

**DEVELOPING MODEL OF PROJECT-BASED AND COGNITIVE
COMPETENCIES-INFUSED LEARNING IN THE GRAMMAR CLASS
OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

A Design and Development Research



**ANNISA OKTAVYANA
1212819030**

A Thesis Submitted as Partial Fulfillment of the Requirements for the Degree of
Master Program of English Language Education

**MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND ARTS
STATE UNIVERSITY OF JAKARTA**

2022



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI JAKARTA

UPT PERPUSTAKAAN

Jalan Rawamangun Muka Jakarta 13220

Telepon/Faksimili: 021-4894221

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Nama : Annisa Oktavyana
NIM : 1212819030
Fakultas/Prodi : Fakultas Bahasa dan Seni/Magister Pendidikan Bahasa Inggris
Alamat email : annisaoktavyana@gmail.com

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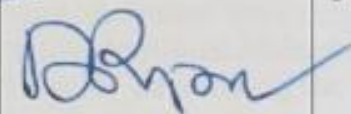
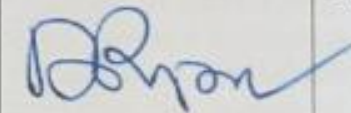

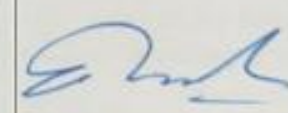

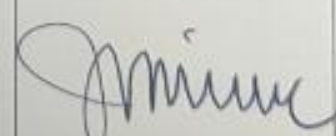
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Penulis

(Annisa Oktavyana)

**PERSETUJUAN PANITIA UJIAN
ATAS HASIL PERBAIKAN TESIS**

Nama : Annisa Oktavyana
 Nomor Registrasi : 1212819030
 Program Studi : Magister Pendidikan Bahasa Inggris

NO	NAMA	TANDA TANGAN	TANGGAL
1	Dr. Liliana Muliastuti, M.Pd. Dekan Fakultas Bahasa dan Seni		
2	Dr. Siti Drivoka Sulistyanningrum, M.Pd. Koordinator Program Studi Magister Pendidikan Bahasa Inggris		14/02/2022
3	Dr. Siti Drivoka Sulistyanningrum, M.Pd. Pembimbing I		14/02/2022
4	Dr. Ratna Dewanti, M.Pd. Pembimbing II		11/02/2022
5	Dr. Ifan Iskandar, M.Hum. Ketua Penguji		11/02/2022
6	Dr. Darmahusni, M.A. Anggota Penguji I		16/02/2022
7	Dr. Sri Sumarni, M.Pd. Anggota Penguji II		14/02/2022

ABSTRACT

Annisa Oktavyana. (2022). *Developing Model of Project-Based and Cognitive Competencies-Infused Learning in the Grammar Class of English Language Education Study Program*. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Art, Jakarta State University

The study aims to develop the model of Project-Based and Cognitive competencies-infused learning in the grammar class of English Language Education Study Program. This study employed a modified Design and Development Research (DDR) method by applying four steps, there are need analysis, preliminary design, evaluate the preliminary design, and design revision. The data were the components of the existing models of learning in grammar classes of English Language Education Study Program that were collected from online class observations, syllabus documents, the theories of the model of learning, Project-Based learning, Cognitive competencies, and grammar. The findings of the analysis revealed that, firstly, *Intellectual Challenge and Accomplishment* indicator was employed in Project-Based learning and *Critical Thinking* was the dominant indicator infused for Cognitive competences. Secondly, the procedure for developing the model of Project-Based and Cognitive competencies-infused learning in the grammar class of English Language Education Study Program consisted of eleven steps. Thirdly, the new development model of learning utilized the selected indicators of High-Quality Project-Based Learning and Cognitive competencies-infused the model of learning components. The new development model of learning employed *Authentic Learning, Cooperative Learning, and Computer-Assisted Instruction* from Cognitive, Humanistic, and Behavior Approach. The Project-Based Learning indicators applied for the development of the model of learning were *Intellectual Challenge and Accomplishment, Authenticity, and Collaboration*. These three indicators are significant to engage students to have their meaningful learning in grammar. Furthermore, the Cognitive Competencies indicators accommodated for the development of the model of learning were *Critical Thinking, Problem-Solving, and Decision-Making* indicators.

Keywords: *model of learning, the development of model of learning, project-based learning, cognitive competencies, grammar class.*

ABSTRAK

Annisa Oktavyana. (2022). *Merancang Model Pembelajaran Berbasis Proyek pada Mata Kuliah Keterampilan Tata Bahasa (Grammar) yang Terinfusi dengan Kompetensi Kognitif untuk Program Studi Pendidikan Bahasa Inggris*. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Art, Jakarta State University

Penelitian ini bertujuan untuk mengembangkan model pembelajaran berbasis proyek pada mata kuliah keterampilan tata Bahasa (*grammar*) yang terinfusi dengan kompetensi kognitif untuk Program Studi Pendidikan Bahasa Inggris. Penelitian ini menggunakan metode penelitian riset dan pengembangan (*Design and Development Research*) yang dimodifikasi dengan menerapkan empat langkah, yaitu analisis kebutuhan, desain awal, evaluasi desain awal, dan revisi desain. Data yang digunakan adalah komponen model pembelajaran yang ada pada kelas tata bahasa Program Studi Pendidikan Bahasa Inggris yang diperoleh dari observasi kelas online, dokumen silabus, teori-teori mengenai model pembelajaran, kompetensi kognitif, dan tata bahasa. Hasil analisis menunjukkan bahwa, pertama, indikator *Intellectual Challenge and Accomplishment* digunakan dalam pembelajaran berbasis proyek dan *Critical Thinking* adalah indikator dominan yang ditanamkan untuk kompetensi kognitif. Kedua, prosedur untuk mengembangkan model pembelajaran berbasis proyek pada mata kuliah tata bahasa (*grammar*) yang terinfusi dengan kompetensi kognitif untuk program studi pendidikan bahasa Inggris terdiri dari sebelas langkah. Ketiga, pengembangan model Pembelajaran yang baru memanfaatkan indikator-indikator terpilih yang terinfusi model komponenen Pembelajaran. Model pengembangan baru yang dikembangkan menggunakan *Authentic Learning*, *Cooperative Learning*, dan *Computer-Assisted Instruction* dari pendekatan *Cognitive, Humanistic, and Behavior*. Indikator model pembelajaran berbasis proyek yang digunakan untuk pengembangan model pembelajaran adalah *Intellectual Challenge and Accomplishment*, *Authenticity*, dan *Reflection*. Ketiga indikator ini penting dalam melibatkan siswa untuk memiliki pembelajaran yang bermakna dalam tata bahasa (*grammar*). Selanjutnya, indikator kompetensi kognitif yang diakomodasi untuk pengembangan model pembelajaran adalah indikator *Critical Thinking*, *Problem Solving*, dan *Decision Making*.

Kata kunci: *model pembelajaran, perancangan model pembelajaran, model pembelajaran berbasis proyek, kompetensi kognitif, kelas, tata bahasa.*

DECLARATION

I hereby declare that this research entitled '*Developing Model of Project-Based and Cognitive Competencies-Infused Learning in the Grammar Class of English Language Education Study Program*' submitted for Magister Pendidikan degree is entirely the result of my work. I am fully aware that I have quoted some statements and ideas from various sources. All quotations and citations have been appropriately acknowledged.

Jakarta, Februari 2022



Annisa Oktavyana

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

First and foremost, praises belong to Allah SWT for all the great blessings that have been poured to me in the process of accomplishing this study. Praises are also addressed to our Prophet Muhammad SAW who has guided us to a better life.

The writing of this thesis would not have been possible without the assistance, support, and guidance from the loved ones around me. I would like to extend my profound thankfulness to my advisors Dr. Siti Drivoka Sulistyaningrum, M. Pd. and Dr. Ratna Dewanti, M. Pd. for the generous academic support and direction so that I can finish my thesis successfully. It was a true privilege and honor to work and learn under their guidance.

I would also like to pay my regards to all lectures in Master Program of the English Language Education, the Faculty of Languages and Arts Universitas Negeri Jakarta: Prof. Dr. Ilza Mayuni, M.A., Prof. Dr. Muchlas Suseno, M. Pd., Dr. Darmahusni, M.A., Dr. Sri Sumarni, M.Pd., and Dr. Ifan Iskandar, M.Hum. who have been a source of knowledge during my study.

Moreover, I would like to present my gratitude to all lecturers and staff from other universities who have supported me with the worth data source. My special thanks also go to staff, sisters, and brothers in PMBI 2019 for encouraging me during my study. May we all grow together and touch new heights of success.

Finally, yet important to my grandma, parents, sisters, brother, family, and friends for always wishing the best of me, their precious prayers are irreplaceable. My sincere gratitude to my husband who always takes care of and provides me with unending inspiration and unconditional love. I couldn't ask for a more amazing person. Thank you for being the one-of-a-kind special someone in my life

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