Investigating Senior High School Teachers' and Students' Perceptions on Project-Based Learning in English Class

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Abstract

This study focused on the teachers' and students' perceptions toward the implementation of Project- Based Learning in English class that was conducted at senior high school one of Luwu Timur. Mixed method was used to derive quantitative and qualitative data from surveys, an interview, and observational data. The research was mixed method that used quantitative and qualitative data. The instruments were questionnaire and interview to examine the students' and teacher's perceptions. The participants included 3 teachers and 13 students of exact class. This research was conducted for 3 months in which the teachers implemented projects in the classroom. The results showed that the teacher had a positive experience implementing Project Based Learning in teaching English as foreign language. Moreover, the teacher also found that Project- Based Learning was an effective way and successful in teaching English since the teacher can motivate the students to learn English. Furthermore, the students also supported that they were happy and enjoy when they learned English. Their considered the PjBL method to be successful, likable, and an effective way to learn English. In sum up, Project- Based Learning was the solution to make the process of learning English more effective and meaningful for senior high school students. This research supports the implementation of Project- Based Learning in an EFL context at SMAN 1 Luwu Timur.

Introduction

Learning English not only focuses on the four skills (listening, speaking, reading, and writing), but also other elements that are as important as the skills themselves, and one of them is the ability to be social. According to (Rusdiah, 2017), social skills are integrated through classroom management, course materials, and teaching methods. One of the methods that promote social skills is project-based learning. Project-based learning (PBL) is an instructional model that is based on the constructiveness approach to learning, which entails the construction of knowledge with multiple perspectives within a social activity and allows for self-awareness of learning and knowing while being context-dependent as stated by Tamim & Grant (2013). Sudiyasa (2014) reveals that PBL is a form of learning that focuses students on real-life problems, teacher's roles present the problems, asks questions and facilitates investigation. Therefore, the PBL model is learning model that helping learners to develop activeness in activities investigations in an effort to solve the problem (Sari, 2012), constitute one of the learning models that allows students to develop critical thinking skills (Suratman, 2014). In the implementation of online learning at schools, studies have been conducted and focused by the researchers, mostly on implementing the methods (Rozenfeld, 2017), (Rustan et al., 2016). However, having further studies on the perceptions of the first-hand teachers and students can be said to be relatively minimal.

Based on the several teachers and students involved in online teaching and learning, each of them has different views. For example, Dong, Simin & Hui (2020) stated in their research that they had some concerns about the application of online learning, especially on attendance online. Based on the outcomes obtained from the study conducted by Gilakjani (2015), it was proposed that in order to perceive how computers are effectively applied by teachers, it is essential to investigate the teachers' beliefs and attitudes and the other external factors such as computer support that may affect their computer use. Nevertheless, not only the teachers' perspectives are needed but also the exploration from the students' point of view is essential.

Another sample of online learning for learners and teachers on the pedagogical aspect is that, "Pedagogical patterns must be different in virtual classrooms. In the virtual classroom, the educator is more like a moderator and consultant, and lessons cannot be arranged as in a physical classroom. Therefore, learning, especially guidance and feedback, should be given in a different way "(Ferri, Patrizia & Tiziana, and 2020:8).

Based on point of view of Kotler (2005, p. 216) Perception is a process that used by individuals to select, organize, and intervene input information to create a meaningful picture of the world.

Process perception will be preceded by a stimulus that hits our senses and a stimulus that giving rise to perception can take various forms, as long as it is something which directly hits our five senses, like everything that can be kissed, everything that can be seen, everything that can be heard, and everything palpable. The researcher uses the term Perception. In other words, Perception is a conceptual framework, a device of assumptions, a device of value, and a device of ideas that influence our perception and influence our actions in those situations.

In seeking to determine the perception of implementing PjBL in the class, the parameter that will be used is from the Indonesian Qualification Framework (IQF). Based on the Ristekdikti booklet, the Indonesian Qualification Framework is an instrument for leveling the qualifications and competence of Indonesia's manpower. These qualifications can identify whether the methods of PjBL are officious in the class. In this study, there are three levels of descriptors that will be used to point out the efficacy of the PjBL, which are Levels 4, 5, and 6. These levels are chosen because they are the levels for undergraduate students and the subjects of this study are in undergraduate level study.

An investigation of the ICT skills and knowledge needs of teachers working in Scotland was therefore commissioned by the Scottish Office and completed by the authors. This paper reports on that study, indicating relatively low use of ICT and a number of key issues which have implications for teacher training and development (Taguma et al., 2012). Therefore, it is important to have a further look into the perceptions of the surroundings of the Senior High School teachers and students.

Knowing the perceptions of teachers and students is very important. This perception has a function to find out the implementation of the PjBL is officious during the online class and also to find out the problems that occur during online learning as well as to have a different understanding of various teachers and students, which leads to solving the issues.

Based on the findings of the previous research, the author may infer that the study by using PjBL in English class is based on teacher's and student's perceptions, Aside from this critical viewpoint, there are several issues that have previously been identified as necessitating a study to identify and analyze teachers and students perspectives on   project-based learning in online learning in order to look at problems in conducting   project- based learning and find out the solutions in order to improve learning quality.

Methods

This research applied mixed methods. The methods focused on combining quantitative and qualitative approaches. It was utilized because the researcher intended to better comprehend, explain, or create the research findings from a different perspective (Creswell, 2014, p. 215). This method was created using a sequential explanatory strategy. According to Morse, "usually used to explain and

interpret quantitative results by collecting and analyzing follow-up qualitative data," the sequential design was "used to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data" (Creswell, 2009, p. 220). It can be especially useful when unexpected results arise from a quantitative study. Here the quantitative method was embodied in collecting data through five points Likert scale survey and qualitative method was embodied in data collection by interview.

Qualitative researchers collect descriptive-narrative and visual-non numerical data to gain insights into the phenomena of interest (Gay. et.al, 2012). This study applied purposive sampling technique. According to Gay, Tremblay, & Airasian (2012, p. 141) "purposive sampling refers to as judgment sampling, is the process of selecting a 3334 sample that is believed to be representative of a given population. In other words, the researcher selects the sample using her experience and knowledge of the group to be sampled". The subjects of this study will be two different categories, which consist of four experienced teachers and twelve students. These people will be given serious interviews to investigate their views in relation to the efficacy of project- based learning method used in the classroom. Experienced Senior High School teachers and students will be chosen based on their impression in using project- based learning in their classroom at senior high school one of Luwu Timur. The use of qualitative method provided a clear picture of teachers' and students' perceptions on the use of project- based learning in teaching and learning English. After obtaining teachers' total percentage of perception scores, the researcher categorized them into intervals. It was utilized to determine the answer's interpretation. The categorization of intervals for the response was calculated using the Hamburg method described in Yunita (2004:17).

The Following is a description of the interval and categorization of respondents' scores.

Table 1 the Interval of Respondents' Score

Interval	Category
80 – 100%	Strongly Positive
60 – 79%	Positive
40 - 59%	Neutral
20 – 39%	Negative
0 – 19%	Strongly Negative

Results and Discussion

This chapter particularly presents the research findings and their discussion. The findings of this research cover the description of the results of data collected.

The discussion will describe the interpretation of the findings. The questionnaire and interview results consist of two participants categories they are teachers and students. The results of the questionnaire about the teacher's and students' perceptions was mixed because on the same indicators.

Findings

The findings of the research show the results of the questionnaire and interview analysis to answer the research questions. The research questions are: 1). How are the senior high school teacher's and student's perceptions on project-based learning in English Class? 2). How are the project- based learning conducted in English class? 3). How to solve the senior high schools' teacher's and student's problems when conducting project- based learning in English Class?

1. The senior high school teacher's and student's perceptions on project-based learning in English Class

The first research question inquired about the teacher's and student's perceptions of PjBL on project-based learning at SMAN I Luwu Timur and it's answered in the descriptions of questionnaire results. To meet this end, researcher distributing 45 open questions on survey for the teachers and students by using Google-form and observational data were collected. Data questionnaire was conducted on November 1st 2022 until January 1th 2023. It is designed to help the writer to get more information about teacher's and students' responses toward implementation of project- based learning in English class.

After obtaining teachers' total percentage of perception scores, the researcher categorized them into intervals. It was utilized to determine the answer's interpretation. To find out the students' perception of project-based learning, the data are scored quantitatively using the following data interval:

a. Teachers Survey of Questionnaire Results

The data are describe following the components of project-based learning proposed by Aldabbus (2018) and Kemendikbud (2015) and organized based on the indicators on the evaluation format. The data of the research was taken from 3 teachers and 10 students, they are representative informants of Senior high school one of Luwu Timur. The explanation of each indicator is given below taking the name of the indicator as the headings. Based on the data analysis from the questionnaire of teacher's and student's perceptions, it was found that the perception on the implantation PjBL method in their English learning is Strongly Positive. It can be seen from the results data description below:

Table 1.1. Questionnaire data descriptions of teachers' perceptions on PjBL in English class.

No	Questionnaire	Frequency of Responses					Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)	
Q1	I use laptop during virtual learning.	1(33,3%)	2(66,7 %)	0%	0%	0%	Positive
Q2	I use hand phone during virtual teaching.	1(33,3%)	1(33,3%)	0%	1(33,3%)	00%	Positive
Q3	I use computer during virtual teaching.	1(33,3%)	1(33,3%)	1(33,3%)	0%	0%	Positive
Q4	I use earphone/ headset/ headphone during virtual teaching.	1(33,3%)	1(33,3%)	0%	1(33,3%)	0%	Positive
Q5	I use speaker during virtual teaching.	1(33,3%)	2(66, 7%)	0%	0%	0%	Positive
Q6	I use Wi-Fi during virtual teaching.	2 (66,7%)	1(33,3%)	0%	0%	0%	Positive
Q7	I use data during virtual teaching.	1(33,3%)	2 (66,7%)	0%	0%	0%	Positive
Q8	Student's writing proficiency is increased	1(33,3%)	2 (66,7%)	0%	0%	0%	Positive
Q9	Student's reading proficiency is increased.	1(33,3%)	2(66, 7%)	0%	0%	0%	Positive
Q10	Student's speaking proficiency is increased.	1(33,3%)	2(66, 7%)	0%	0%	0%	Positive
Q11	Student's listening proficiency is increased.	1(33,3%)	2 (66,7%)	0%	0%	0%	Positive
Q12	Overall student's English proficiency is increased.	1(33,3%)	2(66, 7%)	0%	0%	0%	Positive

Q13	Students have no difficulty in reading articles	1(33,3%)	2(66, 7%)	0%	0%	0%	Positive
Q14	Students have no difficulty in writing their content knowledge.	1(33,3%)	2 (66,7%)	0%	0%	0%	Positive
Q15	I have no difficulty in orally expressing my content knowledge.	0%	3(100%)	0%	0%	0%	Positive
Q16	Generally, I can understand most in project- based Learning method.	1(33, 3%)	2(66, 7%)	0%	0%	0%	Positive
Q17	Teacher use different methods in instructing in the class.	2 (66,7%)	1(33, 3%)	0%	0%	0%	Positive
Q18	I prefer native English-speaking teachers to teach using project- based Learning method.	1(33, 3%)	2 (66,7%)	0%	0%	0%	Positive
Q19	I prefer Indonesian Teacher to teach using project-based Learning method.	1(33, 3%)	1(33, 3%)	1(33,3%)	0%	0%	Positive
Q20	I chose this program because I am interested.	1(33, 3%)	2(66,7%)	0%	0%	0%	Positive
Q21	My parents persuaded me to study using project- based Learning method.	1(33,3%)	2(66,7%)	0%	0%	0%	Positive
Q22	English is used more than 60% in virtual learning.	0%	2(66,7%)	1(33,3%)	0%	0%	Positive
Q23	I am satisfied with Teacher's assessment in virtual learning.	1(33, 3%)	2 (66,7%)	0%	0%	0%	Positive
Q24	I prefer Teacher teaches in project- based Learning method.	0%	3(100%)	0%	0%	0%	Positive
Q25	I prefer student's group discussion in project- based Learning method.	1(33, 3%)	2 (66,7%)	0%	0%	0%	Positive

Q26	I prefer student's individual oral presentation in project-based Learning method.	0%	3 (100%)	0%	0%	0%	Positive
Q27	I perceive native English-speaking Teacher to be more capable of teaching by using project- based Learning method.	1(33, 3%)	1(33, 3%)	1(33,3%)	0%	0%	Positive
Q28	I perceive Indonesian Teacher to be more capable of teaching using project-based Learning.	1(33, 3%)	1(33, 3%)	0%	1(33,3%)	0%	Positive
Q29	Students show high involvements in virtual learning using project-based Learning method.	1(33, 3%)	2(66, 7%)	0%	0%	0%	Positive
Q30	Students need no extra English courses to increase theirEnglish ability.	0%	0%	1(33,3%)	0%	2(66,7%)	Positive
Q31	Students need extra English courses to increase their English ability	2(66, 7%)	1(33, 3%)	0%	0%	0%	Positive
Q32	Project- based Learning method increases the students' motivation of learning English.	1(33, 3%)	2(66, 7%)	0%	0%	0%	Positive
Q33	I prefer to use Bahasa Indonesia in teaching.	1(33,3%)	2(66, 7%)	0%	0%	0%	Positive
Q34	I have difficulty in teaching using project- based by virtual learning.	0%	0%	2(66,7%)	1(33,3%)	0%	Positive
Q35	Project- based Learning method helps students think in English.	2(66, 7%)	1(33, 3%)	0%	0%	0%	Positive
Q36	I tend to convert Bahasa Indonesia into English in the class.	1(33, 3%)	1(33, 3%)	1(33,3%)	0%	0%	Positive
Q37	I significantly use different methods in teaching.	2(66, 7%)	1(33, 3%)	0%	0%	0%	Positive
Q38	Project- based Learning method can increase	1(33, 3%)	2(66, 7%)	0%	0%	0%	Positive

	student's motivation of learning content subjects.		7%)				
Q39	I need to use Bahasa Indonesia timely to teach with project- based Learning method whenever needed.	1(33, 3%)	1(33, 3%)	0%	1(33,3%)	0%	Positive
Q40	Project- based Learning method is beneficial to my future job.	2(66, 7%)	1(33, 3%)	0%	0%	0%	Positive
Q41	Students prefer Teachers to provide immediate linguistic feedback on language errors.	1(33, 3%)	2(66, 7%)	0%	0%	0%	Positive
Q42	I intentionally use simplified English to teach using project- based Learning.	0%	3(100%)	0%	0%	0%	Positive
Q43	My family believes project-based Learning method is beneficial to my future job.	1(33, 3%)	2(66,7%)	0%	0%	0%	Positive
Q44	Generally, I like this project-based Learning method.	1(33, 3%)	2(66,7%)	0%	0%	0%	Positive
Q45	I would recommend this project- based Learning method to others.	1(33, 3%)	2(66,7%)	0%	0%	0%	Positive
	Total Resp.	**45**	**74**	**8**	**5**	**2**	**135**
	Total Score	**225**	**296**	**24**	**10**	**2**	**557**

Based on the table above, it showed that almost teachers stated that they feel enjoy to teach English by using project- based learning (PjBL). It's showed from their overall good responds of implementation of project-based learning method in their English class; with most of them was choice Agree (74%) of 45 items. By analyzing the results of questionnaire that have been distributed on Goggle form, the researcher found implementation of project- based in a good perception. The teachers felt that the PjBL method was *mostly successful*. The teachers thought that the project was an e*xtremely effective* way to learn English. And overall, it can be concluded that the teacher *extremely liked* using PjBL in the classroom. The

researcher formulated the statements of questionnaire related to the perceptions of project- based learning in English class of SMAN 1 Luwu Timur, so this perceptions result is positive category.

b. Student's Survey of Questionnaire Results

The surveys were given to students upon completed the questionnaire in the liker scale form. Students' participants were allowed to answer closed response questions in Google form. These answers could be seen on the table below:

Table 1.1. Questionnaire data descriptions of students' perceptions on PjBL in English class.

No	Questionnaire	Frequency of Responses					
		SA (5)	A (4)	N (3)	D (2)	SD (1)	Category
Q1	I use laptop during virtual learning.	2 (18,2%)	3(27,3%)	3(27,3%)	3(27,3%)	0%	Positive
Q2	I use hand phone during virtual teaching.	9 (81,8%)	2(18,2%)	0%	0%	0%	Positive
Q3	I use computer during virtual teaching.	1(9,1%)	1(9,1%)	2(18,2%)	5(45,5%)	2(18,2%)	Positive
Q4	I use earphone/ headset/ headphone during virtual teaching.	0%	5(45,5%)	4(36,4%)	2(18,2%)	0%	Positive
Q5	I use speaker during virtual teaching.	1(9,1%)	5(45,5%)	1(9,1%)	4(36,4%)	0%	Positive
Q6	I use Wi-Fi during virtual teaching.	4(36,4%)	3(27,3%)	2(18,2%)	0%	2(18,2%	Positive
Q7	I use data during virtual teaching.	5(45,5%)	1(9,1%)	4(36,4%)	1(9,1%)	0%	Positive
Q8	Student's writing proficiency is increased	2(18,2%)	6(54,5%)	3(27,3%)	0%	0%	Positive
Q9	Student's reading proficiency is increased.	1(9,1%)	7(63,3%)	3(27,3%)	0%	0%	Positive

Q	Statement					
Q10	Student's speaking proficiency is increased.	1(9,1%)	7(63,6%)	2(18,2%)	1(9,1%)	0%	Positive
Q11	Student's listening proficiency is increased.	1(9,1%)	6(54,5%)	4(36,4%)	0	0%	Positive
Q12	Overall student's English proficiency is increased.	0%	5(45,5%)	5(45,5%)	1(9,1%)	0%	Positive
Q13	Students have no difficulty in reading articles	0%	5(45,5%)	4(36,4%)	2(18,2%)	0%	Positive
Q14	Students have no difficulty in writing their content knowledge.	0%	7(63,6%)	3(27,3%)	1(9,1%)	0%	Positive
Q15	I have no difficulty in orally expressing my content knowledge.	1(9,1%)	7(63,6%)	3(27,3%)	0%	0%	Positive
Q16	Generally, I can understand most in project- based Learning method.	0%	10(90,9%)	1(9,1%)	0%	0%	Positive
Q17	Teacher use different methods in instructing in the class.	2(18,2%)	4(36,4%)	4(36,4%)	1(9,1%)	0%	Positive
Q18	I prefer native English-speaking teachers to teach using project- based Learning method.	1(9,1%)	7(63,6%)	3(27,3%)	0%	0%	Positive
Q19	I prefer Indonesian Teacher to teach using project- based Learning method.	0%	7(63,6%)	4(36,4%)	0%	0%	Positive

Q20	I chose this program because I am interested.	0%	8(72,2%)	3(27,3%)	0%	0%	Positive
Q21	My parents persuaded me to study using project-based Learning method.	0%	8(72,2%)	2(18,2%)	1(9,1%)	0%	Positive
Q22	English is used more than 60% in virtual learning.	0%	6(54,5%)	3(27,3%)	2(18,2%)	0%	Positive
Q23	I am satisfied with Teacher's assessment in virtual learning.	0%	6(54,5%)	3(27,3%)	1(9,1%)	1(9,1%)	Positive
Q24	I prefer Teacher teaches in project- based Learning method.	0%	6(54,5%)	5(45,5%)	0%	0%	Positive
Q25	I prefer student's group discussion in project-based Learning method.	1 (9,1%)	7(63,6%)	3(27,3%)	0%	0%	Positive
Q26	I prefer student's individual oral presentation in project-based Learning method.	3 (27,3%)	6(54,5%)	2(18,2%)	0%	0%	Positive
Q27	I perceive native English-speaking Teacher to be more capable of teaching by using project- based Learning method.	0%	7(63,6%)	4(36,4%)	0%	0%	Positive
Q28	I perceive Indonesian Teacher to be more capable of teaching using project-based Learning.	0%	7(63,6%)	4(36,4%)	0%	0%	Positive
Q29	Students show high involvements in virtual learning using project-based Learning method.	0%	8(72,2%)	3(27,3%)	0%	0%	Positive

Q30	Students need no extra English courses to increase their English ability.	1(9,1%)	0%	5(45,5%)	2(18,2%)	3(27,3%)	Positive
Q31	Students need extra English courses to increase their English ability	3(27,3%)	4(36,4%)	3(27,3%)	1(9,1%)	0%	Positive
Q32	Project- based Learning method increases the students' motivation of learning English.	0%	7(63,6%)	4(36,4%)	0%	0%	Positive
Q33	I prefer to use Bahasa Indonesia in teaching.	0%	8(72,2%)	2(18,2%)	1(9,1%)	0%	Positive
Q34	I have difficulty in teaching using project-based by virtual learning.	0%	7(63,6%)	3(27,3%)	1(9,1%)	0%	Positive
Q35	Project- based Learning method helps students think in English.	0%	8(72,2%)	3(27,3%)	0%	0%	Positive
Q36	I tend to convert Bahasa Indonesia into English in the class.	0%	6(54,5%)	5(45,5%)	0%	0%	Positive
Q37	I significantly use different methods in teaching.	2(18,2%)	5(45,5%)	4(36,4%)	0%	0%	Positive
Q38	Project- based Learning method can increase student's motivation of learning content subjects.	0%	7(63,6%)	4(36,4%)	0%	0%	Positive
Q39	I need to use Bahasa Indonesia timely to teach with project- based Learning method	2(18,2%)	6(54,5%)	3(27,3%)	0%	0%	Positive

whenever needed.

Q#	Statement						Category
Q40	Project- based Learning method is beneficial to my future job.	1(9,1%)	5(45,5%)	4(36,4%)	1(9,1%)	0%	Positive
Q41	Students prefer Teachers to provide immediate linguistic feedback on language errors.	1(9,1%)	6(54,5%)	4(36,4%)	0%	0%	Positive
Q42	I intentionally use simplified English to teach using project- based Learning.	0%	6(54,5%)	5(45,5%)	0%	0%	Positive
Q43	My family believes project- based Learning method is beneficial to my future job.	1(9,1%)	5(45,5%)	5(45,5%)	0%	0%	Positive
Q44	Generally, I like this project- based Learning method.	0%	6(54,5%)	5(45,5%)	0%	0%	Positive
Q45	I would recommend this project- based Learning method to others.	0%	7(63,6%)	4(36,4%)	0%	0%	Positive
	Total Resp.	**47**	**260**	**149**	**31**	**8**	**495**
	Total Score	**235**	**1040**	**447**	**62**	**8**	**1792**

Based on the table above it showed the students responded survey questions about their perceptions of PjBL in their class, or more specifically, the project itself. The five Likert scale questions were analyzed using descriptive statistics, which included frequencies and percentages. For ease of analysis, the 5 Likert scale criteria (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) have been combined into three categories: Mostly, Moderately, and Somewhat. The majority of students, 234 (83,65%) out of 45 items questionnaire choose agree category, their perceptions was considered the project to be *mostly* effective for learning

English. So it's indicated that most students found it *mostly* likeable, which is a percentage of 83, 65 %.

c. Analyzing data statistic of teacher's and students' perceptions on PjBL method

The questionnaire on perception of PjBL method consisted 90 statements. They were divided into two groups' respondent they are: 45 for teachers and 45 for students. The questionnaire was analyzed with 3 English teachers as the respondents and 11 students' respondents The total score of teachers' and students 'perceptions of teaching English using Project-Based Learning are shown as follows:

Table 4.3 Analysis teachers' and students' perceptions on PjBL method

Items	Frequency of Responses					Total Resp.	Total Score	Possible Max. Score	Category
	SA	A	N	D	SD				
Teachers' Perceptions (45 items)	45	75	8	5	2	135	557	675	**Positive**
Students' Perceptions (45 items)	46	234	149	31	8	495	1792	2475	**Positive**
Percentage Score	74, 5 %					630	**2349**	**3150**	**Positive**

Table 4.3 presents most of the teachers and students had positive perceptions of teaching English using Project-Based Learning, with a total score of 2349. The average score was 74, 5 %. It was in a positive category. The positive category was gained from the teachers' and students' perceptions of teaching English using Project-Based Learning in English class. Most English teachers positively perceived the statement, with a total score 630. The score was in a positive category. It means that the English teachers responded positively to the teachers' perceptions of the PjBL method, with the frequency of the strongly agreed choice were 45 score of 45 items. Moreover, the frequency of agreed was 75, this category was positive. In addition, the students' perceptions total score was 1792 scores. The frequency of Strongly Agree choice was 46 and frequency of agreed was 234 of 45 items. The category was positive. These prove that the use of project-based learning is a

learning method that can be used for learning English in EFL classrooms.

The statements consisted of 45 statements for each participant groups. From all the data calculated, it is interpreted that English teachers' and students' perceptions of implementing Project-Based Learning had a positive response. It was related to the previous research conducted by Susanti, Trisusana, and Retnaningdyah (2019), which stated that teaching English through project-based learning obtains positive experience since the teacher can motivate the students to learn English. It can be used for teaching and learning English as a foreign language (EFL classroom) to make learning English more effective and meaningful. A positive perception leads to happiness that influences someone's desire and action, including teachers' desire and action in learning and teaching activities (Soemanto, 2006). It means that when the teachers have a good perception, they will easily implement the project-Based learning technique because their mind is happy while applying it. Perceptions and beliefs not only directly affect their teaching practices and classroom behavior but are also related to the success of their students (Anderson, 1991). Because perception has an essential role in education, teachers have to accommodate the positive perception to the students to improve their happiness which leads to the student's desire and action in learning

2. Conducting the project-based learning in English class

In this research question two, the questionnaire of interview on teachers' and student's side consisted of 12 statements for teachers and 11 statements for students. This interview supported researcher to know how teachers and students conducting the project and the solutions to overcome the problems. They were divided into two groups, teachers' participants and students' participants.

a. Results of Interview

1) Teachers survey
In this study researcher investigated teachers' informants which is distributing 12 questions interview. The findings of the three informants can be presented in the following table below:

Table 2.1. The Implementation of Project-Based Learning (PjBL)

Informants	PjBL yang telah dilakukan	Materi
Guru 1	*Pembuatan Video*	*Advertisement*
Guru 2	*Menggambar ilustrasi*	*Traffic sign and symbols*
Guru 3	*Pembuatan video dan portofolio*	*Procedure text*

Table 2.1 showed us that the three informants have basically carried out the project-based learning in their classes. This was also found by researcher in the

Lesson Plan (RPP) of teachers. This is a good indication in providing a perception of project-based learning. In using the Project-Based Learning (PjBL) method, teachers need to consider several aspects, namely student's needs, conformity with the curriculum, and students majors. Designing materials should be based on the results of the analysis of student needs in order for students to learn English effectively. In addition, it must be in accordance with the curriculum. Designing materials should be based on the results of the analysis of student needs in order for students to learn English effectively. In addition, it must be in accordance with the curriculum. Referring to the 2013 curriculum, the material developed with the PjBL approach improves all aspects of integrated language skills (listening, reading, writing, and speaking). The developed material should also be related to their future work situation. This means that the development of English materials in SMA 1 East Luwu must be based on ESP (English for Specific Purpose). This is to help students acquire English language competencies and use them to earn a good career in the future.

Based on the interview analysis, teachers have positive view on conducting the implementation of PjBL method in their English learning. It is proved when researcher asked two question interviews: *"How do you plan effective learning activities in offline/ online classes"* and *"How do you carry out effective learning activities offline/online (making students more active)".* The results of interviews their expressed into category good responses. To make clear, some of the extracts can be seen in the following examples below:

Extract 1.

T1 : *"Upaya dalam menrencanakan kegiatan pembelajarann ; mencari referensi materi sesuai dengan RPP lalu kemudian memberikan tugas siswa membuat video singkat   untuk mengiklankan sesuatu dalam bahasa Inggris.(*Efforts in planning learning activities; looking for material references according to the RPP and then giving students assignments to make short videos to advertise something in English)

T2: *Menyusun RPP dan inovatif, membagi kelompok kemudian memberikan tugas mendeskrisipsikan rambu-rambu lalu lintas.* (Arranged RPP, innovative, dividing the students into several group then giving the task of decryption traffic signs.)

T3: *kegiatan pembelajaran saya rumuskan dalam bentuk RPP, dalam hal ini saya sebagai guru hanya sebagai fasilitator, memberikan kegiatan pembelajaran inti yaitu menjelaskan tata cara memasak lalu meyuruh siswa mempersentasekannya.* (I formulated learning activities in the form of lesson plan / RPP, in this case I am as a teacher only as a facilitator, provide core learning activities, namely explaining cooking procedures and then telling students to concentrate them)

Extract 2

T1: *Upaya dalam melaksanakan kegiatan pembelajaran;*
   - menyapa peserta didik dan menanyakan kabar
 - menampilkan materi yang menarik (multidimensi pembelajaran interaktif.
   (Efforts   in carrying out learning activities;
     - greet learners and ask how they are doing
     - displaying interesting material / multidimensional interactive learning)

T2: *Menerapkam student's center.* (Applying students center)

T3: *Saya mensetting pembelajaran sistem diskusi, memberikan topik lalu meminta siswa saling memberikan tanggapan.* (I set up a discussion learning system, gave topics and then asked students to give each other feedback)

After doing research, and analyzed the data obtained. Researcher found several facts that can be concluded as research findings. So by conducting interviews, researchers try to find out answers of research questions. As results, by transcribing and analyzing the data obtained, researcher found several teachers perceptions about project-based learning. In addition, to make things clearer, the following is the results of a transcript analysis of the data obtained.

First teacher (with 10 years of experience teaching English). According to him, what he knows about project-based learning is one of the learning models in the 2013 curriculum. He has used project-based learning as a learning model in the class she teaches. She asked his students to make a video to advertise something in English. According to him, this project-based learning model is suitable for English subject classes. The video project could be improved students' speaking ability, be it in terms of reading, writing, and listening. The power of project-based learning makes students more active and creative, builds confidence, and has a greater sense of responsibility. Meanwhile, the weakness in project-based learning is that it takes a long time for students to complete their projects. Project-based learning is well done in the teaching and learning process, because for students of SMA I Luwu Timur it is necessary to develop their skills. Project-based learning can be trusted to develop cognitive skills, affective skills, and psycho-motor skills.

Second teacher (with 5 years of experience teaching English). According her perspective, project-based learning is about teamwork, students got the opportunity to present their ideas to the group, and helps them to understand group dynamics and involves developing listening skills and a sense of responsibility when completing assignments. He has used project-based learning as a learning model in his class. He asked his students to draw pictures or illustrations about traffic signs in English, and then they did it by working in teams. Project-based learning is suitable for English subjects according to the K-13 curriculum. The students have to solve the problem with teamwork.

Third teacher (has experience teaching English for 3 years). According to him, project-based learning is learning where the project serves as a medium in the teaching and learning process to obtain an assessment of attitudes, knowledge, and

skills. He has also used project-based learning as a learning model in his class. He asked his students to make an example of a procedure text on how to make something (food or drink) through the Teaching Factory (TEFA) program that had been carried out at his school. Then, the students make a portfolio as a guide for the teacher when assessing. Project-based learning is suitable for English classes, because it is student-centered, and the teacher acts as a facilitator. Project-based learning is a better way to teach students through the K13 curriculum, otherwise students still need more guidance from the teacher. According to him, in senior high schools it is suitable to use project-based learning as an alternative learning model.

2) **Student's Survey**

This chapter presents the results of interview about the students' perceptions on implementing the project- based learning method. This study researcher formulated some interview's questions to know the student's perceptions on their teachers teaching models when delivered the PjBL method in their English class at the eleventh grade of SMAN 1 Luwu Timur. The class IPA 1 consisted of thirty students. From those students joined the class, the researcher chose fourteen students to be the interviewee for an in-depth interview. The researcher considered the questionnaire results and purposive sampling. Those ten students would be capable of answering the questions in interviewing by providing the data needed by the researcher. Students' participants also completed the open response questions in the survey. These questions were coded for themes or research question. From 14 student's participants, only 11 completed the open response questions. This interview supported researcher to know how students feeling when the teachers conducting the PjBL method by arrange a question; *"How do you see, your teacher's efforts in planning effective learning activities in the class"*. Some of the extracts can be seen in the following examples with Students (S). For more information, it follows on below:

Extract 3

S1: *Ibu guru kami sangat bersemangat dalam menyampaiakan materi, kemudian na ataurki sedemikian dan itu membuat kami senang, seru-seruan serta memaksa kami untuk berbicara dalam bahasa Inggris.*(Our teachers   was very passionate in delivering the material, then handle us in such ways and it made us happy, exclaimed and forced us to speak in English)

S2: *Saya   senang, karena ibu guruku tidak hanya memakai buku tetapi ada alat media lain yang berisi instruksi. Kami dibagi dalam beberapa kelompok lalu guru memberikakan topik pembahasan, dan disitu kami saling cakap dalam bahasa Inggris dengan teman lainnya , yaa diskusinya dicampur sedikit dengan bahasa Indonesia, hehhheh. (*I'm happy, because my teacher not only wears books but also used other media tools that contain some instructions. We were

divided into several groups and then the teacher gave us the topic of discussion, and then we were proficient in English with other friends, yes the discussion was mixed a little with Indonesian, hehhheh.)

S3: *Saya senang karena guru menggunakan media yang menarik, selain itu kita juga bisa belajar bahasa Inggris ki pada situasi yang otomatis bercakap ki mengikuti alur settingan. Kayak aktif sendiri ki gitu e bercakap-cakap dengan orang lain.* (I fell happy because the teacher uses interesting media, that is, graphic organizer. In addition, we can also learn English as we are in real situation. It means that we practice our English to communicate to others)

S5: *Itu ibu guruku to kayak na kasih tantangan. Karena guru kasihkan ki   masalah lalu bagaimana cara ta pemecahan itu masalah. Sehingga membuat kita bisa jelajahi pengetahuan bahasa Inggris kami.* (It's challenging. It is known that the teacher gave a problem that made us challenged how to solve the problem. So that it makes us be able to explore our English knowledge.)

S5: *Saya senang belajar bahasa Inggris sejak guru juga memberi kita lebih banyak kesempatan untuk berkomunikasi dalam bahasa Inggris. Meskipun saya tidak terlalu fasih berbicara bahasa Inggris, saya sangat senang ketika saya ditanya oleh guru untuk mempresentasikan hasil atau pekerjaan kita berdua secara individu atau dalam kelompok.* (I am happy to study English since the teacher also gives us more opportunities to communicate in English. Although I am not very fluent to speak English, I am very happy when I am asked by the teacher to present our results or our work both individually or in groups)

After analyzing the data obtained on the results interview, it can be explained that the PjBL model could be students more active in communicating English. Indeed, in reality they still use bilingual in which the percentage is between 60% (English) comparing 40% (Bahasa). Mostly students prefer to use English rather than their mother tongue. It means that students were interested when they finished their project. Build students' characters building that are in line with Communication, Collaboration, Critical thinking and Creativity (4C) which is very compatible with 21st century development. Here, it would be focused on the students 'perception toward collaboration, communication aspect and interesting joined on learning process.

Based on the interview results on extract above, it can be said that PjBL makes students be motivated to practice their English. They are very enthusiastic to learn English and they always wait when they English lesson begin. In this process of teaching learning using PjBL, students must work in group to finish their project. They must communicate their ideas to make their project well. It is also supported by the result of questionnaire, students answered that they liked to study in group. They would know their friends well. Moreover, they also tried to learn how to appreciate others if one of them had different opinion.

3. **The senior high schools' teachers' and students' problems solving when conducting project- based learning in English Class**

In this indicator, the questionnaire of interview on teachers' and student's side consisted of 12 statements for teachers and 11 statements for students. This interview researcher aimed to know research question three on chapter one, the solutions to overcome the problems faced during PjBL method conducting in English class. They were divided into two groups, teachers' participants and students' participants.

a. **Teachers' Interview.**

The participating teachers agreed to do an interview about the experiences and implementation of PjBL in their learning process. The participants had some experience on implementing the project- based learning method in their English class. When asked about the effectiveness of PjBL, the teacher said PjBL seems to be effective for language learning because students use language "in a very real context." The teachers did not find it difficult to implement PjBL but did say that time was an issue, especially trying to split time between content and the project. In addition, to make things clearer, researcher asked the questions about *"what are the problems that you face related to PjBL during the implementation of offline/online learning"* and *"what is the solution of the problem"*. Some of the participants answered in good responses. For examples, it can be seen on the results of the transcript analysis of the data obtained bellows:

Extract 4

T1: *Masalah PjBL selama pembelajaran online; awalnya peserta didik ada yang tidak mengikuti pembelajaran secara online karena alasan tidak memiliki paket data sehingga PjBL tidak tersampaikan. Dan agak sedikit canggung untuk bercakap mungkin karena malu-malu atau gugup tapi itu dapat teratasi dengan baik. (* PjBL problems during online learning; in first meeting there are students who do not take part in online learning for the reason that they do not have a signal so that PjBL is not delivered. And it's a bit of a conversation to talk about maybe because of shyness or nervousness, but it could be handled well)

T2: *Masalah PjBL selama online learning yaitu ada pada jaringan serta berusaha membangkitkan kepercayaan diri siswa.* (The problem of PjBL during online learning is that it is on the network and trying to raise students' confidence.)

T3: *masalah yang saya hadapai dalam metode PjBL yaitu siswa merasa galau ketika sulit login dan jelek jaringan. Kemudian sedikit terkesan malu- malu ketika menjelaskan dalam kelompok.* (the problem I have in the PjBL method is that

students feel upset when it is difficult to log in and bad network. Then a little embarrassed when explaining in the group.

Extract 5

T1: *Solusi dari masalah itu adalah; mengadakan kunjungan rumah dan mengumpulkan pada satu titik kumpul selain itu dalam pertemuan saya memberikan instruksi tehnik menjelaskan.* (The solution to that problem is; held home visits and gathered at one gathering point other than that in the meeting I gave explaining technical instructions.)

T2: *Membuat perjnjian dengan siswa untuk tatap muka pada suatu titik kumpul dan tidak luput memberikan motivasi pada saat siswa tampil persentase.* (Making a conversation with students to be face-to-face at a gathering point and not spared provides motivation when students perform percentages.)

T3: *berusaha memberikan pemahaman kemudian menjelaskan materi dan himbauannya via WA atau Telegram. Tapi kalau tatap sebenarnhya tidak ada ji masalah , ya paling terkait di performance siswa saja.* (trying to provide understanding then explain the material and its appeals via WA or Telegram. But if there is no real face-to-face, there is no problem, yes, it is most related in the student performance only).

The teachers indicated that PjBL *drastically* increased student's participation in class and believed that it had a positive effect on students' attendance. The teacher perceived PjBL to be more effective than SMAN 1 Luwu Timur Curriculum, but stressed again the need for more time. The teachers were able to comment on what they had learned from implementing their projects with the previous term's students and how that had influenced their planning for this second term. They were semi-structured interviews that asked the teachers to describe students' engagement and PjBL method, including a discussion of strengths and challenges, and any connections that could be made to the concept of social transformation.

Based on the interview results, the senior high schools' teacher's and student's in problems solving when conducting project- based learning in English Class just about student's performances and networking when learning process in virtual online but it could be handled by the teacher's creative and innovates.

b. Student's Interview

The surveys were given to students upon completion of during project implemented by the teachers. Students participants were allowed to answer open response questions in bahasa Indonesia, these answers were translated into English. In this case researcher asked questions to the students about; *According to you, what are the problems faced during the learning process implemented by using PjBL method, offline or online*" and *"what are the solutions of the problems"*. Students' participants also completed 11 open response questions in the survey.

These questions were coded for themes. Of the 14 student's participants, only 12 completed the open response questions. Researcher taken the related students results interviewed on the research question three. For examples, it can be seen in the extract below:

Extract 6

S1: *Sebenarnya tidak ada ji masalah, karena kami menikmati pembelajaran dari ibu guru cuman kadang jaringan hilang-hilang pada saat belajar online.* (Actually, there is no problem, because we enjoyed learning process from teachers, only sometimes the network is lost when online).

S2: *Masalah manajemen waktu dan tiba-tiba muncul rasa dumba-dumba ki klo mau menjelaskan.* (the problem is just about time management and suddenly a sense of nervous when want to explain something)

Extract 7

S1: *Jadi yang saya alami ketika jaringan hilang yaitu guru na kumpulkan di tempat lain, kadang di kelas, kadang di taman sekolah, kadang di halaman rumahnya lalu belajarmaki disitu secara berkelompok.* (my experienced when the network was lost the teacher collected us in a good place, sometimes in class, sometimes in the school's garden, sometimes in his yard and then studied there in groups).

S2: *Sebenarnya sedikit gugup ketika ibu guru mempersilahkan saya atau kelompok saya untuk berbicara atau memberikan tanggapan, tetapi itu terlewati sejalan dengan kebiasaan dan mengikuti isntruksi dari ibu guru*. (It was actually a little nervous when the teachers invited me or my group to speak or gives a response, but it passed in line with the custom and followed the instructions of the teachers).

R: *Bagaimana Saudara melihat upaya Guru menggunakan aplikasi virtual learning dengan metode PjBL?.* (How do you see the teachers' efforts using virtual learning applications with the PjBL Method?) RQ 3

S1: *Kami sangat senang dan tertarik karena materi yang di sajikan dan metode yang diterapkan oleh ibu guru membuat kami antusias dan pada heboh.* (We are very happy and interested because the material presented well and the methods applied by the teacher have made us enthusiastic and excited).

S2: *Guruku sangat semanagat dan pintarki memang ketika na ajarki didalam kelas karena mudah ki paham dengan caranya mengajar.*(My teacher is very enthusiasm and innovative when when their teach us in the classroom, because it is made us easy   to understand).

According to the extracts above, when the researcher (R) asked about how the senior high schools' teacher's and student's problems solving when conducting project- based learning in English Class. Student 1 and student 2 (S1 and S2) stated that almost there is no problems when conducting PjBL Method because there is no significant obstacles during learning process running. They're more interesting, enthusiast, and confident speaking English in front of others. It means that the PjBL method been embarrassed to speak in front of a crowd or joined in learning process, but after attending and feels the teacher's method, where the activities always involve talking or presented their part there has gained confidence in performing in front of others friends.

Discussion.

Perceptions of Informants. This part presents the discussion of the research findings. There are three research questions proposed in this study. The discussion focuses on the finding of the three proposed research questions. The bulk of the data collected for this project came from teachers and students focus group interviews. This data provides support for the perceptions and successful implementation of PjBL, problems in conducting PjBL, teacher's perceived to overcome problems in application of PjBL method, and questions for further investigation. From the findings of the research several things can be concluded on table belows:

Table 4.4 Results of Analysis of Teachers' and students' Perceptions of Project-Based Learning (PjBL)

Informants	Positive Perceptions	Negative Perceptions
Teachers (3)	√	-
Students (14)	√	-Î

Table 4. 4 above shows that of the two groups' informants that have been analyzed by the authors, it showed that these informants have given a positive perception of project-based learning in English class of senior high schools. Researchers have concluded from the results of the teachers' and students' perceptions analysis using the perception theory proposed by Irwanto (2002).

Successful Implementation of PjBL. The first part of the questionnaire is

questioning in project-based learning. Questioning provide as an assignment for students to complete an activity (Kemendikbud, 2015). It is organized by commencing with an in-depth analysis of themes and relevant to real-word situation. Based on the data was obtained from the questionnaire, the perception of questioning in project-based learning is good or positive response from the teachers and students. Furthermore, dividing students into several groups for the project improves their collaboration skills as they engage and share understandings of scientific ideas with their classmates. And also, most of the respondents agree that by helping students carry out the project encourages them to be more creative and independent. The students also agree that designing the project takes up too much time. Another part of the questionnaire is driving depth interview. After conducting research and analyzing the data obtained. Researchers found several facts that can be summed up as research findings. So by distributing questionnaires and conducting interviews, researchers found answered to research questions. As results, by transcribing and analyzing the data obtained, researchers found several perceptions of project-based learning. This PjBL method was *mostly successful*.

In the research question one aim to find out teacher's and student's perceptions of implementation PjBL method in English class. Researcher arrange 25 indicators consisted of 45 statements was distributing by Google form into 11 participants of students and 3 participants of teachers. It was distributing to takes the participant's perceptions of this research. The results of distributing questionnaire above showed that of the 11 informants of students group and 3 informants of teachers group that have been studied by the authors, it showed that these informants have given a positive perception of project-based learning in English subjects in Senior High Schools. Researchers have concluded from the results of the teacher's and student's perceptions analysis using the perception theory proposed by Irwanto (2002).

There are some studies had done a research about teacher and students' perception of project-based learning. The researcher discussed about students' perception of project-based learning in micro teaching class and the factors that affect their perceptions while the previous study discussed about the implementation of it. The participants for this research are teachers and students of SMAN 1 Luwu Timur. Based on the results, it can be concluded that perceptions of teachers and students have positive experience in using project- based learning in English class. It is the same with the previous studies where teacher and students also have a positive experience in implementing project-based learning in class (Habók & Nagy, 2016; Adams, 2018; Susanti et al., 2020).

Perceived Benefits of PjBL. In the first teacher's findings, the results of the video project can improve students' ability to speak English, be it reading, writing,

listening, and speaking. This finding is supported by the theory put forward by Grant and Branch (2005) which states that project-based learning requires not only students' interest in reading but also in terms of writing so that it will improve students' literacy skills. Related to literacy skills, students focus on learning by doing something rather than being taught explicitly. Here, they are given the opportunity to practice their language skills and ultimately their literacy skills. The power of project-based learning also makes students more active and creative. Student-centered, interactive, active and immersive. Project-based learning can also build self-confidence, and make students feel more responsible. This is of course in line with the theory stated by Fried-Booth (2002), that the process towards the final product of project work provides an opportunity for students to develop their self-confidence and independence. In addition, students show improvement and a positive attitude towards teach (Stoller, 2006). Student autonomy is enhanced (Skehan, 1998), especially when they are actively involved in project planning (eg topic selection).

This first teacher had used project-based learning as a learning model in the class she taught. Project-based learning is suitable for teaching and learning in Vocational High Schools, because SMA 1 Luwu Timur students need to develop their skills. Project-based learning can be trusted to develop cognitive skills, affective skills, and psycho motor skills. From the results of interviews with the first teacher, it has been analyzed by researchers that the perception that the first teacher gave is a positive perception, because it describes all the knowledge and responses that are passed on by attempts to use it. It will be continued with activeness or accepting and supporting the perceived object. This is of course in line with the theory put forward by Irwanto (2002).

In the second teacher's findings, he believes that his students get the opportunity to present their ideas to the group, and helps them to understand group dynamics and involves developing language skills, and a sense of responsibility when completing assignments. This is certainly in line with the theory of Frgoulis (2009) and Bell (2010) which says that project-based learning can improve collaborative skills, can provide optimal opportunities to improve students' language skills. The findings of the second teacher are also in line with those raised by Darling-Hammond and Wentworth (2010) and Neo (2009) that students will learn how to collaborate, make products and present or communicate products in their groups so that students' critical thinking skills and creativity develop. Students can also work effectively in groups. In addition, Wurdinger, et al (2007) suggested that students practice speaking English in every aspect that suits their profession. They can also learn how to discuss their work with others. Therefore, students appreciate that they have learned something that has value with real-life situations in their everyday contexts. Project-based learning in English is suitable for implementation in senior high schools because it is in accordance with the implementation of the K-13 curriculum. From the results of interviews with this second teacher, it has been analyzed by researchers that the

perceptions that the second teacher gave are positive perceptions, for it describes all the knowledge and perceptions that are passed on by efforts to exploit it. It will be continued with activeness or accepting and supporting the perceived object. This is of course also in line with the theory put forward by Irwanto (2002).

In the third teacher's findings, according to him, project-based learning is learning in which the project is a medium in the teaching and learning process to obtain an assessment of attitudes, knowledge, and skills. This is of course in line with the literature review conducted by Thomas (2000) and Condliffe, et al (2016) who argued that project-based learning supports student learning in ways that go beyond more traditional teaching models, namely cognitive learning and infra-interpersonal competence. The third teacher also had using project-based learning as a learning model in class. Project-based learning is suitable for English classes, because it is student-centered, and the teacher acts as a facilitator. As stated by Bell (2010) and Grant (2002), project- based learning is a learner-centered teaching method.

According to this third teacher, in senior High Schools it is appropriate to use project-based learning as an alternative learning model. From the results of interviews with this third teacher, the researcher has analyzed that the perception that the third teacher gave is a positive perception, because it describes all the knowledge and responses that are forwarded by efforts to utilize it. It will be continued with activeness or accepting and supporting the perceived object. This is of course also in line with the theory put forward by Irwanto (2002). It can be concluded that the students feel enjoy when they learn English using PjBL. The students also indicate that PjBL can enhance their enthusiasm, confidence, critical thinking, creativity, collaborative learning and self-directed ability. Learning English using PjBL also reduces their anxiety when they speak English. However, based on teacher's point of view, it can be said that the use of PjBL can improve students-learning quality and motivate teacher's motivation and satisfaction in teaching. It is recommended that PjBL should become a choice or alternative EFL model for English teachers. This teaching method can also promote the teaching and learning quality which has valuable contribution to student learning and support the 21st century learning

Conclusion

Results of the interview concluded that the teachers found the project to drastically improve students' participation in the class. An increasing in class participation which is also supported by other research (Rochmahwati, 2015) is probably due to the collaborative nature of PjBL, where even timid students get a chance to use their voice. In one open response survey question, students were asked what they liked the most about PjBL. One major theme emerged: students liked the classroom unity felt during the project. Students perceived the project to be a unifying goal that all worked together to achieve. This also speaks to the

collaborative nature of PjBL. The progressiveness is evident in the major outcomes of the study presented below:

Effectiveness. Overall, the participants (teachers and students) perceived that PjBL was an effective way to learn English. Specifically, for the teachers, during the survey and the interview, the teachers indicated that their perceived the project to be an extremely effective way to learn English. Also, a majority of students found the project to be a mostly effective way to learn English. This suggests that not only can be an effective method for EFL learners in all language skills (Simpson, 2011), but it can also be perceived as effective for language learning. In this way, efficacy matches perceptions of efficacy.

Likability. From the survey data a conclusion can be drawn about the likability of PjBL in this study. During the survey the teachers and students were asked explicitly if they liked using PjBL. In the teacher's survey, the teachers indicated that their very much liked using PjBL in the classroom. Also, a majority of students found the project to be mostly likeable which was the highest level of likability on the Liker scale questions. This is congruent with the findings in other studies such as Rochmahwati's (2015), where students had significantly positive attitudes to PjBL.

Implications for teaching. The findings in this research further support the implementation of in an EFL context. The findings also support the implementation of PjBL at SMAN 1 Luwu Timur, the results indicated that PjBL is positively perceived of implementation PjBL method in a senior high school. The results further explicitly state some challenges that educators might find when implementing PjBL method. Some of these challenges, such as the need for more time, bed net-working, student's performances but it can therefore be solved by teachers' creativeness before the project begins. Teachers in senior high school, and more particularly at IGA, could benefit from the findings in this research if there is implementation of in other classrooms. Based on the findings in this study, teachers were struggling with class participation or very enthusiasm might be the answer to rectify these problems. Given the positive findings in this study, could be successful, effective, and liked by teachers and students in SMAN 1 Luwu Timur.

This study explores teacher perceptions of project-based learning in senior high schools. The results showed that all the teachers who had been interviewed had a positive perspective on project-based learning. They prefer to use project-based learning to improve students' English skills, build students motivation, build students confidence and sense of responsibility, and make students more active and creative. The results of data analysis and research conclusions resulted in several recommendations which could be one of the challenges coming from teachers that further studies could determine their relevance to teacher's performance in designing the implementation of project-based learning. Further studies are recommended to provide more empirical contributions with the aim of

proving the effectiveness of project-based learning in English classes in other cultural contexts. From the semi-structured interviews above, it can be concluded that most teachers give a good perception of project-based learning, everything has been done in their class in the teaching and learning process, even though there are some obstacles such as long duration, and they should have extra time to do the assessment.

Acknowledgement

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