

Students' Perception of Project-Based Learning Implementation in *Teaching English to Young Learners Class*

(Persepsi Mahasiswa terhadap Implementasi Pembelajaran Berbasis Proyek
di Kelas *Teaching English to Young Learners*)

Rusiana¹, Nuraeningsih², Hafizah Hajimia³

rusiana@umk.ac.id¹, nuraeningsih@umk.ac.id², hafizah.hajimia@uum.edu.my³

^{1,2}English Education Department, Faculty of Teacher and Training, Muria Kudus University, Indonesia

³Universiti Utara Malaysia, Malaysia

Info Artikel :

Sejarah Artikel :

Diterima

4 Juli 2023

Disetujui

19 Oktober 2023

Dipublikasikan

31 Oktober 2023

Keywords :

perception, project-based learning, teyl class

Kata Kunci :

kelas teyl, pembelajaran berbasis proyek, persepsi

Abstract

This research aims to portray the students' perception of the implementation of Project-Based Learning (PjBL) in a Teaching English to Young Learners (TEYL) class. This is a compulsory subject for the third year students as the characteristic of English Education Department in a private university in Indonesia. To answer the questions, the data were obtained through a questionnaire and observation. The findings of the research are expected to contribute to the body of knowledge of research on TEYL and specifically to give more insights to researchers in TEYL. Using qualitative research design, the study investigated 32 students of TEYL class as the participants. A questionnaire was used to collect the data of their perception about the project and an observation sheet was utilized to describe how the students engaged in the class. The questionnaire was designed based on Robbins and Judge (2013). The data were then analyzed thematically. The research reveals that the students perceived the project neutrally for three aspects of perceiver, target, and situation. The students were not really engaged in the project because of the hardship of the Covid 19 which was fortunately spread at the moment of the research implementation. They were forced to have online class and did the project individually with minimum intensive face to face assistance from the lecturer.

Abstrak

Penelitian ini bertujuan untuk menggambarkan persepsi siswa tentang penerapan Pembelajaran Berbasis Proyek (PjBL) di kelas Teaching English to Young Learners (TEYL). TEYL adalah mata kuliah wajib untuk mahasiswa tahun ketiga sebagai penciri jurusan Pendidikan Bahasa Inggris sebuah universitas swasta di Indonesia. Untuk menjawab pertanyaan penelitian tersebut, data diperoleh melalui angket dan observasi. Hasil temuan penelitian ini diharapkan dapat memberikan kontribusi terhadap body of knowledge penelitian tentang TEYL dan secara khusus memberikan wawasan lebih bagi para peneliti di TEYL. Penelitian ini menggunakan desain penelitian kualitatif dan dilaksanakan di kelas TEYL dengan 32 mahasiswa sebagai responden. Angket digunakan untuk mengumpulkan data tentang persepsi mahasiswa terhadap implementasi PjBL dan lembar observasi digunakan untuk mengetahui keterlibatan mahasiswa di kelas. Kuesioner dibuat berdasarkan teori Robbins and Judge (2013). Data kemudian dianalisis secara tematik. Hasil penelitian menunjukkan bahwa mahasiswa mempersepsikan proyek secara netral untuk tiga aspek *perciever*, *target* dan *situation*. Para siswa tidak terlalu termotivasi dan terlibat dalam proyek karena tantangan Covid 19 terjadi dalam waktu bersamaan pada pelaksanaan penelitian. Mereka dipaksa untuk melaksanakan pembelajaran online dan melaksanakan proyek secara individu dengan pembimbingan secara luring yang kurang intensif.



INTRODUCTION

For years, Teaching English to Young Learners (TEYL) classes almost always used presentation in delivering the theories. Based on the reflection, it seems not effective. Each presentation group only focused on their parts of the materials and tended to neglect others. The student's responsibility in learning and engagement is less, and there is a lack of an understanding of the theories. It leads to poor practices when they have to teach elementary students in the course.

Attempting to conduct a better learning experience in TEYL class in which this course was preparing the student teachers to be able to design English instruction for YL, an idea of using PjBL was aroused. It has been widely acknowledged in English language teaching since it can assist in attaining the goals of learning English, particularly through improving the usage of English (Shin, 2018).

Project-based Instruction is regarded of having many advantages. Mohamad & Tamer (2021) have reviewed that some research have shown to improve language proficiency in students, especially writing skill (Wardani, et. al., 2021), and receptive as well like reading and listening. They further reported that PjBL gives better retention to students' vocabulary. The benefits include non-language competencies, such as learning autonomy. Dewi (2020) found that Project-based education has boosted students' autonomy.

The use of PjBL in English classes contributes to bolster English competencies. Research by Kartika (2020) shows that PjBL improved students' ability to read critically and gave them a deeper

comprehension of the material. However, there are also important non-academic advantages, such as improved teamwork, creativity, and communication abilities. Another research was conducted by Karyawati & Ashadi, (2018), who found out that the students in this course can hone their creative, collaborative, and critical thinking abilities through projects. In addition, PjBL significantly improves student's involvement by facilitating knowledge and information sharing and discussion (Almulla, 2020). Alyani & Ratmanida (2021) investigated the use of PjBL in a Microteaching class and it revealed that the students perceived the PjBL implementation in their class positively and PjBL encouraged them to actively participate in the class.

Based on previous research on PjBL and some advantages of this method, the writers decided to conduct research on the use of PjBL in EYL class. There has been so much research on PjBL, yet there is no PjBL used in EYL class. Being the participants of the research, the student teachers would have experience and a better understanding of EYL materials, theoretically and practically.

THEORETICAL REVIEW

Teaching English to Young Learners

Young Learners, according to Saputra, et. al., (2020) has a golden age in which their cognitive, motor, physical, social, and language are developed greatly in their early years of development. Meeting with the unique characteristics of children, teachers have to understand the way children think and learn, and have skills and knowledge in spoken English to conduct lessons orally (Cameron, 2003).

Teaching English to Young Learners class requires the students to be able to design instruction for younger learners properly in the end of the course completion. This 4 credit subject consists of theories and practices. The theories cover among others are learning theories, English to Young Learners, the government policy, teaching listening, teaching reading, teaching writing, and storytelling. The books used for reference in this course are English for Primary Teachers, a Handbook of Activities and Classroom Language (Slattery & Willis, 2001) and Suyanto (1999). Those books are used since they are practical and insightful for student teachers who are still learning how to teach English to younger learners. Other books and resources from internet were also used.

The syllabus of the course stated some problems that the students have to accomplish individually or in group, they are: presentation and demonstration on theories of EYL, creating media and game, and teaching practice or demonstration. One semester for theories and practices seems not enough. The previous technique was group presentation for theories. Then for teaching practice, it is once in the end of the course in a real elementary school.

After years, what has been designed in EYL class seems not satisfying which is indicated from the recording of the teaching practice. The students did not apply the theories they learn, or it might be the real students of elementary school prevent them to apply the theories they have learned because of high demand in classroom management. It is the reason why Project-based learning was implemented in EYL class to bring about students for better engagement.

Project-Based Learning (PjBL)

Project-based learning (PjBL) is a teaching strategy emphasizing students' activeness participating in real-world projects or investigations to enhance their conceptual knowledge and gain valuable skills. Students work together, conduct research, and develop solutions to real-world issues or obstacles in project-based learning. This approach would promote a better learning atmosphere and help them develop a good attitude toward studying English (Puangpunsi, 2021). As a student-based learning process that considers students' interests and motivates them to engage in the learning process actively in the learning process, the PjBL approach is considered as one of the greatest academic possibilities. This should be thought of as a research process aim (Kumaravadivelu, 2001). Thus, in PjBL, the emphasis is not only the product or the final result, but also considering the process to achieve the purpose.

The idea of PjBL is derived from John Dewey's thought that a class is like a society where students should become an active agent participating in the learning process (Du & Han, 2016). The teachers themselves have responsibility to guide them in engaging the class.

The following are some essential advantages of project-based learning that greatly contribute to effective learning:

- a. Real-world relevance. Projects are made to relate to real-world situations, issues, or difficulties. This makes learning more relevant to students' everyday life (Kumaravadivelu, 2001). PjBL gives students the opportunity to work on actual challenges or projects that are relevant outside of the classroom (Bell, 2010). With the aid of this strategy,

students are better able to relate what they are learning to real-world situations and gain a deeper comprehension of how information and skills are used.

- b. PjBL stimulates learning autonomy (Bell, 2010). Students acquired independent learning skills through project-based learning (Imtiaz & Asif, 2012). With the project, students are self-driven to accomplish it.
- c. Active participation. Through this approach, students actively engage in their learning by contributing to the project (Cudney & Kanigolla, 2014). They perform work that involves creativity, problem-solving, critical thinking, and decision-making. PjBL encourages participation and practical learning. Students actively engage in projects, conducting research, resolving issues, and producing real results rather than passively absorbing information. Their comprehension and memory of the material are improved by this active involvement.
- d. Collaboration. PjBL frequently entails teamwork, with students working in groups or teams to finish the project. This promotes collaboration, communication, and the the capacity for compromise and responsibility sharing.
- e. Development of skills. PjBL attempts to foster a variety of abilities outside of subject-specific knowledge, such as critical thinking, teamwork, and communication (Vogler, et. al., 2018).
- f. Facilitation by the teacher. In PjBL, the teacher plays the function of a facilitator or a guide (Guo, et. al., 2020). They help students through the project and make sure that learning objectives are reached by offering them advice, resources, and support.
- g. Critical Thinking and Problem-Solving. PJBL places a strong emphasis on these

abilities. Students come upon complicated issues when working on assignments that call for analysis, synthesis, and evaluation. Students' views regarding projects, technological tools, learning outcomes, and outputs can be changed both internally and externally while they are engaged in project-based learning (Umar & Ko, 2022).

- h. Communication and Teamwork. PjBL promotes communication and teamwork abilities (Bell, 2010; Mohamad & Tamer, 2021). Teams are common among students, encouraging teamwork, idea exchange, and good communication. They pick up skills including listening, speaking up, negotiating, assigning tasks, and teamwork, mimicking the dynamics of workplaces.
- i. Deep knowledge. PjBL helps students get a profound knowledge of ideas and abilities (Chiou, 2019). They engage in genuine research, investigation, and application of knowledge rather than memorization for tests. Through this approach, they can make connections between concepts, use a variety of viewpoints, and develop a more thorough comprehension of the issue.
- j. Invention and creativity. PjBL encourages invention and fosters creativity (Ngadiso, et. al., 2021). Students are free to experiment with different techniques and solutions, think outside the box, and put forth original suggestions. Risk-taking, experimentation, and rehearsals promote inventions and lead students to be more creative.

In conclusion, project-based learning gives students the chance to use their knowledge in meaningful ways, encourages their curiosity and creativity, and gets them

ready for future employment and real-world difficulties.

PjBL is considered very useful for language learning, but it has disadvantages as well. For student teachers, PjBL's additional workload-including peer reflection and participatory lesson planning-takes a lot of time (Gardiner & Robinson, 2009; Marx, et. al., 1997; Nokes, et. al., 2008). In addition, group members' lack of friendliness might result in unpleasant experiences for everyone (Bashan & Holsblat, 2012; Gardiner & Robinson, 2009). Working with peers is typically unfamiliar and can cause anxiety or difficulty because students and teachers are used to working alone (Bashan & Holsblat, 2012). In addition, student teachers argue that because they lack individual experience, they may lose confidence in their independent learning and that their personal achievement in PjBL may be less significant than in an individual learning environment (Gardiner & Robinson, 2009; Kamens, 2007). Another constraint is that it is not easy to design authentic assessment when teachers want to use it (Marx, et. al., 1997).

According to Stoller (2011), to apply PjBL both teachers and their students should follow several steps, they are (1) Students and the instructor decide on the project's theme; (2) Students and the teacher choose the project's outcome; (3) Students and the teacher design the project; (4) The teacher helps students get ready for the requirements of information collection; (5) Students do so; (6) The teacher helps students get ready to combine and analyze data; (7) Students do so; Students present their final output, the teacher reviews the linguistic requirements for the last activity, and the students criticize the project.

However, the language's implementation is rarely investigated.

Previous Research

This research is conducted by reviewing some relevant studies which have been conducted before. The first is the one that was conducted by Puangpunsi (2021) who reveals that PjBL contributed to the acquisition of 21st-century abilities and the improvement of English skills. Another research was conducted by Karyawati & Ashadi (2018) who find out that students could enhance their creative, collaborative, communication, and critical thinking abilities through the projects of drama. Kartika (2020) studied students' perception of PjBL implementation and the result shows that the students had a positive perception and enjoy the class of critical reading. PjBL was also applied in productive skills as Astawa, et. al. (2017) researched. They reveal that students' speaking and writing skills significantly improved after learning through the approach. It is scientifically approved that PjBL is practical and adaptable substituting conventional rigorous English coursework (Foss, et. al., 2007). Based on the previous research, the writers see a gap that PjBL can be implied in Teaching English to Young Learners class. Therefore, it is worthy to investigate the implementation of PjBL in the class to enrich theoretical and practical input for English language teaching.

RESEARCH METHODS

The research is designed using descriptive qualitative method as the purpose is to figuring out how the students perceive after the implementation of Project-based Learning. To answer the questions, the data were obtained through a questionnaire with Likert scale and an

observation to portray the students' engagement during the learning process.

The data of the research is the students' perception of the project-based learning implementation in TEYL class. The participants were 32 student teachers joining TEYL class of English Education Department Universitas Muria Kudus in academic year 2019/2020. They were in semester six and had to enroll TEYL. Their English proficiency was at the intermediate level.

The instrument used in this research was a questionnaire which was developed based on Robbins & Judge (2013) consisting of three aspects, namely perceiver, target and situation, which was then constructed into several items to describe the implementation of Project-based Learning in TEYL. The type of questionnaire was closed-ended with 15 items. To complement the valid data, an observation was carried out to gather data of students' engagement during the class of TEYL. The data was then analyzed thematically using percentage.

RESULTS AND DISCUSSION

Teaching English to Young Learners (TEYL) course must be enrolled by students of English Education Department in semester 6. They were required to be able to teach English to children. The classes were conducted in 16 meetings within a semester using Project-based learning. The students were instructed to teach English to young learners and made the video recording. In the class, they presented the video and had discussion. At the end of the semester, the writers distributed a questionnaire and the result is presented in this following tables

1. Perceiver

No	Category	Statement	Response				
			SA	A	N	D	SD
1.	Attitude	I think the EYL teaching project is challenging	-	46.9 %	53.1 %	-	-
2.	Attitude	I think the EYL teaching project was a success	-	21.9 %	78.1 %	-	-
3.	Attitude	I think the project was an effective way to practice teaching EYL	-	40.6 %	59.4 %	-	-
4.	Attitude	I think the teaching practice project was problematic	-	9.4 %	62.5 %	21.9 %	3.1 %
5.	Motive	I did the project because I want to be skilful in teaching English to children	-	21.9 %	78.1 %	-	-
6.	Interest	I am interested in actively participating in the project	-	40.6 %	59.4 %	-	-
7.	Experience	The project makes me do much effort to teach EYL	-	31.3 %	68.7 %	-	-
8.	Experience	Doing the project provided a beneficial experience	-	28.1 %	68.8 %	-	-
9.	Expectation	I hope the project provides fun	-	21.9 %	78.1 %	-	-

Table 1 Perceiver

Table 4.1 above describes the students' attitude in engaging the teaching practice project. The research result shows that most students stated that they are neutral (53.1%) and the rest agree that EYL teaching practice project is challenging. The second statement got similar response that most students were neutral (78.1%) whereas some other agrees (21.9%) that the EYL teaching project was a success. The next item is still about attitude. The finding shows that 59.4% of the students were neutral and 40.6% of students agree that the project was an effective way to practice teaching EYL. The last item questioning attitude is I think the teaching practice project was problematic. Most students reported that they were neutral (62.5%) and few students agree to the statement (9.4%). However, there are 21.9% of them who disagree and 3.1% said that they strongly disagree. The research finding reveals that most students have neutral attitude in accomplishing the teaching practice project.

The next aspect of perceiver is motive. There were 21.9% of the students reported that agree to the statement of I did the project because I want to be skilful in teaching English to children and the other part of the students chose neutral (78.1%). It indicates that students do not want to decide whether they agree or disagree to the statement.

Another element of perceiver is interest. The finding shows that most students have neutral position (59.4%) and there were 40.6% of the student who agree to the statement "I am interested in actively participating in the project". It designates that less than half of the participants have great interest in accomplishing the project.

The next aspect of perceiver is experience. There are two items of the questionnaire investigating the aspect. The data shows that the student (68.7%) dominantly stated they were neutral, and the rest (31.3%) agreed that the project makes me do much effort to teach EYL. The finding indicates that most students were uncertain of doing much effort to complete the project. The other item of experience reveals that most students (62.9%) said they were neutral. In addition, there were 28.1% of the students agree that doing the project provided a beneficial experience. The fact shows that the students dominantly feel doubtful of the benefit of experiencing the project.

The last aspect of perceiver is expectation. The item says "I hope the project provides fun". Based on the data, it is found that the students were dominantly neutral to the statement (78.1%), while the other students (21.9%) reported that they hope the project provides fun. This indicates that most students were uncertain of getting fun through the project.

2. Target

No	Ctgy	Statement	Response				
			SA	A	N	D	SD
1	Novelty	Through this project, I learned a lot about TEYL and improved my teaching skill	25%	71.9%	-	3.1%	-
2.	Novelty	The project has changed my attitude toward teaching EYL to be competent	6.3%	68.8%	-	18.8%	6.3%

3	Novel ty	The teaching practice project eased me to acquire the learning outcome	-	6.3 %	65. 5%	21.9 %	6.3 %
4	Motio n	Every student can express his creativity freely in completing the project	-	21. 9%	78. 1%	-	-
5	Proxi mity	The teaching practice project required me to gain much knowledge about TEYL	-	9.4 %	84. 4%	6.2%	-

Table 2 Target

The second indicator is target. There are three aspects of target in this research, they are novelty, motion and proximity. To investigate the novelty, the writers have three items. The first item states that “Through this project, I learned a lot about TEYL and improved my teaching skill”. The research reveals most students reported that they gained knowledge about TEYL and developed my teaching abilities. It can be seen from the percentage that 25% of the students strongly agree, 71.9 % of the students agree & 3.1% disagree to the statement. The result of the second item shows that the students’ response is strongly agree 6.3%, 68.8% agree, 18.8% disagree, 6.3% strongly disagree to the item “The project has changed my attitude toward teaching EYL to be competent”. The third item says the teaching practice project eased me to acquire the learning

outcome. The finding shows that 6.3% of the students agree, 65.5% of them were neutral, 21.9% of them disagree, and 6.3% reported that they strongly disagree. The first and the second items indicate that the project has novelty that it improved their teaching skill and changed their attitude be skillful of English instruction. However, the third item got different result. Most students state that they were neutral to the statement of the teaching practice project ease them to acquire the learning outcome.

The next aspect of target is motion. The table 4.2 shows that 21.9% of the students agree that they can express his creativity freely in completing the project and 78.1% gave neutral response. This indicates that most students were neutral.

The last aspect of target is proximity. Based on the finding, we can see that the students were dominantly neutral as the percentage is 88.4%. Some students agree (9.4%) and the few disagree (6.2%) to the statement that the teaching practice project required them to gain much knowledge about TEYL. This research reveals that most students had neutral response to the item given to them.

1. Situation

As it is mentioned that the questionnaire has three aspects, the last aspect is situation. Table 4.3 shows that most students gave neutral response (68.6%) and some of them agreed (31.4%) to the statement “the project allowed me to share ideas with my peer to accomplish it”. This finding indicates that the students were dominantly neutral; their perception was not either positive or negative.

No	Ctgr	Statement	Response				
			SA	A	N	D	SD
1.	Social setting	The project allowed me to share ideas with my peer to accomplish it.	-	31.3 %	68.7 %	-	-

Table 3 Situation

Referring to the research findings, most students have neutral response to the three aspects of the questionnaire, namely perceiver, target and situation, which were developed based on (Robbins & Judge, 2013) as the aim of the research is to describe how students perceive the implementation of project-based learning in a Teaching English to Young Learners (TEYL) class. Perceiver includes attitude, motive, interest, experience, and expectation. The next aspect, target is comprised from three elements, covering novelty, motion and proximity. The last aspect, situation has only one element, i.e.: social setting. The questionnaire aspects become the characteristics of this study that differs from previous research. Another difference is the research focus, which was conducted in TEYL class.

TEYL class had been conducted for few months when the Covid outbreak happened. The project was initially prepared to be accomplished in the real class setting of elementary school. With a little changing on the teaching mode and the class setting, the project was still assigned. At that time, the students had no access to their peers but in online mode. Some stages of preparation were conducted virtually and individually they conducted the project. This atmosphere might influence the students in completing the projects. They were literally afraid to interact and survive

with limited resources to fulfill the project. With aforementioned situation, it is understandable that the students' perception on the project is neutral.

In terms of perceiver, it is more than a half of the students neutrally perceived on the three aspects, they are: experience, motive and expectation. For experience aspect, the students neutrally perceived that the project is challenging, success, effective, and problematic. For motive aspect, they neutrally responded that they want to be skillful in teaching English. Similarly, for interest aspect, the activeness in participating the project is perceived neutral. For experience, they have made efforts and got a beneficial experience. And for the expectation aspect, the project was fun. Seeing the responses of the students which are at level neutral, the students show that they are not voiced enough in responding the project. They responded it neutrally and seem that the project did not give very strong impact on the process of learning how to teach English to young learners (EYL). These findings are a bit different from research conducted by Ngadiso, et. al. (2021) which reveals that PjBL improves the learning process, student engagement, and academic performance. As a reflection, the teacher's role as a facilitator should be more maximized to make students feel in charge of their work and timetable might help them take responsibility of their education (Hira & Anderson, 2021).

In terms of target which the items are novelty, motion, and proximity more than a half agreed that they learned from the project and it changed their attitude toward teaching EYL. Yet, it is neutral perceived that the project eased them to acquire the learning outcome. For motion, student can express their creativity freely in completing

the project is perceived neutrally as same as proximity which is the project required them to gain much knowledge. During the semester, the class was delivered using synchronous through zoom and asynchronous using Whatsapps. It seems the use of technological learning media should be more applied to have effective learning and to share information and make sure everyone is aware of when and how to use various technology tools (Hira & Anderson, 2021).

In terms of situation aspect, the only one item is social setting and is perceived neutrally. The project allowed the students to share ideas with peer. However, they did not maximally communicate with their team members as it was limited of interaction. A thing to consider in implementing the approach in pandemic is it is essential to reassure the instruction in position to motivate and assist students in connecting with their classmates and teachers, (Hira & Anderson, 2021).

It can be concluded that the students perceived the project neutrally. Based on the classroom discussion, the students were

not really engaged because of the hardship of the Covid that they have to firstly experience learning via online and did the project with minimum intensive assistance from the lecturer.

CONCLUSION

Based on the findings, the research can draw a conclusion that the students' perception of the Project-based Learning implementation in a TEYL class is neutral, which means they are not really engaged in doing the project although they change their attitude toward TEYL. Further factors that might contribute to the success of PJBL should be taken into account, such as the teacher's role as facilitator, the use of various technological learning media and effective communication between students and teacher and among students themselves. Due to the research limitation, for further researchers, it is suggested to conduct relevant research in this topic using larger number of the subjects to enrich theoretical and practical knowledge.



REFERENCES

- Almulla, M. A. (2020). The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning. *Sage Open*, 10(3).
<https://doi.org/10.1177/2158244020938702>
- Alyani, A. A., Ratmanida. (2021). Students' Perception of Project Based Learning in Microteaching Class. *Journal of English Language Teaching*, 10(3), 436-448.
<https://doi.org/10.24036/jelt.v10i3.113874>
- Astawa, N. L. P. N. S. P., Artini, L. P., Nitiasih, P. K. (2017). Project-Based Learning Activities and EFL Students' Productive Skills in English. *Journal of Language Teaching and Research*, 8(6), 1147-1155. <https://doi.org/10.17507/jltr.0806.16>
- Bashan, B., Holsblat, R. (2012). Co-teaching Through Modeling Processes: Professional Development of Students and Instructors in a Teacher Training Program. *Mentoring*

and Tutoring: Partnership in Learning, 20(2), 207-226.
<https://doi.org/10.1080/13611267.2012.678972>

- Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(2), 39-43.
<https://doi.org/10.1080/00098650903505415>
- Chiou, B. (2019). The Application of Problem-Based Learning Approach in English Grammar Instruction: A Pilot Study. *Journal of Language Teaching and Research*, 10(3), 446-453. <https://doi.org/10.17507/jltr.1003.06>
- Cudney, E., Kanigolla, D. (2014). Measuring the Impact of Project-Based Learning in Six Sigma Education. *Journal of Enterprise Transformation*, 4(3), 272-288.
<https://doi.org/10.1080/19488289.2014.930546>
- Du, X., Han, J. (2016). A Literature Review on the Definition and Process of Project-Based Learning and Other Relative Studies. *Creative Education*, 07(07), 1079-1083.
<https://doi.org/10.4236/ce.2016.77112>
- Foss, P., Carney, N., McDonald, K., Rooks, M. (2007). Project-Based Learning Activities for Short-Term Intensive English Programs. *Asian Efl Journal*, October, 1-19.
- Gardiner, W., Robinson, K. S. (2009). Paired Field Placements: A Means for Collaboration. *The New Educator*, 5(1), 81-94. <https://doi.org/10.1080/1547688X.2009.10399565>
- Guo, P., Saab, N., Post, L. S., Admiraal, W. (2020). A Review of Project-Based Learning in Higher Education: Student Outcomes and Measures. *International Journal of Educational Research*, 102, 1-13. <https://doi.org/10.1016/j.ijer.2020.101586>
- Hira, A., Anderson, E. (2021). Motivating Online Learning through Project-Based Learning during the 2020 Covid-19 Pandemic. *Iafor Journal of Education*, 9(2), 93-110.
<https://doi.org/10.22492/ije.9.2.06>
- Imtiaz, S., Asif, S. I. (2012). *Almost Learnt to Learn*: Promoting Learner's Autonomy through Project Based Learning in Access Classrooms. *Language in India*, 12, 92-101.
- Kamens, M. W. (2007). Learning about Co-Teaching: A Collaborative Student Teaching Experience for Preservice Teachers. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 30(3), 155-166. <https://doi.org/10.1177/088840640703000304>
- Kartika, A. (2020). Indonesian Undergraduate Students' Perceptions of Project-Based Learning in Critical Reading Class. *Elt Worldwide: Journal of English Language Teaching*, 7(1), 10. <https://doi.org/10.26858/eltww.v7i1.11976>

- Karyawati, A., Ashadi, A. (2018). Innovation in the Classroom: Engaging English as a Foreign Learning Students using Project-Based Learning. *LingTera*, 5(1), 61-67. <https://doi.org/10.21831/lt.v5i1.17067>
- Kumaravadivelu, B. (2001). Toward a Postmethod Pedagogy. *Tesol Quarterly*, 35(4), 537. <https://doi.org/10.2307/3588427>
- Marx, R. W., Blumenfeld, P. C., Krajcik, J. S., Soloway, E. (1997). Enacting Project-Based Science. *The Elementary School Journal*, 97(4), 341-358. <http://dx.doi.org/10.1086/461870>
- Mohamad, A., Tamer, Y. (2021). A Review of Literature on Project-Based Learning Inside Language Education. *Turkish Online Journal of English Language Teaching*, 6(2), 79-105.
- Ngadiso, N., Sarosa, T., Asrori, M., Drajati, N. A., Handayani, A. (2021). Project-Based Learning (PBL) in EFL Learning: Lesson from Indonesia. *Al-Ishlah: Jurnal Pendidikan*, 13(2), 1114-1122. <https://doi.org/10.35445/alishlah.v13i2.558>
- Nokes, J. D., Bullough, R. V., Egan, W. M., Birrell, J. R., Merrell Hansen, J. (2008). The Paired-Placement of Student Teachers: An Alternative to Traditional Placements in Secondary Schools. *Teaching and Teacher Education*, 24(8), 2168-2177. <https://doi.org/10.1016/j.tate.2008.05.001>
- Puangpunsi, N. (2021). Learners' Perception Towards Project-Based Learning in Encouraging English Skills Performance and 21st Century Skills. *Thaitesol*, 34(1), 1-24.
- Robbins, S. P., Judge, T. A. (2013). *Organizational Behavior* (15th Edition). Pearson Education Limited.
- Saputra, V. H., Pasha, D., Afriska, Y. (2020). Design of English Learning Application for Children Early Childhood. *Proceeding International Conference on Science and Engineering*, 3(April), 661-665. <https://doi.org/10.14421/icse.v3.582>
- Setia Dewi, K. M. (2020). The Effect of Project Based Learning and Learner Autonomy on Students' Speaking Skills. *Journal of Education Research and Evaluation*, 4(1), 82. <https://doi.org/10.23887/jere.v4i1.21251>
- Shin, M.-H. (2018). Effects of Project-based Learning on Students' Motivation and Self-efficacy. *English Teaching*, 73(1), 95-114. <https://doi.org/10.15858/engtea.73.1.201803.95>
- Stoller, F. L. (2011). Project Work: A Means to Promote Language and Content. In *Methodology in Language Teaching*. 107-120. <https://doi.org/10.1017/cbo9780511667190.016>

	<p style="text-align: center;">Kredo 7 (2023) KREDO: Jurnal Ilmiah Bahasa dan Sastra Terakreditasi Sinta 4 berdasarkan Keputusan Direktorat Jenderal Penguatan Riset dan Pengembangan, Kementerian Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia Nomor: 23/E/KPT/2019. 08 Agustus 2019 https://jurnal.umk.ac.id/index.php/kredo/index</p>	
--	--	--

- Umar, M., Ko, I. (2022). E-Learning: Direct Effect of Student Learning Effectiveness an Engagement through Project-Based Learning, Team Cohesion, and Flipped Learning during the Covid-19 Pandemic. *Sustainability Switzerland*, 14(3).
<https://doi.org/10.3390/su14031724>
- Vogler, J. S., Thompson, P., Davis, D. W., Mayfield, B. E., Finley, P. M., Yasseri, D. (2018). The Hard Work of Soft Skills: Augmenting the Project-Based Learning Experience with Interdisciplinary Teamwork. *Instructional Science*, 46(3), 457-488.
<https://doi.org/10.1007/s11251-017-9438-9>
- Wardani, N. K. S., Artini, L. P., Ramendra, D. P. (2021). Project-Based Learning in Teaching EFL Writing: An Analysis of the Effect on The 5 Dimensions of Writing. *Journal of Education Research and Evaluation*, 5(2), 243.
<https://doi.org/10.23887/jere.v5i2.31597>