Indonesian Undergraduate Students' Perceptions of Project-Based Learning in Critical Reading Class

Arien Kartika
arienkartika99@gmail.com

Universitas Sebelas Maret

ABSTRACT

Along with the increasing popularity of Project-Based Learning (PBL), teachers are aware of the benefits of PBL to implement it in their classroom. The literature has shown that the use of PBL can enhance students' skills, ability, and interest while learning because it focuses on students learning process than the teaching process. However, in a context in Indonesia, there is still a lack of research perceptions of PBL especially in the Critical reading class and collected data to determine if PBL has positive impacts on students learning in the university. The research is aimed at investigating students' perceptions about PBL by implementing a half-semester project in the Critical Reading class. This study employed a mixed-method that includes both quantitative and qualitative data collection and analysis by involving undergraduate students of the 4th semester who take a critical reading class in Universitas Sebelas Maret. It is expected to show us an example of PBL practice in critical reading class and how students thought about its implementation and improvement. This study provides a students' perceptions of PBL in critical reading class. The results add to the findings and discussion on what makes the method of teaching PBL more successful and have practical implications for classroom teaching.

Keywords: *Project-Based Learning, Collaborative learning, Reading Skills, English Language Teaching, University EFL.*

INTRODUCTION

In the twenty-first century, Project-Based Learning (PBL) gained popularity among teachers because teachers more realize the benefits of PBL. PBL is an active learning model that is used as a project as a media that focuses on learners' ability to develop their skills, and it could make the students' learning process more valuable. According to Grant (2002), the examples of such skills include project management, communication and teamwork, analytical and innovative thinking, problem-solving skills, negotiation skills and conflict resolution skills. However, there is still a lack of data about the efficacy or perceptions of PBL in Indonesia.

Any relevant results from many researchers said that PBL could help and supports the students in a learning activity in the classroom. There is some research about PBL that shows the advantages of using PBL in their learning process. Sultana & Zaki (2015), for instance, when researching the efficacy of PBL in contrast with the conventional English language pedagogy, it has been shown that by applying PBL methodology teachers and students can fulfill their teaching-learning objectives in compulsory English at existing public colleges and adhere to the contextual constraints of the view. Li, Zhang and He (2015) did another research, a study about students' perceptions of PBL in teaching translations found out that PBL can significantly enhance many skills through translation-specific competencies. Then in 2018, Greenier did a research about the 10Cs of TESOL project-based learning curriculum found that the use of PBL in the classroom allows students to enjoy working with and learning from their classmates. PBL promoted new

thought and communication skills and helped students to better understand and memorize the language concept. These studies have suggested the benefits of PBL in various countries; however, there is a lack of research and collected data to determine if PBL positively impacts students learning in public colleges in Indonesia especially in the Critical Reading Class.

This research focused on the perceptions of Project-Based Learning in the context of higher education. The study presents an investigation of the students' attitudes about PBL by implementing a one-semester project in one classroom. The study will include participants from the fourth-semester students of critical reading class at the English Education Department. This research is aimed at finding out the students' perceptions of PBL. Furthermore, the data of this study is taken by interview and questionnaire. The participants being interviewed were three students selected randomly from the 15 students participating in the questionnaire in the article reading class.

LITERATURE REVIEW

In the college teaching method, PBL is installed. Torres and Rodriguez (2017, p. 59) argue that "PBL is a constructivist instructional method that supports students learning the process through group work and social interaction to solve problems." The process of teaching college students focused on the learning process. Cooperative gaining knowledge and active learning include in PBL (Thomas, 2000; Seet and Quek, 2010). Fragouis (2009) mentioned that Solving specific issues and problems that are useful for students is a learning method that is emphasized for the students in PBL. The role of the teacher is another characteristic of PBL. The teachers as a coach, mentor, and facilitator who monitors the way of active discussion in the classroom are the role of a teacher that is emphasized in PBL, it is different from conventional learning where the teacher is more dominant in one-way communication (Larmer and Mergendoller, 2010; Seet and Quek, 2010; Quesel el at, 2015).

Since the 1980s, project-based learning (PBL) has been known to be integrated with second and foreign language instruction. Numbers of language scholars, (Brown, 1994; Donna, 1998; Solomon, 2003; Stroller, 2007; Wagner & Beach, 2007) described project work as a planned outcome of the assignment. Another scholar, Blumenfeld et al. (1991, p. 3), explains that "Project-based learning is a comprehensive perspective focused on teaching by engaging students in investigation. Within this framework, students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artefacts." Nevertheless, all versions of project-based learning, in common, stressed the same arguments of 'learning by doing' (Li, Zhang & He, 2015).

Some teachers don't apply PBL into the classroom because it is challenging for both students and teachers, but there are many reasons why PBL has a positive effect on the students. Syarifah & Emiliasari (2019) argue that PBL should be applied because it is not only to enhance language skills but also further skills such as critical and creative thinking. Sultana and Zaky (2015) stated that PBL is more significant to apply in class than the traditional pedagogy. Students who were taught through PBL performed better in class and also found better motivated. After participating in PBL, students carry out preferable on the evaluation of the subject awareness test and competent to show typical content are skills if contrast with traditional classes (Sultana & Zaki, 2015). On the other hand, Aldabbus (2018) stated that sometimes teachers were unable to implement PBL and not confident enough to applied PBL because difficult for teachers to decide which materials or topics in the textbook to be taught by PBL and the curriculum has not been designed for PBL. A study done by Pereira et al. (2017) stated that school factors also a significant barrier that includes a lack of technology and resources and inflexible schedules. But it can be concluded that most of the students' belief PBL can give positive effects for them and

some teachers stated that they would follow in-service training on how to apply PBL to give better implement PBL in their class.

Some research studies examining students' perceptions of PBL and its impact on the students. For instance, a study conducted by Sultan and Javaid (2018) stated that by applying PBL, it showed a positive attitude and the students enhanced many life skills such as social and communication skills, problem-solving skills, and collaboration skills. Different studies reported that through PBL, it could help the students to improve their English as provided more valuable language learning opportunities (Chang, 2014; Farouck, 2016; Liu, 2016). However, another research indicated that positive attitude changes and shows that PBL can give a chance for creativity, autonomy, group work, and performance of the students. In addition to the benefits, studies also provide useful insight into the challenges of implementing PBL in class (Aldabbus, 2018).

In investigating students' perceptions of PBL, many researchers have done many methodologies. Li et al. (2015) used a qualitative research method through reflective journals, questionnaires, surveys, and interviews with students in their research. Park (2015) doing an action research approach, triangulating written and oral student feedback, questionnaires, and interviews with Korean EFL students. Javaid & Sultan (2018) adopted a qualitative approach via accounts and student drawings to in-depth inquiry Pakistani undergraduate students perceive PBL. Many researchers of the previous study used questionnaires and interviews as the instrument to collect the data, and it has become a trend in this era. This paper used both qualitative and quantitative by using questionnaires and interviews to collect the data.

Thus, this study sought to investigate how undergraduate Indonesian EFL students perceived PBL in the Critical Reading class. Related to this, the research question asked is as follows:

1. What is the Indonesian college students' perceptions of the implementation of Project-Based Learning in the Critical Reading class?

METHOD
Participants

In this study, the participants were undergraduate students of Universitas Sebelas Maret who joined the Critical Reading class of the 4th semester at the English Education Department. Fourteen participants were divided into several groups and were given a project to examine and analyze an issue about K-pop critically. In the classroom, these students were required to complete the project as a team within five weeks.

Data collection and Analysis

This study will adopt a mixed method research design to gauge students' perceptions of the PBL. It includes both quantitative and qualitative data collection and analysis. The mixing of the method would provide beneficial and complementary information (Johnson & Crhistensen, 2012). The data collection for this study used questionnaires and interviews. The questionnaire consists of 10 questions used to see students' perceptions of PBL. After the data from the questionnaire were collected, three randomly participants were chosen to be interviewed to look for more information and clarifications based on the responses of the participants in the questionnaire. Thus, the interview participants had to give a "free commentary" (Secord & Peevers, 1974) on a few carefully constructed prompts on PBL.

Content analysis used to identify participants' patterns related to certain themes of their perspectives about implementation of PBL in the Critical Reading class. In content analysis, a sample of text is analysed and coded to be placed into different categories (Ezzy, 2002). The coding involves categorizing the data through words, phrases, sentences and comparing them to establish connections and create theoretical conclusions from them. To code all of the data from interviews, first, I went through all the transcripts, highlighting

major themes that the participants repeatedly mentioned. Then, I categorized the themes and analyzed the frequently of their appearance to get general patterns of the participants' view related to the implementation of PBL in the Critical Reading class. The most prevalent themes in the interviews included 1) the opinion of implementing PBL in the classroom, 2) the process of doing PBL tasks, 3) the benefits of using PBL in the classroom, 4) the difficulties of doing PBL tasks, 5) the suggestions about PBL implementation in the classroom. Because of the small-scale sample size, descriptive statistics used to analyze the collected participants data from questionnaires that served as the qualitative evidence. In addition, because the study was conducted in a university, for the interview sections, it was found that the difficulty is determined by the time and place with the participants to build a conducive interview situation.

FINDINGS
Description of the project

The Critical Reading Project took themes about Kpop, especially with the title "Is KPop a Real-Life Hunger Game?" The project goal is the students will apply the concepts they have learned in Critical Reading class to see why some people think that KPop is a real-life Hunger Games. It is focused only on the life of idols. The students were divided into five groups that consist of three students. The project took five weeks, and by the 18th of June 2018 or in the last meetings, the students will be presenting the final product or presenting the poster. Students will be graded on two criteria. The first grade is the process. It consists of group reports on how they work cooperatively and group processing sheets. The second grade is the product which includes reading reports and presentations. In the reading reports, the students write a summary about 1 or 2 paragraphs of each reading that they use to in the project. While in the presentation, the students create and present a poster reflecting their group research findings. The following table summarizes the projects that students completed in class.

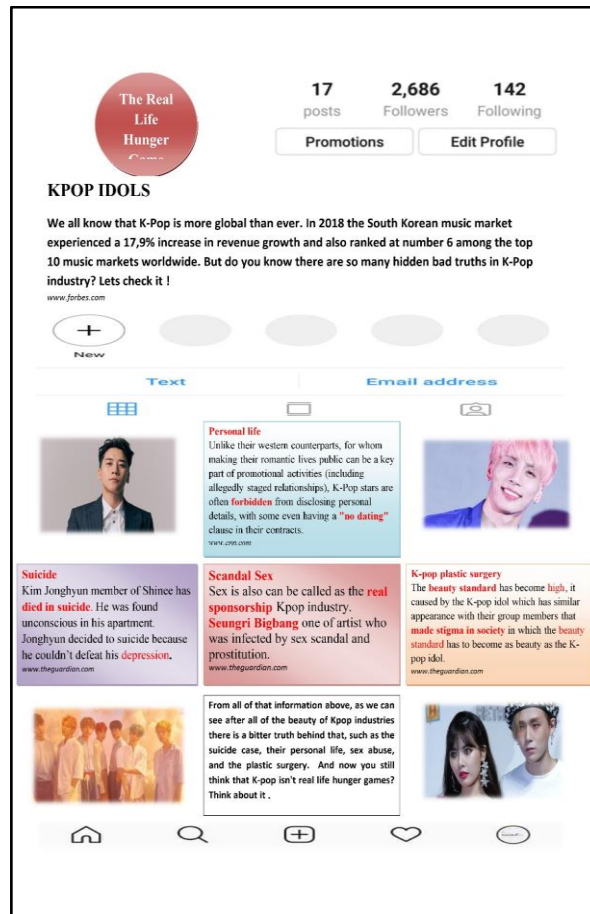**Table I.** Students' projects in Critical Reading class

Group	Title	Description
1	Is KPop a Real-Life Hunger Games?	This poster presents the dark side of Kpop. All of the beauty of K-Pop industries, there is a bitter truth behind that, such as the suicide case, their personal life, sex abuse, and plastic surgery.
2	Is KPop a Real-Life Hunger Games?	This poster presents two sides to Kpop. The dark side consists of scandal, sex and drugs, and pressure. Meanwhile, the positive side consists of collaboration and style.
3	Is KPop a Real-Life Hunger Game?	This poster presents two sides about Kpop. The negative side consists of k-pop idols that are prone to depression, prostitution and harassment, strict diet routines, plastic surgeries, and hectic schedules. And the positive side consists of introducing Korean culture, inspiring others with their working ethics, being in a community with the same interest, and using the fame and wealth for good deeds (charity, etc.)

| 4 | Being Kpop Idol, What Makes It Struggling? | This poster presents two sides about the negative sides and the positive sides of Kpop. The negative sides, such as scandals, extended training, mental illness, and beauty standards. While the positive sides such as popularity, world tour, and possible acting career. |
| 5 | K-Idols Life: Hard? | This poster presents two sides of idols life about the negative sides and the positive sides. The negative side examples are the tight competition, scandalous, eyes everywhere, complicated love life, beauty standard and mask. And the positive sides of the idols life are they can prove to everyone that education is essential and cum laude is possible and makes achievements in the industries. |

Most of the group in that poster presenting two sides about Kpop idols life, there are positive sides and negative sides. However, there is one group who is only showing one side about Kpop, especially on the negative sides. The facts that play a role in the poster provide a perspective that they still exist in the K-pop world are those who can survive in the K-pop industry. If they can't survive, they will be gone. So, the Kpop industry is a real-life hunger game.

In the Cooperative Learning aspect, the students learned the five pillars of the Cooperative Learning (CL) and placed CL as the main framework for the project. In the technology aspect, they learned how to create Canva Poster. In a content element, the students have read about KPop and found out how it is managed, created or maintained. In the Critical Reading aspect, students applied concepts of 1) trustworthiness of sources, 2) bias, 3) multiple perspectives, 4) author's purposes and craft in their reading and eventually come to their standing about the issues. The incentive of useful links to explore the articles such as from:

1. https://en.wikipedia.org/wiki/K-pop,
2. https://www.cbc.ca/news/entertainment/kpop-hard-life-1.4545627,
3. https://www.koreaboo.com/lists/8-disturbing-stories-trainees-kpops-dark-side/,
4. https://www.theguardian.com/music/2017/dec/18/kim-jong-hyun-shinee-star-diesamid-an-unforgiving-k-pop-industry.

Picture 1. Poster created by group 1

In the poster above, group 1 presents the hidden bad truths in K-Pop Industries. The first point is about their personal life. K-Pop stars are forbidden from disclosing personal details, with some even having a "no dating" clause in their contracts. The second point is about sex scandal. Sex can also be called as the real sponsor of Kpop industry. The fact took from cnn.com says that Seungri Bigbang one of an artist who was infected by sex scandal and prostitution. The third point is about K-Pop plastic surgery. The beauty standard has become high and is caused by the K-Pop idol which has similar appearance with their group members that made stigma in society in which the beauty standard has become as beautiful as the K-Pop idol. The last point is about suicide. Took from guardian.com says that Kim Jonghyun's member of Shinee has died in a suicide. He was found unconscious in his apartment. He decided to suicide because he couldn't defeat his depression.

Picture 2. Poster created by group 2

In the poster above, group 2 presents the negative side and the positive sides. The negative sides consist of three points. The first point is about the scandal. The scandal here takes two pieces of evidence from koreanboo.com and allkpop.com. Trainee Yoon Seobin kicked out from his entertainment because of his bad attitudes, and the other evidence is Hyuna and Edawn also kicked out of their entertainment because of dating. The second point is about sex and drugs. Taken from allkpop.com says that Seungri (ex BIGBANG) confessed his fault regarding the sexual harassment issue that happens in Burning Sun. And the third point is about pressure. Taken from cbc.ca the punishing pressures behind Kpop perfection by reducing communication with family and friends, add in extreme diet regimes and gruelling training schedules strictly monitored by management companies. The positive sides consist of two points. The first point is about the collaboration. It is taken from bbc.co.uk Blackpink collab with a western artist. The second point is about style. Taken from glamour.com says that Kpop idols infiltrated the front row at the most exclusive fashion shows around the world.

Students' Perspectives on the Implementation of Project-Based Learning

Several studies analyze PBL expectations of students and their effect on students. For instance, a study conducted by Sultan and Javaid (2018) said it showed a positive attitude by applying PBL, and the students improved many life skills in Pakistani undergraduate students. Different studies have documented that there is a positive connection between the use of PBL and the reading comprehension skills of the undergraduate of EFL students in Iraq (Kavlu, 2015). This study uses a mixed-method research design to gauge the perceptions of the PBL among students in critical reading class. It includes the collection and analysis of both quantitative and qualitative data. This

study conducts an interview to look more for data and clarity based on the respondents' answers to the questionnaire.

Opinions on the Implementation of PBL.

Chart 1 shows the opinions of the students on the implementation of PBL in critical reading class. The majority of the students indicated that they liked the implementation of PBL in the Critical Reading class. 42.9% of the students showed neutral response, another 42.9% of the students like PBL, and 14.3% of the students highly like Project-Based Learning in Critical Reading Class. It is indicated that almost no students thought that PBL is not a good approach to learn in the Critical Reading class. From another question in the questionnaire, most of the students also indicated that 57.1% of the students agree that they learned a lot from working on PBL in the Critical Reading class. This meant that almost no students thought when working through PBL, they are not able to understand more about what they are learning. They mentioned how through PBL, they learned how to work in a group and learned the content more deeply.

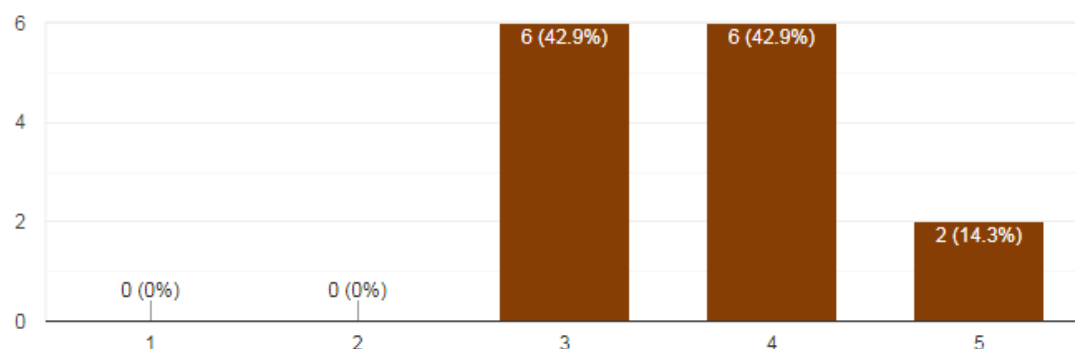## I like doing Project Based Learning in Critical Reading class.

14 responses

Chart 1. Students' opinion on the implementation of PBL

This research correlated well with the research from Sultan and Javaid (2018) did that said the positive attitude was demonstrated by the students when applying PBL. From the three students I interviewed, mostly they said that they like PBL because they like to work in a team, so feel free to share their opinions with their friends and also share the articles that they have read to discuss. However, there is also one student who said that they like PBL because PBL gives them opportunities to explore articles. One student said that,

"PBL can enhance my interest when joining a reading class because I like the topic. And the learning process became more meaningful because the teachers were giving freedom for their Kpop articles choices. I explored many articles on the internet and found many useful sites for this reading project."

Processes on the implementation of PBL

Chart 2 presents the process of PBL. In general, most of the students indicated that they enjoyed having the discussion, writing journal reflection and presenting their poster in Critical Reading. The most salient theme that 50% of students mentioned was they agree that they enjoyed the process in Project-Based Learning. This indicated that almost all the students thought that the process of PBL in the Critical Reading class is excellent and joyful. The process builds opportunities for the students to make an active role that allows them to explore the materials. They surf the internet in collecting the information for their

project work. Whereas, 14.3% of the students did not have a similar reaction. From another question in the questionnaire, most of the students also indicated that 71.4 % of the students agree that they like their teamwork towards PBL in the Critical Reading class. They discussed with other group members, shared their ideas, and shared their perspectives.
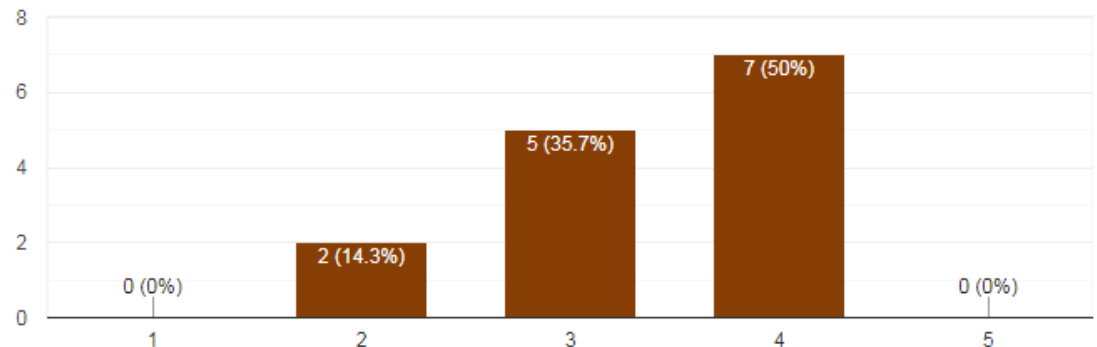

Chart 2. Students' perceptions on the discussing process, writing journal reflection and presenting the poster

This research correlated well with the literature stating that "The students' written feedback suggests that they enjoyed the PBL" (Neal et al., 2011, p.113). From the three students, I interviewed, mostly they said that they enjoy having the discussion, writing their journal reflection, and presenting their poster because their group members were active so that they can help each other and frequently discussed their progress about the articles they each read. However, there is also one student who didn't enjoy it because one of her group members wasn't active. One student said that,

"I worked together with my team members actually, but some of them weren't that active, so I needed to motivate them the whole time to get the work done. We barely discussed it with each other, and instead, we shared the links on the group chat. So I guess in my experience, it was not that effective. But it helped me though because I did the assignments by myself, I gave my opinions, and I 'researched' the idea of the project on my own, the memories are still with me even until now."

Benefits of the Implementation of PBL
Chart 3 shows that PBL made the students learn better. In general, most of the students indicated that they improve their critical reading through PBL in the Critical Reading class. 50% of the students are neutral, 35.7% of the students agree and 14.3% of the students who highly agree. This indicated that almost no students thought that PBL doesn't make the students' critical reading better. They learn better in critical reading aspects because they understand more about many concepts, such as the trustworthiness of sources, bias, multiple perspectives and author's purposes. From another question in the questionnaire, most of the students also indicated that 64.3 % of the students agree that PBL enhanced their motivation and their interest in reading class. Because most of them like K-Pop, they become more motivated and interested when joining the Critical Reading class. However, some students mentioned that they don't have any interest in the topic.

Project Based Learning made me learn critical reading better
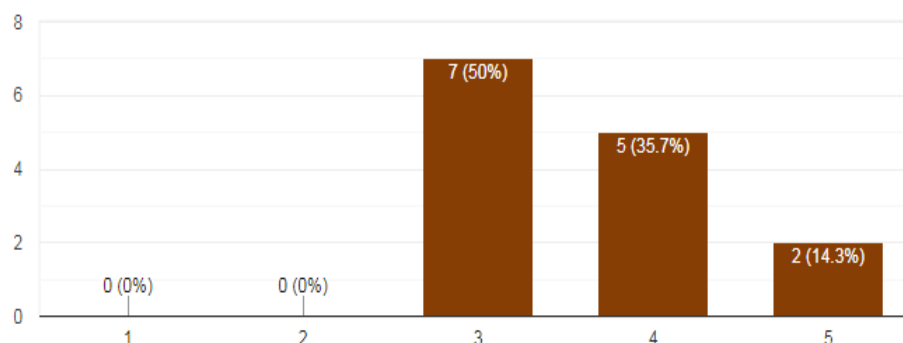
14 responses

Chart 3. Students' perceptions of critical reading improvement

This research is in line with the research from Syarifah & Emiliasari (2019) did, that believes PBL should be applied because it is not only to develop language skills but also to strengthen additional capabilities such as critical and creative thinking. From the three students I interviewed, mostly they said that PBL was beneficial to be applied in reading class. They said PBL enhances their critical reading, creativity and collaboration skills. One student said that,

"PBL can improve my critical reading skills because when we read a lot of articles, we must know whether it's good articles or not, bias or not, knowing the other members' perspectives, and author purposes well. And by making a poster, I know how to make and design it creatively and also how to present it. And also through this project, I have opportunities to discuss anything with my group, so by PBL, I learned how to work in a group as well."

Difficulties on the Implementation of PBL

Chart 4 presents the difficulties in the implementation of PBL in critical reading class. In general, most of the students indicated that they worked only focusing on finishing the project. 35.7% of the students are neutral, 28.6% of the students agree, and 14.3% of the students highly agree. Whereas, 21.4% of the students did not have a similar reaction. This indicated that almost all the students have difficulties while doing the project in the Critical Reading class. Some students said that they have difficulty in finding useful articles and finding trustworthy sources. In contrast, from another question in the questionnaire, most of the students indicated that 64.3 % of the students disagree about the limited time while doing the project, while 28.5% answered otherwise. This suggested that the duration taken in completing the reading project is not time-consuming.

I worked only focusing on finishing the project rather than learning from the process of carrying out the project
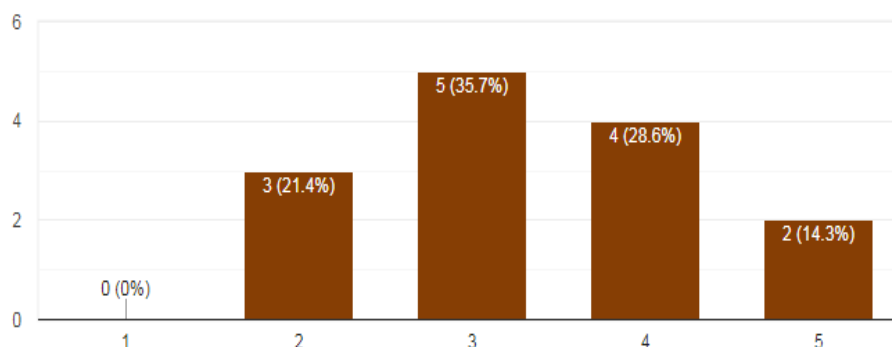
14 responses

Chart 4. Students' perceptions of whether they only focusing on finishing the project or learning of the process

This result is suitable for the findings of a study on the students at UNSW (Neal et al., 2011). From the three students I interviewed, mostly they said that the articles that must be read are too much in this project so sometimes they feel bored. One student said that,

"Actually, I am not a fan of KPop so when I read so many of the articles, I am a little bit confused to understand something new that is KPop idols life. And also every article that we have read, we must write the journal reflection. There are so many things to do in this project, the same activity every week, and it makes me bored."

Suggestions on the Implementation of PBL

Chart 5 shows suggestions about the implementation of PBL in critical reading class. In general, there are two groups of students' thoughts. That the first is 28.6% of the students mentioned PBL needs to be done in every class because it made the student learn better. The second one is another 28.5% of the students said that PBL doesn't need to be done in every class because PBL was challenging for them, whereas 42.9% of the students are neutral. This indicated that there is a balance between students who agree if PBL needs to be done in each class and students who don't agree. From another question in the questionnaire, most of the students also indicated that 57.2 % of the students agree that PBL should be taught in collaboration with another concept of learning. With the cooperation of another concept of learning when implementing PBL, it can interest the students because the lecturer wouldn't give the same activity every week.

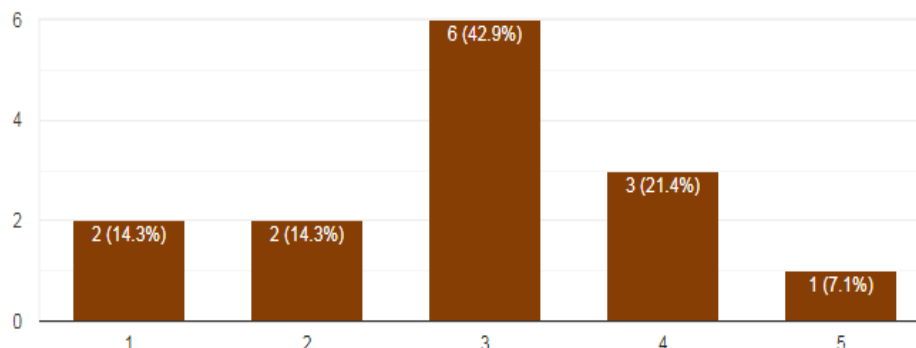Project Based Learning needs to be done in every class.

14 responses

Chart 5. Students' suggestions on whether PBL should be done in every class or not.

From the three students I interviewed, none of the students needed PBL applied in every class because they said that not every subject is suitable if implemented with PBL learning concept. So that they think PBL shouldn't be applied in every class. One student said that,

"In my opinion, there are some subjects that are not suitable if given the PBL concept. And also, for example, all subjects use the PBL concept, so that later it can make students confused and at the same time make the learning process became not effective. Then students can't think individually and depend on their friends in the group."

In general, these results have, thus, shown us an example of PBL practice in critical reading class and how students thought about its implementation and improvement. While the use of case studies in previous research was still not able to capture it comprehensively, the use of mixed methods in this study, in forms of survey and interviews, allowed me to go deeper on a certain theme appearing saliently in the data analysis process. From the results, it implies the need for teachers to continue to teach and develop this reading project in critical reading class as it gives students a lot of experience in teamwork, creativity, and communication which are indispensable skills in the 21st century. However, given the limitation of time in this study, this study was done after the class session ended. Therefore, a more ethnographic or classroom action-oriented inquiries still needs to be done in future research to capture the dynamics of the activities in the classroom better.

DISCUSSION

The primary purpose of this study was to examine students' perceptions of Project-Based Learning implementation in the classroom. Previous research mostly said that PBL was beneficial for students, such as enhancing their skills in team-working, creativity, and communication skills. Specifically, in the reading class said that PBL could improve their reading comprehension ability (Kavlu, 2015). However, there is still a lack of research perceptions of PBL in Indonesia, especially in the Critical reading class and collected data to determine if PBL has positive impacts on students learning in public colleges. This study has a different focus from other previous research, so the findings are also different. For instance, Kavlu (2015) held a detailed study with one experimental and one control EFL learners' groups in Iraq. The study has a focus on reading comprehension, so the effect found from the findings was on the reading comprehension ability only. Meanwhile, this

study has differences in the findings because I used mixed-method to collect the data, the effects found from the findings were complete information that prominently in the process of data analysis. Previous studies see the results of the impact of students using PBL in reading class but in my study, see the results based on students' perceptions in using PBL in critical reading class. In this study, students indicated that they like PBL implementation in the classroom. This is in line with what has been stated by Sultan and Javaid (2018) in their findings, indicating that learners hold a positive and good attitude concerning PBL. Likewise, students also reported that they learn a lot from PBL implementation in the classroom. This is in line with what has been stated by Greineer (2018) that many students assume that through PBL they learned more about the content.

Most of the students in this study indicated that they like their teamwork, enjoy having the discussion, writing journal reflection and presenting their poster. In other words, through PBL, they learn collaborative work with enjoyment teaching and learning process. This is in line with Kimseisiz, Dolgunsoz, and Konca (2017) who said that during the phase of teaching and learning in PBL, it encourages the active participation and cooperation of students. Like other studies, Bell (2010) assumed that each student would contribute equally to the project when they worked collaboratively. And according to Musa et al. (2010) argued that the process of creating the product by a presentation and written report required in students' project could make the learning process more meaningful.

The majority of them in this study indicated that they learn critical reading better. These results are consistent with the findings by Syarifah & Emiliasari (2019) argue that PBL should be applied because it is not only to enhance language skills but also further skills such as critical and creative thinking. Likewise, students also indicated that PBL enhances their motivation and interest in the classroom by implementing PBL. According to Farouck (2016), PBL increased motivation for students. Like other studies (Greineer, 2018) argued that students have found more exciting and engaging with a PBL approach than the traditional approach. This research is, therefore, in line with the previous research.

The result of the study revealed that the majority of the students also indicated that they worked only to complete the project rather than to learn from the process of the project. As a result, those who were only finishing the project weren't responsible for their group. This issue may be because it's too much gaining and searching for good articles, so that made students getting bored and then only oriented to finishing the project. In other words, because of the many tasks that must be fulfilled by students, they only focus on completing assignments according to deadlines. These results are suitable for the findings of a study on the students at UNSW (Neal et al., 2011).

In this study, most of the students indicated that PBL is essential and appropriate to be conducted in class. However, based on the data, students assumed that PBL doesn't need to be applied in every class because they think not every subject would be suitable with PBL learning concept and also became wouldn't be effective. And also when every subject was thought of with PBL, it can make students don't all gain the same knowledge. Students can't think individually because most often PBL is done in group. So, there is the possibility for inequality. That there has been no previous research that examined it so that it becomes a new finding. Likewise, students in this study also commented that PBL should make collaboration with another concept of learning. This result is consistent with Aldabbus (2018, p.77) explained that "PBL should be taught along with problem-based learning, inquiry-based learning, and task-based learning."

CONCLUSION

The initial research question of this study focused on Indonesian undergraduate students' perceptions of the implementation of PBL in critical reading class. These results have, thus, shown us an example of PBL practice in critical reading class and how students thought about its implementation and improvement. While early studies primarily focused on reading comprehension only, this study focused on belief on the Implementation of PBL

of undergraduate students in Indonesia, especially in Critical Reading Class. This topic is still relatively rare to be discussed in Indonesia, so the researcher tried to conduct this study to get more in-depth on a specific theme appearing saliently in the data analysis process.

I have shown how the students' reception and perceptions of the PBL were positive and encouraging in critical reading class. The result also showed that the students enjoy using PBL in critical reading class. The reading project's participants who completed the questionnaire considered the activity favorably and confirmed that they benefited significantly. There are two significant benefits. The significant academic benefits were PBL enhanced students' critical reading skills and a more in-depth understanding of the subject matter. Whereas, the significant non-academic benefits include enhanced cooperation, creative and communication skills. This finding added support for the results of previous study, Sultan & Javaid (2017) stated that by applying PBL, it showed a positive attitude and enhanced many life skills such as social and communication skills, problem-solving skills, and collaboration skills of the students.

There is evidence demonstrated by this study that PBL was challenging for students as well. It showed that the students do many tasks and become bored because of the same activity every week. As a result, most of the students dominated to work only focusing on finishing the project rather than learning from the process of carrying out the reading project. Lastly, the findings of the study suggest that PBL shouldn't be applied in every class because not every subject was suitable with the PBL learning concept. And also suggest that PBL should be taught in collaboration with another concept of learning, such as Task-Based Learning, Problem Based learning, etc. This study gives us new insight on the dynamics of PBL implementation in the Critical Reading class and enriching knowledge in general and research references in English Language Teaching (ELT) in particular, as well as motivation in developing and implementing innovative English learning. Practically, the need for teachers to continue to teach and develop this reading project in critical reading class as it gives students a lot of experiences in teamwork, creativity, and communication which are the essential skills in the 21st century. Further research needs to be done to look at classroom dynamics and the process of guiding students to complete the projects using classroom-based research methodologies, such as ethnography and classroom action research.

REFERENCES

Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House*, 83, 39-43. doi: 10.1080/00098650903505415

Brown, H.D. (1994), Teaching by Principles: An Interactive Approach to Language Pedagogy, Vol. 1, Prentice-Hall Regents, Englewood Cliffs, New Jersey, NJ, p. 994.

Donna, M. (1998). Project-Based Learning for adults English language learners", available at www.eric.ed.gov/ERICweb/portal/home (accessed August 15, 2007)

Ezzy, D. (2002). Qualitative analysis : Practice and innovation. *Routledge*, London.

Farouck, I. (2016). A project-based language learning model for improving the willingness to communicate of EFL students. *Journal of Systemics*, 14(2), 11-18.

Grant, M.M. (2002). Getting a grip on project-based learning: theory, cases and recommendations. *Meridian: A Middle School Computer Technologies Journal*, 5(1), p.83.

Greenier, V. T. (2018). The 10Cs of project-based learning TESOL curriculum. *Innovation in Language Learning and Teaching,* doi: 10.1080/17501229.2018.1473405

Johnson, B. and Christensen, L. (2012). Educational research: Quantitative, qualitative and mixed approaches (4th ed.). *Thousand Oaks,* US: Sage publications.

Kavlu, A. (2015). The Effect of Project-Based Learning on Undergraduate EFL Students' Reading Comprehension Ability. *Journal of Education in Black Sea Region*, 1(1), 39-44, doi: 10.31578/jebs.v1i1.8

Kimsesiz, F., Dolgunsoz, E., & Konca, M. Y. (2017). The Effect of Project-Based Learning in Teaching EFL Vocabulary to Young Learners of English: The Case of Pre-school Children. *International Journal of Languages Education and Teaching,* 5(1), 426–439.

Li, D., Zhang, C. & He, Y. (2015). Project-based learning in teaching translation: students' perceptions. *The Interpreter and Translator Trainer,* doi: 10.1080/1750399X.2015.1010357

Musa, F., Mufti, N., Latiff, R.A., & Amin, M.M. (2011). Project-based learning: promoting meaningful language learning for workplace skills. *Procedia Social and Behavioral Science,* 187-195. doi: 10.1016/j.sbspro.2011.05.027

Neal, P.R., Ho, M., Fimbres-Weihs, G., Hussain, F. & Cinar, Y. (2011). Project-based learning for first-year engineering students: design of CO2 sequestration. *Australasian Journal of Engineering Education,* 17(2), 101-118.

Pereira, M. et al. (2017). Application of Project-Based Learning in the first year of an Industrial Engineering Program: Lesson learned and challenges. Production, 27(spe),e20162238, 2017. doi: 10.1590/0103-6513.223816

Quesel, C., Moeser, G., & Burren, S. (2015). Project-based learning in mini-companies. Student perceptions of 'Young Enterprise Switzerland'. *Journal of Business Administration and Education,* 7(2).

Saban, A. (2018). Project-based Learning: Implementation and Challenges. International Journal of Education, *Learning and Development*, 6(3), 71-79.

Secord, P.F., & Peevers, B.H. (1974). The development and attribution of person concepts, in Mischel, T. (Ed.). *On Understanding Persons*, Basil Blackwell, Oxford.

Seet, L.Y.B. & Quek, C.L. (2010), Evaluating students' perceptions and attitudes toward computer-mediated project-based learning environment: a case study, *Learning Environment Research*, 13(2), 173-185.

Solomon, G. (2003), Project-based learning: a primer, *technology and Learning-Dayton*, 23(6), p.20

Stroller, F.L. (1997). Project work: a mean to promote language content, *ELT*, Forum, 35(4), p. 2, available at http//exchange.state.gov/forum/vols/vol35no/4/p2/html (accessed June 30, 2007)

Sultan, S. & Javaid, S. (2018). Pakistani undergraduate students' perceptions of project-based learning in the English composition course. J*ournal of Applied Research in Higher Education*, 10(3), 217-229. doi: 10.1108/JARHE-11-2017-0135

Sultana, M. & Zaki, S. (2015). Proposing Project-based learning as an alternative to traditional ELT pedagogy at public colleges in Pakistan. *International Journal for Lesson and Learning Studies*, 155-173. doi: 10.1108/IJLLS-09-2013-0049

Syarifah, E. F., & Emiliasari, R. N. (2018). Project-based learning to develop students' ability and creativity in writing narrative story. *Indonesian EFL Journal*, 5(1), 85-94. doi: 10.25134/ieflj.v5i1.1627.

Thomas, J. W. (2000). A review of research on PBL. San Rafael, CA. http://www.bobpearlman.org/BestPractices/PBL_Research.pdf. Accessed 30 January 2015

Torres, V & Rodriguez, G (2017). Increasing EFL Learners' Oral Production at a Public School Through Project-Based Learning. *Issues in Teachers' Professional Development,* 19(2), 57-71. doi:10.15446/profile.v19n2.59889