

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING ON  
ENGLISH FOR WETLANDS COURSE AT THE ENGLISH LANGUAGE  
EDUCATION STUDY PROGRAM**

***SARJANA'S THESIS***

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**ENGLISH LANGUAGE EDUCATION STUDY  
PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMBUNG MANGKURAT  
BANJARMASIN  
2025**

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING ON  
WETLAND SUBJECT AT ENGLISH LANGUAGE EDUCATION STUDY  
PROGRAM**

***SARJANA'S THESIS***

**Presented to Faculty of Teacher Training and Education as a Partial  
Fulfilment of the Requirements for Completing the *Sarjana*  
*Pendidikan* Program in English Language Education Study Program**

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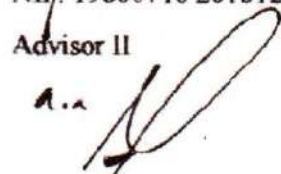
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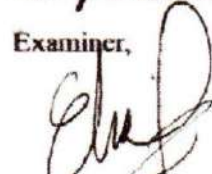
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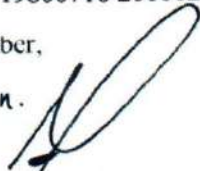
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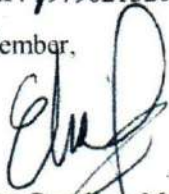
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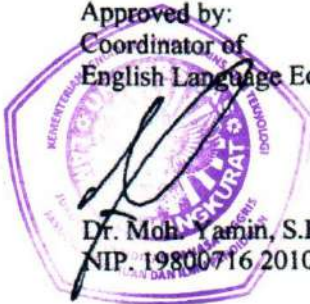
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## ABSTRACT

Mustaghfirin, Fadhil. 2025. *The Implementation of Project-Based Learning on Wetland Subject at the English Language Education Study Program*. Sarjana's Thesis, English Language Education Study Program, Faculty of Teachers' Training and Education, University of Lambung Mangkurat, Banjarmasin. The first advisor: Dr. Mohammad Yamin, M.Pd., the second advisor: Elvina Arapah. M.Pd.

Keywords: Project-Based Learning, English for Specific Purposes, English for Wetlands, learning outcomes

Evaluation is an essential component of the teaching and learning process, particularly in courses designed for specific academic and professional contexts. This study aims to examine the implementation of Project-Based Learning (PjBL) in the *English for Wetlands* course at the English Language Education Study Program and to identify indicators of its successful implementation. The research focuses on how PjBL facilitates students' engagement, collaboration, and ability to apply English skills within wetlands-related contexts.

This study employed a qualitative descriptive research design. Data were collected through classroom observations and analysis of students' project products. The researcher acted as a non-participant observer using structured observation sheets to document instructional practices, student participation, and collaborative activities during the learning process. Students' final projects were analyzed to evaluate language use, content relevance, and alignment with course objectives.

The findings indicate that the implementation of PjBL was effective in promoting active learning, collaboration, and contextualized use of English related to wetlands topics. Students demonstrated improved engagement, problem-solving skills, and the ability to integrate language skills with subject-specific content. These results suggest that Project-Based Learning supports the principles of English for Specific Purposes by providing meaningful learning experiences aligned with real-world contexts. Therefore, PjBL is recommended as an effective instructional approach for ESP-based courses, particularly those integrating local and environmental themes such as wetlands studies.

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The researcher realizes that this thesis is still far from perfect. Therefore, constructive suggestions and feedback are highly appreciated for future improvement. Hopefully, this thesis will be beneficial for readers and contribute to the development of English language education, particularly in the context of Project-Based Learning and environmental education.

Banjarmasin, November 2025

The Researcher

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