Students' Perceptions of Project-Based Learning EFL in Grade 7 Junior High School

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Abstract
This study aims to analyze the project based learning learning model according to student perceptions, student views and the constraints faced by students in the project based learning learning process. Project based learning is a learning model that makes students the subject or center of learning, which focuses on learning processes that have results in the form of products. The method used in this study is descriptive qualitative, with questionnaires and interviews as instruments. one out of three students interviewed was a student who had high enthusiasm for project based learning, while the other two students had learning difficulties. In this study the researchers found that most students were very enthusiastic in the learning process, but there were still some students who experienced difficulties or obstacles in the learning process. In conclusion, the learning-based learning model according to students' perceptions is fun and easy to understand because it is directly practical. The limitation in this research is that there are few participants who are willing to be interviewed. Therefore, future studies are expected to have more participants.
Keyword : *model, Project based learning, Student*

Introduction

The learning model is a framework that provides a systematic description for carrying out learning in order to help students learn in a certain way to achieve. That is, the learning model is a general description but still focuses on specific goals. In the world of education learning and learning do not only happen in schools only, but in three centers which are commonly known as the tri education centers. Tri Education center is a place where children get good teaching directly or indirectly in family life (informal), school (formal) and society (non-formal). In the learning process, every student should strive to be actively involved to achieve learning goals. This requires help from the teacher to motivate and encourage students to be involved in the learning process in totality(Sinead et al. 2022). Teachers must master both material and strategies in learning. In a learning process, teachers can use learning models that are appropriate to the material to be taught to students. So that learning material can be conveyed properly, and can be understood by students. Therefore, a teacher must be able to master several learning models.

There are several learning models that teachers can use to convey material to students, including: (1). Discovery learning, (2). Project based learning. (3) Self Directed Learning/SDL, (4). Contextual learning, (5). Role playing and simulation, (6). Cooperative learning, (7). Collaborative learning (Amalia, Dianingati, and Annisaa' 2022)(Aktif et al. 2020). Learning 'project based learning' is often referred to as project based learning. Project-based learning is learning who use projects/activities as media. Students do exploration, assessment, interpretation, synthesis, and information to generate various forms of learning outcomes. This learning encourages students to as if carrying out a research project. Students do investigation of the subject matter classified (Sari 2020) Project-based learning pedagogies have been used in engineering, and other disciplines, for many decades. (Beuchat, Bradford, and Buskes 2022) with project management for community projectification. They exert influence unconsciously and in a rather indirect way on projectification through institutions and are influenced in return (Wagner, Huemann, and Radujkovic 2021)

Over the past 25 years, projectification has received a lot of attention (Kuura 2020) highlights the factors regarding how this method can gain and maintain student motivation to

study the phenomenon of project management (Jääskä et al. 2022) The application of this method is to build collaboration and communication between lecturers and students through text, images, and videos. (Arias et al. 2018) The PBOL method has various advantages over other methods, especially making it easier for lecturers and students

to communicate both inside and outside the classroom and for students to access lecture materials through the Microsoft Teams platform and social media. (Zen et al. 2022) Project-based learning (PjBL) refers to an inquiry-based instructional method that engages learners in knowledge construction by having them accomplish meaningful projects and develop real-world products (Guo et al. 2020)

Project based learning is a learning model that makes students the subject or center of learning, which focuses on learning processes that have results in the form of products. students are given the freedom to determine their own learning activities, work on learning projects collaboratively until results are obtained in the form of a product. With the advancement in education, there has been a paradigm shift in assessment techniques adapted to measure comprehensive knowledge and higher-order skills, namely creativity, innovation, critical thinking, coordination, and communication, problem-solving, etc.(Goyal, Gupta, and Gupta 2022). While many new practices have the potential to engage students and increase learning outcomes, the continued use of these approaches has often been dependent upon ongoing professional development (PD) and administrative support (Morel et al. 2019)

The growing evidence for the effectiveness of PBL approaches for students and teachers suggests that PBL is worth implementing long-term in classrooms and schools. Yet, while PBL is widely promoted and even expected for many teachers, high-quality enactment is no easy task.(Steffen, Fly, and Stobart 2022). There is limited research on PBL in literacy contexts (Duke et al. 2021). Many (recent studies also demonstrated that even when student outcomes are positive and teachers and students find PBL engaging and relevant, the shift to PBL is considerable and requires extensive professional learning support(Center for Economic and Social Research 2021). PBL can be a vehicle for equitable education experiences and has been recognized as a means to support students in developing competencies across subject areas by creating relevant and authentic learning spaces and by emphasizing development of realworld skills (Grossman et al. 2019)

Method

The method of this study is descriptive qualitative method. The qualitative method, in-depth individual interviews, was chosen to allow very detailed data about students' experiences in the learning process using project based learning. Qualitative methods generally include individual and focus group interviews, participant observation, ethnography, and several other approaches (Ataş, Cenk, and Bozkurt 2021). Traditionally, qualitative methods have been used across a variety of disciplines to explain how things are; such as, for example, participant observation in early cultural anthropology, which documented the beliefs and practices of specific cultural groups (Hamilton and Finley 2020). This method will produce different evidence or results, which will then provide a view different ones will obtain reliable truth.(Sari 2020). the difficulty faced by students in the project-based learning model is memorizing new conversations that have never been learned. Validity is a test for describes how well the data was collected research instruments (Amalia, Dianingati, and Annisaa' 2022) Validity can be done with several type, i.e. construct validity, content validity and validity based on criteria (validity related to criteria)(Amalia, Dianingati, and Annisaa' 2022).

Result and Discussion

In this study I interviewed 3 junior high school students. The results of research conducted based on our findings on research conducted in the field show that students who

are taught with a project-based learning model in class are very enthusiastic and according to them project-based learning provides new knowledge, is fun, increases creativity. and make me more confident. However, some students also said that they had problems in learning-based learning projects, which were difficult to think, read, pronounce, memorize English conversations, memorize in a limited time. And when asked whether it is better to learn using the PBL learning model or using other learning models, there are those who agree more with PBL and some who agree more with other learning models. t was found that Project-Based Learning are quite influential in increasing the creative thinking abilities (Pedroza-toscano and L 2023).

NO	Information	A	B	C
1	knowledge	√	√	PBL
2	Do you like	√	√	PBL
3	Difficulties	√	√	PBL
4	PBL or Other?	√	√	other

From the research above, we can find that learning foreign languages, especially English, using project-based learning models can increase student creativity in the classroom. therefore, project-based learning should include the following stages: 1) teaching content through knowledge and skills, 2) creates the need to know important and basic content, 3) requires critical thinking, problem solving and collaboration, 4) growing investigation, 5) provide continuous feedback and 6) present or deliver the final product (Gomez-del Rio and Rodriguez 2022).

Project-based learning is a learning model that involve projects in the learning process. Project done by students can take the form of individual or group projects and implemented within a certain period of time collaboratively, produce a product, whose results will then be displayed or presented. Application projects are carried out collaboratively, innovatively, uniquely, and focus on solving problems related to student life. (Sari 2020).

Our results show that using the Project Based Learning model (PBL) has a direct effect on students' personal growth and improvement on parallel programming and their soft skills. (Younis et al. 2021)with a project-based learning model implemented in class is able to foster student creativity. However, there are still some students who complain about difficulties in speaking English. Many students also feel happy with this learning model because it is considered fun.

Conclusion

In this study it can be concluded that learning using project-based learning models is a second language unconsciously while learning is focused on increasing students' creativity in class, training students' independence and most students like learning with project-based learning models. This research is expected to provide understanding and train independence, working together with classmates with second language learning project assignments.

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