

Research article

Perceptions of the Use of Project Based-Learning in the EFL Context

Suhartini Syukri, Marhalisa Marhalisa, Abdul Halim, Dewi Atikah*, and Azwar Abidin

Institut Agama Islam Negeri Kendari (IAIN) Kendari, Indonesia

ORCID

Dewi Atikah: <https://orcid.org/0000-0002-4613-9935>

Abstract.

The goal of this study was to determine the views of students about project-based learning (PBL) in an EFL setting. This was a descriptive qualitative study with 31 participants who filled out a questionnaire. The findings revealed that students had a positive impression of the PBL method and agreed that it should be used in the learning process. Furthermore, the PBL had benefits for students' learning. Based on these findings, language teachers and teacher educators can use PBL as a teaching method to improve students' perception and performance in the learning process.

Keywords: English language learning, perception, project-based learning

Corresponding Author: Dewi Atikah; email: dewiatikah@iainkendari.ac.id

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1. Introduction

In this era, the teaching and learning of English emphasize more on the communicative and cooperative approaches that have led to the emergence of communicative, cooperative teaching and learning methods [1]. The approaches engage students in more active and communicative ways of learning the language than the traditional teacher-based approach [2]. There are many strategies of teaching that require students' active learning among which is task-based learning and Project-Based Learning (PBL).

Furthermore, PBL is one of the approaches in which cooperation among the students in finding and building their knowledge through active learning ([3]; [4]. The latter which is originally developed in the medical field and has been proven to be effective [5]; [6]; [7] has spread to the field of language teaching.

In general, students' perceptions of the implementation of PBL are also investigated. A study by [5] reported that the Geography students had positive opinions towards the benefits of PBL in developing their collaboration skills and increasing knowledge on the content regardless, in the beginning, they felt shocked as the method was different from the traditional lecture they were already familiar with. Another investigation by [8] found that business undergraduate students and teachers in Thailand had positive


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perceptions of PBL as it increases learning engagement. On the other hand, another research found that students taught using PBL performed better than those taught using non PBL [9]; [10]; [11]. Meanwhile, a study by [12] revealed that PBL brought a positive effect on Thai upper secondary school.

In the Indonesian context, students' perception of 21st-century skills development through the implementation of PBL has been analyzed by [13] at Indonesia University (2018). The result of the study is the students agree that the PBL can develop their 21st-century skills. Identify the students' perception of PBL is very important in the language classroom. Likewise, a study by Trisnowati and Ismawati explores students' perception of the project-based learning model at Tidar University in Magelang (2018). The result of the study shows that the perception of students' interest in the implementation of the project-based learning model is good perception and the students' interest with the PBL method.

[14] contend that Project Based Learning is a teaching method to gain students' knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Afterwards Project-Based Learning (PBL) is a learning method based on constructivism [15], which was first proposed by John Dewey at the end of the 1890s [14].

In language instruction, PBL is a flexible methodology allowing multiple skills to be developed in an integrated and meaningful activity [16]. On the other hand, [17] argues that the activities that were implemented in the PBL method were interactive and meaningful to participants. This peaked student interest and helped to maintain and enhance learner motivation. Besides, projects are generally thought of as a long-term (several weeks) activity which is part of an instructional method that promotes the simultaneous acquisition of language, content, and skills in which students have a full role in finishing their project work [16].

In the Indonesian context, there is a little bit of study investigates students' perception of Project-Based Learning in the EFL context. Most studies only focus on medical, 21st-century skill, business, and English specific Purpose. Then, we need to explore students' perception of Project-Based Learning in EFL Context to see the PBL method appropriate with student needs or not and how the students' perception of it. Based on the explanation above in this research focus on students' perception of use Project-Based Learning in EFL context in the Syntax Class in on of the high education at Kendari.

2. Research Methods

This study is qualitative research which focuses on students' perception on use Project-Based Learning. This is research was trying to ask students to describe the effectiveness of using the PBL method in their class. This study was conducted at the English Education Department in one of high education at Kendari. The subjects of this study are 31 students in Syntax class A at the fifth semesters' academy year 2019/2020. In this class, learning activities were carried out based on project-based learning which students attempted to accomplish a project for one semester called the Syntax challenge project. The researcher chooses all of the students in Syntax class A in the fifth semester in the English Education Department. From 31 students participate in this research are 28 females and three males. The students who are involved in this study have an active involvement in the Syntax class and have a good mark in the classroom so that they also have a good participant to know their perception in this study. The instrument that the researcher was used is a questionnaire. The researcher collected using questionnaire in order to gain insight into students' perception on the use of Project-Based Learning in the learning process. The data collected from the questionnaire are recapitulated in the form of a table [18].

3. Finding

The finding of this study is describes the students' perception of the use of Project-Based Learning of the fifth-semester students in class A english education in Kendari.

3.1. Implementation of PBL in Syntax Class

The first statement showed that most respondents liked the implementation of Project-Based Learning in their learning process. It was proved by the data on the graphic. Out of 31 respondents, 26 students or 83,87% agree and five students or 16,12% strongly agree that they liked the implementation of PBL. It showed that most respondents gave positive responses to the implementation of Project-Based Learning in Syntax Class.

3.2. Completed the Syntax assessment

Furthermore, the second statment in Project Based-Learning, it can help the student to feel happy to complete the assessment as shown in graphic. Out of thirty-one students,

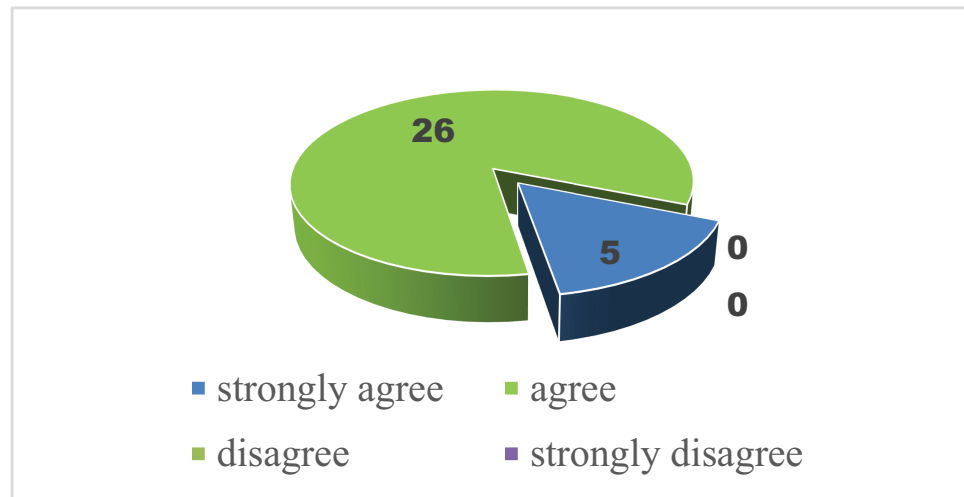


Figure 1: positive response on implementation of PBL in Syntax Class.

twenty-one students or 67,75% who agreed and ten students or 32,25% who strongly agreed that they feel happy to complete the assessment with Project Based-Learning method.

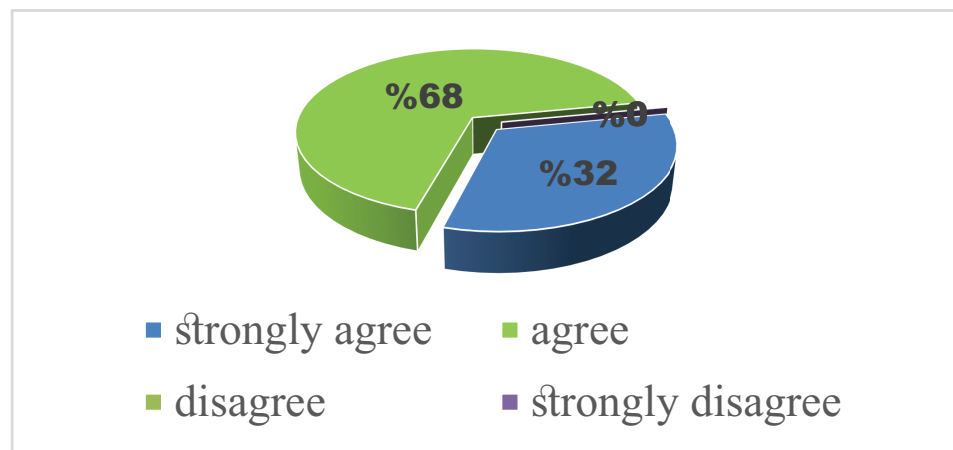


Figure 2: Positive response on accomplishing the Syntax assessment.

3.3. Ask the teachers and friends to understand the Syntax assignment

For the next question in the questionnaire about students ask the teachers and their friends if they don't understand the Syntax assignment. The result showed that all of the respondents ask the teachers and their friends if they don't understand the Syntax assignment as you can see in Figure 4.5. Out of thirty-one respondents, there were twenty respondents or 64,51% who strongly agreed and eleven students or 35,48%

who agreed that they “ask the teachers and their friends if they don’t understand the Syntax assignment”.

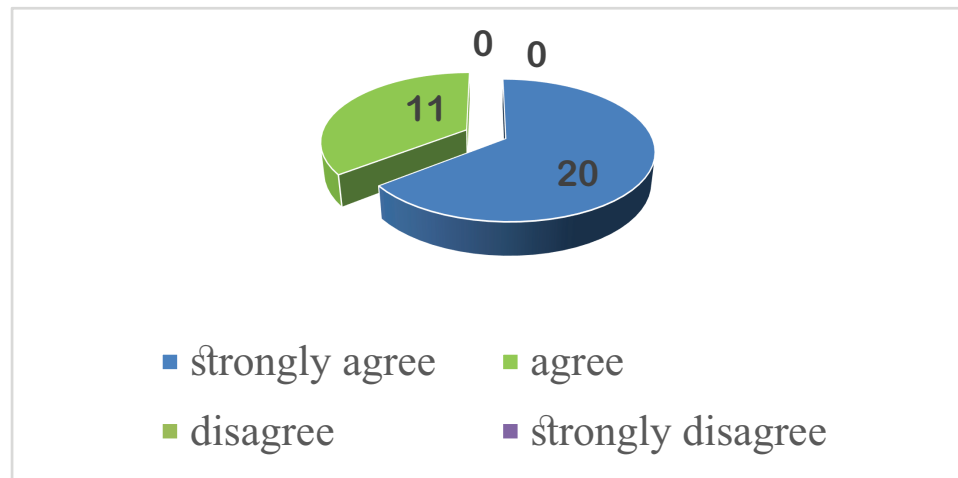


Figure 3: positive response in understanding the syntax assignment.

3.4. Learning to use the PBL method improved English skills

The students’ responses to the statement were also positive. Most of the students strongly agreed that Learning to use the PBL method improved their English skills. Out of thirty-one students, eleven students or 35,48% agreed and twenty-one students or 64,51% strongly agreed to the statement “Learning to use the PBL method improved my English skills”. It was shown in graphic.

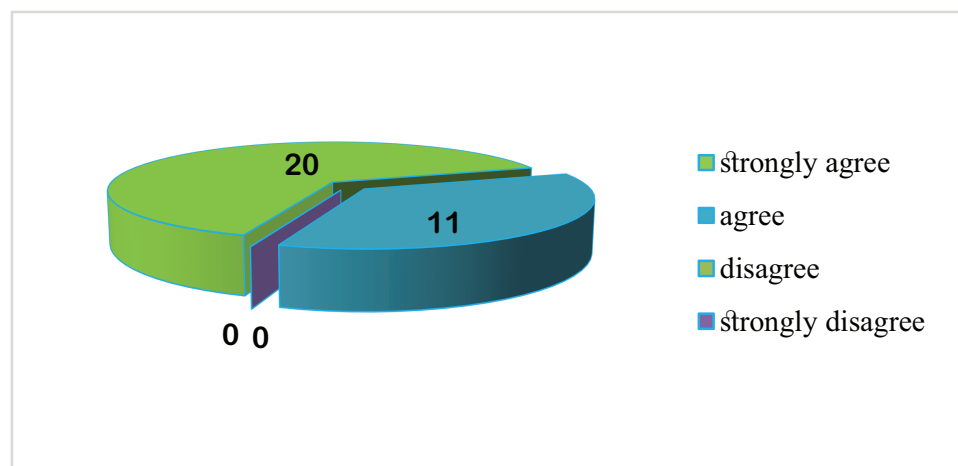


Figure 4: Learning using PBL method improved students’ English skills.

3.5. Application of the PBL method is very useful in the learning

The students' responses to the last statement were positive. Most students agreed to the statement "In my opinion, the application of the PBL method is very useful in the learning". It was proved by the result that showed 20 students or 64,51% agreed and ten students or 32,25% strongly agreed to the statement. The rest, there was only one student or 3,22% who disagreed with the statement.

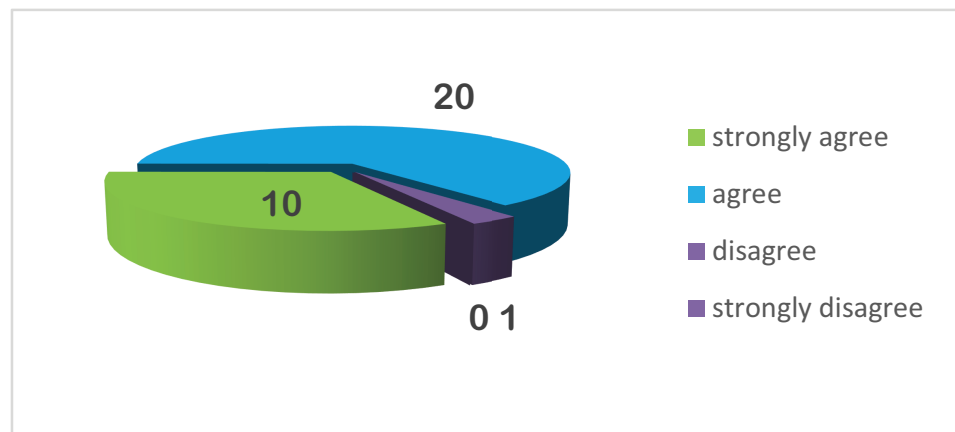


Figure 5: The Useful of PBL method implementation.

Based on the data above, the researcher concludes that the data of the students' perception of the use of PBL in learning in the table:

TABLE 1: Students' Perception

| SCORE | ITEMS | | | | TOTAL |
|-------|-----------|-----------|---------|---------|----------|
| | SA | A | D | SD | |
| | 92 39,27% | 97 40,25% | 7 6,62% | 4 1,62% | 247 100% |

Note: strongly disagree (SD), for disagree (D), for agree (A), and for strongly agree (SA).

Based on the data above, the researcher concludes that the data of the students' perception of the use of PBL in learning have good responses from the students. It was proved by the result of the students in all items, the responses in the item strongly agree ninety-two or 40,25%, ninety-seven or 39,27% students agree, the students who said in the item disagree seven or 6,62% and the rest of the item strongly disagree four or 1,62%. The data show students to respond agree of the data is higher than strongly agree, disagree and strongly disagree so it can be seen that students dominate in the item of agreeing ninety-seven or 40,25%.

4. Discussion

This research investigated students' perceptions of the use of Project Based-Learning as the method. The data were obtained through one instruments. The instruments is questionnaires. The instruments were aimed to find out the students' perceptions of the use of Project Based-Learning. The researcher finds out that Project Based-Learning has good responses from the students when implementing in the classroom in Syntax class A academy year 2019/2020.

From the result analysis of the questionnaire, it indicated some findings such as students who argue that PBL can be an effective method in language learning. [19] describes that the Project-Based Learning (PBL) method can be a more effective teaching strategy than traditional methods. [20] supports the implementation of Project-Based Learning in an EFL context since the results of the study concluded that the students had a positive experience in implementing Project-Based Learning. Likewise, the students considered that project is who successful, likable and an effective way to learn English.

Moreover, students also argue that the implementation of PBL can make students active in the learning process. PBL method makes students more active and communicative ways of learning the language than the traditional teacher-based approach and make students have a positive perception in the learning process [2]. Then, [21] points out that, perception is defined as an individual process of organizing and interpreting impression will be meaningful. Therefore, Project Based Learning method make students more active in the learning process because of the implementation of PBL more of meaningful.

The other benefit of PBL implementation is the students felt that they could convey all their opinions, their difficulty in learning process. Line out from [16], there is ample evidence that PBL is an effective method for teaching students complex processes and procedures such as planning, communicating, problem-solving, and decision making. [9] investigated the effects of project-based learning implementation in English courses and the findings show that Project-Based Learning activities had a variety of positive benefits for students including attitudes towards learning, work habits, problem-solving capabilities, and self-esteem.

Then, students strongly agree to ask the teachers and their friends if they do not understand the Syntax assignment. [22] describes that all of the elements contributed to the learning process using the PBL method. In PBL students are the ones designing the project and planning what needs to do to carry it out, then got feedback from the lecture or their friends. From those statements, it can be inferred that PBL is a method

in which the students are learning through a project that is decided by themselves with the help from teachers and their friends so that they can be actively engaged in the learning process.

Besides, students agree that Project Based-Learning it can help the student to feel happy and enjoy to complete the assessment. this is following Thomas's (2000) finding that the activities that were implemented in the PBL method were interactive and meaningful to participants make them happy to do the project. This peaked student interest and helped to maintain and enhance learner motivation.

Project-Based Learning increased students' skills, especially in grammar, Speaking, writing, and vocabulary. [16] in the finding of the study found that the project an important role in increasing students' skills. The use of authentic written materials, diaries, and other writing exercises lead to an increase in student vocabulary, and improved grammar, sentence structure, spelling, and punctuation. These findings speak to the effectiveness of PBL as an English Language Learning methodology in an EFL context [16]. And he added skills of reading, writing, and computation are often involved in constructing project products.

5. Conclusion

This research was aimed to find out students' perceptions on the use of Project Based-Learning as a method in learning the Syntax class. After discussing and analyzing the data the researcher concluded that students' perceptions on the use of Project-Based Learning as a method, in general, were positive. Most students considered that Project-Based Learning facilitates them to act in the learning process. Since the students experienced many positive implications by using Project-Based Learning in the Syntax class.

The positive implications that the Syntax class A in the fifth semester in English Education Department in one of the higher education in Kendari experienced were: first, the students felt that they could convey all t their opinions, their difficulty in learning, and they were more active in the learning process. Second, the students felt they obtained the solution for their difficulty in the learning from Project-Based Learning Method. Third, the students' skills in English increased, especially in grammar, Speaking, writing, and vocabulary. Fourth, the students felt that the use of the Project-Based Learning Method gave them the motivation to learn better. Afterwards, the implementation of the Project-Based Learning method gave positive effects to the students. It led them to have a positive perception. However, the use of Project-Based Learning as a method

should be developed from many aspects to help the students maximally in the learning process.

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