

## EFL STUDENTS' PERSPECTIVES TOWARD PROJECT-BASED LEARNING IN VOCATIONAL HIGH SCHOOLS

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Article Info	Abstract
<b>Article History</b> Received: October 2023 Revised: November 2023 Published: January 2024	<i>In the world of education, there are many methods that can be used in the learning process. In the 21st century, the project based learning method is often used because it is in accordance with the current curriculum. This research aims to describe EFL students' perspectives toward project-based learning in vocational high school. Researchers used a mixed method by collecting data using a questionnaire and semi-structured interviews. The subjects of this research were 59 students of SMK PGRI 3 Malang from the animation and design, communication and visual department. The research results revealed that more than 71% of students gave positive responses to this method which was considered effective for increasing understanding, activeness, motivation and speaking ability in vocational high school English classes. Students feel they can increase understanding by discussing with friends when working on projects. Apart from that, during discussions students feel more active in exchanging knowledge with each other in the group. Students also feel that project-based learning makes work easier and more fun because they are done together. In addition, students feel that their speaking skills have improved after making several presentations, and they are more confident in speaking in front of the class. Therefore, project-based learning is considered to be an appropriate method for learning English in vocational high schools. This research is expected to provide new knowledge for readers regarding EFL students' perspectives toward project-based learning in vocational high school. This is so that the implementation of project-based learning in the future can be more optimal than before.</i>
<b>Keywords</b> EFL students' perspective; Project-based learning; Vocational high school	
<b>How to cite:</b> Amalia, S.I.Y., Degeng, P.D.D., & Razali, K.A. (2024). EFL Students' Perspectives toward Project-Based Learning in Vocational High Schools, <i>JOLLT Journal of Languages and Language Teaching</i> , 12(1), pp. 226-239. DOI: <a href="https://dx.doi.org/10.33394/joltt.v12i1.9740">https://dx.doi.org/10.33394/joltt.v12i1.9740</a>	

### INTRODUCTION

In the world of education, there are many methods that can be used in the teaching and learning process. In the 21st century, the project based learning method is often used because it is in accordance with the current curriculum. In line with this, the Minister of Education and Culture, Nadiem Makarim emphasized "That's why I want all learning to use project-based learning. I want to apply project-based learning at college, and at school to also apply project-based learning. So it can trigger independence, collaboration and creativity student" (Kasih, P A, 2021). Critical thinking to solve problems, interpersonal communication, teamwork, leadership, innovation, creativity, creating products and collaboration are the principles of project-based learning methods that can be applied by students (Halimatusyadiyah et al., 2022; Dewi, 2022). In the learning process it is actively student-centred, while the teacher acts as a facilitator to provide feedback and support (Guo et al., 2020; Sukerti, 2019). The project-based learning method is also applied in vocational high school. According to Fajra and Novalinda (2020), project-based learning is the right choice because it combines productive and normative

material formed in a project, making students closer to the real world and achieving competence in their field.

Within the educational landscape, the implementation of the PBL method introduces several challenges into the learning process. Notable among these challenges are issues pertaining to effective time management, the necessity for learning modules to be meticulously tailored to suit the diverse needs of students, and the expectation for educators to exhibit creativity and innovation in their instructional strategies (Kusumawati, 2019; Safitri & Kusumaningtyas, 2023). The recognition of these difficulties underscores the intricate nature of PBL, emphasizing the multifaceted demands it imposes on both students and educators. Halim et al. (2023) posit that, despite the initial obstacles and challenges associated with PBL, diligent efforts over time can lead to their resolution, ultimately fostering a conducive environment for the smooth execution of the learning process. This perspective underscores the adaptive nature of educational methodologies, with the capacity for ongoing refinement and improvement. It is noteworthy that, despite the encountered difficulties, the PBL method is considered particularly effective for students enrolled in Vocational High Schools. Sudarsono et al. (2022) argue that this effectiveness is rooted in the method's ability to mold VHS students into competent and productive individuals aligned with their specific competencies. The method, by design, prepares these students for seamless integration into the workforce upon graduation, equipping them with the requisite skills and knowledge to navigate and compete within their chosen industry. This recognition underscores the pragmatic and vocational orientation of PBL, positioning it as a valuable pedagogical approach for cultivating practical competence and industry readiness among students in the specialized context of Vocational High Schools.

In recent years there has been research on project-based learning. Students' perceptions of the implementation of project-based learning in vocational high schools (Susanti et al., 2020; Sofiya Septiana et al., 2023). Development of teaching modules for project-based learning methods (Adiningtyas & Rahayu, 2023). Increasing students' adversity quotient (Mardiana & Amalia, 2022). Several researchers have also proven the impact of project-based learning, such as students feeling challenged, motivated, and more critical when given writing assignments in the form of projects (Ilham, 2022; Komang Sri Wardani et al., 2021; Maya Sari et al., 2023). Free project output also increases students' creativity in creating (Yamin et al., 2020). In this case, educators must evaluate the results of the projects that have been created without ignoring the complicated process of making them (de la Torre-Neches et al., 2020). Increasing interpersonal communication and teamwork skills are also the impacts of implementing project-based learning (Crespí et al., 2022). Using a combination of the prediction, discussion, explanation, observation, discussion, and explain method has been proven to improve students' cognitive skills (Syukriah et al., 2020).

The primary objective of this research is to ascertain the viewpoints of English as a Foreign Language (EFL) students regarding the application of project-based learning in vocational high school settings. This study aspires to contribute novel perspectives and knowledge to a diverse audience, encompassing readers, educators, and researchers. By shedding light on the EFL students' attitudes and perceptions towards project-based learning, this research endeavors to offer valuable insights that can enhance the effective integration of the project-based learning approach within the pedagogical landscape. The formulated problem statement arising from the research background underscores the essential query: What specific perspectives do EFL students hold with regard to project-based learning in the context of vocational high schools? This question serves as the focal point for a comprehensive investigation, seeking to unravel the intricacies of student perceptions and experiences within the realm of project-based learning in vocational educational settings.

## RESEARCH METHODOLOGY

### Research Design

The researcher used mixed methods, namely qualitative and quantitative methods. Mix methods are used by researchers to combine two methods to find a unity with the same vision to answer research problems. This allows researchers to have in-depth understanding and information (Timans et al., 2019). Researchers developed a questionnaire adapted from Sofiya Septiana et al., (2023) into 12 items of statements with five options on the Likert scale. Completing this questionnaire is useful for knowing the students' perspectives towards project-based learning for EFL in vocational high school. Because the subjects of this research were only 59 people, the researchers also carried out a semi-structured interview approach to obtain more in-depth and accurate information. Researchers used six questions adapted from Susanti et al., (2020) for semi-structured interview sessions as a follow-up to find out students' points of view on the topic. This is in line with the research objectives that researchers have conducted.

### Population and Sample

Researchers used purposive sampling techniques in selecting research subjects. The students were selected based on classes that applied project-based learning methods for one semester that were relevant to the focus of this research. The respondents in this research were 59 students of SMK PGRI 3 Malang. Consisting of 27 students majoring in animation and 32 students majoring in design, communication, and visuals. The research questionnaire was distributed to all 59 student respondents. In addition, a total of four students from the animation department and four students from the design, communication and visual departments were invited to join the semi-structured interview session.

### Instruments

The questionnaire items were divided into four parts, namely perspective on understanding (1-2 & 12), perspective on activeness (3-6), perspective on motivation (7-9), and perspective on speaking (10-11).

Table 1  
The Blueprint of the Questionnaire

No	Indicators	Statement	Item
1	Understanding	I know project-based learning in groups for learning English	1
		I think it is easier to understand the material using project-based learning in groups for learning English	2
		Projects that have been made in groups are always assessed fairly by the teacher	12
2	Activeness	I always actively participate in working on project-based learning assignments in groups for learning English	3
		My group members always actively participate in working on project-based learning assignments in groups for learning English	4
		I always enthusiastic when I get project-based learning assignments for learning English	5
		I feel happy spending time working on project-based learning assignments in groups for learning English	6
3	Motivation	I feel happy when the teacher gives project-based learning assignments in groups for learning English	7
		Getting project-based learning assignments in groups was able to increase my motivation for learning English	8
		Getting project-based learning assignments in groups for learning English is more fun than other assignments	9
4.	Speaking	Presenting project results in front of the class can improve my speaking skills	10
		Discussing projects in groups can improve my communication skills	11

Question items from the semi-structured interview were divided into four parts, namely perspective on understanding (1-3), perspective on activeness (4), perspective on motivation (5), and perspective on speaking (6).

Table 2  
The Blueprint of the Question from the semi-structured interview

No	Indicators	Statement	Item
1.	Understanding	How do you feel when the teacher gives group project-based learning assignments for learning English ?	1
		Explain several factors that make you like doing project-based learning assignments in groups for learning English?	2
		Does doing project-based learning assignments in groups improve your understanding of the material for learning English?	3
2.	Activeness	I always actively participate in working on project-based learning assignments in groups for learning English	4
3.	Motivation	Does doing project-based learning assignments in groups increase your learning motivation for learning English?	5
4.	Speaking	Does doing project-based learning assignments in groups improve your speaking and communication skills for learning English?	6

### Data Analysis

Quantitative method using questionnaires was translated into Indonesian Language to make it easier for respondents to answer. The questionnaire was distributed via Google Form for data collection. The 5-point Likert Scale is categorized from strongly agree to strongly disagree: (5) strongly agree, (4) agree, (3) neutral, (2) disagree, (1) strongly disagree. Researchers collect data and then analyze it into descriptive statistical data. Presentation of data in tabular form and calculated using Excel. The criteria for statistical data results were divided into five main points (0-20%) very weak, (21%-40%) weak, (41%-60%) fair, (61%-80%) strong, (81 %-100%) very strong (Sugiyono, 2011).

Qualitative method using questions was translated into Indonesian Language to make it easier for respondents to answer. When conducting semi-structured interview sessions, researchers used audio recordings, then the data was analyzed using framework analysis techniques to become descriptive data. The data sorting process began by transcribing the interview responses. Then, the researcher reread and labeled relevant answers using transcription coding. After that, the researchers categorized the labels that were created previously. Finally, the researchers connected the categorization to answer the research question and highlighted some important points for discussion.

### RESEARCH FINDINGS AND DISCUSSION

The questionnaire and questions items were divided into four parts, namely perspective on understanding, perspective on activeness, perspective on motivation, and perspective on speaking. The findings from the questionnaire data that had been collected according to the aspects were calculated on average as in the table below:

Table 3  
Main results from questionnaire

No	Indicators	Total average score	Criteria
1.	Understanding	74%	Strong
2.	Activeness	71%	Strong
3.	Motivation	74%	Strong
4.	Speaking	75%	Strong

Based on Table 3 above, it can be said that all results show satisfactory figures with strong criteria. The understanding indicator shows a result of 76%. In this case, it is proven that students already know project-based learning in groups. This is because students are actively working on projects that have been given by the teacher, so the students remember their activities better because they are done directly, not just by listening. In accordance with the results on the activeness indicator which shows strong numbers with a result of 71%. In the process of working on a project, students are not only active in the group but also active in the class.

The motivation of students in the learning process exerts a significant impact on their attitudes and the perceived relevance of the educational content. This influence is particularly pronounced in the context of discovering pertinent learning objectives and experiences, a facet that is notably facilitated by the implementation of the project-based learning (PjBL) method. Through PBL, students are afforded the opportunity to engage with learning materials in a manner that is directly applicable to their experiences, thereby fostering a heightened motivation, particularly in the acquisition of English language skills. Integral to the PBL approach is the requirement for students to not only complete projects but also to present their findings to their peers. This presentation element becomes a crucial aspect of the learning process, cultivating a routine where students become accustomed to articulating their ideas in front of the class. The regular practice of presenting contributes significantly to the enhancement of students' speaking skills, providing them with a platform to express themselves effectively.

Ardiansah (2023) emphasizes the deepening of language understanding facilitated by PBL projects assigned by the teacher. These projects not only serve as a means for students to apply their language skills but also offer an avenue for in-depth exploration and study. Consequently, the incorporation of PjBL not only motivates students but also serves as a conduit for comprehensive language learning experiences. The subsequent section of this study delves into a detailed exposition of the findings associated with each indicator, providing a nuanced analysis of the impact of student motivation, attitudes, and relevance within the framework of the PBL method. This analysis contributes to a broader understanding of the intricate dynamics involved in leveraging student motivation to enhance language learning outcomes.

### Perspective on the Understanding

The average results of the understanding perspective questionnaire are shown in the table below.

Table 4  
Finding of questionnaire of perspective understanding

No	Statement	Item	Average	Criteria
1.	I know project-based learning in groups for learning English	1	76%	Strong
2.	I think it is easier to understand the material using project-based learning in groups for learning English	2	71%	Strong
3.	Projects that have been made in groups are always assessed fairly by the teacher	12	74%	Strong
<b>TOTAL</b>			74%	Strong

Table 4 serves as a comprehensive visual representation, elucidating the facilitative role of the PjBL in the acquisition of language skills by learners. The tabulated data reveals a notable trend where participants express a perceived ease in comprehending various teaching materials when engaged in collaborative group learning projects. This finding underscores the efficacy of PjBL in fostering a conducive environment for language skill development, as learners articulate a heightened sense of comfort and proficiency when confronted with instructional

content delivered through the project-based approach. The insights garnered from the semi-structured perspective understanding interviews provide an additional layer of depth to the findings. The responses obtained during these interviews are meticulously organized and presented in the subsequent table, allowing for a nuanced exploration of learners' perspectives on the PjBL methodology. Through these interviews, participants offer qualitative insights into their experiences, shedding light on the nuanced ways in which PjBL influences their language learning journey. The integration of both quantitative and qualitative data enhances the comprehensiveness of the study, providing a more holistic understanding of the impact of PjBL on learners' language skills and the pedagogical implications of this approach.

Table 5  
Finding of semi-structured interview of perspective understanding

Subject	Representative significant statement	Item
S4	"...project-based learning assignments in groups are easier than doing other assignments individually."	1
S1,S7,S8	They think that project-based learning assignments in groups are more exciting because there is a lot of interaction and discussion in the creation process.	
S3,S5	They think that project-based learning assignments in groups are more exciting because they can be free to be creative in the process of making them.	
S2,S3	They think project-based learning assignments in groups have several challenges in the creation process. Such as taking a long time, difficulty determining a place to work on projects outside of school, and difficulty in organizing groups. However, some of the obstacles they experienced made them learn about leadership, time, and place management.	
S1,S2,S4	They think project-based learning assignments in groups provide several benefits. Like being able to discuss materials, projects, and ideas with friends. Apart from that, they can also share the material that has been presented by the teacher so that they can explore the material more deeply with each other.	
S6	"...during the discussion I became aware of the strengths and weaknesses of my group members. For example, my friend can do grammar but is not confident in speaking. Meanwhile, I am confident in speaking but not good at grammar. In cases like this, we can finally share, complement and help each other."	2
S5	They think project-based learning assignments in groups gave them the freedom to be creative and explore in making them.	
S7,S8	They think project-based learning assignments in groups are fun because they can interact with each other, exchange opinions, and work together.	
S5,S8	They think project-based learning assignments in groups were able to improve their understanding of the practical material for making projects directly. So, all decisions in making a project must be discussed to solve problems and achieve goals.	
S2,S4,S6, S7	They think that project-based learning assignments in groups can increase understanding by discussing and sharing with friends when working on projects	3
S1,S3	They think that the transfer of knowledge gained would be better understood if they received assignments individually because they felt more focused when done individually.	

Based on the findings above, it can be seen that the average percentage of the questionnaire gain is 74% with strong criteria. In statement 1 with a total percentage result of 76%, the students shown that they have already known about project-based learning. According to students' answers when teachers give project assignments, students think that project-based learning assignments in groups are more exciting because they are allowed to be creative in the process of completing the project. Apart from that, the project creation process also develops students' abilities and improves soft skills, such as collaboration, leadership and teamwork, which are needed in today's world of work (Kusuma et al, 2023). Developing these skills is

needed for VHS students who are being shaped into individuals who are ready to enter the world of work (Fajra & Novalinda, 2020).

Moreover, statement 2 with a total of 71%, students felt that learning could be easily understood if assignments were done in groups. This is supported by students' answers that project-based learning assignments in groups can increase understanding by discussing and sharing with friends when working on projects. Project-based learning is said to be able to increase students' scores and quality in carrying out assignments (Ukah et al., 2023). Evaluations, suggestions and assessments are given by teachers individually and in groups. Even though the project is carried out as a group, there is still individual value. Fairness in assessing even though the project is carried out in groups which improves the quality of each student. In assessing group-based projects, educators assess three important aspects, namely knowledge, skills, and attitudes (Fathur Rahman et al., 2021). It is not surprising that the percentage result for statement 12 is 74% of students who felt that the project was assessed fairly by the teacher.

### Perspective of the Activeness

The average results of the Perspective of the Activeness are shown in the table below.

Table 6  
Finding of questionnaire dealing with students' activeness

No	Statement	Item	Average	Criteria
1.	I always actively participate in working on project-based learning assignments in groups for learning English	3	61%	Strong
2.	My group members always actively participate in working on project-based learning assignments in groups for learning English	4	71%	Strong
3.	I always enthusiastic when I get project-based learning assignments for learning English	5	72%	Strong
4.	I feel happy spending time working on project-based learning assignments in groups for learning English	6	73%	Strong
<b>TOTAL</b>			71%	Strong

In Table 6, a discernible pattern emerges, indicating that students engaged in the implementation of Project-based Learning (PjBL) exhibit a robust level of engagement and activeness in participating in various learning activities within the framework of the learning project. This noteworthy observation underscores the positive correlation between PjBL and heightened student involvement in academic endeavors. The quantitative data presented in the table provides a comprehensive overview of the distribution of students' levels of activeness, offering a quantifiable metric for assessing the impact of PjBL on students' participatory behaviors during learning activities. Furthermore, within the collaborative groups formed under the PjBL model, each member reports a palpable sense of contentment and satisfaction in their collective efforts to successfully complete assigned learning projects. These projects encompass diverse activities such as reading tasks and the subsequent generation of reports based on the outcomes of their reading endeavors. The collaborative nature of these projects fosters a sense of camaraderie and shared accomplishment among group members, contributing to a positive and conducive learning environment. This qualitative insight into the emotional and interpersonal dimensions of PjBL provides a nuanced understanding of the experiential aspects of students' engagement. The reported happiness and fulfillment derived from collaborative learning experiences shed light on the social dynamics and motivational factors associated with PjBL, offering valuable insights into the potential benefits of this pedagogical approach in fostering a positive and engaging academic atmosphere. Meanwhile, the answers to the results of the semi-structured perspective activeness interview are shown in the table below.



Table 7  
Finding of semi-structured perspective activeness

Subject	Representative significant statement	Item
S1,S2,S8	They think project-based learning assignments in groups made them more active with learning activities in class. This happens when each group member discusses ideas, concepts, and divides the job desk.	4
S3,S4,S7	They think during discussions about project, they were also more active in exchanging knowledge with each other	
S6	"I think projects make me more active and enthusiastic than other assignments because the output of the project assignment is a presentation. Because I like and am capable of speaking skills, I am always active during presentations and question and answer sessions."	

In statement 3 with a total percentage result 67%, students felt that they were always active in the process of working on project assignments. Student activity are considered as capable of increasing understanding, retention, and application (Ikmal & Sukmaningrum, 2023). In the work process, students are required to work together, collaborate, and discuss (Halimatussadiyah et al., 2022). This is supported by the students' answers as they would discuss ideas, concepts, and divide the tasks when collaborating to complete the project. Furthermore, statement 4 with a total percentage result 71%, students thought that other group members were also active in working on projects as a group. This is supported by the students' answers as they feel more active in exchanging knowledge with each other in the group. This happens when each group member discusses ideas, concepts, and divides the tasks. This activity has been proven to be able to hone students' critical thinking skills (Sari & Prasetyo, 2021).

Furthermore, statement 5 with a total percentage 72% shows that students feel that project-based learning provides many activities that challenge and motivate them. Likewise, student 6 said that presentations and question and answer sessions made them feel motivated and enthusiastic in learning English. Moreover, students are enthusiastic can develop about critical and creative thinking in the learning process. Statement 5 with a total percentage result of 73% shows that students felt that working on the project was fun and this is proven that they did not realise the time had passed while working on the project. That is why when using this method students feel interested, active, and enjoy learning English (Nurfaidah & Sukiawati, 2020). Hence, students feel happy spending time working on project-based English assignments in groups.

### Perspective of the Motivation

The results of the study revealed a notable sense of contentment among students when engaging in learning activities facilitated through the application of project-based learning (PjBL) in their classroom environments. The utilization of PjBL afforded students the opportunity to collaboratively undertake learning projects within a group setting. This collaborative dynamic enabled students to engage in meaningful discussions about their project objectives, fostering a collective understanding of the tasks at hand. In instances where students encountered uncertainties or lacked clarity, the collaborative nature of PjBL encouraged them to seek assistance from peers and explore additional learning resources. As a consequence of this collaborative problem-solving approach, students demonstrated heightened motivation within the context of English as a Foreign Language (EFL) classes. The communal learning experiences and shared responsibilities inherent in PjBL not only facilitated successful project completion but also served as a catalyst for a robust motivation to actively participate and invest in the learning process within EFL classrooms. The average results of the perspective of the activeness are shown in Table 8.



Table 8  
Finding of questionnaire perspective motivation

No	Statement	Item	Average	Criteria
1.	I feel happy when the teacher gives project-based learning assignments in groups for learning English	7	74%	Strong
2.	Getting project-based learning assignments in groups was able to increase my motivation for learning English	8	74%	Strong
3.	Getting project-based learning assignments in groups for learning English is more fun than other assignments	9	77%	Strong
<b>TOTAL</b>			<b>75%</b>	<b>Strong</b>

The answers to the results of the semi-structured perspective activeness interview are shown in the table below.

Table 9  
Finding of semi-structured perspective motivation

Subject	Representative significant statement	Item
S1	"...If I get active members it can motivate me to learn English because I can share material and discuss project results with each other. The work feels more enthusiastic, exciting, and challenging. However, if I get a passive group, I'm lazy because it seems like I'm thinking and doing it myself. Work that should be easy feels hard."	5
S4,S5	They feel that project-based learning assignments in groups make work easier and more fun because they are done together.	
S7,S8	They feel that working on project-based learning assignments in groups can increase motivation and enthusiasm for learning English. The process of making projects that are free to be creative allows them to improve skills outside of English such as drawing, editing, coloring and design.	
S2,S6	They previously liked English, so when they got project-based learning assignments in groups it felt more fun and exciting because they could share knowledge and explore with other friends. Maximizing students' learning motivation, they have the opportunity to use the project-based learning method.	
S3	"...project-based learning assignments in groups make me more enthusiastic in English class because in groups I and other members can share material with each other to deepen the material and understand what I don't understand, and vice versa. I can also help each other learn."	

The resulting data from statement 7 of the questionnaire can be seen to show strong results with a total percentage of 74%. This is supported by the answers of Student 2 and Student 6, where they felt more fun and exciting because they could share knowledge and explore with other friends. According by Situmorang (2021) Project-based learning assignments in groups provide many benefits, such as practicing problem-solving, increasing a sense of responsibility, and it encourages discussion with each other. Project-based learning assignments in groups also make students feel more enthusiastic and working on projects in groups makes difficult work easier by doing it together. The students have the opportunity to use the project-based learning method to maximize learning motivation. It is not surprising that learning English makes students more enthusiastic and motivated. This is in line with findings by Susanti et al. (2022) who said that project-based learning assignments in groups were able to increase students' motivation in learning.

Moreover, statement 8 with a total percentage result of 74%, the students felt that project-based learning assignments in groups can increase motivation for learning English. Students feel happy when teachers give project-based learning assignments in groups because by using this method, students can improve other skills that cannot be developed using other methods (Ngadiso et al., 2021). This is confirmed by the answers of Student 7 and Student 8 who said

that apart from learning English, they can also improve other skills such as drawing, editing, coloring and design. Statement 9 with a total percentage result of 77%, the students felt that project assignments are better than other individual assignments. This is supported by Student 4 and Student 5 as they felt that project-based learning assignments in groups make work easier because they can work together. The students also claimed that they prefer tasks that are done in groups rather than individually as it helps them to be proactive and enthusiastic while working on the projects.

### Perspective of the Speaking

The average results of the Perspective of the Activeness are shown in the table below.

Table 10  
Finding of questionnaire perspective speaking

No	Statement	Item	Average	Criteria
1.	Presenting project results in front of the class can improve my speaking skills	7	75%	Strong
2.	Discussing projects in groups can improve my communication skills	8	74%	Strong
<b>TOTAL</b>			75%	Strong

The answers to the results of the semi-structured perspective activeness interview are shown in the table below.

Table 11  
Finding of semi-structured perspective speaking

Subject	Representative significant statement	Item
S4,S5,S6, S8	They said project-based learning assignments in groups required students to present the output of the completed project. After going through several presentations, students felt more confident to speak in front of the class. Initially, they felt nervous and afraid, but as time went by the students felt happy and confident about presenting in front of the class.	6
S2	"...project-based learning assignments in groups really improved my speaking skills because previously I was trapped in an online learning situation which I found difficult to practice speaking. "Meanwhile, when the pandemic ends and classes return to normal with group-based project assignments, it gives me the confidence to start honing my speaking skills."	
S7	"I am an introvert who rarely communicates with other people. Since there was a group-based project assignment, I started interacting with each other and it turned out to be fun. Moreover, the presentation also increased my self-confidence, from previously being afraid of standing in front of the class to being able to speak in front of the class."	
S3	"...before the presentation, I can help each other to divide the parts that need to be explained, correct wrong grammar and correct wrong pronunciation."	
S1	"... the presentation output that is often done has made me used to speaking in front of the class."	

Based on the findings above, it can be seen that the results from statement 10 show strong results with a total percentage of 75%. Each completed project must be presented in front of the class or in video form. This presentation makes students' speaking skills improve gradually. This statement was supported by Student 4, Student 5, Student 6, and Student 8. They felt that after going through several presentations, they are more confident to speak in front of the class. At the beginning of the presentation, students will definitely feel nervous and not confident. However, as time goes by students begin to feel enjoyment and confidence. It is not surprising that using project-based learning assignments in groups is indeed an effective

way to improve students' speaking skills (Ratna et al., 2019). Therefore, project-based learning is a popular method that is often used by educators (Mafruudloh & Fitriati, 2020).

Furthermore, statement 11 also shows strong results with a total percentage value of 74%. Student 7 claimed that interacting with each other is fun. Project work is always done in groups, hence the students are required to discuss with each other to produce a suitable project. When working on project tasks in groups, discussion and collaboration between group members are required so that the project can be done optimally. As the collaboration between groups becomes stronger, the communication between group members also becomes stronger (Dwi et al., 2019). Students also had fun because they can interact with each other, exchange opinions, and work together. Good teamwork is the key to completing project-based learning assignments in groups (Lin & You, 2021). Project-based learning assignments in groups also give students the freedom to be creative in creating projects that can increase students' creativity and competence (Usmeldi & Amini, 2022). Communication is needed to increase student creativity, interaction, and cooperation are needed so that ideas and creativity become one unit. Communication during discussions also improves students' leadership and time management (Hasanah et al., 2023; Santoso et al., 2021).

The incorporation of project-based learning into the curriculum of vocational high schools has elicited a favorable response from students, signifying a positive reception to this pedagogical approach. The discernible impact of PBL is reflected in its ability to enhance multiple dimensions of the learning experience, including comprehension, activeness, motivation, and oral proficiency (Lin & You, 2021). The positive feedback received from students serves as a compelling indication for educators to consider the regular integration of project-based learning methods within English classes, recognizing its potential to significantly contribute to the improvement of various facets of language education (Hasanah et al., 2023; Santoso et al., 2021). The affirmations from students not only endorse the efficacy of PBL but also underscore its potential as a transformative educational strategy. As such, the findings of this research bear significance in providing fresh insights and knowledge to both readers and educators.

The understanding of students' perspectives on the PBL method is essential for informing instructional practices, guiding educators in optimizing the incorporation of project-based learning within English language classes (Hasanah et al., 2023; Santoso et al., 2021). This newfound understanding seeks to contribute to the continuous improvement of language education methodologies and aligns with the broader objective of refining pedagogical approaches to meet the evolving needs of students. The anticipation is that this research will serve as a catalyst for future educational practices, empowering educators to maximize the implementation of project-based learning methods within English classes. While acknowledging the positive aspects, it is imperative to acknowledge the existence of obstacles and discrepancies encountered by both students and teachers during the implementation process. However, the recognition of these challenges is coupled with an optimistic perspective, affirming that they are resolvable, and with concerted efforts, the learning process can be completed successfully. This acknowledgment reinforces the dynamic nature of educational practices, recognizing the potential for continuous improvement and adaptation in response to emerging challenges.

## CONCLUSION

The purpose of this research was to explore the perspective of the learners of the SMK PGRI 3 Malang regarding the implementation of project-based learning methods in English classes. Based on the findings and discussion above, it can be concluded that students who give positive responses can improve the aspects of understanding, activeness, motivation and speaking. Firstly, understanding got 74% of students and this is supported by students' answers

that project-based learning assignments in groups can increase understanding by discussing and sharing with friends when working on projects. Secondly, activeness got 71% and this is supported by the students' answers as they feel more active in exchanging knowledge with each other in the group. Thirdly, motivation got 75% and this is supported by the students' answers as they feel that working on project-based learning assignments in groups can increase motivation and enthusiasm for learning English. Fourthly, speaking got 75% and this is supported by students' answer that they feel that after going through several presentations, they are more confident to speak in front of the class. It can be concluded that students feel their understanding, activeness, motivation, and speaking increase with project-based learning assignments in groups. Based on the findings, it is suggested that teachers maximize the use of project-based learning to teach English. Researchers also hope that future research can further explore other aspects in the implementation of project-based learning for English language teaching.

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