

Teachers' Challenges and Students' Response to Project-Based Learning in English Subject

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ABSTRACT

This study was conducted to (1) describe project-based learning in the English subject at the vocational high school (SMK Kesehatan Kaltara); (2) describe the challenges or difficulties English teachers encountered in implementing project-based learning in the English subject at the vocational high school (SMK Kesehatan Kaltara); and (3) reveal the students' responses on PjBL implementation. This study applied a mixed method (Creswell, 2014). The data were collected with observation, questionnaires, and interviews. Then, they were analyzed using the Miles and Huberman formula, including data reduction, data display, and conclusions: drawing/verifying. Based on the analysis, the findings indicate that: (1) English teachers at the school had successfully implemented project-based learning; and (2) the teachers found some following problems: lack of time, learning resources and tools in preparation, difficulty in distributing the whole topic for different groups, time limitation in the class, difficulty in monitoring the activities of the groups and their members, (3) in general the students have positive responses on all learning aspects.

Keywords: Project-Based Learning, English, SMK Kesehatan Kaltara Tarakan.

1. Introduction

People used and learnt English as a global language. As the global lingua franca and the first language of the world, English plays a fundamental and significant role in ensuring that English is still used in specific workplace settings in the present day (Rao, 2019). The efforts made by governments worldwide to improve English language proficiency are evidence of this (Brooker, 2018).

Despite harsh criticism at the beginning of its existence, it was believed to be a threat to learners' multilingual backgrounds in terms of the cultural, moral, and behavioural aspects. English was recognized as a valuable means of communication in Indonesia. It was because English was taught in higher education settings and was regarded as a way to advance one's social standing. As a result, teaching English as a second language has consistently been a crucial part of Indonesian education (Mappiasse & Sihes, 2014). Indonesians mainly studied English to compete internationally because of the language's significance on the world stage.

English was used in a few locations in Indonesia for everyday communication, including companies, institutions of higher learning, and offices located abroad. So, it was encouraging to see that today's culture started to understand the value of learning English, not just for its role in knowledge, science, and technology but also in economic activities and career advancement (Gunantar, 2016).

Nevertheless, English was a foreign language in Indonesia with a different pronunciation system than Indonesian. These differences caused many English language learners to struggle to learn the language. Frequently People from Indonesia who wanted to learn English encountered

some challenges. Due to the differences between the Indonesian and English language systems, some of these restrictions included the challenge of pronouncing a new sound system, learning new vocabulary words, and putting foreign words into sentences (Sundari, 2018). It is impossible to deny that students encounter numerous difficulties while learning English. Understanding the meaning and using English to communicate their ideas were challenging for the students. Since learning English required a solid foundation, students had been exposed to it since junior high school. Lack of motivation, inadequate resources, a limited vocabulary, apprehension, and shyness in speaking English were some issues students encountered when learning English. Due to these issues, it was challenging for the students to learn and master English.

Poor learning outcomes resulted from students' negative attitudes and low motivation to learn English. Poor vocabulary, comprehension of texts and classmates in class, inability to recognize meaning, attitudes, and low motivation also significantly impacted English proficiency. As (Ahmad, 2011) said, it was impossible to master a language without mastering the vocabulary. Next, the teacher factor in education had a significant impact. Teachers' approaches, methods, strategies, and instruction used to influence student learning success in the classroom. Furthermore, teachers were asked to use creative methods in the classroom. Teachers must motivate students, create a supportive classroom environment, encourage student engagement, and increase student interest in learning.

Project-based learning could meet diverse learning needs and offers students the opportunity to explore material and experiment together in ways that are meaningful to them. Goodman & Stivers (2010) defined project-based learning (PjBL) as an educational approach based on learning activities and real-world tasks that present students with everyday challenges that need to be solved in groups. Furthermore, Widyantini (2014) stated that the project-based learning model was a learning strategy that empowered students to acquire new knowledge and understanding based on their experience.

Using a complex, real-world project over a long period, students worked on project-based learning ((PjBL)) activities. PjBL has been the subject of research since the 1990s, consistently producing favourable results in student engagement, motivation, critical thinking, and problem-solving abilities. John Dewey, who advocated for direct, hands-on experience with real-world problems, conducted one of the earliest studies on PjBL in the early 20th century. Dewey's observations had been supported by subsequent research, with scientists discovering that PjBL enhanced learning and memory compared to conventional lecture-based methods.

Besides being applied in English studies and diverse student populations such as English students, recent studies have concentrated on PjBL applications and efficiency in various fields of study and the context of education; one example was STEM Education. For example, Project Based Learning (PjBL) Learning Model with STEM Approach in Natural Science Learning for the 21st Century was conducted by (Rahmania, 2021). Her paper aimed to discuss PjBL learning with the STEM approach to science learning in light of the demands of the twenty-first century. One of the learning models for project-based learning was the science model, which follows the STEM approach. The approach she used in her paper was a literature review, which involved choosing several articles and journals about the STEM approach and its use in junior secondary education.

The study's findings of Rahmania's research demonstrated that some fundamental skills in science instruction at the junior secondary school level could be incorporated with the STEM approach through activities that familiarize students with the STEM approach in the classroom and the assignment of projects. In order to prepare competent human resources to meet the challenges

of the twenty-first century, Indonesia could implement the STEM approach at the junior secondary school level in science education. Students could be developed into human resources through the PjBL approach and STEM. Students could think critically, creatively, methodically, and logically to meet the standards for human resources in the twenty-first century and be prepared to tackle challenges that were becoming increasingly complex on a global scale.

In the project-based learning approach, the teacher primarily served as a facilitator and motivator, which placed the learner at the centre of the learning process. Project-based learning assignments were implemented through a series of activities. Additionally, it was a teaching strategy that empowered students to work independently to create genuine products inspired by real issues that arose in daily life (Hosnan, 2014). Students' participation in activities was a learning process or an ongoing process of learning, but it also developed their physical ability and psychology, as well as their initiative and creativity.

Another study (Astawa et al., 2017) found that project-based learning significantly impacts students' productive skills. Additionally, PjBL enhanced student learning in zeal, self-assurance, creativity, and self-directed and collaborative learning. On the other hand, PjBL for teachers encouraged teacher motivation and job satisfaction. It was advised that teachers use it for a productive learning environment in the classroom. A similar study (Sholihah, 2018) also suggested that project-based learning (PBL) could boost students' writing skills, make the classroom more vibrant with engaging activities, and increase their involvement in the teaching and learning process. In addition, another application of PBL on writing also resulted in benefits for EFL students (Aghayani & Hajmohammadi, 2019). After implementing project-based learning, they claimed the learning process significantly affected the student's writing skills. Additionally, the outcomes of the experimental group demonstrated how project-based learning helped students develop and promote their writing skills in a group setting.

In their journal research, Juleha (Juleha et al., 2019) claimed that project-based learning could increase students' scientific literacy. Subject knowledge, scientific ability, and post-learning attitudes had all improved to a very satisfactory level in achieving scientific literacy. It was so students would be motivated to collaborate and participate in the learning process through project-based learning, which used problem scenarios based on actual events. Implementing project-based learning benefited students' information literacy as well. Learning-based projects could help students become better readers and writers of short stories (Susana & Efendi, 2020).

Additionally, it was clear that it increased students' engagement in studying short story content through reading and writing. Additionally, student cooperation improved. The students' increased self-confidence showed itself in situations like presentations and question-and-answer sessions.

For the above reasons, most earlier studies had shown significant advantages for students who learned English through project-based learning. The use of project-based learning in English learning had not been explicitly explored regarding student responses or perspectives. Additionally, they had not looked into teachers' difficulties implementing project-based learning in English learning. In order to improve students' English skills and identify practical solutions to problems they might encounter while learning English, this study focused on analyzing students' perspectives on using project-based learning.

This study could also pinpoint the students' perspectives as they experienced the project-based learning that their teachers taught them. It attempted to pinpoint any challenges teachers still encountered when using project-based learning to teach English. The Tarakan Health Vocational

School in North Kalimantan, a vocational high school, was the site of this study. First, because vocational high school students concentrated on particular areas, such as the health industry, they frequently encountered more complex English language problems than high school students. Second, although the school was chosen as a program centre of excellence in SMK, the school was located in a border area categorized as a 3T area (Front, Remote, and Disadvantaged). Looking into teachers' difficulties when using project-based learning to teach English was essential. The existence of an unequal development system was inextricably linked to the region, which was why its growth and development were significantly behind those of other Indonesian regions. The reason was that Indonesia's most remote regions were geographically situated on the country's most remote side.

Therefore, three research questions were developed to fulfil this study's goals. First, how did the results of observations on learning? What were the results of the interviews with teachers? Moreover, last, what were the results of students' responses on PjBL implementation?

2. Methodology

The researcher employed a mixed method. The mixed method involves collecting qualitative and quantitative data and their analysis and integration as the procedures to answer the research questions (Creswell, 2014). The qualitative data include implementing the project-based learning model in the classroom and any challenges or problems encountered by English teachers. The quantitative data here refer to the students' perceptions of the model's implementation.

The study was done in SMK Kesehatan Kaltara Tarakan, one of the SMK Pusat Keunggulan in the region. The participants of the study are an English teacher and 24 students. They made the data sources, such as their activities in the PBL implementation. Furthermore, research data is in the form of qualitative data obtained from data sources. The research was conducted over three months.

The data collection was done through observation, survey, and interview. The researcher undertook the first as the teacher implemented PBL in his class. The survey distributed the questionnaires after the class was over. Then, interviews with the teacher were to learn more about their perspectives on implementing project-based learning and to examine his challenges or difficulties.

These data analysis steps include data reduction, data visualization, and drawing/verifying conclusions (Miles & Huberman, 2014). Data reduction was the initial phase. At this point, the researcher narrowed her focus, made abstractions, and transformed the data she had gleaned from observation logs, survey responses, and interview transcripts. Displaying the data was the second phase. The researcher presented the data by giving a description and data description supported by tables or diagrams. Finalization was the third stage.

3. Result and Discussion

The study aimed to investigate and describe the implementation of project-based learning in English at the vocational high school (SMK Kesehatan Kaltara) in Tarakan. It also sought to identify any obstacles or challenges faced by English teachers in implementing project-based learning in English at the Tarakan vocational high school.

There were three main results found from the research, namely; (a.) results of observations on learning, (b.) results of interviews with teachers, and (c.) results of students' responses on PjBL implementation.

3.1. Results of Project-based Learning (PjBL) Observation

The project-based learning model facilitated learning while adhering to instructional strategies. The steps of the project-based learning model created by the Ministry of Education and Culture were divided into the following phases.

1. Identifying fundamental inquiries (start with a crucial inquiry)
2. Creating a project plan (design project)
3. Arranging a schedule (create a schedule)
4. Monitoring the progress of both the project and the students
5. Evaluating the results (Evaluation of results)
6. Evaluating the experience

In the preliminary activities, the teacher began the class by conducting apperception activities that aimed to attract student focus and increased learning motivation and found students' initial abilities towards the material to be taught. In the core activity, the teacher asked basic questions to students to build their knowledge based on independent learning experiences and, in this case, related to procedure text material such as how to make a cup of coffee. They worked in small groups so they could discuss the contents of the design of their project assignments according to learning outcomes. Before students collected the assignments, the teacher monitored the progress of project assignments and presented the results of project assignments that had been completed.

The following criteria were used to evaluate the project's outcomes: management of students' topic-choosing, information-seeking, data-collection, and report-writing skills; relevance of project activities and products; the originality of the products produced by students as the result of their work, taking into account the teacher's contribution in the form of instructions or directions and input from friends in small groups; and innovation and creativity where applicable.

The teacher in this research concluded the learning process activities, and the class concluded with final activities reinforcing the activities and outcomes of the project assignments the students had completed. The teacher also followed up with the class by assigning homework to complete before the subsequent lesson. These activities were then measured for their effectiveness by interviewing students to get student responses to the effectiveness of project-based learning.

Indicators of the positive influence of PjBL on students' overall aspects can be seen from the student's responses in the following table.

Table 1. Interview Results

No.	Learning Outcomes	Student Response (%)
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	Strongly agree	Agree	Not really agree	Disagree
1. Effectiveness in doing assignments by students	28.2 %	71.8%		
2. Whenever they have trouble finishing an assignment, students dare to ask the teacher.	35.9%	56.4%	7.7%	
3. The teacher gives directions to students in completing assignments	79.5%	20.5%		
4. Students consult the teacher in completing assignments	20.5%	69.2%	10.3%	
5. In front of the teacher and classmates, students are not afraid to voice their opinions.	28.2%	61.5%		
6. The application of PjBL manifests the imagination of students as outlined in assignments	33.3%	59%	7.7%	
7. Students enthusiastic in doing the task	28.2 %	61.5%	10.3%	
8. Students do not feel tired in doing the task	17.9%	61.5%	17.9%	
9. With the implementation of PjBL, students understand the stages of completing assignments	25.6%	71.8%		
10. Students become more understanding in completing assignments in the field	15.4%	76.9%	7.7%	
11. The project-based learning model makes it easier for students to understand the material	35.9%	61.5%		
12. Project-based learning makes students creative in completing assignments	23.1%	74.4 %		
13. Students become trained in finding solutions to every problem	17.9%	79.5 %		
14. Applying a project-based learning model allows students to explore their potential	25.6 %	69.2 %		

15.	As they work on and finish assignments and projects, students who use the project-based learning approach generate new ideas.	30.8 %	64.1%
16.	When a project-based learning model is used, student study time is more productive.	17.9 %	79.5%
17.	Students are satisfied with their grades	35.9%	59%
18.	Students' learning outcomes may be enhanced by project-based learning models.	25.6%	74.4 %
19.	Students gain real experience from implementing a project-based learning model	12.8%	87.2%
20.	Through PjBL, students find it easy to do assignments	28.2 %	66.7%
21.	The application of the PjBL model makes subjects more interesting	30.8%	66.7%
22.	The project-based learning approach makes English classes more relevant to contemporary needs.	35.9%	64.1%
23	The use of a project-based learning approach boosts students' desire to speak English.	36.8%	63.2%
24.	Students gain an understanding of each produced sentence from the project-based learning model's application.	33.3%	66.7%
25.	Students learn the meaning of each word because of the project-based learning methodology.	31.7%	68.3%
26.	Students are encouraged to be creative in their assignment completion with the project-based learning approach.	74.3%	25.7%
27.	The tasks that students complete can be applied in the workplace.	72.2%	27.8%
28.	The work done was completed on time, according to the schedule set by the teacher	31.6%	68.4%

29.	Students work on and finish assignments in their spare time at home.	26.5%	73.5%
30.	The project-based learning approach is suitable for English classes, according to students.	75.3%	24.7%

Based on table 1, the students' responses demonstrated that they agreed that project-based learning (PjBL) positively impacted their English learning. Those who checked "agreed" with high percentages reported are having effectiveness in doing assignments (71.8%), having a good understanding in the stages of completing assignments (71.8%), having a good understanding in completing assignments in the field (76.9%), becoming creative in completing assignments (74.4%), becoming well trained in finding solutions to every problem (79.5%), having more productive study time (79.5%), enhancing learning outcomes (74.4%), gaining real experience from implementing a project-based learning model (87.2%), and enjoying finish assignments in their spare time at home (73.5%).

Those who checked "strongly agree" with high percentages reported they strongly agreed that the teacher gave directions to students in completing assignments (79.5%). Students were encouraged to be creative in their assignment completion with the project-based learning approach (74.3%). The tasks that students complete could be applied in the workplace (72.2%), and of course, the project-based learning approach was suitable for English classes, according to students (75.3%).

Meanwhile, no students checked on the option of "disagree", and only several students checked on the option of "not really agree". Those who checked "not really agree" argued that they did not really agree every time they had trouble finishing an assignment, students dared to ask the teacher (7.7%); Students consulted the teacher in completing assignments (10.3%); the application of PjBL manifested the imagination of students as outlined in assignments (7.7%); Students were enthusiast in doing the task (10.3%); Students did not feel tired in doing the task (17.9%); and Students became more understanding in completing assignments in the field (7.7%).

Researchers could therefore gauge the success of project-based learning by looking at the percentage of interview results, the positive student responses to implementation, the active questioning of students, and the outcomes of the project's overall value. Most students who participated in the interviews agreed with the positive outcomes they experienced due to project-based learning.

3.2. Teachers' Difficulties in PjBL Implementation

Based on the interview, the teacher mentioned some challenges in the PBL implementation. They include (a) it took a lot of time, media, and learning resources to prepare for teaching; (b) each group has no time to share their topic with the class, so they would cover the whole topic, (c) it was hard to build an effective classroom control and management, (d) limited time of implementation, (e) the materials are not focused on the subject matter, and (f) it was tough to

monitor the student's activities.

Despite the abovementioned challenges, the teacher was delighted with the results. He could see that the PBL model has trained his students to be more independent, responsible, creative, and collaborative. He also perceived that his students could learn the subject with more fun. He believed that with more experience, he could handle the challenges of PjBL implementation.

Other studies also prove similar results (Karyawati & Ashadi, 2018; Limeranto & Bram, 2022; Sari & Prasetyo, 2021; Sirisrimangkorn, 2018). Implementing PBL has posed challenges and problems that could be handled and solved. All the teachers have a positive perception of its implementation. The cooperative atmosphere in the class promotes the students' interaction with the language they are learning.

3.3. Students' Response to PBL Learning

There were three kinds of involvement and teaching-learning activities, namely cognitive, affective or emotional, and motor or behavioural (Cooper, 2014; Sousa, 2015). Cognitive engagement is a form of students' ability to try to understand and have the skills taught in the academic field. Affective or emotional involvement was an action that could be seen through the student's response to the surrounding environment, friends, and teachers. Meanwhile, motor or behavioural involvement embodied student involvement to show their participation and interest in learning activities in class.

Due to their significance in the interactions between students and teachers in the classroom, these three involvements required special consideration. These three factors were typically involved when creating learning assignments for students. Students were more engaged and developed more neural networks, which aided their memory of information and events when lessons were delivered more diversely.

Analyzing the student's responses could determine whether the responses referred to specific aspects and whether the students' responses were also categorized into these three aspects of the learning domain (cognitive domain, affective domain, and psychomotor domain). The results are listed below.

3.3.1. Cognitive

Indicators of the positive influence of PBL on students from the cognitive aspect can be seen in some responses in the following table.

Table 2. Students' Responses to Cognitive Aspects

No.	Students' Responses to Cognitive Aspects
1	"Using a project-based learning model, I understand exactly what is important to effectively accomplish a task."
2.	"I have a better understanding of every task that must be done in future work in the field."
3.	"I find it simpler to comprehend the material, thanks to the project-based learning

approach."

4. "I've learned to comprehend the meaning of each produced sentence as a result of the project-based learning model being used."
 5. "Applying a project-based learning model, I am able to understand the meaning of each word generated."
 6. "Project-based learning model keeps me creative in completing tasks."
 7. "The project-based learning model can improve my learning outcomes."
 8. "By using a project-based learning model, I gain practical experience."
 9. "I have no trouble completing assignments when a project-based learning model is used."
 10. "The assignments that I do make English subject more real."
-

Based on Table 2, those who checked "agreed" reported having a perfect understanding of the steps involved in finishing the task (100%) and having a 92% success rate. They also reported having a perfect understanding of the teacher's material (100%).

This finding was similar to another study (Arianti, 2021) examining students' attempts to increase their English proficiency. According to her research, non-English speakers must take an English course during their first semester at Veteran Bangun Nusantara University. They were expected to comprehend it as fundamental knowledge for their particular needs. The requirements for English for Specific Purposes are English for technical work, English for medical studies, etcetera., depending on the person's line of work. Students must be active learners inside and outside the classroom because there were very few opportunities for English instruction on campus. By promoting independent learning outside the classroom, they were required to put forth conscious, individual effort and show creativity in evaluating their skill development.

This result was also consistent with another finding (Asfihana et al., 2022), which found that project-based learning in English learning was highly effective for boosting motivation, fostering critical thinking abilities, encouraging collaborative skills, and fostering effective communication. Similarly, Pham (Pham & Duc Thuan, 2018) also confirmed that project-based learning effectively meets participants' needs to master foreign languages. Project-based learning placed a greater emphasis on helping students to develop their creative skills for active participation in learning.

3.3.2. Affective

Indicators of the positive influence of PBL on students from the affective aspect can be seen from the responses in the following table.

Table 3. Student Responses in Affective Aspects

No. Student Responses in Affective Aspects

1. “Every time I have trouble finishing an assignment, I dare to ask the teacher.”
 2. “I always seek the teacher's advice before finishing assignments.”
 3. “The PjBL model gives me the confidence to discuss the topic with my classmates and teacher.”
 4. “Applying the project-based learning model unleashes my imagination as outlined in the assignment.”
 5. “I am always passionate about doing assignments.”
 6. “My motivation to speak English is increased by the use of the project-based learning approach.”
 7. “I don't experience any fatigue as I complete the teacher's assignments.”
 8. “I am satisfied with my grades.”
 9. “The use of project-based learning models increases student interest in the material..”
-

All of the responses in Table 3 affective category were marked as "agreed" regarding whether project-based learning made them feel happy or they understood the lesson pleasantly. Most students experienced joy, satisfaction, and excitement due to their understanding of the subject, which was the main factor. It was consistent with the theory of Anderson (Anderson, 2009) that the affective category included feelings, emotions, and personal attitudes in paying close attention in class. The capacity to express opinions and ideas on topics brought up in class was included.

It also confirmed what (Pravitasari & Rimawati, 2020) discovered in their study on students' perceptions of English tutorial program activities and facilities and their impact on their English proficiency. Their research suggested that the success of an English program could be significantly influenced by real-world activities that required students to use English. It aimed to increase the variety of activities to make English learning more appealing so that students were enthusiastic about enrolling in the class. The improvement of facilities and staff also helped participants to perceive themselves favourably.

3.3.3. Motoric

Indicators of the positive influence of Project Based Learning on students from the motoric aspect can be seen from the responses in the following table.

Table 4. Student Responses in Motoric Aspects

No. Student Responses in Motoric Aspects

1. "With a project-based learning approach, I felt more engaged in completing my assignments."
 2. "I could discover my potential through the project-based learning approach that was being used."
 3. "I was able to generate fresh ideas for tackling and finishing assignments by using the project-based learning approach."
 4. "My assignments were completed on time, as set by the teacher."
 5. "At home, I worked on and finished assignments to occupy my free time.."
 6. "As a result of the use of a project-based learning model, my study time had more purpose."
 7. "English classes became more practical in light of contemporary needs by applying the project-based learning approach."
 8. "I believe that the project-based learning approach worked well for English subjects."
-

These students' responses were listed in the motoric category of the table above, which included the use of motor skills and the capacity to coordinate them. Because the majority of students in this group believed that project-based learning encouraged them to be more creative, active, and able to fill their free time at home with homework to finish assignments on time, this was in line with a theory (Sousa, 2015); he claimed that the motor category entails the capacity to apply sensory information to motor activities like practising a set of exercises from a textbook. It also entailed the capacity to turn learned responses into routines, such as the capacity to finish exam questions after confidently responding to some of the earlier questions (Sousa, 2015). Besides, most students in this group believed that project-based learning encouraged them to be more independent in learning English at home. It means that project-based learning also could encourage independent learning.

It was relevant to what Fajar and Agustina (Fajar & Agustina, 2019) discovered in their study on Independent Learning for Improving the English Skills of Students in English Language Education at Pekalongan University. Independent learning was interpreted in various ways. It was pretty intriguing because, although the idea of independent learning had been widely embraced, it was understood in many different ways. For instance, independent learning was viewed as a learning activity without a teacher's help (Little, 2009). Fajar and Agustina (Fajar & Agustina, 2019) argued that teachers still play a part in independent learning even when students do it independently, which challenges this understanding and definition. In their opinion, teachers still served as tutors, advisors, assistants, facilitators, and other roles. The students were thus introduced to the idea of independent learning. They did not always move away from the teacher's gaze. By assigning tasks that students must practice completing independently, either

individually or in groups, the teacher aided students in becoming independent learners. The teacher could still assist, as it was necessary.

3.4. Discussion

This study was conducted at SMK Kesehatan Tarakan in Kalimantan Utara to observe the project-based learning model in English class and understand teachers' challenges and results of students' responses to PjBL implementation. Students are more interested in studying English, as seen from the observation results on the learning process and interviews. Most students who participated in the interviews agreed with the positive outcomes they experienced due to project-based learning.

Project-based learning is a method of structuring learning around a complex task based on challenging questions or problems and involves students in design, problem-solving, decision-making, or investigation. It also allows students to work largely independently for an extended period. It demonstrated how adept the students were at creating original goods. The students enjoy studying English. After all, they know what they want to do and are driven to finish their project because they have understood the subject matter.

The PjBL implementation has given the expected results. It has enhanced English learning for the students in the vocational school. The findings indicate that students' proficiency in learning English has increased. It is consistent with the advantages of project-based learning (PjBL) as it is applied in other studies in different learning contexts regarding subjects and school levels. This finding has confirmed the results of many previous studies in a different context (Aghayani & Hajmohammadi, 2019; Astawa et al., 2017; Juleha et al., 2019; Sholihah, 2018; Susana & Efendi, 2020).

This result aligns with another study (Anisa, 2019) investigating how junior high school students were taught and learned English. Her research aims to describe the junior high school teaching and learning process between the teacher and the students. She wants to discuss the issues that arise in teaching and learning English to junior high school students and the factors that affect these issues. The researcher chose the eighth-grade junior high school students at SMP AL-Islam Kartasura as the source. The teachers at SMP Al-Islam Kartasura are used as the other source. Data collection and descriptive qualitative method analysis are used to analyze the data. As a result, it is possible to draw the following conclusions about the teaching-learning process for the eighth-grade students at SMP Al-Islam Kartasura Junior High School: preparation, the teaching-learning process, materials, media, teacher and student roles, challenges, and solutions.

Anisa (Anisa, 2019) explained in her study that teachers engage in various activities while instructing, such as greeting students, providing feedback, and inspiring learning through engaging games. Following that, the primary activities in teaching and learning English are practice, question-and-answer activities involving the material given to the students, and the distribution of exercises related to the material. A closing section is included in the last section of the English teaching activity. Here, the instructor requested that the pupils write a summary of the subject. This exercise is intended to assess the student's level of comprehension of the lecture material. The teacher then asked the class how to handle difficulties while learning English. The teacher then sends homework home with the students.

These demonstrate how the project-based learning approach can enhance teaching effectiveness and students' overall English proficiency. A vital feature of this learning model is

that it gives students room and opportunities to participate actively in learning processes. In other words, the performance in the real world, practising authentic strategies in a structured way and working cooperatively to find solutions to issues when completing project assignments (performance) under the teacher's guidance. According to Patton's (Patton, 2012) theory, students design and plan the activities that must be done to carry out projects in project-based learning. For students to be actively involved in the learning process, project-based learning is a method in which they learn through a project that they decide on together with the assistance of teachers.

Based on the finding, in the learning process through PBL, the students have paid close attention to the teacher's explanations as they learned in the class. Most students appeared enthusiastic about completing their project assignments and participated fully in group discussions. Thus, it can promote cooperation in problem-solving and project assignment completion, boost learning motivation, and encourage these skills. Students can also practice and develop communication skills to learn new information and abilities. Additionally, students can gain experience with project management and create a fun learning environment.

Similarly, Walsh (Walsh, 2010) examines how project-based learning encourages students to read texts from their subject areas of his research. She collected her data through observation, student surveys, recordings of student presentations, and student-made artefacts. The findings show that the students are more motivated to read the text in content areas because they are allowed to collaborate and given a choice through project-based learning. It has been found that teachers who incorporate project-based learning into their lessons can boost student engagement while fostering the growth of critical skills in their learners.

The four language skills of students—listening, speaking, reading, and writing—can be developed and honed through this project-based learning model, which also helps students become more independent, creative, and self-assured through project assignment activities. The researcher concluded that using the project-based learning approach to teach English was very effective in raising the student's achievement in the teaching and learning process in the classroom based on the findings of this study and several other earlier studies.

As a result, project-based learning is a highly effective and organized teaching strategy to promote student involvement through in-depth research of challenging questions. Learning by doing or practising is, of course, the best thing about learning. In addition to encouraging students to ask pertinent questions, think critically, and connect their lessons to actual situations, project-based learning focuses on teaching specific knowledge and skills.

4. Conclusion

Based on the analysis, it can be concluded that: 1) the English teachers at the school have successfully implemented project-based learning models. They employed a proper syntax in their instruction for applying project-based learning; 2) the teachers encountered several challenges when implementing project-based learning models, including (a). Preparation for teaching requires a lot of time, equipment, and learning resources (b). Students may not be able to comprehend the topic as a whole if the topics assigned to each group differ (c). The teacher still needs more time to get the best results (d). The subject matter of the unit covered in lessons is frequently obscured by their over-general nature (e). Each student activity needs to be closely monitored by teachers. 3) English teachers at Tarakan's vocational high school (SMK Kesehatan Kaltara) have received positive student feedback regarding project-based learning models.

The students and teachers have a favourable opinion toward PBL in learning English, as is seen in the findings above. To increase students' English proficiency, the teachers believe that PBL implementation is necessary, despite several challenges when implementing the learning method in their English classes. They believe in its advantages for the student's mastery. This finding paints a good picture of the way teachers feel about the idea of project-based learning. It further demonstrates that project-based learning is viable and can be applied moving forward to support and enhance English language proficiency for students in vocational high schools.

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