

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is intent with the theoretical framework and previous study that related to the presence of this study. The theoretical studies discuss related theories to the present this study, the definitions of the study, and the previous discussion of the issue related to this study.

2.1 Theoretical Framework

2.1.1 Understanding of Perception

Perception is a process that involves the entry of messages or information in the human brain continuously in contact with it is the environment through it is sensed, namely the senses of sight, hearing, touch, taste, and smell (Shrauger & Altrocchi, 1964). One reason why such perceptions are important in interpreting the circumstances around us is that each of us perceives, but perceives differently, what is meant by an ideal situation.

Robbins (2003) points out that, perception is defined as an individual process of organizing and interpreting impression will be meaningful. Afterwards, perception is a subjective, active and creative process through which we assign meaning to sensory information to understand ourselves and others. It can be defined as our recognition and interpretation of sensory information. It also includes how we respond to the information

While our sensory receptors are constantly collecting information from the environment, it is ultimately how we interpret that information that affects how we interact with the world. **Perception** refers to the way sensory information is organized, interpreted, and consciously experienced (Bannister, 1967). Our perceptions can also be affected by our beliefs, values, prejudices, expectations, and life experiences. Therefore, perception is the sensory experience of the world. It involves both recognizing environmental stimuli and actions in response to these stimuli. Perception is perceive the stimulus object in the environment. It is at this point that become consciously aware of the stimulus.

Rogers (1983) states that perception is built from a stimulus. The stimuli that come from the environment create a sensation. Then, that sensation is translated into meaning. That meaning then becomes perception. Their meaning then leads to perceptions. If someone has a positive perception, he can express that he feels happy or he likes a thing. In contrast, if he has a negative perception, he will feel unhappy or he dislikes a thing.

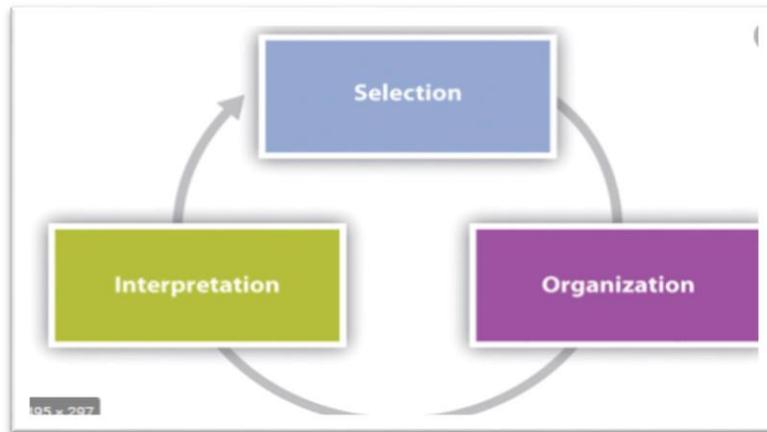
There are many experts who provide diverse definitions of perception, although in principle it contains the same meaning. Perception is an experience of objects, events, or relationships obtained by gathering information and interpreting messages (MacMath et al., 2017). Than, Rogers point out that perception includes the [five senses](#); touch, sight, sound, smell, and taste (1983). It also includes what is known as proprioception, a set of senses involving the ability to detect changes in body positions and movements. It also involves the cognitive processes required to process information, such as recognizing the face of a friend or detecting a familiar scent.

Furthermore, perception is an awareness of the environment, through which a person processes incoming sensory data in a certain way to arrive at the useful impression of his surroundings (Bannister, 1967). Kreitner and Kinicki (2007) give expression perception is a mental cognitive process that makes people interpret and understands their surroundings.

On the other hand, Brewer (1991) convey perception refers to the process of selecting, organizing, and interpreting sensory data into a useful mental representation of the world. Meanwhile, perception is an important process that covers the selection, organization, and interpretation of sensory data which helps people to define their world and influence their behavior.

Perception is what thing in your brain to translate stimulus or process to translating stimulus into human senses. One people have a different perception from other people because there are different viewpoints in sensing. Some perceive something that is good or positive perceptions or negative perceptions that will affect humans behavior (Bugdol, 2013). Think about brand preferences, choice of transportation, self-expression through the clothing, haircut, and jewelry all these external symbols represent in some way how view yourself within the community and the world. We can extend this perspective in many ways, both positive and negative, and see that understanding the perspective of the audience takes on new levels of importance.

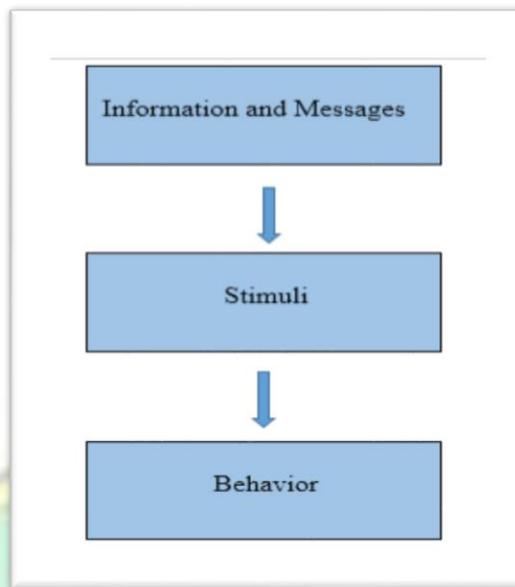
Table 1. Proses of Perception



Perception is a process of organizing; interpreting the stimulus received by the organism or individual so that it becomes something meaningful, and is an integrated activity in the individual. From a perception, as a result, is response and response can be taken by individuals in various forms. Which stimulus will get a response from the individual depends on the attention of the individual concerned. The impact, feelings, ability to think, experiences owned by individuals are not the same, so in perceiving something as a stimulus, the results of perception may differ between one individual with another individual (Kenyon et al., (2015).

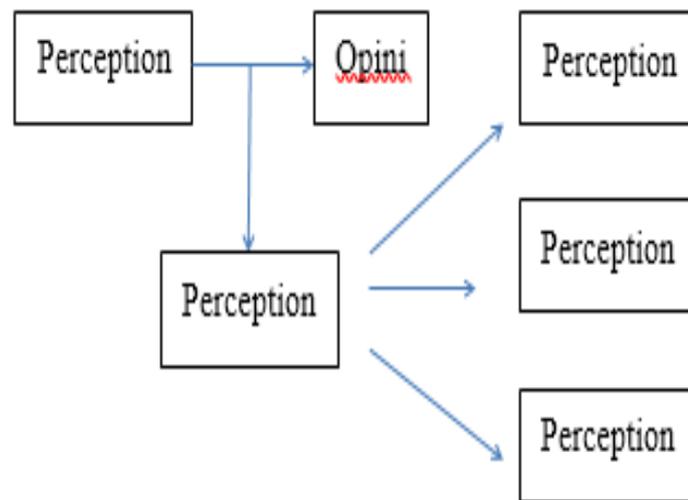
Everyone tends to see things that are the same in different ways. These differences can be influenced by many factors, including knowledge, experience, and point of view (Kenyon et al., (2015). Perception also links to a person's perspective of a particular object in different ways by using the senses that are owned, then trying to interpret them. Perceptions of both positive and negative are like files that have been neatly stored in our subconscious mind. The file will immediately appear when there is a stimulus that triggers it, there is an incident that opens it. Perception is the work of the brain in understanding or assessing something that happens around it.

Table 2. Proses of human brain



Understanding of perception, perception is a process that involves the entry of messages and information in the human brain. The information and messages received appear in the form of stimuli that stimulate the brain to further process which then affects a person in behavior (Adams, 2018). The formation of one's perception of an object in its environment is based on the stimulation or situation that is being faced, related to the condition of perception society is the process involving the entry of messages or information in the human brain continuously connecting with their environment through one's senses towards an object, this event with involves experiences related to these objects through a process of cognition, affection, and cognitive to shape the object.

Based on the explanation above about the factors that shape opinion can be seen in the picture below:



The above explanation can be drawn to the conclusion that perception is a process that starts from sight to form responses that occur in individuals so that individuals are aware of everything in their environment through their senses (Bugdol, 2013).

2.1.2 Factors Affecting Perception

Perception of an object, each individual or individual will certainly be different. This is because a person's views are influenced by insight, experience, and knowledge of an object that is confronted. Hake (1967) claim that the factors make individual perceptions different from each other and will affect individuals in perceiving an object, a stimulus, even though the object is really the same. The perception of a person or group can be very different from the perception of other people or groups even though the situation is the same.

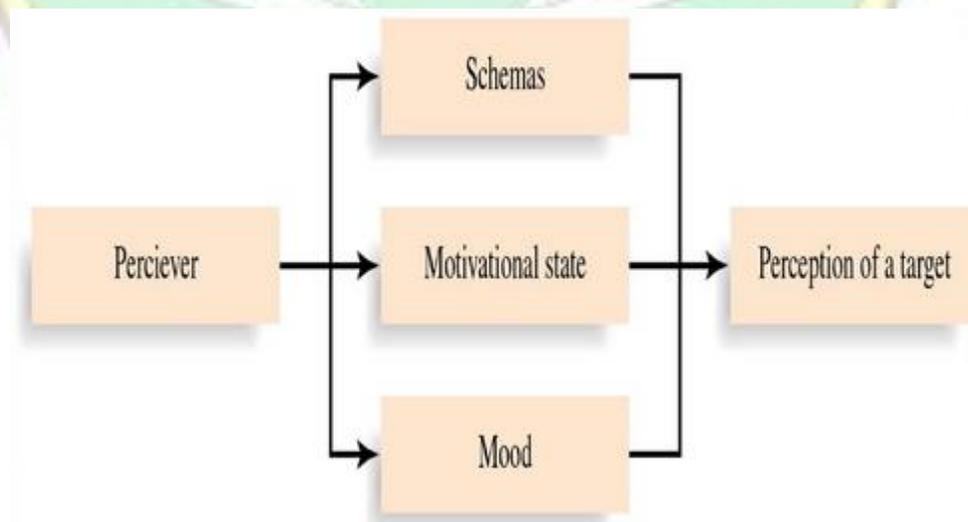
Differences in perception can be traced to individual differences, differences in personality, differences in attitudes or differences in motivation (Vygotsky, 1978). Basically, the process of formation of this perception occurs in

a person, but perception is also influenced by experience, learning process, and knowledge.

Influencing factors someone's perception is internal factors and external factors (Hake, 1967). Internal factors include feelings, attitudes, and personality of individuals, prejudices, desires or hopes, attention (focus), learning processes, physical states, psychiatric disorders, values and needs as well as interests, and motivation. Furthermore, external factors embrace family background, information obtained knowledge and needs around, intensity, size, independence, repetition of motion, new things and familiar or unfamiliar objects.

Perception is influenced by three factors. There is perceiver, a target that is being perceived, and context of the situation in which perception is made (Dhingra & Dhingra, 2011).

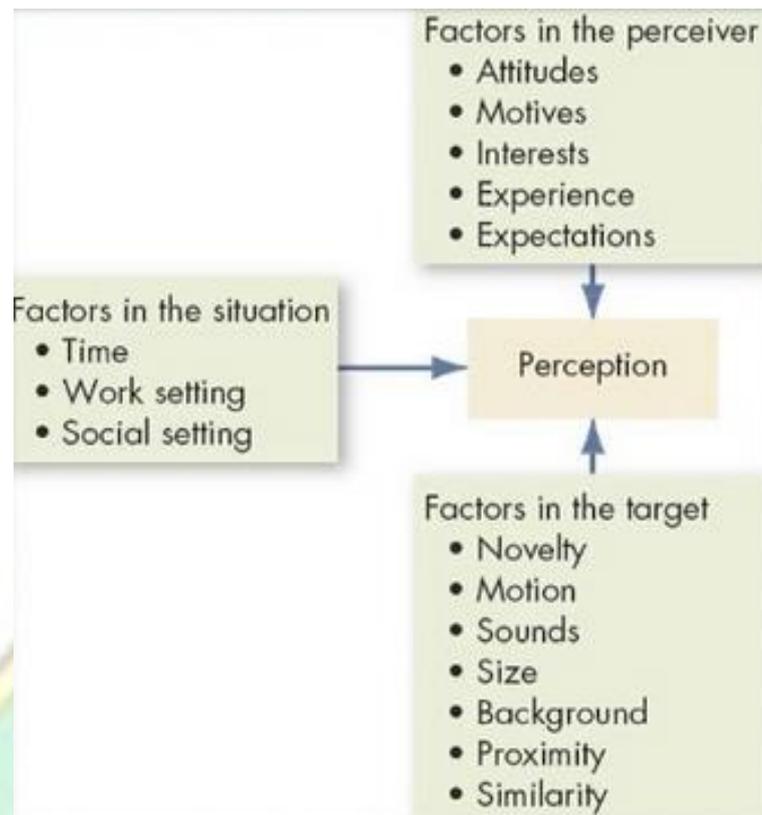
Table 3. characteristic of Perceiver



The perceiver is the interpretation of a perceiver's impression is influenced by personal characteristics. The personal characteristic includes attitude, personality, motives, interest, experience, expectation, emotion, and needs (Shrauger & Altrocchi, 1964). On the other hand, Hake (1967) suggests that experience is one of the most affecting causes that affect the perceiver's perception. It is meant to experience leads the perceiver to develop expectations; these expectations influence the current perception. For example, the influence of fast experience on perception is that when a student perceives that answering the teacher's question will lead him to reward, he, then, always tries to answer every teacher's question. Likewise, Emotional and interest also play an essential role in influencing a teenager's perception. It is because they are at the age of puberty, in which at this age their emotions are not stable yet. Moreover, the teenager only pays emotion to things that interest them.

The characteristic of the target that is being observed can influence what is perceived by a perceiver (Shrauger & Altrocchi, 1964). The relationship between the target and its background also influences the forming of perception. Like when a student who is going to observe English teaching activities know that the purpose of the activities is to train their English basic skill, in which they realize that they will need it in their future life, they build positive perception is a perception that leads perceivers to have positive behaviors or attitudes. The positive behavior or attitude can be seen through the student being active during teaching learning activities, students' interest in learning activities, students' behavior in the learning process, etc.

Table 4. Situation is a Factor Influencing Perceptions



Shrauger and Altrocchi (1964) also point out that the situation is a factor influencing perceptions can be defined as a context in which the perceiver sees object or events. Time, location, light, heat, or any number of a situational factor at which an object or event can influence the situation. The perception of students who always learn a language in class and students who sometimes learn in language laboratory will be different since the situation during the teaching-learning activities is different.

2.1.3 Perception of Learning

Perception of learning deals with Biggs (1989) also states that the perception of learning deals with belief and concept (Walsh et al., 1993). a belief about the knowledge that influences students' approaches to learning. So, it is means perception of the learning always deals with belief and also concept about knowledge, which plays as the stimulus from the environment.

In the learning process perception can be called cognition (Hake, 1967). Cognition is described as the mental process of acquiring knowledge and understanding through thought, experience, and the senses (Shrauger & Altrocchi, 1964). Our knowledge influences the way we perceive the world. Thus perception and cognition are related. Although students receive the same instruction from the same teacher in the same classroom, each student will interpret that experience differently, and take different things away from the lesson. A learning environment refers to the social, psychological and pedagogical contexts in which learning occurs. It is important to distinguish between a classroom environment - which describes the atmosphere or ethos of a class - and the school environment, which is the sum of all the classroom environments within a school. Another important distinction between the two environments is that classroom environments are usually measured in terms of student or teacher perceptions

Besides that, if people behave on the basis of their perception, we can predict their behavior in the changed circumstances by understanding their present perception of the environment. One person may be viewing the facts in one way which may be different from the facts as seen by another viewer (Robbins, 2003). Therefore, perception is very important for the manager who wants to avoid making errors when dealing with people and events in the work setting. This problem is made more complicated by the fact that different people perceive the same situation differently. In order to deal with the subordinates effectively, the managers must understand their perceptions properly.

In the other hand, perception in the learning is process by which the ability of sensory systems to respond to stimuli is improved through experience.

Perception on the [learning](#) occurs through sensory interaction with the [environment](#) as well as through practice in performing specific sensory tasks (Walsh et al., 1993). The changes that take place in sensory and perception systems as a result of perceptual learning occur at the levels of behaviour and physiology. Moreover, Student perceptions are their thoughts, beliefs, and feelings about persons, situations, and events that includes classrooms.

In teaching-learning activities, students have their perceptions about the subjects they were learn. Their perceptions are formed by the stimuli that come from the environment, in this case, the classroom. Thus, the perceptions they have will influence their behavior toward learning process. Perception of learning deal with a belief about knowledge which influences students' approaches to learning. There is a system that relates the concepts with the environment which is called interactive system (Biggs, 1994). The system is called interactive because the concept as the stimuli interacts with the environment. This system has three components; those are presage, process, and product or learning outcome (Biggs, 1994).

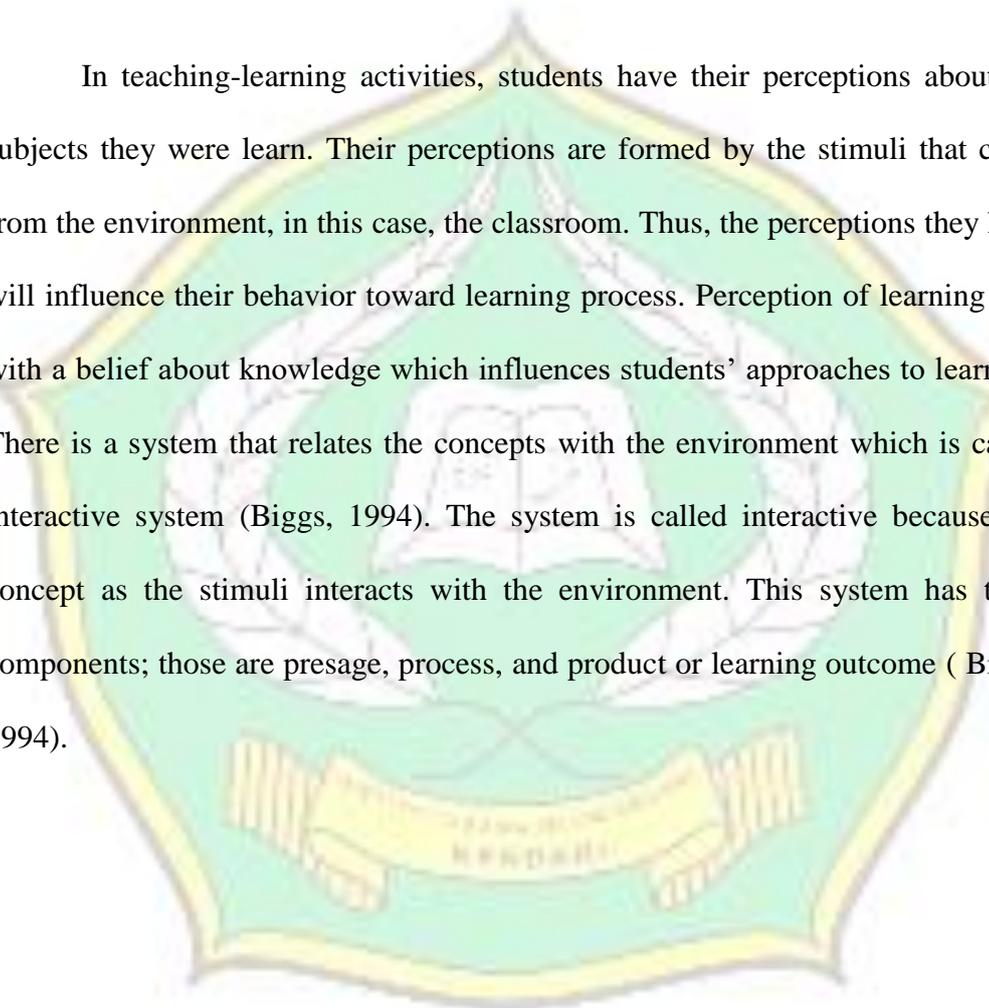
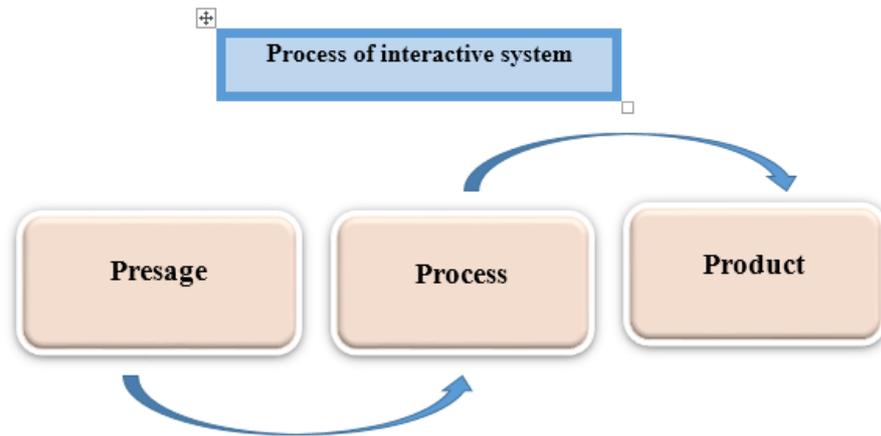


Table 5. Interactive System



Presage a factor that includes students' beliefs about knowledge and learning conception (Biggs, 1989). Presage also covers learning context, such as teachers and school attributes, and also students' understanding of knowledge. The examples of presage are educational practices, students' preparations, approaches to learning, and changes to assessment products.

Biggs (1989) also clarifies that processes are a component as a factor that includes students' perceptions of the learning environment and specific learning strategies that they experience in learning tasks. This factor is related to the atmosphere of learning that the teacher creates in the classroom. An example of the process is the process of how students learn the target materials during English teaching-learning activities.

The product or learning outcome component is influenced by the learning strategies applied in the classroom (Robbins, 2003). It means that students can have a good learning outcome if the learning strategies applied are suitable for them. It then makes them have a positive perception of learning. Therefore, it can be said that students' perceptions of English learning are tightly influenced by the implementation of English teaching-learning activities.

Moreover, five elements of language teaching-learning activities

implementation build students' perceptions (L. Adams, 2018). Those are (1) how the teacher teaches the students, (2) what the teacher wants students to learn, (3) how the students learn in class, (4) what the students learn, and (5) what the purposes of learning the language are.

2.1.4 Project-Based Learning method

Bradley (2016) contend that Project Based Learning is a teaching method to gain students knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Afterwards Project-Based Learning (PBL) is a learning method based on constructivism (Vidergor & Krupnik-Gottlieb, 2015), which was first proposed by John Dewey at the end of the 1890s (Bradley, 2016).

By Vidergor and Gottlieb (2015) explain there are some activity on Project Based Learning method can use in the learning process which is infographics, brochures, presentations, mind maps, flyers, newsletters, posters, and resumes. Whether Project Based Learning method is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

In the Project Based Learning method there are some step (Hawkins, 2000). Identify a unique challenge or problem, Students begin by exploring a unique challenge that is authentic and relevant to the needs of the students (Laur & Ackers, 2017). Specifically, an authentic challenge is one that connects your curriculum to either a career or out into your school, local, state, national, or global community (Laur, 2013).

The second step is investigate the challenge using the inquiry process & apply ideas in the discipline. Discipline or disciplines are what students engage with to develop their ideas into solutions. Therefore, the use of discipline's academic language, application of standards, and knowledge of content is imperative to the structural design of the authentic challenge (Hawkins, 2000).

The third explore the ideas and challenge them through collaborative activities Group work in PBL means collaborative learning where learners cultivate, justify, argue, and recognize multiple perspectives on an issue to create the most appropriate and viable products . The PBL process entails individual and group dynamics to help the learner make meaning from the content and process to articulate that meaning (Bradley, 2016). This happens from the onset of the experience and through each subsequent learning event. This becomes the basis for collaborative activities within the PBL experience.

The fourth is utilize the inquiry process to refine products. The inquiry process reflects the complex social situations that experts go through while solving problems and innovating new products. It is the main through line for any well thought out PBL project. As students develop their products, the continuous refinement process is what elicits higher quality work from them. The refinements students complete are based on feedback from their peers, the experts with whom you partner, and your guidance. Therefore, the same deliberations need to be taken when training your students to provide feedback.

Then the last is develop the summative product that addresses the challenge or problem & publically share it. The premise of PBL is to solve real-world challenges through questions, investigations, analyses, drawing conclusions, and finally the presentation of findings to an authentic audience. Modeling, coaching, and scaffolding combined throughout a project help our students acquire the content and skills needed to reflect on and articulate their final solutions.

Dewey’s philosophy was child-centered and introduced real-life situations and context into the school environment. Than, Project-Based Learning is embedded in the students’ abilities to create projects by bringing their own experiences to the process. 21st Century Project-Based Learning relies on the following seven components working together (Bradley, 2016):

Table 6. Seven Components of PBL.



The first component from seven components in PBL is driving question. A driving question is what students should be doing to answer or explore during Project Based Learning (Meyer & Wurdinger, 2016). It is an open-ended inquiry

that guides students' thinking and learning. Every project differs, so there is no perfect formula without creating a driving question.

The second need to know is keywords in the entry event should prompt students to identify new concepts they'll need to learn and help them make connections to related content they already know. As a class, they agree on a shared list of need-to-knows, which they update individually throughout the project (Meyer & Wurdinger, 2016).

The third components is inquiry and innovation. Students find project work more meaningful if they conduct real inquiry, which does not mean finding information in books or websites and pasting it onto a poster (Zulida, 2012). In real inquiry, students follow a trail that begins with their own questions, leads to a search for resources and the discovery of answers, and often ultimately leads to generating new questions, testing ideas, and drawing their own conclusions. With real inquiry comes innovation: a new answer to a driving question, a new product, or an individually generated solution to a problem. The teacher does not ask students to simply reproduce teacher or textbook provided information in a pretty format. To guide students in real inquiry, refer students to the list of questions they generated after the entry event (Meyer & Wurdinger, 2016). Coach them to add to this list as they discover new insights. The classroom culture should value questioning, hypothesizing, and openness to new ideas and perspectives.

Then the fourth is project should give students opportunities to build such 21st century skills as collaboration, communication, critical thinking, and the use of technology, which will serve them well in the workplace and life. This exposure to authentic skills meets the second criterion for meaningful work an important

purpose (Zulida, 2012). A teacher in a Project Based Learning environment explicitly teaches and assesses these skills and provides frequent opportunities for students to assess themselves.

The fifth is students voice and choice, this element of Project Based Learning is key. In terms of making a project feel meaningful to students, the more voice and choice, the better. However, teachers should design projects with the extent of student choice that fits their own style and students. On the limited choice end of the scale, learners can select what topic to study within a general driving question or choose how to design, create, and present products (Meyer & Wurdinger, 2016). As a middle ground, teachers might provide a limited menu of options for creative products to prevent students from becoming overwhelmed by choices. On the "the more, the better" end of the scale, students can decide what products they will create, what resources they will use, and how they will structure their time. Students could even choose a project's topic and driving question.

Subsequently, the sixth is feedback and revision formalizing a process for feedback and revision during a project makes learning meaningful because it emphasizes that creating high quality products and performances is an important purpose of the endeavor (Zulida, 2012). Students need to learn that most people's first attempts don't result in high quality and that revision is a frequent feature of real-world work. In addition to providing direct feedback, the teacher should coach students in using rubrics or other sets of criteria to critique one another's work. Teachers can arrange for experts or adult mentors to provide feedback, which is especially meaningful to students because of the source.

The last components is a publicly presented product (William, 2003). This is part more meaningful when it is not done only for the teacher or the test. When students present their work to a real audience, they care more about its quality. It is the more the better when it comes to authenticity. Students might replicate the kinds of tasks done by professionals but even better, they might create real products that people outside school use.

There are some benefits of Project Based Learning to apply in classroom (Meyer & Wurdinger, 2016). The first is engagement; students are more likely to be engaged in their schooling when they feel autonomy over their own learning. Than, project based learning allows students to be drivers of their own learning. The second is teach and assess multiple skills; Teachers have multiple assessment opportunities to test different skills. The tirth is Differentiation; Students with various learning styles and differences are accommodated since PBL showcases a broad range of capabilities. And the last is Accountability: Students take greater responsibility for their own learning.

Therefore, an important component of project-based learning is cooperative learning in which communication skills are vital to the success of a project. Students are allowed to share decisions and bring their skills and knowledge to the process. This provides students with a safe environment that increases their confidence (William, 2003). Providing a learning environment where students feel safe to voice their opinions increases a sense of community and belonging.

Albritton and Stacks (2016) view project-based learning as the integration of students' needs and drive to learn mixed with an in-depth exploration of the authentic topic. Students are given important tools, skills, and technology for

learning. They are given opportunities to learn through experience, collaborate with others to solve problems, and are given frequent feedback.

In language instruction, PBL is a flexible methodology allowing multiple skills to be developed in an integrated and meaningful activity (William, 2003). On the other hand, Hawkins (2000) argues that the activities that were implemented in the PBL method were interactive and meaningful to participants. This peaked student interest and helped to maintain and enhance learner motivation. Besides, projects are generally thought of as a long-term (several weeks) activity which is part of an instructional method that promotes the simultaneous acquisition of language, content, and skills in which students have a full role in finishing their project work (William, 2003).

Furthermore, Project-Based Learning (PBL) according to Kemendikbud (2016) defines that in the Indonesian context, Project-Based Learning is a teaching method that uses projects or activities as the core media in teaching and learning process. Meanwhile, Project-Based Learning is one of the teaching methods which provides the natural teaching of the four language skills (Iakovos et al., 2011). Moreover, Sauro, Beckett, and Miller (2008) stated that in implementing the Project-Based Learning method, it generally takes time since it considers as a long-term (several weeks) activity which is part of an instructional method that promotes the simultaneous acquisition of language, content, and skills.

Types of Project-Based Learning in designing Project-Based Learning, the project can be classified into different types or categories. Indrawan, Jalinus, and Nizwardi (2018) as follows: the first is structured projects in designing structured projects, the teacher determines and organizes in terms of the topic, materials,

methodology, and presentation. It has the following characteristics: The topic is selected by the teacher as well as the methods for collecting and analyzing the information. The second is a Semi-structured project. In designing a semi-structured project; the project is defined and organized in part by the teacher and in part by students. The teacher defines the general topic of the project, but the students have full authority to choose their topic as well as the way they accomplish the information and the project. Then the third is unstructured projects. The projects are defined and organized largely by the students themselves. Hence, the students have full responsibility in terms of the topic, materials, methodology, and presentation.

Principles of Project-Based Learning Kemendikbud (2016) stated that there are six steps for the Project-Based Learning method in the teaching and learning process. The explanation of each stage is elaborated as follows:

The first is starting with the essential question The question that will launch a Project-Based Learning lesson must be one that will engage students. It is an open-ended question. It means that students possibly explain and find out different information to answer the question.

The second is designing a plan for the project when designing the project, it is essential to select content standards to be addressed (Meyer & Wurdinger, 2016). After selecting the topic, the students and teacher determine the outcome of the project (e.g., bulletin board display, written report, debate, brochure, letter, handbook, oral presentation, video, multimedia presentation, theatrical performance).

The third is designing a fixed schedule. After the topic and outcome of the project are determined, the students and teacher work out project details that guide students from the opening activity to the completion of the project.

The fourth is monitoring students project progress in this stage, students and teachers have a different role. Students are ready to work on completing their projects. Working in groups, students organize information and then discuss the value of the data that they have collected, keeping some and discarding others. The goal is to identify information that is critical for the completion of their projects. While students are working on their projects, the teacher monitors students' activity and their project progress. The teacher reminds students that every part of the process belongs to them and needs their total involvement. In can be a clear assessment of the teacher assesses the process by creating team rubrics and project rubrics.

Then, the fifth is assessing students' outcomes during this stage, the teacher also provides students with feedback on their language and content learning. The teacher gives students feedback on how well they understand the information and what they need to improve on.

The last is evaluating students' experience; the Teacher allows students to do individual reflection, such as journaling, as well as group reflection and discussion. The teacher guides students to share their feelings and experiences, and discuss what worked well.

There are some good examples of project based learning in the learning activity we can apply in the learning process. There is building bridges with list

infographic, writing to a congressman with a letterhead template, develop a business plan, write a blog post to share your learning, compare a movie and book with a presentation, create a fundraising campaign for an issue you care about, create a family tree with a tree diagram, plan a community event, help businesses decrease environmental impact with flyers, and use a tracking calendar to monitor your plant growth (William, 2003).

2.2 Previous Studies

The study carried out by Zulida (2012) explored the students' perceptions of the implementation of PBL in English for Specific Purpose course in a Malaysian University. The findings revealed that the students had positive perceptions to PBL as it developed their collaboration skills and fostered their learning motivation even though in the initial stage of PBL they were shocked and resistant as they were on their own to work out the PBL approach which was different from what they were traditionally accustomed to. They also admitted that the group discussions increased the use of English and improved their English where they worked together on the grammar, vocabulary, and pronunciation to produce joint compositions and presentations.

Positive findings were revealed in the study by Meyer and Wurdinger, (2016). The survey study which was conducted in a student's perception of life skills while attending project-based learning of a university in Mankota showed that the students had positive perceptions of PBL. The results showed students' perceptions of their life skills were positive and that project-based learning helped them develop multiple life skills including, but not limited to communication, collaboration, problem-solving, responsibility, and time management. Implications

of this research suggest that project-based learning has a positive influence on students' life skills development across 6-12 grade levels and helps prepare them to be successful in the 21st-century global community and economy.

On the other hand, the researcher by El-Maaddawy et al., (2018). This study aims to compare and analyze students' perceptions of the use of PBL in different undergraduate and graduate-level civil engineering courses. Students' perceptions of the effectiveness of the partial use of PBL in civil engineering courses to improve their understanding of course topics and develop their life skills were collected through a questionnaire distributed at the end of the semester. Data were collected from 104 students enrolled in five different undergraduates and graduate civil engineering courses. Results showed that students of the junior-level course held a more positive attitude towards collaboration and teamwork rather than students of senior-level or graduate-level courses. The mean scores of the survey questions related to teamwork, collaboration, and communication skills tended to decrease with an increase in the course level.

Adams (2018) at the University of Arkansas investigated an empirical study on teachers' and students' perceptions of Project-Based Learning. This research focused on the perceptions of Project-Based Learning in English as a Foreign Language context in one private Guatemalan school. Moreover, this research also examined the difference between girls' and boys' perceptions of Project-Based Learning. The results concluded that the teacher had a positive experience in implementing Project-Based Learning. The teacher found Project Based Learning to be likable and an effective way to teach English. The students considered the project to be successful, likable, and an effective way to learn English. Furthermore,

this research supports the implementation of Project-Based Learning in an EFL context in Guatemalan private schools.

Fatmawati (2018) investigated students' perception of 21st-century skills development through the implementation of project-based learning. This research aimed at knowing the students' perception of 21st-century skill development through the implementation of project-based learning. A descriptive quantitative method was utilized in this research. The respondents were the students of the English department from one of the private universities in East Java. An online questionnaire was used as the instrument in this research. The data analysis was done statistically. The responses indicate that the implementation of Project-Based Learning generally helps the students in developing their 21st-century skills. In conclusion, the students agree that PBL can develop their 21st-century skills. So, the lecturers are suggested to design the Project-Based Learning with the specific goals of 21st-century skills development

The similarities my research with the other research is analysed about students' perception on the use of Project-Based Learning. While the differences this research with the other research is some research focuses on 21st century Skill, speaking skill, and life skills. Likewise, some research focus on English for Specific Purpose, Medical, and Civil Engineering Courses. Regarding, there is no researcher investigated Students Perception of using Project-Based Learning in EFL context. So, this is a study focus on Students Perception of using Project-Based Learning in EFL context.