



DEVELOPMENT OF ENGLISH LESSON PLAN (RPP) AND TEACHING MATERIALS BASED ON PROJECT-BASED LEARNING (PJBL) FOR SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study aimed to develop English lesson plans (RPP) and teaching materials based on Project-Based Learning (PjBL) for senior high school students. The study employed a Research and Development (R&D) design involving 35 eleventh-grade students and English teachers at SMA Muhammadiyah 1 Palembang. The development process included needs analysis, product design, expert validation, revision, and classroom implementation. The products were validated by instructional design experts, language experts, and material experts. The validation results showed that the developed lesson plans and teaching materials were categorized as valid and feasible for classroom use. The implementation results revealed that students who learned using the PjBL-based materials demonstrated better improvement in English learning outcomes, participation, collaboration, and motivation compared to students who learned through conventional methods. The findings indicated that Project-Based Learning created more meaningful, student-centered, and interactive English learning experiences. Therefore, the developed lesson plans and teaching materials can be used as effective instructional resources to support English teaching and learning in senior high schools.

Keywords: *Project-Based Learning (PjBL), English Lesson Plans, Teaching Materials, English Learning, Senior High School*

1. INTRODUCTION

English is an essential global language that plays an important role in education, communication, and professional development in the 21st century (Perdana et al., 2025; Salomone & Salomone, 2022; Mahmud et al., 2023). It is widely recognized as a key competence that students must master to compete in a globalized world. In Indonesia, English is a compulsory subject in senior high schools aimed at developing students' communicative competence in listening, speaking, reading, and writing skills. However, English learning in many classrooms is still dominated by teacher-

centered instruction, which limits students' active involvement in the learning process (Boardman et al., 2024; Tristiana et al., 2024; Lesiana et al., 2023). This conventional approach often results in passive learning and reduces students' opportunities to use English meaningfully. As a consequence, students tend to focus more on memorization rather than communication and critical thinking. Therefore, innovative instructional strategies are needed to improve the quality of English language teaching. One of the recommended approaches is Project-Based Learning (PjBL), which emphasizes active, student-centered learning.

Project-Based Learning (PjBL) is an instructional model that engages students in learning through meaningful projects and real-world problem solving (Permana et al., 2023; Jaya et al., 2025; Safitri et al., 2024). According to Thomas (2019), PjBL is a teaching model that organizes learning around projects involving complex tasks based on challenging questions. This approach allows students to construct knowledge actively rather than receive information passively. Bell (2019) states that PjBL enhances students' critical thinking, collaboration, creativity, and communication skills. In addition, PjBL encourages learners to connect academic concepts with real-life experiences. It also increases student motivation by making learning more engaging and contextual. Through collaboration and inquiry, students develop deeper understanding of the subject matter. Therefore, PjBL is considered an effective approach for developing 21st-century learning skills.

In English language teaching, PjBL offers significant benefits for improving students' language proficiency (Sari & Alizar, 2023; Meylani et al., 2025; Zusniarni et al., 2024). Students are given opportunities to use English in authentic and meaningful contexts through project activities. Grabe and Stoller (2019) explains that project-based instruction integrates language skills such as listening, speaking, reading, and writing in a holistic learning process. Through projects such as presentations, posters, reports, and digital products, students actively apply English in real communication situations. This approach also promotes learner autonomy and responsibility in completing tasks. Furthermore, PjBL supports cooperative learning and strengthens social interaction among students. Teachers also act as facilitators who guide students throughout the learning process (Cahyaningtyas et al., 2022; Guo et al., 2020; Puspitasari, 2020). Thus, PjBL is highly relevant for improving

English learning outcomes in senior high schools.

However, the implementation of PjBL in Indonesian schools still faces several challenges, particularly in instructional design and learning resources. Many teachers experience difficulties in developing lesson plans (RPP) that are aligned with the principles of PjBL. In addition, teaching materials that support project-based activities are still limited and not systematically developed. Some teachers also lack sufficient training and experience in implementing PjBL effectively in classroom practice. As a result, the application of PjBL often does not fully reflect its theoretical principles. This situation highlights the importance of providing well-structured instructional tools to support teachers. Therefore, the development of RPP and teaching materials based on PjBL is necessary to bridge this gap. Such development can help improve the quality of English teaching and learning in schools.

This study aims to develop English lesson plans (RPP) and teaching materials based on Project-Based Learning for senior high school students. The developed products are expected to provide practical guidance for teachers in implementing PjBL in classroom instruction. They are also designed to support students in learning English actively and meaningfully through project-based activities. The teaching materials will integrate real-life tasks that are relevant to students' daily experiences. By using these materials, students are expected to improve their English skills in a more contextual and engaging way. This study also contributes to the development of innovative English teaching strategies. Ultimately, it is expected to improve the quality of English education in senior high schools.

DEVELOPMENT OF ENGLISH LESSON PLAN (RPP) AND TEACHING MATERIALS BASED ON PROJECT-BASED LEARNING (PJBL) FOR SENIOR HIGH SCHOOL STUDENTS

2. METHODS

2.1 Research Design

This study used the Research and Development (R&D) method to develop English lesson plans (RPP) and teaching materials based on Project-Based Learning (PjBL) for senior high school students. Research and Development is a method used to create educational products and evaluate their effectiveness in learning processes (Sugiyono, 2019; Fraenkel et al., 2014; Ade Rahayu, 2025). According to Gall et al. (2007), R&D involves systematic steps including planning, product development, validation, revision, and implementation. The products developed in this study were English lesson plans and teaching materials designed using PjBL principles. The purpose of this study was to produce valid, practical, and effective instructional materials for English learning. Therefore, the R&D method was considered appropriate for this research.

2.2 Research Procedure

The development procedure in this study adapted the Borg and Gall model (Gall et al., 2007).

- 1) The first stage was needs analysis, which aimed to identify problems faced by teachers and students in English learning. Data were collected through classroom observation, interviews, and document analysis.
- 2) The second stage was planning and designing the prototype of the lesson plans and teaching materials.
- 3) The third stage involved developing the initial product based on the PjBL approach.
- 4) The fourth stage was expert validation conducted by English education experts and instructional design experts.
- 5) After receiving feedback, the products were revised and improved before implementation.

2.3 Research Participants

The participants of this study were 35 eleventh-grade students and English teachers from SMA Muhammadiyah 1 Palembang. The students were involved as users of the developed teaching materials during the implementation stage. Meanwhile, the English teachers provided information related to classroom learning conditions and instructional needs. The participants were selected purposively based on their involvement in English teaching and learning activities. The students participated in project-based learning activities using the developed materials. Teachers also evaluated the practicality of the lesson plans and teaching materials. Therefore, both teachers and students contributed important data for this study.

2.4 Research Instruments

Several instruments were used to collect data in this study. The instruments included interview guidelines, observation sheets, validation questionnaires, and student response questionnaires. Interview guidelines were used to gather information about problems in English learning and the need for PjBL-based materials (Kvale, 2021). Observation sheets were used to observe classroom activities during the implementation stage (Van Maanen, 2025). Validation questionnaires were used by experts to evaluate the quality of the developed products (Mahesti et al., 2025). Student response questionnaires were used to measure students' perceptions of the teaching materials and learning activities. These instruments helped the researcher collect both qualitative and quantitative data systematically.

2.5 Data Collection Technique

Data collection was conducted through several techniques, including interviews, observations, documentation, and questionnaires.

- 1) Interviews were conducted with English teachers to identify classroom problems

Vol 9, No 2 (2026): ESTEEM

and instructional needs. Observations were carried out during the implementation of the developed materials in the classroom.

- 2) Documentation was used to analyze existing lesson plans and teaching materials used by teachers.
- 3) Questionnaires were distributed to experts and students to evaluate the validity and practicality of the products.

The collected data provided comprehensive information about the effectiveness of the developed materials. Therefore, multiple data collection techniques strengthened the reliability of the study.

2.6 Data Analysis Technique

The data obtained in this study consisted of qualitative and quantitative data. Qualitative data from interviews and observations were analyzed descriptively to identify learning problems and implementation results. Quantitative data from questionnaires were analyzed using percentage scores. The percentage scores were used to determine the validity, practicality, and effectiveness of the developed products. The results of expert validation were categorized into several criteria such as very valid, valid, sufficiently valid, and invalid. Student responses were also analyzed to measure engagement and satisfaction with the learning materials. Based on the data analysis results, revisions were made to improve the final product.

3. RESULTS AND DISCUSSION

3.1 Result

This study developed English lesson plans (RPP) and teaching materials based on Project-Based Learning (PjBL) for senior high school students. Before the products were implemented in the research process, the lesson plans and teaching materials were

first validated by experts to determine their feasibility and quality. The validation process was carried out by instructional design experts, English language experts, and English teachers. The validation was conducted once to obtain suggestions and feedback regarding the developed products. Based on the instructional design expert's evaluation, the lesson plans and teaching materials were generally appropriate for project-based learning; however, several learning procedures needed to be arranged more systematically and clearly. Furthermore, the language expert suggested that the grammar, learning instructions, and vocabulary selection should be adjusted to the students' English proficiency level and avoid ambiguous expressions. Meanwhile, the English teacher stated that the materials and project activities were interesting and capable of increasing students' motivation and participation in English learning. Therefore, all validators concluded that the developed products were appropriate and feasible for classroom use.

In the development process, the feasibility of the lesson plans and teaching materials was assessed based on several aspects, including language, presentation, suitability with the Project-Based Learning (PjBL) model, visual appearance, and content quality. The validators' assessments indicated that the products had good quality and were suitable for implementation in senior high school English learning. In addition, the developed teaching materials were considered capable of supporting active, collaborative, and student-centered learning activities. After the validation process was completed, the overall results showed that the developed PjBL-based lesson plans and teaching materials were feasible to be used in the teaching and learning process. The recapitulation of the validation results from the validators is presented in Table 1 below.

Table 1. Recapitulation of the Overall Validation Results of PjBL-Based English Lesson Plans (RPP) and Teaching Materials

Product	Aspects Evaluated	Validator			Average	Criteria
		Instructional	Language	Material		

DEVELOPMENT OF ENGLISH LESSON PLAN (RPP) AND TEACHING MATERIALS BASED ON PROJECT-BASED LEARNING (PJBL) FOR SENIOR HIGH SCHOOL STUDENTS

		Design Expert	Expert	Expert		
Lesson Plans (RPP)	Learning Objectives	86%	84%	88%	86%	Very Valid
	Learning Activities	90%	85%	89%	88%	Very Valid
	Suitability with PjBL Model	92%	86%	90%	89.3%	Very Valid
	Assessment Technique	85%	82%	87%	84.6%	Valid
	Language Use	84%	88%	85%	85.6%	Very Valid
Teaching Materials	Language Aspect	83%	89%	85%	85.6%	Very Valid
	Presentation Aspect	86%	84%	87%	85.6%	Very Valid
	Material Content	88%	83%	90%	87%	Very Valid
	Visual Appearance	84%	82%	85%	83.6%	Valid
	Student Engagement	90%	85%	88%	87.6%	Very Valid

Based on Table 1, it can be seen that the highest average percentage in the validation of the PjBL-based English lesson plans (RPP) was obtained in the aspect of suitability with the Project-Based Learning model, with a score of 89.3%, which was categorized as “Very Valid.” This percentage indicates that the developed lesson plans were highly appropriate for implementing project-based English learning activities in senior high school classrooms. Meanwhile, the lowest average percentage was found in the assessment technique aspect, with a score of 84.6%; however, it was still categorized as “Valid.” The learning activities aspect obtained an average score of 88%, which showed that the sequence of learning procedures, project implementation, and student involvement in classroom activities were well-designed and suitable for English instruction. Furthermore, the language use aspect achieved an average percentage of 85.6%, indicating that the language instructions, grammar, and vocabulary used in the lesson plans were clear and understandable for students. The presentation of learning objectives and project procedures also supported the effectiveness of classroom instruction. Therefore, the validation results demonstrated that the developed English lesson plans (RPP) were feasible and appropriate for classroom implementation.

In addition, the validation results of the PjBL-based English teaching materials showed positive outcomes in several evaluated aspects. The highest average percentage was obtained in the student

engagement aspect, with a score of 87.6%, which was categorized as “Very Valid.” This result indicated that the developed teaching materials were able to increase students’ motivation, participation, and interest in learning English through project-based activities. Meanwhile, the lowest average percentage was found in the visual appearance aspect, with a score of 83.6%; however, it still met the criteria of “Valid.” The presentation aspect obtained an average percentage of 85.6%, which included the organization of materials, clarity of instructions, and integration of project tasks in English learning activities. The material content aspect also achieved a high percentage of 87%, indicating that the materials were relevant to the curriculum, learning objectives, and students’ proficiency levels. The language aspect received an average percentage of 85.6%, which reflected that the vocabulary, grammar, and sentence structures used in the materials were suitable for senior high school students. Based on the overall validation results, the developed English teaching materials based on Project-Based Learning (PjBL) were considered feasible, effective, and appropriate for use in senior high school English learning.

After the validation process had been completed, the developed lesson plans and teaching materials were implemented in the experimental class, while the control class used conventional English textbooks and worksheets. To determine the improvement of students’ English learning outcomes, pre-tests and post-tests were administered to both

DEVELOPMENT OF ENGLISH LESSON PLAN (RPP) AND TEACHING MATERIALS BASED ON PROJECT-BASED LEARNING (PJBL) FOR SENIOR HIGH SCHOOL STUDENTS

groups. Before the learning process began, students in both the experimental and control classes were given a pre-test to identify their initial English proficiency. The experimental class consisted of eleventh-grade students at SMA Muhammadiyah 1 Palembang who learned using the developed PjBL-based lesson plans and teaching materials. Meanwhile, the control class learned using conventional teaching methods and standard textbooks. After the teaching and learning activities were completed, both classes were given a post-test to evaluate students' learning achievement. The results showed that students in the experimental class demonstrated greater improvement in English learning outcomes compared to students in the control class. This improvement could be seen from the significant differences between the pre-test and post-test scores of both groups.

The improvement in students' achievement in the experimental class was influenced by students' enthusiasm and active participation during project-based learning activities. The use of PjBL-based teaching materials encouraged students to collaborate, communicate, and solve problems actively during the learning process. Students were more motivated because the learning activities involved real-life projects and interactive tasks. In addition, the developed materials provided opportunities for students to practice English skills in meaningful contexts. The learning process also became more student-centered because teachers acted as facilitators rather than the main source of information. Students were encouraged to express ideas, work in groups, and complete projects collaboratively. These learning experiences helped students improve their confidence and communication skills in English. Therefore, the implementation of PjBL-based lesson plans and teaching materials positively contributed to improving students' English learning outcomes and classroom participation.

Discussion

The findings of this study revealed that the development of English lesson plans (RPP) and teaching materials based on Project-Based Learning (PjBL) achieved high validity and feasibility for senior high school English learning. The validation results demonstrated that the developed products successfully integrated the principles of student-centered learning, collaborative activities, and authentic project implementation into English instruction. The high score obtained in the suitability with the PjBL model aspect indicated that the lesson plans were designed systematically according to the stages of project-based learning. This finding shows that the developed instructional products were capable of supporting active learning and encouraging students to participate meaningfully in classroom activities. In addition, the lesson plans provided opportunities for students to solve problems, collaborate with peers, and apply English skills in real-life contexts. Such learning activities are important because English learning requires not only theoretical understanding but also practical communication experiences. Therefore, the developed PjBL-based lesson plans were considered effective in facilitating interactive and meaningful English learning. These findings support the view that project-based instruction can create learning environments that promote higher-order thinking and student engagement (Martinez, 2022; Listiqowati et al., 2022; Sirisrimangkorn, 2021).

The results also showed that the teaching materials developed in this study obtained high validation scores in aspects related to student engagement, material content, language, and presentation. The student engagement aspect achieved the highest percentage because the teaching materials encouraged students to participate actively through collaborative projects and contextual learning tasks. Students became more interested and motivated in learning English because the activities were connected to real-life situations and allowed them to

Vol 9, No 2 (2026): ESTEEM

create meaningful products. In addition, the teaching materials were designed using appropriate vocabulary, grammar, and instructions suitable for eleventh-grade students. This condition helped students understand the learning materials more easily and supported their participation in classroom discussions and project completion. The organization of the materials and project instructions also contributed to the effectiveness of the learning process because students could follow the learning stages systematically. Furthermore, the visual presentation of the materials supported students' interest and attention during classroom activities. As a result, the developed materials were able to create a more engaging and student-centered learning environment. These findings are consistent with the idea that well-designed teaching materials can increase learners' motivation, participation, and language acquisition through meaningful interaction and authentic tasks (Anggraini, 2022; Sukerti et al., 2024; Pratama et al., 2020).

The implementation stage demonstrated that students in the experimental class showed greater improvement in English learning outcomes compared to students in the control class. The significant difference between pre-test and post-test scores indicated that the use of PjBL-based lesson plans and teaching materials positively influenced students' English achievement. Students who learned through project-based activities were more actively involved in discussions, presentations, collaboration, and problem-solving tasks. These learning experiences allowed students to practice English skills in authentic communication contexts rather than merely memorizing grammatical rules or vocabulary. As a result, students developed better understanding and confidence in using English during classroom activities. In contrast, students in the control class tended to rely more on textbooks and teacher explanations, which limited their opportunities to practice language skills actively. The findings suggest that project-

based learning provides more meaningful learning experiences because students learn by doing and interacting with others. Therefore, the implementation of PjBL can improve not only cognitive achievement but also communication and collaboration skills. This result is in line with previous studies stating that PjBL enhances students' academic performance, critical thinking, and language proficiency through active participation and experiential learning (Santyasa et al., 2020; Merris et al., 2021; Tristiana et al., 2024).

Furthermore, the improvement in students' motivation and classroom participation indicated that Project-Based Learning created a more enjoyable and supportive learning atmosphere. During the implementation process, students showed enthusiasm in completing projects, discussing ideas, and presenting their work in English. This condition occurred because project-based activities provided students with opportunities to express creativity and solve problems collaboratively. The use of authentic tasks also helped students understand the relevance of English learning in real-life situations. Consequently, students became more confident and less anxious in using English during classroom communication. The role of the teacher also changed from a knowledge provider into a facilitator who guided students throughout the learning process. This student-centered approach encouraged learners to become more independent and responsible for their own learning. Therefore, the findings of this study demonstrated that the integration of Project-Based Learning into English instruction contributed positively to students' learning motivation, engagement, and achievement. These findings support the perspective that meaningful and collaborative learning environments are essential for improving students' language skills and learning outcomes in the 21st-century classroom (Akram et al., 2022; Wijewantha, 2021).

**DEVELOPMENT OF ENGLISH LESSON PLAN (RPP) AND TEACHING
MATERIALS BASED ON PROJECT-BASED LEARNING (PJBL) FOR SENIOR
HIGH SCHOOL STUDENTS**

4. CONCLUSION

Based on the results of this study, it can be concluded that the development of English lesson plans (RPP) and teaching materials based on Project-Based Learning (PjBL) for senior high school students was successfully developed and categorized as valid, feasible, and effective for classroom implementation. The validation results from instructional design experts, language experts, and material experts indicated that the developed products were highly appropriate in terms of learning objectives, learning activities, suitability with the PjBL model, language use, presentation, and material content. Furthermore, the implementation results showed that students who learned using the developed PjBL-based lesson plans and teaching materials demonstrated better improvement in English learning outcomes, motivation, participation, collaboration, and communication skills compared to students who learned through conventional methods. These findings imply that integrating Project-Based Learning into English instruction can create more meaningful, student-centered, and interactive learning experiences that support the development of 21st-century skills. In addition, the developed materials can serve as practical instructional resources for English teachers in implementing innovative learning approaches in senior high schools. However, this study was limited to one school and a relatively small number of participants; therefore, future research is recommended to involve larger populations, different educational levels, and longer implementation periods to examine the broader effectiveness of PjBL-based English learning materials. Future studies may also explore the integration of digital technology and online collaborative platforms into Project-Based Learning to enhance students' engagement and language proficiency in various learning environments.

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Vol 9, No 2 (2026): ESTEEM

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DEVELOPMENT OF ENGLISH LESSON PLAN (RPP) AND TEACHING MATERIALS BASED ON PROJECT-BASED LEARNING (PJBL) FOR SENIOR HIGH SCHOOL STUDENTS

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