used hand phone to help them. Actually teacher should guiding key point from the text however they did not do it. She should also gave student a question mix between factual and higher level thinking to comprehension discussion but she did not do it. However teacher only asked about character, setting, tenses, conflict and any other basic information.

Meanwhile experienced teacher did second and third stage too. However they did not do it completely in every part of stage. The stage stated from Teacher chose one student to read one paragraph loudly and guide them to translate it then other listen carefully. Student who has read then asked by teacher what the difficult word and what the main idea of that paragraph. In the part of stage project based learning in teaching reading teacher should form student into group discussion it aimed to make student develop their collaborate ability, team work and communication skill. Teacher's aim why did not make a group because teacher want to know how far student reading skill and how student's reading comprehension individually. The used of group discussion was good for student and teacher however if teacher want to know student's knowledge, teaching individually rather than group (*ETI.TDP*).

Teacher guided student about real life and text. For example the relation about invention in health world and science. "From the text what do you think about penicillin? What the advantages of penicillin in health world?" teacher asked student (*ETI.TP*). Student read the text and answered the question. Teacher stimulated student to find the problem from text based on guiding from book then they noted it. Teacher gave time 10-15 minutes to do the task and to solve it. Along student did the task teacher monitor them and how far the progress of student.

Afterward for the third stage started with teacher asked student one by one about the difficulties. Teacher gave opportunity student to ask the problem or what they fell difficult. Student consulted to teacher about sentence that used high level vocabulary, it made student difficulties. Teacher as a facilitator and guidance taught and giving understand to student how to search the key point in every paragraph. Applying project based learning in teaching reading teacher should give question mix between factual and higher level thinking such us “what if in health world didn’t found penicillin? What happened if vaccine didn’t found?” however here teacher only gave student standard level (*ETI. TDP*).

1.2.3 Post – Reading (Evaluation)

The last stage in this stage was evaluation. Teacher asked student to give the general information from text. The group whose come forward will chosen by teacher. One of the delegation from group would presented the result in front of the class, such as general information, specific information, conflict and problem. Every member of group could express their opinion and other group allowed to give commend and gave their opinion. Teacher should asked student what the implementation of the text in real life in the final of presentation but she did not do it because she has done in the beginning of learning.

Teacher evaluated student’s result by giving the comprehension about the text and gave feedback such us the difficult word, grammar and the moral value from text. Teacher also gave a reward to student who’s active in the class by giving additional score. The last part teacher review the material today and close the class.

The novice teacher insufficiency in project based learning practice was student more spend the activity outdoor because in their school’s rule was different to other school. Their school more accentuate talent skill than learning activity in class. From there teacher did not have much time to spend the material in one semester. Other insufficiency was student’s different characteristic and ability. The student’s condition

like that made not all student could support teacher applied project based learning in class.

In the last stage done by experienced teacher clearly. Teacher asked student with general information such “what the inventor of telephone? What year was found?” that the answer has in the text. After general information then specific information such “what factor that influence found penicillin? What the reason telephone found?” after the time up teacher chose student one by one to express their opinion. They told the opinion in their seat without come in front of the class. In part of stage teacher should gave the implementation in real life but ET didn’t do it. The task then submitted to teacher then corrected. Teacher gave feedback and noted in student’s book. For the last meeting teacher review the material today close the class.

Both of novice teacher and experienced teacher done differently to each other. Novice teacher’s practice of project based learning in teaching reading has done every stage. She did the stage completely and procedural. The reason novice teacher did it well because she has creative background of herself. She told she like doing creative and open a new thing and willing to try a new method and innovated teaching strategies that would made student learn easily. Other reason because their age were still young, still learning and follow every stage procedure. They has more leisure time so she can create any new method. The stage of project based learning that has done by teacher also appropriate to the theory. For instance they doing evaluation in last stage. Here they give understanding to student how to translate well. They also gave feed back and correction student’s work.

In other side, experienced teacher’s practice of project based learning in teaching reading has not done every stage. She did not the stage completely and procedural. There were stage skipped by teacher. The condition happen because they did not has more time to prepare yet. They has more work doing by themselves. In project based learning practice, experienced teacher did not applied procedural exactly. That was because they feel experienced and has a lot of experience in teaching so they

take it easy in everything. For the practice experienced teacher has suitable to the theory. They has given an implementation in real life problem based on text and the last they also gave feed back and evaluation to student by take a note in student's book in the end of the meeting.

1.2.4 Teaching Material of Project Based Learning for Teaching Reading

Teaching reading material of project based learning that used by novice teacher still in original material indeed she degrade the material level. Teacher did not change or modified the material because student would get harder to understand in the process. There were some students that still did not get it with the instruction so if teacher used modify material it made them more difficult to learn English. For the material novice teacher rarely made it by herself. Most of all she used internet to help her in developing the material.

“I usually browse in the internet, including British Councils and so on for inspiration and also sometimes if there is a really good worksheet and it suitable for project based learning I will take it”. (NT1. TBM)

NT1 usually collaborated project based learning and technology in some situation. Student in this century was very close with technology so involved the technology would give easiness and project would have variation. In her school also used e-learning in learning process although not everyday but often, so used technology in every teaching model was important for student and also for teacher.

“Because nowadays there are no children who carry dictionaries anymore, while their knowledge of vocabulary still low, moreover in reading most problem from student is in vocabulary so the alternative ways is use cell phone to help them in searching vocabulary. They also can search for something that related to material”. (NT1. TBM)

The choice of suitable material would made student more interested and comfort with learning process. Even though applied project based learning has made student interested however the choice and management material by teacher would have good impact for student.

Another opinion came from experienced teacher, when they applying project based learning did not combine with other models or method. Teacher still used original concept from project based learning because when teacher wanted to combine with other method student difficult to keep up the lesson. Some of student still confused with project based learning and did not get the point so teacher still used project based learning in pure concept. However teacher mostly combined project based learning with technology for example like internet, e-learning, application and so on. The benefit of combined technology and internet also could used to choose the material. The difficulties from teacher in teaching reading usually about the material. The choice of material would decide the respond of student. Technology and internet much helped in this problem. There were so many material sources in the internet could be taken.

However in experienced teacher's school the problem helped by the book because in their school used Airlangga's book. This book has a concept that made student easy and fun. There were picture as an illustrated from text. It made student easy to imagination the story of text. For example in recount text, it has breakdown based on generic structure such us part of event, part of title. Student much helped with this concept in a book especially for beginner student because sometime they were still difficult to understand the instruction and for the next step like comprehension, scanning, skimming a text it would make them more difficult. ET1 and ET2 much helped with this book. Beside the book made student easy and fun this book has concept based on the latest learning models in 21st century.

Novice teacher's practice of project based learning in teaching reading has done every stage. She did the stage completely and procedural. The reason novice teacher did it well because she has creative background of herself. She told she like doing creative and open a new thing and willing to try a new method and innovated teaching strategies that would made student learn easily. Other reason because their age were still young, still learning and follow every stage procedure. They has more leisure time so she can create any new method. The stage of project based learning that has done

by teacher also appropriate to the theory. For instance they doing evaluation in last stage. Here they give understanding to student how to translate well. They also gave feed back and correction student's work.

While experienced teacher's practice of project based learning in teaching reading has not done every stage. She did not the stage completely and procedural. There were stage skipped by teacher. The condition happen because they did not has more time to prepare yet. They has more work doing by themselves. In project based learning practice, experienced teacher did not applied procedural exactly. That was because they feel experienced and has a lot of experience in teaching so they take it easy in everything. For the practice experienced teacher has suitable to the theory. They has given an implementation in real life problem based on text and the last they also gave feed back and evaluation to student by take a note in student's book in the end of the meeting.

4.3 Teacher's Beliefs Related to Teacher's Practice in Project Based Learning for Teaching Reading

4.3.1 Novice Teacher's Beliefs Related to Teacher's Practices in Project Based Learning for Teaching Reading

The concept of teacher's belief usually related to their practice. NT1 has proved that her beliefs about project based learning in teaching reading was related to her practice. The novice teacher here because they had the knowledge well about project based learning. NT1 explained that since she was in college, she has taught about teaching model including project based learning. She told project based learning was good model for teaching and from the name is project of course there was project that entangled in learning process (*NT1. TB*). The project must be in a long time period. It could not use only one meeting because it must be not effective in learning process. For example if in one meeting student given a project or such reading text in webtoon that was related to their material and then in the next meeting teacher should review and continue the project.

While NT2 (novice teacher 2) has different perspective about project based learning. She did not know before about project based learning so that she did not practice it in the class. The reason why NT2 has not the knowledge about project based learning because she told that she never taught when she studied in college. She never taught about teaching model, method and any other especially project based learning because she graduated from English Literature program. She was familiar with project based learning since she became a teacher (*NT2.TDB*). The background of teacher made both of NT1 and NT2 has different perspective in project based learning theory.

Project based learning theory has a lot of different perspective. NT1 has been described that all of the theory about teaching models or any other theory for the end will be break up with the condition in real practice in the class. She has found a lot of kind students with different characteristic. It make her a few difficult with this situation when she apply project based learning in class.

“There are some part that appropriate with the practice, but as a teacher I realized that all of the theory I got for the end will be break up by the condition and situation” (NT1. TDB)

While NT2 said:

“Honestly I’m really didn’t know about the theory although it only the theory, I didn’t know the theory so I never practice it” (NT2. TDB)

The different perspective of novice teacher was influenced by novice teacher knowledge background. For example NT1 has joined the training in teaching English generally. She also ever joined a training about teaching English in millennial era but for the training in project based learning for specific she has not joined yet. Whereas NT2 has joined training about general in teaching English, the training did not specific in project based learning. The theory and concept of all of teaching model especially project based learning has related for teacher in their practice. That theory and concept has released by education government to make easier for teaching. The statement of project based learning has stated in education rules.

She told that when she apply project based learning in reading she can not do it in any class but mostly in eleventh grade, because in eleventh level, student has had more capability than ten grade. She can not apply any model of learning in twelve grade because they have to focus on final exam. It make student more explore their capability. For teacher, teacher only being a guidance and facilitator. For example if students has the difficulties or problem in learning material or method student can ask to teacher and teacher would give more explanation about the problem. The teacher would get easy in teaching material in the class (*NT1. TB*).

She said that she often did brainstorming first when she taught reading but she looked at to the situation and condition because in her school student has much event that implicated student and teacher. It proven when she taught reading narrative she gave brainstorming to student by gave clue to student about text. Brainstorming was one of part from project based learning in teaching reading part. Based on interview NT1 said if student did not stimulate by giving question it made them hard to understand. In project based learning stage of teaching reading the one of component was giving stimulate first to student so here could describe that teacher's belief of NT1 related to her practice. The reason NT1 easy to apply project based learning because she has knew project based learning since she was in college. She has knew before so it made her beliefs about project based learning. From her beliefs then influence her practice.

According to interview NT2 told that from she was in college she never taught about teaching model moreover project based learning. The reason why she did not know project based learning because she was graduated from English literature program. She more familiar about method, model and strategies in teaching when she started taught in school and joined training. She explained she never knew about project based learning and she also said that she never practice it. All this time she only taught student in standard teaching. For example in teaching reading she gave student the text student answered the question based on the text, help student to

translate the difficult word and any other standard teaching. She rarely used group discussion however she did not take the stage of project based learning in teaching reading. NT2's beliefs did not related to her practice because some of reason above. She did not beliefs because of she has not known the knowledge of project based learning.

NT1 when applying project based learning in teaching reading did not combine with other method. She applied pure in project based learning in reading skill whereas she collaborated with other skill. According to the interview NT1 applied project based learning in analytical exposition and hortatory exposition text collaborate with writing skill. Based on observation NT1 also collaborate narrative text combine with speaking skill. This condition happen because reading was a receptive skill. Receptive skill was like an input skill and it did not produce the project.

NT1 told applying project based learning need a lot of time. That made teacher rarely used them. Teacher rarely applied project based learning in real practice did not mean they did not know and beliefs about project based learning. There were the reason why teacher did not practice it. The first because teacher pursued by the target, usually teaching calendar did not appropriate with schedule of teaching. Student in school usually has a lot of activity and event out of the lesson. Somehow teacher focus only on how the material finish in one semester and student could answer the question to prepared final exam.

Other reason because the rule novice teacher school different with other school. Student spent time for the skill lesson more than in class so teacher schedule disturbed. Whereas teacher required to convey the material appropriate to syllabus means that material has finished in one semester. This problem that made student rarely applied project based learning because project based learning need a lot of time. Somehow there were teacher taught marathon. Means teacher gave material without explained clearly. Somehow also there material that skipped by teacher. Student asked to learn in home by themselves.

From the information above can be drawn that novice teacher beliefs and novice teacher practice related each other. They has strong relation because novice teacher has a lot of knowledge about project based learning in teaching reading then they would easy to practice it. Their practice has also suitable to the theory that has been they know before. It is not difficult to them to handle student with this kind of teaching models.

4.3.2 Experienced Teacher's Beliefs Related to Teacher's Practice in Project Based Learning for Teaching Reading

Experienced teacher 1 said in the interview that she was knew about project based learning. She familiar and agree with the concept of project based learning however she was the one of teacher that rarely applied it because project based learning need a lot of process. Generally, ET1 understood about project based learning however she rarely applied it in class. The reason because her knowledge about project based learning not as much as novice teacher. The caused of less knowledge because she did not graduate from educational program however from literature program. She knew the theory and the stage of project based learning from training and her experienced in teaching world. When she applied in class for the first she looked up to the class condition, because from her opinion not all class could applied project, only the class with level medium to high that could apply project based learning.

ET1 explained all skill in English could apply by project based learning, but in real activity she only applied some of skill of English. For example like listening, in her opinion listening is the one of categories difficult skill and if apply project based in listening was more difficult and hard for student. For reading skill, experienced teacher has applied project based learning but collaborate with other skill (*ET1. TB*). ET2 was also said that he ever applied project based learning in teaching reading in descriptive text (*ET2.TB*). ET1 stated For other ability such as vocabulary, grammar and memorizing could apply project based learning in class and it depend on how teacher arranged this model to be an enjoyed learning for student (*ET1. TB*).

ET1 told every step of project based learning must noted and cared by teacher. It made ET1 difficult to applied project based learning. From the information of observation class ET1 has done the stage of project based learning in teaching reading although there some part in stage skipped by ET1. For example the stage of designing project activities in part made a group discussion. In this part ET1 did not make a group but she taught individually. She confirmed at that time she aimed to how far student's ability in reading so she used individually. From these phenomena actually ET1 knew and beliefs about project based learning in teaching reading however the practice has not maximal based on the theory.

ET2 confirmed from interview result he has applied project based learning. The stage of teaching reading passed such us pre-reading, reading and post reading. He has done part of project based learning stage in teaching reading but not all the stage. The stage only brainstorming, stimulating, making a group, and presenting. The most important part like implementation in real life and high level thinking question has skipped by ET2. From this could be seen that ET2 the knowledge about project based learning not deeply. It would related to his beliefs, because his beliefs in medium level means he did not really beliefs so that it caused to his practice. He could not practice it maximally. NT1 and NT2 has difficulties to their practice because in their school not all student has the same capability even though their school was one of international school standard. However it could not be reference that not all student there has high level ability especially in reading. It could be the main problem that faced by teacher.

The information above concluded that experienced teacher beliefs and experienced teacher practice related each other however in practice teacher has more challenge. In their practice teacher has to face the main problem that was the various capability of student. Even though their school was one of international school standard. However it could not be reference that not all student there has high level ability especially in reading. They has not strong relation because the experienced

teacher knowledge in project based learning not deep. Their practice also did not maximal because they has skipped some stage.

4.4 Discussion

The exhaustive goal of this research was to perceive novice teacher and experienced teacher beliefs about project based learning in teaching reading and how the relationship to their practice. The result showed that novice teacher has strong beliefs about project based learning in teaching reading compare with experienced teacher. The things due to the novice teacher has a lot of knowledge of project based learning than experienced teacher.

Novice teacher strong beliefs in project based learning here made them implemented the beliefs to their practice. It has connected with statement from Khader (2012) which states that Beliefs were as personal concept that can give an understanding of teacher's practice. From here can be drawn that teacher beliefs originated from individual teacher itself. The beliefs originated from individual teacher appeared from their knowledge. Knowledge was main impact that caused teacher beliefs. Teacher who beliefs will implemented by how they act, their material, their instruction in class. It has looked from novice teacher itself that they has adjust their act, instruction and material based on project based learning. Novice teacher also followed the stage of project based learning completely and procedural so here novice teacher has strong beliefs to project based learning in teaching reading.

In other hand experienced teacher also has the similar beliefs with novice teacher however their beliefs not strong as novice teacher beliefs. It looks from their action in class. Their action in class has show applying project based learning. Their material also adjust to component of project based learning, but experienced teacher does not follow the stage of project based learning completely and procedural. The reason experienced teacher does not follow the stage completely and procedural caused of they do not have enough knowledge about it or can be says the knowledge about it not deeply. Other caused because they have more work so they have prepared yet the

stage well so they only do some stage that looks easily. Even though from individual themselves they says beliefs to project based learning but the action does not show that. Here can be conclude that experienced teacher has not strong enough beliefs to project based learning in teaching reading.

Novice teacher and experienced teacher practice about project based learning in teaching reading make some progress of teacher itself. With their practice about project based learning teacher make the result of student learning is better than before. Student and teacher can establish and explore new classroom atmosphere. It make student does not get bored in learning process. Even the application project based learning does not every day, but with the application of project based learning can make classroom atmosphere more various than before. The application of project based learning make teacher upgrade their knowledge in teaching reading and rethink about their teaching practice. Both of novice teacher and experienced teacher has done innovation in teaching reading using project learning means they has taught student with different way they have not taught before. These finding related to theory from Hammon and Laughlin (1995) cited in (Vescio; et all, 2008) that the perception teaching practice was teacher rethink their own practice, develop new classroom role, student outcome and teach different way they have not taught before. Both of novice teacher and experienced teacher has done innovation in teaching reading using project learning means they has taught student with different way they have not taught before.

Project based learning become one of innovation in teaching model that never used before by a teacher. The information get from novice teacher and experienced teacher that practice project based learning make student outcome better than before. They states that applying project based learning make student more explore student's thinking and more realize to real life problem. Not only student thinking, student creativity also better than before. This caused because project based learning require student to create something even it in a group. Before student create something as the final result of project based learning student has to pass a few stage the needed more

overthinking. The stage here make student has to analyse, discussion, problem solving and so on. In these case appropriate to Droplet (2003) which states project based learning is a well method for importing thinking competencies and creating flexible learning environment. From these information related to theory can be drawn that applying project based learning can be an effective ways in teaching today.

Project based learning as the effective teaching model today has continuous to curriculum today which emphasize to High Order Thinking Skill in every subject. Based upon the theory and practice of project based learning above and the statement from Hobri (2008) that says high order thinking is an ability of thinking critically, creatively, discussing, arguing, making decision and solving problem shows that two points there has a good relation. The practice of project based learning that has done by novice teacher and experienced teacher reveal the component of high order thinking skill appropriate to concept project based learning. After novice teacher and experienced teacher applied project based learning in class, student can achieve some high order thinking component. Those component here such as critical thinking, creativity, collaboration, making decision, problem solving and so on. Even the student achievement has not maximal yet at least there something that can achieve by student from project based learning.

In addition, the finding suggest that the most determine factor of novice teacher and experienced teacher beliefs on project based learning is about teacher knowledge. Although the previous study of Wiratmo (2017) about teacher's beliefs and practice in teaching reading dissimilar with the finding of this research. In that previous study stated that the most important factor determine the beliefs is about teacher experienced. In this research find that teacher knowledge is the most important factor in beliefs. It is proven that even novice teacher who does not have enough experience compare to experienced teacher they still have strong beliefs about project-based learning itself. Generally both of novice teacher and experienced teacher has similar beliefs about project based learning, however novice teacher still has stronger beliefs than

experienced teacher. It is because novice teacher's knowledge about project-based learning is better than experienced teacher knowledge. It happen because novice teacher has learn about project-based learning better they know about project-based learning when they were studying in university. While experienced teacher only get knowledge about project-based learning from training.

Novice teacher and experienced teacher beliefs of project based learning in teaching reading has relation to their practice. Their beliefs appeared because of their knowledge. Related to the practice of project-based learning teacher's knowledge of project-based learning also support their teaching practice using project based learning. It happen because experienced teacher does not have knowledge about project based learning as much as novice teacher. It can also be concluded that teacher's beliefs support their practice. Novice teacher practice in project based learning follow every stage. Meanwhile experienced teacher often skip the stages of project based learning. It happen because they have weak beliefs about project based learning so they do not really practice every stages of project-based learning. From this study is also reveal that project-based learning focus more or generate HOTS whether HOTS by the teacher and also the student. Finally teacher also beliefs that project-based learning support high order thinking it can generate student high order thinking because high order thinking one of the aspect applied in project-based learning that generate student critical thinking, creativity, collaboration and making decision in solving problem.

