



Students' Perception and Challenges Toward the Implementation of Project-based Learning in Public Speaking Class

Kasmaini Kasmaini¹(✉), Frizki Hidayat Amrullah¹, and Syafriyadin Syafriyadin¹

¹ English Education Study Program, Department of Language and Art,
University of Bengkulu, Bengkulu, Indonesia
kasmaini@unib.ac.id

Abstract. The objective of this study was to examine students' perspectives regarding the integration of project-based learning and the challenges encountered by students when implementing project-based learning in a public speaking course at the University of Bengkulu. The participants in this study consisted of second-semester undergraduates enrolled in an English study program. The study's sample consisted of 30 participants who were enrolled in an English study program. This study utilized an explanatory sequential mixed methods design, incorporating a questionnaire in the initial phase to collect quantitative data. The researchers conducted interviews with a sample of ten students to gather qualitative data with the purpose of analyzing the difficulties associated with the implementation of Project-based Learning in a Public Speaking Class. The collected data was subsequently subjected to descriptive analysis. The findings indicated that the students held a favorable impression towards the implementation of Project-Based Learning. Moreover, the students have asserted encountering difficulties in the execution of Project-based learning inside the classroom, encompassing the following aspects: 1) Collaborative work, 2) Engagement, and 3) Oral proficiency (Self-consciousness, Lack of ideas, Limited or unequal involvement, and Native language interference). In conclusion, this study has uncovered a favorable opinion towards the adoption of Project-Based Learning.

Keywords: Perception, Challenges, Project-Based Learning, Public Speaking Class.

1 Introduction

In February 2022 the Merdeka Curriculum was officially launched and started to be implemented in Indonesia. This Merdeka Curriculum can be applied, among others, with the Project to strengthen the profile of Pancasila students by providing opportunities for students to "experience knowledge" as a process of strengthening character as well as opportunities to learn from the surrounding environment." In other words, students will be the center of attention in the learning process and make students as

subjects not objects. Students are taught to know how to work together. Not only that, teachers can also carry out meaningful learning for students, so that later students can apply this new knowledge to real life and students are able to play an active role in their social environment. Therefore, there is a skill that students need to have, namely the 4C skills. These 4C Skills include critical thinking, communication, collaboration, and creativity [1]. To get the 4C skills, of course, it needs to be supported by supporting learning methods as well. There are seven learning models that teachers can choose for 21st century learning, namely Discovery Learning, Inquiry Learning, Problem Based Learning, Project Basic Learning, Production Based Training, Teaching Factory, and Blended Learning Models [2].

Project-based learning is a learning activity that actively involves students in problem solving activities and provides flexibility for students to express their creativity so as to create increased learning outcomes and student creativity [3]. Student engagement encompasses the various stages of conceptualization, strategizing, execution, and documentation of initiatives, culminating in the creation of tangible outcomes and comprehensive implementation reports. Project Based Learning (PJBL) places a strong emphasis on the extended process of learning, wherein students actively engage with a range of everyday issues and problems. This approach equips students with the skills to comprehend and address authentic problems, which are often interdisciplinary in nature. Moreover, PJBL involves students as active participants throughout the entire process, encompassing activities such as designing, implementing, and reporting on their findings. This student-centered approach fosters a deeper understanding and application of knowledge.

Project-Based Learning (PBL) is an educational approach that promotes and acquaints students with the process of inquiry, doing research and evaluation, applying planning skills, critical thinking, and problem-solving skills in the successful completion of a project. The exercises and projects aim to foster the application of specific information, abilities, and attitudes across diverse contexts, ensuring that students effectively complete the undertaken tasks. Project-based learning (PBL) offers students the chance to develop and apply interpersonal skills while engaging in collaborative group work within a realistic work or life setting. In order to effectively collaborate within a group setting, it is imperative to possess the necessary abilities to facilitate the seamless execution of a project. One of the abilities that is considered valuable is proficient language skills. The significance of English as a global language holds significant importance in various aspects of daily life. The acquisition of speaking abilities is considered essential for students to achieve proficiency in English, as it is one of the four fundamental language skills that necessitate mastery. The enhancement of speaking skills frequently necessitates deliberate training or regular practice. The possession of proficient speaking abilities facilitates effective communication in the English language for students.

When students engage in the process of acquiring English speaking skills, they encounter four distinct hurdles. Inhibition refers to the students experiencing apprehension regarding the possibility of making errors, exhibiting fear in response to criticism or the potential loss of social standing. Additionally, a lack of topical knowledge frequently leads students to express dissatisfaction with their inability to generate ideas

and a subsequent lack of motivation to engage in self-expression. Moreover, in larger group settings, low or uneven participation arises as each student is afforded minimal opportunities for speaking due to the limitation that only one participant may speak at any given time. The pupils do not have equal opportunities to engage in English language communication. Additionally, a significant obstacle they face is the tendency to rely on their mother tongue, as they perceive it to be easier than the second language [4]. The students frequently incorporate the use of their mother tongue when communicating in their second language. This challenge is likely to enhance students' comfort levels when attempting it. Acquiring proficiency in spoken language involves more than theoretical knowledge; practical application plays a pivotal role in enhancing students' communicative skills and fluency. However, in practical implementation, students encountered difficulties while utilizing Project-Based Learning for the development of their English speaking skills. The implementation of Project-Based Learning is a time-consuming process that might potentially disrupt the overall learning experience. Project-Based Learning (PBL) has the potential to enhance students' capacity to integrate the acquisition of competence in attitude, knowledge, and skills. However, successful implementation of PBL necessitates students' readiness to effectively plan and manage their time, thereby facilitating effective learning and the acquisition of knowledge and understanding competency [5].

In the use of PJBL there are also some challenges that are felt by students. Students' challenges in the implementation of PJBL are Time [5]. Frequently, projects take longer than expected. Work in group, In a group, of course there are various kinds of people, this is a challenge in implementing PjBL because there are students who want to work and students who don't want to work. Funds, in carrying out a project it is not uncommon to require quite large funds for students. this means that they have to submit proposals or trade for funds. Even with some drawbacks in using PjBL as a method of learning English speaking ability. Speaking skills and student motivation can be increased by using project-based learning as teaching and learning methods [6]. With the advantages and disadvantages of using PjBL as a method of learning and teaching English speaking skills, of course there are perceptions that arise in its implementation. In particular, students' perceptions of the use of PjBL in learning and teaching English Speaking skills. Previous research has been conducted in this regard. Those previous studies examined the effect of Project-Based Learning in general and different subjects. This research used different research methods and procedures that were distinct from those used in the previous investigations. This research conducted mixed method research by using a questionnaire to collect quantitative data and an interview to collect qualitative data. Variations in the population and sample size of the study caused different results in the research findings.

Based on previous studies and problems, the researchers are eager to found out the students' perception and challenges on second semester students of the English Department at Bengkulu University. Because based on the interview with one of the English lecturer, researchers found detailed information about students, and the teaching-learning process using Project-Based Learning. He will use Project Based Learning in his Public Public speaking class. Therefore, this research examined students' perceptions and challenges in implementing Project-Based Learning, particularly in

Public speaking class. Thus, the researchers are interested in doing research entitled "Students' Perception and Challenges Toward the Implementation of Project-based Learning in Public speaking class". The aims of the study were to know students' perspective and challenges in implementing Project based Learning in public speaking class.

2 Methods

The present study utilized a mixed methods research design. Mixed methods research is a comprehensive approach to investigation that integrates two unique research methodologies, namely qualitative and quantitative, in order to gather data and synthesize the two types of data using specific designs that may encompass philosophical assumptions and theoretical frameworks [7]. The research employed an explanatory sequential mixed-method design. An explanatory sequential mixed-method design is a component of a mixed-method research design that involves the collection of quantitative data in the initial phase, followed by the collection of qualitative data in the subsequent phase.

This study employed an explanatory sequential mixed method design to examine the students' perspectives and obstacles related to the implementation of Project-Based Learning. The first phase involved the collection of quantitative data through the administration of a questionnaire. Subsequently, in the process of gathering qualitative data for the purpose of analyzing the difficulties encountered during the implementation of Project-Based Learning in English classrooms, the researchers performed an interview that elucidated the outcomes observed during the initial phase. The present study was carried out with a sample of undergraduate students majoring in English who were enrolled in a public speaking course at the University of Bengkulu. The participants for this study were chosen from a group of undergraduate students enrolled in a public speaking course at the University of Bengkulu. It is important to note that public speaking was a mandatory subject for these students. The population of students in the English Department was 120, distributed among three classes: class A, class B, and class C. The study utilized a sample consisting of 33 pupils classified as class C. The selection of this particular class was predicated on the availability of a Public Speaking course that implemented the Project-based Learning approach during the second semester.

In this research, the researchers used two instruments to collect the data. The research instruments are:

2.1 Questionnaire

A questionnaire is written instrument composed of questions or assertions to be answered by respondents [8]. It is used to collect data about facts, opinions, and attitudes. Questionnaires or surveys could be used to ascertain respondents' opinions, actions, or perceptions [9]. Additionally, this instrument is appropriate for qualitative

descriptive research that highlights the qualities of a sample, an occurrence or fact, or a phenomenon.

The survey regarding students' perceptions comprised a total of 22 statements. According to the students' perceptions, they were categorized into ten indicators: student-centered learning (1 item), self-esteem (1 item), communication (1 item), intrinsic motivation (1 item), speaking performance (1 item), the aspect of speaking performance (4 items), project and role (1 item), group work (1 item), presentation (3 items), and lecturer's role (1 item). The survey regarding the difficulties faced by students comprised a set of seven statements. The participants were categorized into four distinct indications, namely Time (consisting of 1 item), Group work (consisting of 1 item), Motivation (consisting of 1 item), and Speaking skills (consisting of 4 things). The research involved a sample of 33 English students who were selected as responders for the questionnaire analysis.

The researchers employed the Likert scale as a tool for assessing participants' perceptions in this study. Various statements or inquiries were employed to assess attitudes that were essential to the typical response. The continued utilization of the 4-point Likert scale can be attributed to its inherent simplicity, user-friendly nature, and efficient time utilization. This study employed Likert scales consisting of four response options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The omission of the Uncertain (U) option was implemented in order to mitigate potential hesitations among the participants of this research study.

In this particular investigation, the researchers made modifications to the questionnaire utilized by Angelina in her study titled "The Impact of Project-based Learning on Enhancing Students' Oral Proficiency" [19]. This study incorporates a questionnaire designed to assess students' perceptions regarding the integration of Project-Based Learning (PJBL) in the acquisition of speaking abilities through the utilization of a theatre project. Angelina used a total of 15 indicators in her inquiry, specifically focusing on aspects such as student-centered learning, self-esteem, communication, intrinsic motivation, speaking performance, the various dimensions of speaking performance, project and role, group work, presentation, and the role of the lecturer.

The questionnaire was adapted by the researchers by changing the points from the drama to the project that was going to be carried out in the public speaking class. Additionally, 7 new indicators were added to measure the students' challenges towards the implementation of PJBL in the public speaking class. These indicators were added based on 3 students' challenges towards the implementation of PJBL by Tristiono regarding time, work in groups, and funds [5]. Furthermore, 4 students' challenges in speaking skills by Ur were added, regarding inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use [4].

2.2 Interview

An interview is a structured dialogue conducted with a specific objective in mind. The dialogue was conducted between two participants, specifically the interviewer who posed the inquiry and the respondent who provided the response. In this study, the

researchers employed interviews as a methodological approach to investigate the difficulties encountered by students during the implementation of project-based learning in a public speaking class. The interview style utilized in this study was a structured interview. The researchers obtained data from online sources. The researchers adhered to a series of procedures when gathering the data. Initially, the researchers administered a questionnaire to the participants included in the study. Next, the researchers proceeded to gather the questionnaires and proceeded with the analysis of the questionnaire data in order to ascertain the identities of the students who exhibited the most unfavorable attitudes regarding the implementation of Project-Based Learning. Furthermore, the researchers conducted interviews with English students to get insights into the difficulties encountered while incorporating Project-Based Learning into the public speaking curriculum. Furthermore, the researchers conducted an analysis of the collected research data. Furthermore, the responses were categorized by the researchers according to the specific inquiries or assertions. Upon completion of data collection, the researchers proceeded to analyze the acquired data in order to ascertain the outcome of the study. For the questionnaire the researchers used formula for calculating relative frequency (percentage) as follows:

$$P = \frac{F}{n}$$

I = Percentage

F = Frequency of Answer

K = Total of respondents

The qualitative data was analyzed from the interview data. The steps were as follows: Data Management, Reading and Memoing, Description, and Classification [20]

3 Results and Discussion

The research results are shown in this section. The study focuses on two primary outcomes: first, examining the students' perceptions on the implementation of project-based learning in the context of a public speaking class, and second, identifying the problems faced by students during the implementation of project-based learning in the same class.

A questionnaire was employed to collect data regarding the students' perspectives on the execution of project-based learning. The examination encompassed an analysis of the four distinct kinds of data. The responses exhibited a range of sentiment, including strong positivity, positivity, strong negativity, and negativity. The comprehensive statistics presented in Table 6.

Table 1. Frequency of students' Perception of Implementation of project-based learning

| Category | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly positive | 9 | 27% |
| Positive | 24 | 73% |

| | | |
|--------------------------|---|---|
| Negative | 0 | 0 |
| Strongly negative | 0 | 0 |

Table 1 clearly showed the category of students' perceptions of the four categories. The respondents of this research were 33 English department students. There were 9 students (27 percent) who were in the Strongly Positive and 24 (73 percent) students were in the Positive category. The participants provided feedback regarding the students' perspectives on the implementation of Project-Based Learning within the context of a public speaking course. The findings of this study revealed that a majority of the pupils had favorable reactions. The consensus among the majority of students was that the implementation of Project-Based Learning had a positive impact on the process of teaching and learning English. A more comprehensive elucidation of the pupils' perspectives on each signal delineated in the subsequent parts.

Students' Perception in Implementing Project-Based Learning in Public. Speaking Class.

The survey regarding students' perceptions was comprised of a total of 15 statements. The indicators were categorized into ten distinct dimensions, namely: students-centered learning (1 item), self-esteem (1 item), communication (1 item), intrinsic motivation (1 item), speaking performance (1 item), the aspect of speaking performance (4 items), project and role (1 item), group work (1 item), presentation (3 items), and lecturer's role (1 item). The analysis of the questionnaire involved a sample of 33 English students who served as participants in the research study. The data shown below illustrates both the aggregate score and the proportion of students' perspectives towards the execution of Project-Based Learning:

Table 2. Frequency of Students' Perception in Project-Based Learning Implementation

| n=33 | | | | | |
|--------------|-----------|----------|----------|-----------|-----------------|
| Items | SA | A | D | SD | Category |
| S1 | 36.4% | 63.6% | 0% | 0% | Positive |
| S2 | 27.3% | 72.7% | 0% | 0% | Positive |
| S3 | 27.3% | 72.7% | 0% | 0% | Positive |
| S4 | 30.3% | 66.7% | 3% | 0% | Positive |
| S5 | 24.2% | 75.8% | 0% | 0% | Positive |
| S6 | 24.2% | 75.8% | 0% | 0% | Positive |
| S7 | 27.3% | 72.7% | 0% | 0% | Positive |
| S8 | 36.4% | 63.6% | 0% | 0% | Positive |
| S9 | 24.2% | 69.7% | 6.1% | 0% | Positive |
| S10 | 27.3% | 72.7% | 0% | 0% | Positive |
| S11 | 36.4% | 63.6% | 0% | 0% | Positive |
| S12 | 36.4% | 63.6% | 0% | 0% | Positive |
| S13 | 33.3% | 66.7% | 0% | 0% | Positive |
| S14 | 27.3% | 63.6% | 9.1% | 0% | Positive |

| | | | | | |
|------------|-------|-------|----|----|-----------------|
| S15 | 33.3% | 63.6% | 3% | 0% | Positive |
|------------|-------|-------|----|----|-----------------|

Note: S= Statement

According to the findings in Table 2, a majority of the students exhibited a favorable impression towards the utilization of Project-Based Learning as a method for teaching English. The favorable category was derived from the students' judgments regarding the implementation of Project-Based Learning across all indicators. These findings demonstrate that Project-Based Learning is a pedagogical approach that can be effectively employed in the context of an English language public speaking course.

Students' Challenges in Implementing Project-based Learning in Public Speaking Class.

The survey regarding the perceptions of students comprised a total of seven statements. The participants were categorized into four distinct indications, namely Time (consisting of 1 item), Group work (consisting of 1 item), Motivation (consisting of 1 item), and Speaking skills (consisting of 4 things). The research involved a sample of 33 English students who were selected as responders for the questionnaire analysis. The data shown below illustrates both the aggregate score and the proportion of students that encountered difficulties throughout the implementation of Project-Based Learning:

Table 3. Students' Challenges in Implementation of Project-Based Learning

| n=33 | | | | | |
|--------------|-----------|----------|----------|-----------|-----------------|
| Items | SA | A | D | SD | Category |
| S16 | 21.2% | 69.7% | 9.1% | 0% | Positive |
| S17 | 42.4% | 51.5% | 6.1% | 0% | Positive |
| S18 | 21.2% | 51.5% | 27.3% | 0% | Positive |
| S19 | 33.3% | 45.5% | 18.2% | 3% | Positive |
| S20 | 18.2% | 45.5% | 42.4% | 3% | Positive |
| S21 | 33.3% | 45.5% | 12.1% | 0% | Positive |
| S22 | 24.2% | 27.3% | 42.4% | 6.1% | Positive |

Note: S=Statement

According to the findings in Table 3, a majority of the students exhibited a favorable opinion towards the utilization of Project-Based Learning as a method for teaching English. The positive category was derived from the students' experiences in implementing Project-Based Learning, as evidenced by several indicators. It may be asserted that a majority of students held a favorable perspective towards the challenges encountered in Project-Based Learning within the context of their public speaking class. They feel that the all of the indicator of the challenges (Tim, Group work, Motivation, and Speaking skills) are challenges. Even with positive results if time is a challenge for students. However, from the results of the interviews conducted, it was found that if all the answers from the interview samples were

agreed if the time allotted for the project being carried out was sufficient and not a challenge. This was expressed by respondent 2 as follows.

Extract 1:

“Ya, sangat cukup. Waktu yang diberikan selama dua minggu.”

“Yes, quite enough. The time allotted for two weeks.”

It can be seen in Extract 1, that respondent 2 has as much as two weeks to prepare the project to be carried out, in this case the talk show project, he feels that the two weeks are not a challenge in Project-based learning, so it can be concluded that if time is not a challenge in Project-based learning.

Based on the results of the interviews, all agreed that group work is a challenge in implementing this Project-based learning method. This was expressed by respondent 6 as follows.

Extract 2:

“Iya. Ketika kelompok saya malas dalam mengerjakan proyek, saya tinggalkan dan saya mengerjakan sendiri. Tentu saja ada konsekuensinya bagi mereka.”

“Yes, When my group is lazy in working on a project, I leave it and I do it alone. Of course there are consequences for them.”

As can be seen in Extract 2, if respondent 6 said that groups can be a challenge in PjBL because PjBL is carried out in the form of a group project. Of course there are group members who are sometimes lazy and don't participate in the preparation of the project implementation. So, it can be concluded that groups can be a challenge in the implementation of project-based learning.

The results of the interview from motivation as challenges in the implementation of project-based learning are 50:50. Half of the interview sample said that their learning motivation increased over time, as stated by respondent 6.

Extract 3:

“Tidak, motivasi belajar saya semakin bertambah dan ingin terus bertambah.”

“No, my motivation to study is increasing and I want to continue to increase.”

It can be seen, that respondent 6 stated that Motivation is not a challenge in PjBL. The respondent even feels that the motivation keep increasing over time. Therefore it can be concluded that motivation is not a challenge in implementation of PjBL. While the other half said that their motivation to learn decreased over time, as stated by respondent 8.

Extract 4:

“Iya. Terkadang motivasi semangat di awal saja namun lama-kelamaan jadi tidak semangat.”

“Yes. Sometimes the motivation is just enthusiasm at the beginning, but over time it becomes unenthusiastic.”

It can be seen, that respondent 8 stated that Motivation is a challenge in PjBL. The respondent even feels that the motivation keep decreasing over time. Therefore it can be concluded that motivation can be a challenge in implementation of PjBL.

The results of the interviews in statement 19 obtained positive results, because most of the students answered that they were afraid to speak English. As stated by respondent 2.

Extract 5:

"Ya tentu saja, karena saya masih merasa kurang percaya diri jika berbahasa Inggris yang menurut saya kosa katanya susah dan sulit."

"Yes, of course, because I still feel less confident when I speak English, in my opinion the vocabulary is difficult."

The results of the interview on statement 20 obtained positive results, because most students answered that they would be silent if they did not understand what the other person was saying in English. As stated by respondent 3.

Extract 6:

"Iya, karena untuk penyebutannya yang tidak saya pahami maka saya akan diam saja."

"Yes, because I don't understand the mention of it, so I'll just keep quiet."

For the results of the interview on statement 21, positive results were obtained, because most students answered that they felt inferior because their friends had better speaking skills. As stated by respondent 2.

Extract 7:

"Iya, terkadang saya juga merasa iri dan minder dengan teman-teman yang memiliki public speaking yang lebih baik."

"Yes, sometimes I also feel jealous and inferior to friends who have better public speaking."

For the results of the interviews in statement 22, different results were obtained from the questionnaire given, because most students answered if they felt that their first language or mother tongue was not a challenge to learning English. As stated by respondent 1.

Extract 8:

"Tidak sama sekali. Kalau kita punya keinginan untuk belajar bahasa Inggris walaupun bahasa pertama kita itu berbeda, itu pasti ada jalannya sendiri untuk belajar."

"Not at all. If we have the desire to learn English even though our first language is different, it must have its own way to learn."

The objective of this study was to examine students' perceptions on the implementation of Project-Based Learning and to analyze the difficulties encountered by students during the implementation of Project-Based Learning in a public speaking class. The results indicate that the students held a favorable perception regarding the implementation of Project-Based Learning. Additionally, the challenges encountered by students during the implementation of Project-Based Learning were identified as follows: 1) Group work, 2) Motivation, and 3) Speaking skill, specifically related to inhibition, lack of content, limited or unequal participation, and the use of the mother tongue.

Students' Perception in Implementation of Project-Based Learning in Public Speaking Class.

The initial finding indicates that a majority of students held a favorable impression towards the implementation of Project-Based Learning. A favorable perception engenders a state of happiness that exerts an influence on an individual's motivation and

behavior, including the motivation and behavior of students in the context of learning and teaching endeavors [11]. This implies that students who possess a positive view are more likely to effectively employ the Project-Based Learning technique due to their heightened cognitive engagement and satisfaction during its implementation. The importance of perception in education is crucial, as students must cultivate a positive perception in order to enhance their overall well-being, hence fostering their motivation and engagement in the learning process.

The consensus among the students was that the implementation of Project-Based Learning yielded favorable outcomes in terms of their attitudes and receptiveness towards the process of acquiring English language skills. The utilization of Project-Based Learning has been observed to result in increased student engagement and active participation in assignment completion. Furthermore, their level of engagement in English communication increased notably when collaborating on collective assignments.

The findings exhibited a resemblance to the preceding investigation conducted by Sirisrimangkorn[12]. The objective of this study was to examine the potential benefits of utilizing project-based learning with a focus on theatre in enhancing learners' speaking skills. This study emphasizes the benefits of employing project-based learning centered on theatre as a pedagogical approach that effectively facilitates English language acquisition. By engaging in such activities, learners are afforded opportunities to enhance their oral communication skills, bolster their self-assurance, and perceive language learning as a pleasurable endeavor.

Project-Based Learning (PBL) serves as a catalyst for student engagement and active participation inside the classroom, while concurrently enhancing their abilities in teamwork, communication, and management. The utilization of this tool in the EFL classroom facilitates a more efficient and meaningful acquisition of the English language for both teaching and learning purposes.

Students' Challenges in Implementation of Project-based Learning in Public Speaking Class.

There are differences between the data obtained from the questionnaire and the data obtained from the interviews. Questionnaires can provide data more quickly and efficiently, and can reach a larger sample [7]. However, because the questionnaire has limited answers and often cannot explore the views or experiences of respondents in depth, the answers given by respondents tend to be less detailed.

An emeritus professor of sociology at Chapman University, California. Babbie states that the interview allows the interviewer to further explore the respondent's answers and ask for further explanation if needed [15]. This can help the interviewer better understand the respondent's views and experiences, and reduce the possibility of misinterpretation.

Interviews are considered more reliable than questionnaires because in interviews, respondents can provide more in-depth and detailed answers, and the interviewer can further explore the respondent's answers and ask for further clarification if necessary. However, questionnaires can provide data more quickly and efficiently and can reach a larger sample, although the answers tend to be less detailed because the answer

options are limited. Therefore, the selection of appropriate research methods must be adjusted to the objectives and conditions of the existing research, and take the advantages and disadvantages of each method to ensure the accuracy and reliability of the data obtained.

The second finding was that Students faced three challenges in implementing Project-Based Learning. 1) Group work, 2) Motivation, and 3) Speaking skill (Inhibition, Nothing to Say, Low or Uneven Participation, Mother Tongue Use). However, the students still encounter several obstacles such as students with a weakness in data collection having difficulties in the learning process, some students being less active in group work, and the time allocation.

Contrary to previous research, in this study, the researchers found that time is not a challenge in the implementation of Project-based Learning. Frequently, projects take longer than expected. This could be attributed to various factors, such as effective time management strategies, well-structured project design, and adequate support from educators and administrators. The researchers argue that when these factors are taken into consideration, PBL can be implemented without the time constraints that have traditionally been associated with this approach.

Group work was found to be a challenge as students had difficulty working together effectively. In a group, of course there are various kinds of people, several students who have high individualism often have difficulties in cooperating with their peers. This situation has caused those students to be passive because they are not interested to attend the learning process well [16], this is a challenge in implementing PjBL because there are students who want to work and students who don't want to work. This can result in conflicts and unequal contributions, with some students doing more of the work than others. To address this issue, Turgut suggests that providing training in group work skills and encouraging teamwork through incentives can improve collaboration among students [18].

As same as the previous research, Motivation is a challenge in implementation of Project-based Learning. Students' motivation is higher at the beginning of the study, however during the study their motivation decreased over time [13]. Intrinsic motivation, such as interest in the topic and the perceived relevance of the task, was an important factor in students' engagement with PBL [14]. Therefore, instructors can increase motivation by providing clear explanations of the project's goals and relevance, and by offering students opportunities to choose topics that interest them.

Finally, This research also found challenges in speaking during the Implementation of project-based learning. Several challenges that students face in learning speaking skills, including inhibition, lack of topical knowledge, low or uneven participation, and the use of the mother tongue [4]. These challenges can stem from anxiety, lack of confidence, or limited language proficiency [17]. These factors can hinder the development of effective communication skills, which are essential for success in various academic, professional, and social contexts.

To overcome these challenges, educators must adopt strategies that create a conducive learning environment for speaking skill development. One potential approach involves providing ample opportunities for practice and feedback, which can enhance students' confidence and fluency in speaking. Additionally, fostering a sense of peer

support and collaboration can help alleviate anxiety and encourage more balanced participation among learners. By establishing a safe and supportive learning atmosphere, instructors can effectively address the challenges identified by Ur [4] and McCroskey and Richmond [17], ultimately promoting students' growth in speaking proficiency.

Based on the explanations, it can be concluded that students' perception about the implementation of Project-Based Learning was positive. When students positively perceive Project-Based Learning, they will feel happy and easy to implement it. Project-Based Learning can still be implemented even though some difficulties are faced by students, such as group work, motivation and speaking skills in implementing Project-Based Learning. It can still be solved by students through collaboration with their fellow, attending training, or discussing it with students with the same interests related to Project-Based Learning.

4 Conclusion

In conclusion, the researchers found that students' perceptions of the application of Project-based learning were positive, and students felt that this learning method made progress in their speaking skills. Researchers also found that students experienced challenges such as Group work, Motivation, and Speaking skills. The research findings have a number of important implications for future educational practices in implementing Project-Based Learning. The following suggestions can be made in need of further investigation to overcome the challenges of Project-Based Learning implementation.

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