

**STUDENTS' PERCEPTION ON THE USE OF PROJECT-  
BASED LEARNING IN EFL CONTEXT**



**RESEARCH PAPER**

submitted in partial fulfillment of the requirements for the degree of  
Sarjana Pendidikan at English Education Department

**By**

**MARHALISA  
NIM: 16010106090**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**INSTITUT AGAMA ISLAM NEGERI KENDARI**

**KENDARI**

**2020**

## APPROVAL SHEET

TITLE : STUDENTS' PERCEPTION ON THE USE OF PROJECT-BASED LEARNING IN EFL CONTEXT

NAME : MARHALISA

SID :16010106090

This research paper has been approved by the supervisor on 26<sup>th</sup> July 2020 for further approval by the Boards of Examiner



**Suhartini Syukri, S.Pd.I, S.Pd,M.Pd.**  
NIP. 201601022020



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI KENDARI  
TARBIYAH DAN ILMU KEGURUAN**

Jalan Sultan Qaimuddin No. 17 Kelurahan Baruga, Kendari Sulawesi Tenggara  
Telp/Fax. (0401) 3193710/ 3193710  
email : iainkendari@yahoo.co.id website : http://iainkendari.ac.id


**LEGALIZATION SHEET**


This is to certify that the research paper by Marhalisa, SID 16010106090, entitled "Students' Perception On the Use Of Project-Based Learning in EFL Context" has been presented in the research examination on Wednesday, 26<sup>th</sup> July, 2020 and approved by the Board of Examiners.

Kendari, 26<sup>th</sup> July, 2020

6 Dzulhijah 1141 H

**BOARD OF EXAMINERS**

Chairs : **Suhartini Syukri, S.Pd.I., S.Pd., M.Pd.** (.....)

Members : **Abdul Halim, S.Pd., M.TESOL.** (.....)

: **Dr. Sitti Nurfaidah, S.Pd., M.Ed.** (.....)

Approved by,  
Dekan of Faculty of Education and Teaching Training



**Dr. Masdin, M.Pd.**  
INIP. 196712311999031065

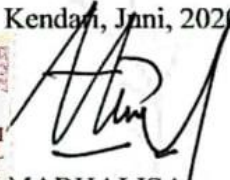
*Visi Program Studi Tadris Bahasa Inggris (TBI) :  
"Vision of Department of English Language Education  
Becoming a Leading Department in Developing English Language Education in 2025"*

## DECLARATION OF AUTHORSHIP

I hereby certify that the research result entitled “students’ perception on the use of project-based learning in EFL context” under the supervision of Suhartini Syukri, S.Pd.I, S.Pd,M.Pd. has been obtained and presented in accordance with academic rules and ethical conduct of IAIN Kendari. It is written and published as a requirement for the degree of English Education Program, Tarbiyah, and Teacher Training Faculty at IAIN Kendari. I declare that this research paper is my own work. If there is any objection or claim from others, for this reason, I am responsible for the research paper and will take full responsibility for this.

Kendari, Juni, 2020



  
MARHALISA  
SID. 16010106090

## HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI TUGAS AKHIR UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademik Institut Agama Islam Negeri Kendari, saya yang bertandatangan dibawah ini:

Nama : Marhalisa  
Nim : 16010106090  
Program studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jenis karya\* : Skripsi

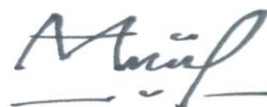
Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Institut Agama Islam Negeri Kendari **Hak Bebas Royalti Noneklusif (Non-exclusive Royalty-Free Right)** atas karya ilmiah saya yang berjudul:

**“STUDENTS’ PERCEPTION ON THE USE OF PROJECT-BASED  
LEARNING IN EFL CONTEXT”**

Beserta perangkat yang ada jika (jika diperlukan). Dengan hak bebas royalti noneklusif ini institut agama islam negeri kendari berhak menyimpan, mengalih media/ formatkan, mengelola dalam bentuk pangkalan data (database), merawat, dan mempublikasikan tugas akhir saya selama tetap mencantumkan nama saya sebagai penulis/ pencipta dan sebagai pemilik hak cipta.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat : Kendari  
Pada tanggal : Juni 2020  
yang menyatakan



Marhalisa

## ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most merciful. All praises are to Allah SWT, The Lord of this world, thanks for all his blessing and guidance given to me since I can complete this research paper. Sholawat and Salam may Allah send them to our Prophet Muhammad SAW, (peace be upon him), who has guided us from the darkness to the lightness. In arranging this research paper, I would say thanks a lot especially for my parents Abd. Halim and Mar'amang S.Pdi for the best Du'a that you have prayed in each of your Salah. I am very grateful for all your sacrifice, love, also passion and struggle so far. A lot of people also have provided motivation, advice, help, and support for the researcher. In this valuable chance, the researcher intended to express my gratitude and appreciation to:

1. Prof. Dr. Faziah Binti Awad, M.Pd., as the Rector of the Kendari State Islamic Institute.
2. Dr. Masdin, M.Pd., the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Abdul Halim, MA. TESOL, the Head of the English Education Department, the best lecturer also the best motivator and reminder for all English Education Department students who always make sure his students become good individuals in intelligence and attitude.
4. Suhartini Syukri, S.Pd.I., S.Pd., M.Pd., my beloved supervisor, thanks for being helpful and patient for spending the precious time for my research paper. The sincere lecturer who is always exerting her best effort for the success of her students.

5. Dr. Sitti Nurfaidah, M.Ed., as an examiner lecturer who is a motivator in every comment on my exam and always becomes a supportive lecturer.
6. Isna Humaerah S. Ag, S.Pd., M.Pd. as the inspiring lecturer in the English Education Department that makes my English learning always enjoyable.
7. Sarjaniah Zur, S.Pd., M.Pd, a lecturer who always patiently handles all my administration for the sake of the smooth running of my exams.
8. Susanti, M.Pd. and Ilfan Askul Pehala, S.Pd., M. Hum. for all the precious knowledge which has been taught. Also all of the lecturers of IAIN Kendari for all the knowledge who have been shared.
9. All my friends in the 2016 English Education Department graduates especially class A who always try to be kind to me and provide a pleasant and peaceful friendship environment for me. I learned many things from you guys. Hopefully, we can meet again in our success.

Last but not least, many thanks also to the people who always take care to me, my colleague, Irvan thank you for your support and helps, Nia for all your understanding and caring, Kia for all your advice and kindness so far and all those who have supported me which I can't mention one by one that makes me can keep going forward and not giving up easily. Hopefully, this research paper can be useful for future research and readers even though this research still has many shortcomings.

Kendari, Juny, 2020

The writer



MARHALISA  
NIM. 16010106090

## ABSTRACT

Marhalisa/ 16010106090. Students' perception on the use of project-based learning in EFL context. Suhartini Syukri, S.Pd.I, S.Pd,M.Pd.

---

The purpose of this research was to investigate Students' perception on the use of project-based learning in EFL context. It is exploring students' perception of Project-based learning used in their English class. The research conducted as a descriptive qualitative study involving 31 participants which utilized questionnaire and interview as instruments tools. The collected data from questionnaire was analyzed through Likert formula, while the interview than was highlighted, collated, and analyzed through coding and categorization. The results of the research reveal that students have a good perception on the use of PBL method and agree it is needed to apply in the learning process. Besides, this study also shows that PBL has advantages to students' learning process. Thus, this study implies that language teacher and teacher educators could utilize Project-based learning as a teaching-learning method to develop students' perception as well as students' performance in the teaching-learning process.

Keywords: English language learning; Perception; Project-based learning





## TABLE OF CONTENTS

TITLE PAGE .....	i
APPROVAL SHEET .....	ii
DECLARATION OF AUTHORSHIP .....	iv
ACKNOWLEDGEMENT.....	vi
ABSTRACT .....	viii
TABLE OF CONTENTS.....	x
LIST OF FIGURE.....	ix
LIST OF TABLE.....	xi
LIST OF APPENDIX.....	xii
CHAPTER I INTRODUCTION .....	<b>Error! Bookmark not defined.</b>
1.1 Background of The Study.....	<b>Error! Bookmark not defined.</b>
1.2 Scope of the Study.....	<b>Error! Bookmark not defined.</b>
1.3 Research Questions .....	<b>Error! Bookmark not defined.</b>
1.4 Purpose of the Study.....	<b>Error! Bookmark not defined.</b>
1.5 Significance of the Study .....	<b>Error! Bookmark not defined.</b>
1.5.1 English Teachers .....	<b>Error! Bookmark not defined.</b>
1.5.2 Another researcher .....	<b>Error! Bookmark not defined.</b>
1.6 Definition of Key Terms .....	<b>Error! Bookmark not defined.</b>
CHAPTER II REVIEW OF THE LITERATURE .....	<b>Error! Bookmark not defined.</b>
2.1 Theoretical Framework .....	<b>Error! Bookmark not defined.</b>
2.1.1 Understanding of Perception.....	<b>Error! Bookmark not defined.</b>
2.1.2 Factors Affecting Perception.....	<b>Error! Bookmark not defined.</b>
2.1.3 Perception of Learning.....	<b>Error! Bookmark not defined.</b>
2.1.4 Project-Based Learning method.....	<b>Error! Bookmark not defined.</b>
2.2 Previous Study.....	<b>Error! Bookmark not defined.</b>
CHAPTER III METHODOLOGY .....	<b>Error! Bookmark not defined.</b>
3.1 Research Design .....	<b>Error! Bookmark not defined.</b>
3.2 Setting and Context .....	<b>Error! Bookmark not defined.</b>
3.3 Participant.....	<b>Error! Bookmark not defined.</b>

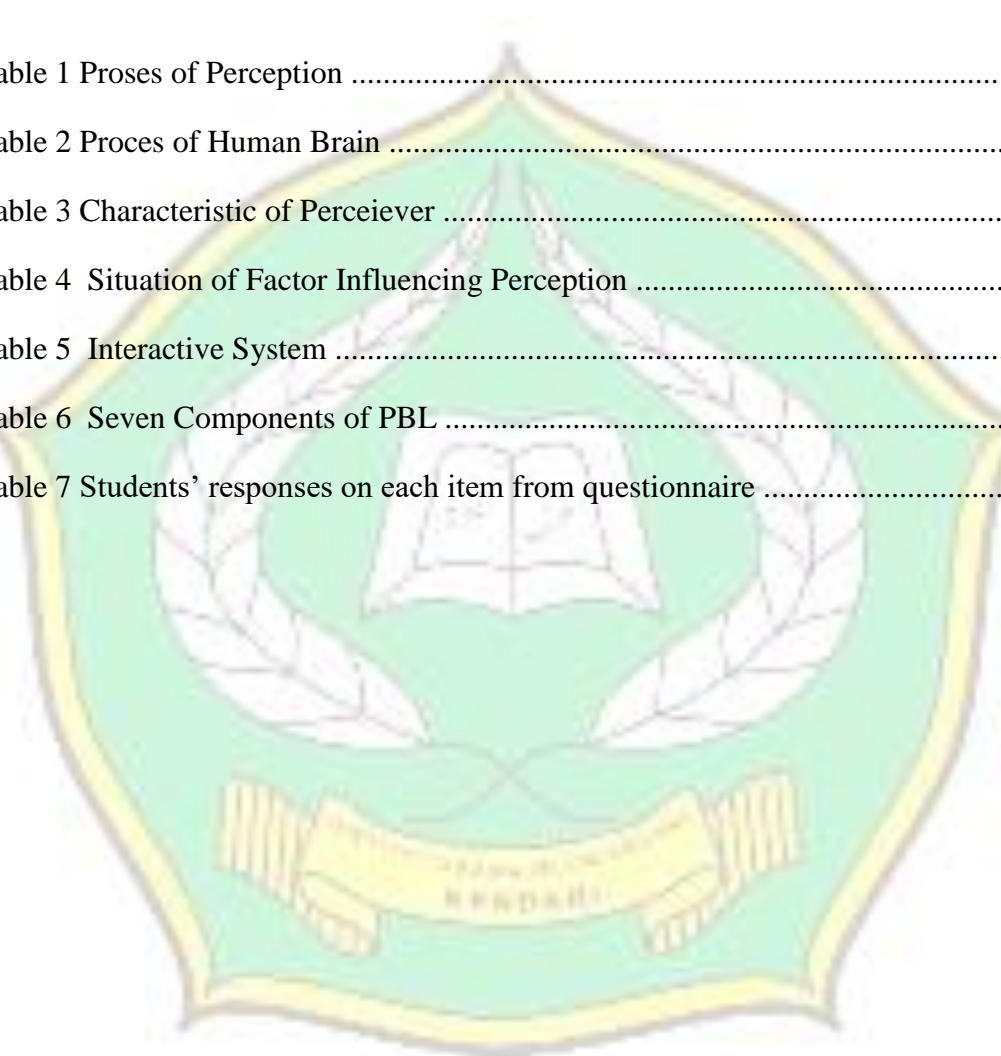
3.4 Data Collection.....	<b>Error! Bookmark not defined.</b>
3.5 Instrumentation.....	<b>Error! Bookmark not defined.</b>
3.5.1 Questionnaire sheet .....	<b>Error! Bookmark not defined.</b>
3.5.2 Interview Guideline.....	<b>Error! Bookmark not defined.</b>
3.6 Data Analysis .....	<b>Error! Bookmark not defined.</b>
 CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	<b>Error! Bookmark not defined.</b>
4.1 Findings .....	<b>Error! Bookmark not defined.</b>
4.1.1 Data Presentation Based on the Questionnaire	<b>Error! Bookmark not defined.</b>
4.1.2 Data Presentation Based on the Interview	<b>Error! Bookmark not defined.</b>
4.2 Discussion .....	<b>Error! Bookmark not defined.</b>
 CHAPTER V CONCLUSION.....	39
5. 1 Conclusions.....	<b>Error! Bookmark not defined.</b>
5. 2 Pedagogical Implication .....	<b>Error! Bookmark not defined.</b>
5. 3	
Recomendation.....	<b>Error!</b>
<b>Bookmark not defined.</b>	
5. 4	
Limitation.....	<b>Error!</b>
<b>Bookmark not defined.</b>	
 REFERENCES .....	48
 APPENDICES .....	52

## LIST OF FIGURE

Figure 4.1 Students` Responses to “I understood what is PBL” .....	25
Figure 4.2 Students` Responses to “I like the Implementation of PBL in Syntax Class” .....	26
Figure 4.3 Students` Responses to “I faced difficulty in completing assignments in the Syntax class” .....	26
Figure 4.4 Students` Responses to “I feel happy to completed the Syntax assessment” .....	26
Figure 4.5 Students` Responses to “I ask the teachers and their friends if they don't understand the Syntax assignment” .....	27
Figure 4.6 Students` Responses to “I writing a story in my Social media account and got a lot of feedback” .....	28
Figure 4.7 Students` Responses to “I went to public places to find errors writing” .....	29
Figure 4.8 Students` Responses to “I present the results of my assignment” .....	30
Figure 4.9 Students` Responses to “Learning Syntax using the PBL method is very interesting” .....	31
Figure 4.10 Students` Responses to “Learning to use the PBL method improved my English skills” .....	32
Figure 4.11 Students` Responses to “Learning to use the PBL method is fun” .....	32
Figure 4.12 Students` Responses to “Learning is easier using the PBL method” .....	33
Figure 4.13 Students` Responses to “The implementation of the PBL method in Syntax class is a good thing.” .....	33
Figure 4.14 Students` Responses to “In my opinion, the application of the PBL method is very useful in the learning.” .....	33
Figure 4.15 Students` Responses to “PBL become a method to convey my academic problem or difficulty in learning” .....	34
Figure 4.16 Students` Responses to “PBL method motivated them on learning” .....	35
Figure 4.17 Students` Responses to “Project assignment develop my speaking skill, writing, reading, listening and my Grammar skill” .....	36

## LIST OF TABLE

Table 1 Proses of Perception .....	10
Table 2 Proses of Human Brain .....	11
Table 3 Characteristic of Perceiver .....	13
Table 4 Situation of Factor Influencing Perception .....	15
Table 5 Interactive System .....	18
Table 6 Seven Components of PBL .....	21
Table 7 Students' responses on each item from questionnaire .....	48



## LIST OF APPENDIX

Appendix 1. Questionnaire Blueprint.....	<b>Error! Bookmark not defined.</b>
Appendix 2. Questionnaire for student.....	<b>Error! Bookmark not defined.</b>
Appendix 3. Question for Students' interview.....	<b>Error! Bookmark not defined.</b>
Appendix 5. Sample of students' questionnaire.....	55
Appendix 6. The frequency of students questions.....	60
Appendix 7. The frequency of students questions.....	63

