



## Students' Perception of Using PjBL Method in Learning *RELT* Subject

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**Abstract** Project based learning is a method that focusing on students centered by using project as the way of practicing knowledge. *RELT* subject is a subject learnt about research in English framework. This research aim is to know students' perception of using project based learning in learning *RELT* subject. The researched also gain the feedback after using this method. This research using qualitative method. Technique sampling was purposive sampling. The sample was sixth students from sixth semester. Instrument of the research was interview. The data analysis using Miles and Huberman model. Using Project based learning in different level of students also give the difference result. Using PjBL in learning *RELT* subject was effective. It is because the students were in adult age where they can use their critical thinking. So, even this method still had a weak, but students and lecturer still can gain maximum knowledge and experience. Students also active to give feedback, they didn't hide the problems, this make lecturer easier to fix the problems.

**Keywords:** *Students; Perception; Feedback; Research; RELT Subject.*

**Abstrak** Pembelajaran berbasis proyek adalah metode yang berfokus pada siswa yang berpusat dengan menggunakan proyek sebagai cara mempraktikkan pengetahuan. Mata pelajaran *RELT* adalah mata pelajaran yang dipelajari tentang penelitian dalam kerangka bahasa Inggris. Penelitian ini bertujuan untuk mengetahui persepsi siswa dalam menggunakan pembelajaran berbasis proyek dalam pembelajaran mata pelajaran *RELT*. Yang diteliti juga mendapatkan umpan balik setelah menggunakan metode ini. Penelitian ini menggunakan metode kualitatif dengan (Creswell 2014). Teknik pengambilan sampel adalah purposive sampling. Sampel penelitian ini adalah mahasiswa semester enam semester enam. Instrumen

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penelitian ini adalah wawancara. Analisis data menggunakan model Miles dan Huberman (Sugiyono 2013). Penggunaan pembelajaran berbasis proyek pada tingkat siswa yang berbeda juga memberikan hasil yang berbeda. Penggunaan PjBL dalam pembelajaran mata pelajaran RELT cukup efektif. Hal ini dikarenakan siswa berada pada usia dewasa dimana mereka dapat menggunakan pemikiran kritisnya. Jadi, meskipun metode ini masih memiliki kelemahan, namun mahasiswa dan dosen tetap dapat menimba ilmu dan pengalaman yang maksimal. Siswa juga aktif memberikan umpan balik, tidak menyembunyikan masalah. Hal ini membuat dosen lebih mudah untuk memperbaiki masalah.

*Kata Kunci: Mahasiswa; Persepsi; Masukan; Penelitian; Subjek RELT*

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## INTRODUCTION

English department in State Islamic University Syekh Ali Hasan Ahmad Addary had a different subject with other department. The subject is called Research in English Language Teaching or *RELT* subject. *RELT* subject is a subject that guide students to understand the research in English learning framework. This subject learnt in sixth semester, but before students learnt *RELT* subject they had got Methodology subject in the fifth semester.

This is a special subject that trained students how to do a research in English framework. Here, the researchers were interested to know how lecturer taught this subject. In this occasion, researcher had done a little interview in order to know what was the method used to teach this special subject to give maximum knowledge and a great experience. Based on the interview, the lecturer explained that she used Project Based Learning (*PjBL*) Method to teach students. The method was chosen because is to emphasize students practice the knowledge.

Project based learning is a method used to teach students by emphasize project as the way to practice the knowledge. (Thomas 2000) stated that project based learning are the problems, tasks, questions that give students time to solve by their understanding in a period of time. (Bell 2010) in her book stated that project based learning is not only about producing or finishing tasks, answering

question further than it will give students deep understanding. While (Ayas and Zeniuk 2001) stated that implementing project based learning had been used in many subjects, such as (Alyani 2020) investigating the implementing of PjBL in Critical Reading class. The result found that by using PjBL, the students felt enjoy and like their teamwork, they learn collaboratively. The result also found that students though this method was appropriate conducted to the class. While (Susanti, et al 2020) researched about students' perception toward the implementation of PjBL for EFL Vocational High School. The findings showed that got a positive experience implement. Students thought PjBL is effective method to learn English. Another research about project based learning done by Mihić and Završki (2017) in this research applied to get professor' and students' perception of the advantages and disadvantages project based learning. The result shown that PjBL suit to students especially to gain maximal knowledge.

Nizwardi (2017) stated that there are three stages teaching project based learning in the classroom, they are: The formulation of expected learning outcomes, project work and evaluation. There are seven steps designed by includes: the formulation of expected learning outcomes. Understanding the concept of teaching material, skill training, designing project theme, making the project proposal, executing the task of project, and presentation of the project report.

Perception is the way of someone opinions for something. It is also about how people perceive by what they look, listen and feel. Jumroh (2019) concludes that perception is the impression that someone receive based on the experience individually and its dependent. Sabri (2003) argues that perception is human activity of controlling the stimuli and to recognize the social phenomenon. Try et al. (2020) stated that perception is an important psychological human aspect in responding to the presence of various aspects and symptoms around them. This is the process of people to respond the social phenomenon that happens around.

Aslanides et al. (2016) stated that there are some advantages of PBL for students, including: the projects helps students to understand the material better. Students can use all the knowledge. It motivates students to learn and get

the knowledge their way. The disadvantages of project based learning are the; students hard to complete the project because there are many projects come in the same time, the students do not fulfill the projects maximal because of the period time not enough and the students do not understand the material will be difficult to finish the project.

Qiong (2017) divides perception process into three stages they are selection, organization and interpretation. Selection is the process of choosing the stimulus to be carried into the brain. Every day we get many stimulus or information, but we will select it which information we will think about, which one is more important information or the interesting information. Organization, the next process will organize the information into some categorize or patterns. Here brain will put categorizing based on the priority, intensity, people and so on. Interpretation is the process of making meaning to selected information before. The process will be affected by someone prior knowledge, culture, education and etc.

Researcher is interested to raise this tittle to know students perception of using project based learning in learning *RELT* subject. The researched also gain the feedback after using this method.

## **METHOD**

This research conducted in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. The research used qualitative method using qualitative descriptive design as it stated by (Creswell 2014). The subject of this research were students from sixth semester at English department. The sample took by using purposive sampling. The instrument used to collect the data was interview. Researcher used structured interview, researcher designed the statements of questionnaire based on the indicators of perception stated by (Walgito 2004). The questions designed including into three indicators. They were: 1) Absorption of external stimuli or object by the five sense, 2) Understanding the object that occur in the brain, and 3) Individual assessment or evaluation.

Based on the indicators above, researchers created 9 questions to get students perceptions. Researcher collected the data by collected the same questions from the students in one time and record the interviewed. The data analyzed by using Miles and Huberman model (Sugiyono 2013) by doing data reduction, data display and drawing the conclusion.

## RESULT AND DISCUSSION

Based on the interview result, researchers analyzed the answer from students. Based on nine questions given, the students had different explanations.

**Table 1**  
**The Students Respond Through Interview**

No	Question	Respondent	Answer
1	Students Opinion about RELT Subject	As	RELT is a subject that is important for English students to learn.
		M	RELT is a subject that discuss about the phenomenon and research.
		IN	RELT Subject is we put English language teaching it is focus me the teaching about English language as a methodology
		AK	RELT is a very good subject for English students
		HR	RELT is important for me because learning this we know how to make a thesis and this is very helpful to students in learning.
		NS	RELT is very good because it train us to complete our study and give more understanding
		EF	RELT subject is an important subject this is the continuant subject after we learn research methodology. RELT subject is focus on how doing the research in English department.
		D	RELT explain about kinds of research that will very beneficial for us to overcome with research
		MA	learning RELT is help me to do a research in English learning and it's really help me find the technique and the step to make a research
Students opinion about PjBL	AS	This method will give challenge to students	
	M	PjBL gives us projects to do during learning the subject	

No	Question	Respondent	Answer
	method	IN	PjBL is the way of learner using a project get a valuable in their students
		AK	PjBL kind about fifty fifty about this method because what we use to have and what we use to do in the class
		HR	PJbL is very important because using this method, it's very easy to understand learning
		NS	PjBL is learning based on project and it's very good
		EF	PjBL is a method that using project as the practice time after lecturer give the material
		D	PJbL is emphasizing students to explore many information to create variety kinds of learning result
		MA	project based learning is very helpful

Students' perception about *RELT* subject was varied, the respond shown that students thought *RELT* subject was important and very good for English departments' students. Students also knew about *RELT* subject what kind of subject it was and what was the function. Meanwhile students' perception about project based learning, most of them know that PjBL method is a method where lecturer using projects as the practicing and challenge students' knowledge.

**Table 2**  
**Students' Perception about *RELT* Subject**

No	Question	Respondent	Answer
2	RELT Subject is difficult	AS	Easy and hard
		M	Not difficult
		IN	Difficult
		AK	Not really difficult
		HR	Not difficult
		NS	Easy
		EF	Easy
		D	Easy
		MA	Easy and Difficult

Students' respond to the question shown that there were seven students that thought *RELT* was not difficult or easy. The rest of the two students were

said that RELT easy but also hard and difficult. MA explained that sometimes to understand the material it still struggling for him.

**Table 3**  
**Students' Response about RELT Subject**

No	Question	Respondents	Answer
3	Students' understanding about research after learning RELT using project based learning	AS	I can understand a bit
		M	I get some imagination and more explanation about research
		IN	I get better understanding using project as my practicing time
		AK	It's improve my ability
		HR	I understand more
		NS	I get more understanding
		EF	I get better understanding and I can practice the theory
		D	It's good
MA	I can get the benefits and help me to understand		

Based on the question, students gave a variety respond. In concluding, the understand and get a better experience where they can practice the theory.

**Table 4**  
**Students' Understanding about RELT Subject**

No	Question	Respondents	Answer
4	Students understanding about the material	AS	I understand
		M	Yes, I do
		IN	Yes, I do, but some materials I don't understand
		AK	Not all, Not all of it
		HR	Yes but not all
		NS	Yes, I do understand
		EF	Yes, I do think so
		D	Yes so far so good
MA	I do understand but not all of it		

Most of students understand the material, but there were two students who didn't understand all the materials. A better understanding of material is good as the background for students to understand the project.

**Table 5**  
**Students' Understanding about RELT Material**

No	Question	Respondents	Answer
5	Students experience in finishing projects were difficult or no	AS	Difficult
		M	Sometimes it's easy and difficulty
		IN	Difficult
		AK	Yes it's hard
		HR	Yes, it is difficult
		NS	Sometimes it's difficult
		EF	Yes Sometimes I get struggle
		D	Not too difficult
MA	Not very difficult		

Most of them thought it was not too difficult. Even some projects still felt difficult, but they can have a discussion with the lecturer. Students also added the information that they were difficult because of the class doing in blended learning.

**Table 6**  
**Students' Difficulties about RELT Material**

No	Question	Respondents	Answer
6	Based on students experience was the project based learning appropriate	AS	Yes it is
		M	Yes, of course
		IN	Yes I think
		AK	I think good for several people
		HR	I think it's appropriate
		NS	I think the method is appropriate
		EF	Yes, I do think so
		D	Yes I think
MA	Yes the method is appropriate		

Based on this statement, all of the respondents were agree that is method was appropriate.



**Table 7**  
**Students' Perception about PjBL Method**

No	Question	Respondents	Answer
7	Students Thought about learning RELT using project based learning	AS	It is good to help students understanding materials
		M	Students improve they skill more about research
		IN	I think using PjBL is correct but we have to find another way to get along with the lecturer
		AK	We still need some evaluation from the lecturer
		HR	I think it's nice
		NS	I think it's very suitable and good to do with the project
		EF	This method is good in building communication etween sudents and lecturer, not always easy but it shown us how deep we understand the materiall
		D	I think it's great
MA	It's very helpful and useful		

Students' perceptions about learning RELT subject using PjBL are good, suitable, helpful and useful. Then, the method was still in doubt and not always easy.

**Table 8**  
**Students' Perception about Learning RELT Subject Using PjBL Method**

No	Question	Respondents	Answer
8	Students thought were the material help in finishing project	AS	Of course it help me to do it
		M	Yes this is important
		IN	It helps me to make the project related to the theory
		AK	Yes, of cours
		HR	Very helpful
		NS	Yes
		EF	Yes of course
		D	Yes of course
MA	Yes, every materials help me to do projects		

Total respondents agree about the materials given help them to do the projects.

**Table 9**  
**Students' Perception about Materials**

No	Question	Respondens	Answer
9	Students thought about the project given in learning RELT	AS M IN AK EF D MA	It's very good and can be a challenge for us I think that's good, we know kinds of methodology in research and the difference among them Every theory following with the projects and we have to take it serious We still need some correction from the lecturer The projects given were related from the materials we learn. I think it's okay and very good for us The projects is a must when you learn RELT, it is the output of studying RELT subject.

The statement above was to know the students understand how important project for them in learning RELT. The perceptions were two types. First they thought that projects were good because the project was related to the material. Another perception came out from a student. His perception the projects was need more attention such as correction and evaluation from the lecturer.

Students had a different perception about RELT subject was it difficult or not. Some students though it was easy and some though it was difficult and hard. Students though that not all the materials they understood. Students perception of finishing project was easy and difficult. The reason why they are difficult in finishing project because of limited time, and they didn't understand the project. Students also perceived that they need more time to finish some projects. Students' perception about learning RELT subject using Project based learning it was appropriate and it was good. Students felt comfortable using this method in learning.

The using of PjBL improve students skill about research but otherwise students explained that learning using this method not always easy but in fact this method was trained students understanding about the material given. In the last question, researcher asked what students thought about the project given in learning RELT subject. There were two perceptions, the first who thought that project is important as the practicing, the output also as the evaluation after got the material.

The using of project based learning gave students a new experience in learning. Students felt appropriate, It is similar with Alyani (2020) that students felt the method is appropriate conducted to the class. While Susanti, et al (2020) researched about students perception toward the implementation of PjBL for EFL Vocational High School. The findings showed that got a positive experience implement. Students thought PjBL is effective method to learn English. Mihić and Završki (2017) in this research applied to get professor' and students' perception of the advantages and disadvantages project based learning. the result shown that PjBL suit to students especially to gain maximal knowledge. In this result, researcher found that by using PjBL it improved student skill in learning research. The difference of this research was here students explained even the method not 100% worked but it will open the new way or a further discussion. Students not always getting understand about the material or the projects but this method gave further chance to get the discussion. Lecturer evaluate with students.

The using of PjBL method in learning RELT subject was appropriate cause some aspects:

1. Students in adult age
2. Students understand the goal and the function of learning the subject
3. Students understand the function of project
4. Students understand what they had to do while they didn't understand the materials and the projects.

5. Before giving the project students got a lot materials and reference also lecture open discussion and evaluate the project

Students agree that using project as the focus of learning was not always easy but the process of learning by using PjBL it opened the way of discussion, gave experience to solve the problems happened in the classroom. PjBL in classroom was effective to increase students' interest to learn about research. Students also gave some suggestion such as to consider the suitable projects. The problems happened in the class while finishing project was like time and kind of project.

## **CONCLUSION**

Using Project based learning in different level of students also give the difference result. Using PjBL in learning RELT subject was effective. It is because the students were in adult age where they can use their critical thinking. So, even this method still had a weak, but students and lecturer still can gain maximum knowledge and experience. Students also active to give feedback, they didn't hide the problems. This makes lecturer easier to fix the problems.

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