

**STUDENTS' COGNITIVE ATTITUDE TOWARDS THE  
IMPLEMENTATION OF PROJECT-BASED LEARNING IN ENGLISH  
INSTRUCTIONAL CONTEXT**



**FACULTY OF EDUCATION AND TEACHER TRAINING  
INSTITUT AGAMA ISLAM NEGERI KENDARI  
KENDARI**

**2020**

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ENGLISH INSTRUCTIONAL CONTEXT

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This research paper has been approved by the supervisor on on 28<sup>th</sup> May 2020 for  
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**LEGALIZATION SHEET**

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Kendari, 29<sup>th</sup> May, 2020

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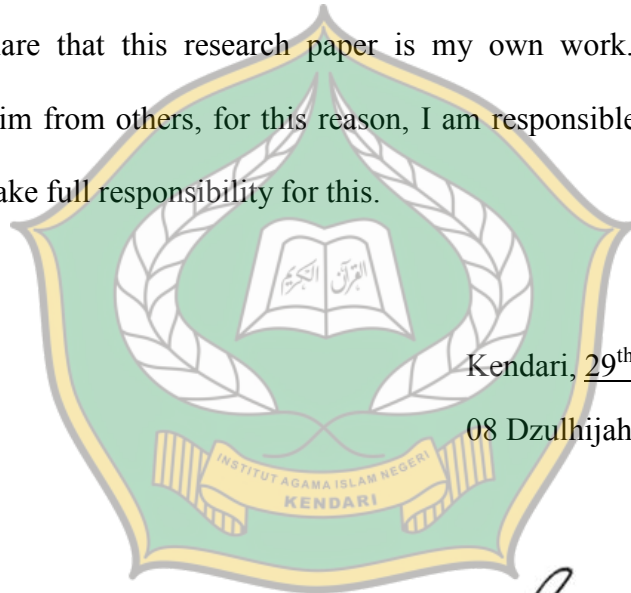
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Kendari, 29<sup>th</sup> June, 2020

The Writer





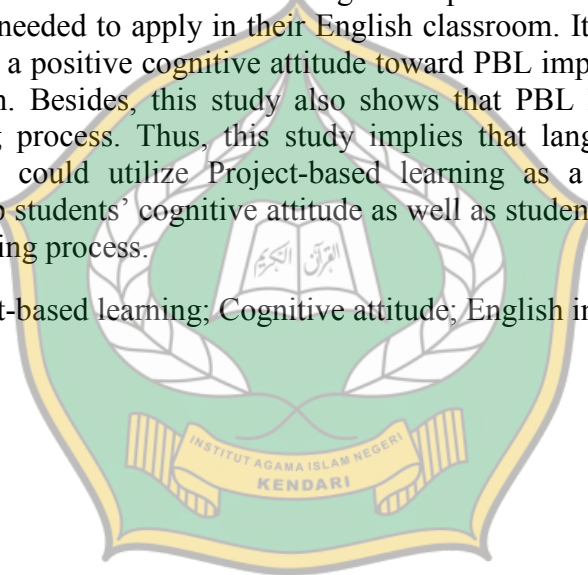
## ABSTRACT

Sukiawati/ 16010106011. Students' Cognitive Attitude towards the Implementation of Project-Based Learning in English Instructional Context. Supervised by: Dr. Sitti Nurfaidah, S.Pd., M.Ed.

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The purpose of this research was to investigate students' cognitive attitude towards the implementation of Project-based learning (PBL) in English instructional 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 students' reflection as instruments tools. The collected data from questionnaire was analyzed through Likert formula, while the students' reflection than was highlighted, collated, and analyzed through coding and categorization. The results of the research reveal that students have a good impression on the PBL method and mention it is needed to apply in their English classroom. It can be concluded that students have a positive cognitive attitude toward PBL implementation in the English classroom. 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' cognitive attitude as well as students' performance in the teaching-learning process.

Keywords: Project-based learning; Cognitive attitude; English instructional context



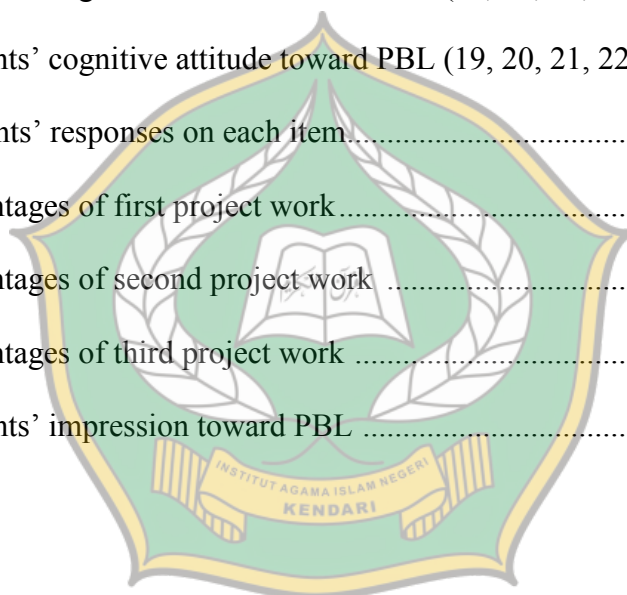
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