Students' Perception of Project-Based learning in Microteaching Class

Annisya Amelia Alyani[1], Ratmanida[2]
[1]English Department, Faculty of Languages and Arts, Universitas Negeri Padang
[2]English Department, Faculty of Languages and Arts, Universitas Negeri Padang
Correspondence Email: annisya.ameliaa@gmail.com ,

Article History	Abstract
	Project-Based Learning as one of the methods proposed by the 2013 curriculum providing many advantages there are also disadvantages that rise to various perceptions. The purpose of this study is to describe students' perceptions of project based learning in the microteaching class at the English Department, Universitas Negeri Padang. This research used descriptive quantitative research. The sample for this research was 56 microteaching students of the English Department in Universitas Negeri Padang. The data collection technique used in this research was a questionnaire with 6 indicators through Google form application. Therefore, the results of this study showed that the majority of microteaching students in English Department had a positive or good perception of the implementation of project-based learning. The students agree that the use of project-based learning motivates students to learn and be more active in class, improves students' collaboration and communication skills, and improves their time management skills. However, the students still encounter several obstacles such as students with a weakness in data collection having difficulties in the learning process, some students being less active in group work, and the time allocation. Students' perceptions of project are influenced by several factors.

INTRODUCTION

To meet the needs of 21st-century skills, the Indonesian government revised and updated the educational curriculum. The 2013 Curriculum is an Indonesian curriculum that is being used as a learning platform at all levels. Through the integration of attitudes, skills, and expertise, the 2013 curriculum aims to realize students' potential to produce Indonesian citizens, who are productive, creative, innovative, skilled, competitive, collaborative, and autonomous (Education and Culture Ministry policy, No. 68 year 2013).

Project based learning is one of the learning methods proposed by the 2013 Curriculum. Project based learning is a realistic and research based teaching approach in which students collaborate with other students to develop, construct, and test what they have created or built, both within and outside the classroom (Devkota et al., 2017) . It can be used to develop 21st-century skills, as project based learning has been shown to improve non-academic 21st century skills, including collaboration and critical thinking (Barron & Chen, 2008). It is also supported by J. Stivers & Brandon (2010) which stated that project-based learning improve students' understanding of 21st-century abilities like critical thinking, communication, cooperation, creativity, and innovation. Students are motivated to learn content and skills for real-world applications. Students explain their answers to real-life questions, difficulties, or challenges in Project-Based Learning (Essien, 2018). They will begin with a driving question, which will lead to research and development of a product or presentation as their response to the driving question. According to Essien (2018), projects can help students develop important workplace skills and develop lifelong learning habits by allowing them to address community problems, explore careers, communicate with adult mentors, use technology, and present their work to audiences outside of the classroom.

Teachers play an important role in the lives of their students. Teachers in the twenty-first-century classroom facilitate student learning and create productive classroom environments in which students can develop the skills they will need in the future. Teachers influence the culture of their classrooms, improve student learning, and shape practice and production. As a future teacher, student-teacher must know what type of learning is best for their students in the future. Microteaching is an important method of preparing student-teachers for their careers.

Microteaching is a method of practice that allows students in methodology courses to teach a lesson to other students in the class so that they can gain experience with lesson planning and implementation (Bilger, 2017). Similarly, Elghotmy (2012) states that microteaching is a scaled-down training method in which small groups of student-teachers observe each other's teaching, give and receive feedback, and actively engage in conversation to develop each other's teaching skills in a positive, learner-centered environment. Microteaching is very useful, because in this class students will be prepared to be ready in real class. For instance, based on Bilen (2015), student-teacher can acquire and improve their teaching skills in microteaching class where they can learn about their peers teaching styles (Yasemin, 2016), and also their roles as teachers.
Microteaching is an obligatory course that must be taken by the would-be teacher English students of Universitas Negeri Padang. It provides the opportunity for prospective teachers to gain knowledge and skills in teaching as future educators. Students who are taking microteaching courses are expected to practice the theory of teaching and learning that they have learned through teaching practice. However, students still find various problems and challenges in microteaching courses.

According to the students of microteaching in English Education Department in Universitas Negeri Padang, there are several challenges that they are found in microteaching class such as time management, teaching methods, and language.

Furthermore, Makafane (2020) stated that the challenges faced by the student in the microteaching class are the use of English as medium of communication, interpretation of the syllabus, organizational strategies, over and under planning, and selection of teaching methods.

In the preliminary research done by the researcher at English Education Department in Universitas Negeri Padang, it was found that understanding teaching method is one of the most challenging things. Whereas, method of learning plays an important role because it is a methodology or strategy used by teachers in the classroom to carry out teaching and learning practice to achieve the learning objectives that have been set.

One of the methods that is recommended by the government is Project Based Learning. In its implementation, Project Based Learning has both positive and negative aspects. For example, using Project Based Learning may help students develop their 21st-century skills, but it might take time to implement because students must create a product. As a result, students in the microteaching class may have different perspective on Project Based Learning.

Teacher perception of Project-Based Learning plays an important role in the success of the teaching-learning process. Perception is the process of obtaining an experience of objects, events, or relationships by inferring information and interpreting messages. It is the process of inferring information and interpreting messages in order to have a sense of objects, events, or relationships. The importance of teachers' perception was outlined by Rosyida et al., (2016). She stated that teachers are one of the most important personnel in educational system that are in the front line of education, heavily involved in various teaching and learning process, and also the final practitioners of educational principles and theories. Factors influencing teachers' perceptions can be from personal experience, experience with schooling and instruction, experience with formal knowledge both school subjects and pedagogical knowledge that influence practices of teaching and learning, students' ability and situation (Richardson in Rosyida et al., 2016). Rosyida et al., (2016) states that what language teachers do in the classroom is influenced by their perceptions. Therefore, as a student who is going to practice teaching in real class, it is important to see how students of microteaching class perceive the Project Based Learning.

A number of studies have been conducted about students or teachers perseptions of Project Based Learning. First, Farouck (2016) done a research related to the students' perception and experiences in the use of Project Based Learning of Japanese University students. Moreover, Habók & Nagy (2016) also conduct a research-related; however it is in the teachers' perspective. They take a look into the teachers' preferance for using Project-Based Learning and how teachers' perceive their role in the classroom. Adams (2018) conducted a study in a private Guatemalan school focusing on teachers' and students' perceptions of PBL in English as a Foreign Language context. Other researcher that has related topic to this research is Susanti et al., (2020). She conducted a study related on students' perceptions toward the implementation of Project Based Learning in learning English as Foreign Language.

Despites the similarities this study shares with the previous study, there are still differences. This study discusses about students of microteaching class perception of Project Based Learning. Meanwhile, the previous study discussed about teacher and/or students' perception and the implementation of project-based learning in the classroom. Students' perceptions' of PBL in microteaching class is important as they are going to teach in real class. Their perceptions can serve as a guide for when they have to face the real class. Therefore, based on the reason mentioned, the writer is curious to conduct a research about students perception of project based learning in microteaching class and the factor that influence students' perception of English Language Education Department in Universitas Negeri Padang.

RESEARCH METHOD

This is a descriptive quantitative study since it aims to identify students' perception of project-based learning in microteaching class. According to Lodico (2006), descriptive quantitative research is used to identify behaviors and collect people's expectations, thoughts, attitudes, and beliefs about a current educational topic.

This research was taken place in Universitas Negeri Padang which is located on Jl. Prof. Dr. Hamka, Air Tawar Barat, Padang Utara, Padang city from June to July 2021. It will be obtained from students of English Language Education Departments on Universitas Negeri Padang who takes microteaching course. The sample of this research is 56 students of English Department of Universitas Negeri Padang who take microteaching class.

A questionnaire was used by the researcher to find out the students' perception. The questionnaire is prepared by using likert scale. Likert Scale is a scale used to measure the perceptions, attitudes or opinions about a person or group, events or social phenomena, based on the operational definition that has been set by the researcher. To establish the validity of the instruments, the researcher asked experts to check whether the items of the instruments in terms of content and aims were valid and appropriate for usage. After that, the researcher collects data using the assessment format after revising the description of the indicators. The advisor and expert's ideas and criticisms were incorporated to the instrument to ensure its reliability.

RESULT AND DISCUSSION
Data Description, Finding, and Analysis
Data Description

The data are described 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 56 students of microteaching in English Department of Universitas Negeri Padang. Afterward, the results are presented in form of mean. To find out the students' perception of project based learning, the data are scored quantitatively using the following data interval:
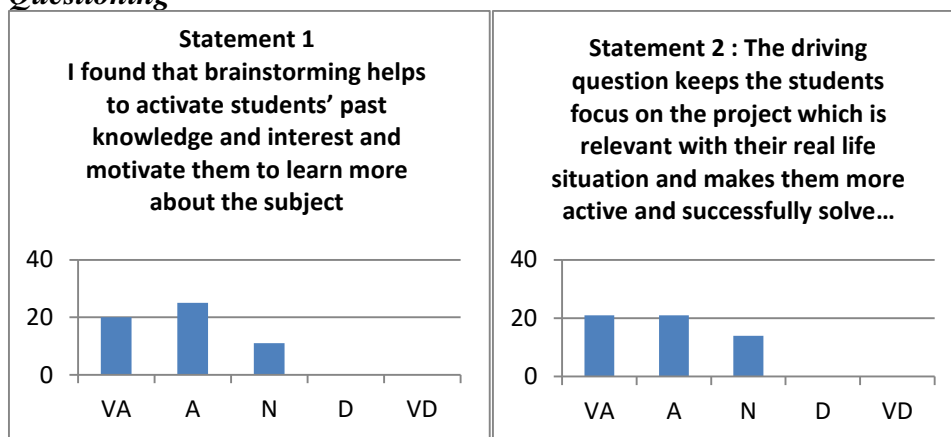
Table 1. *Data Interval*

Category	Indicator
Very good/Very Positive	$4,5 \leq n \leq 5$
Good/Positive	$3,5 \leq n \leq 4,4$
Enough/ Fair	$2,5 \leq n \leq 3,4$
Bad/ Negative	$1,5 \leq n \leq 2,4$
Very Bad/ Very Negative	$0 \leq n \leq 1,4$

Anwar (2009)

The explanation of each indicator is given below taking the name of the indicator as the headings.
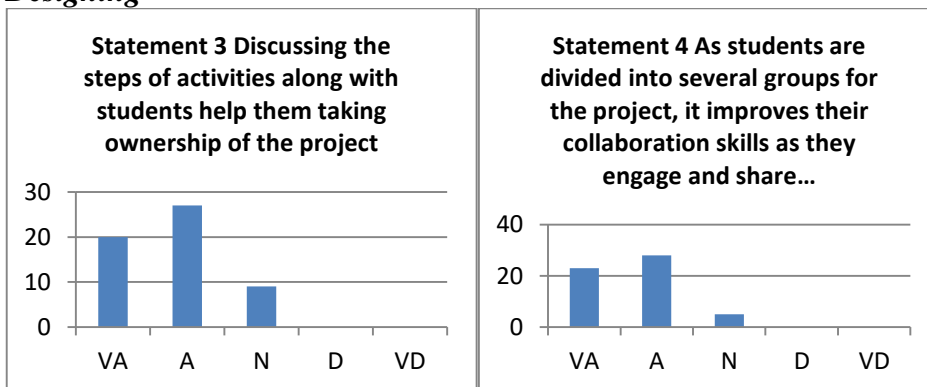
Questioning

Diagram 1. *Statement 1*   **Diagram 2**. *Statement 2*

The first indicator that is used to describe students' perception of project based learning is the first step, questioning. The item used to describe these indicators are; statement 1 and 2. A driving question that leads training and is meaningful and important to learners is the characteristic of project-based learning. A driving question entails valuable knowledge that is both relevant and grounded in reality. It organizes and directs the project's activities, offers a setting in which students can apply and investigate learning goals and scientific procedures, and ensures the project's overall continuity and coherence. Moreover, the major goal of this stage is to pique students' interest and motivate them to learn more about the subject.
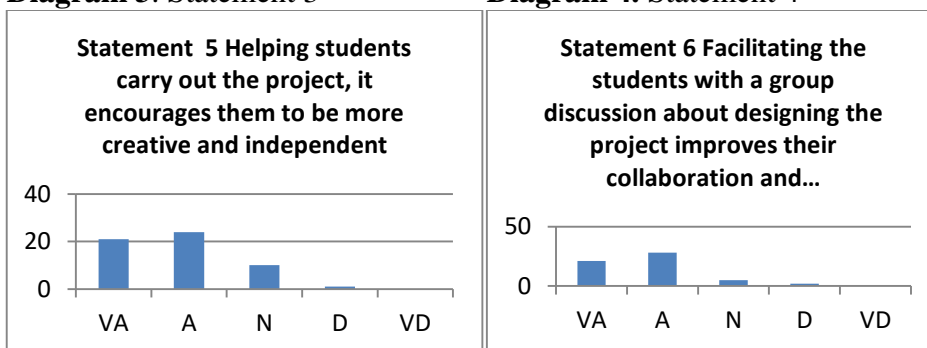
Based on the first and second statements, the average score of the students is 4,2 which means they have a good or positive response. Most of the students chose Agree (A) on both of the statements. Moreover, based on the responses students believe that brainstorming helps to activate students' past knowledge and interest and motivate them to learn more about the subject. Therefore, the driving questions in questioning keeps the students focus on the project. They know that in questioning can help activating students' past knowledge and interest and keep them focus on the projects.
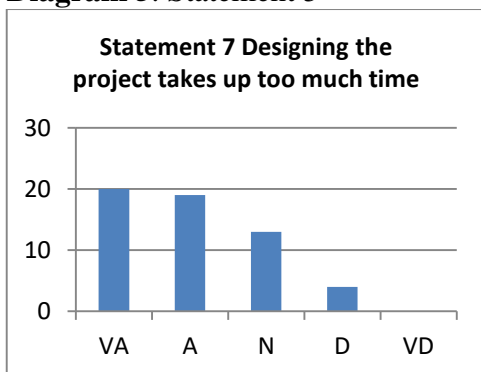
Designing

Statement 3 Discussing the steps of activities along with students help them taking ownership of the project

[Bar chart: VA 20, A 27, N 9, D 0, VD 0; y-axis 0–30]

Diagram 3. Statement 3

Statement 4 As students are divided into several groups for the project, it improves their collaboration skills as they engage and share…

[Bar chart: VA 23, A 28, N 5, D 0, VD 0; y-axis 0–40]

Diagram 4. Statement 4

Statement 5 Helping students carry out the project, it encourages them to be more creative and independent

[Bar chart: VA 21, A 24, N 10, D 1, VD 0; y-axis 0–40]

Diagram 5. Statement 5

Statement 6 Facilitating the students with a group discussion about designing the project improves their collaboration and…

[Bar chart: VA 21, A 28, N 4, D 2, VD 0; y-axis 0–50]

Diagram 5. Statement 5

Statement 7 Designing the project takes up too much time

[Bar chart: VA 20, A 19, N 13, D 4, VD 0; y-axis 0–30]

Diagram 7. Statement 7

Furthermore, in the second indicator, the researcher discussed about students' perception in designing. The item used to describe these indicators are; statement 3, 4, 5, 6, and 7. In this step, teachers and students work together to plan activities. As a result, students are expected to take ownership of the project. Based on the result from the questionnaire, the mean of the responses were 4,2 which mean it has a good or positive response. Therefore, it can be concluded that most of the respondents agree and have positive perceptions in this indicator. They believed that discussing the steps of activities along with students help them taking ownership of the project. Furthermore, as students are divided into several groups for the project, it improves their collaboration skills. It also helps them engage and share understandings of scientific ideas with their classmates. Also, helping students carry out the project, it

encourages them to be more creative and independent and facilitating the students with a group discussion about designing the project improves their collaboration and communication skills. However, designing the project takes up too much time which makes it hard for the microteaching students to apply them as they only have limited time.

Scheduling
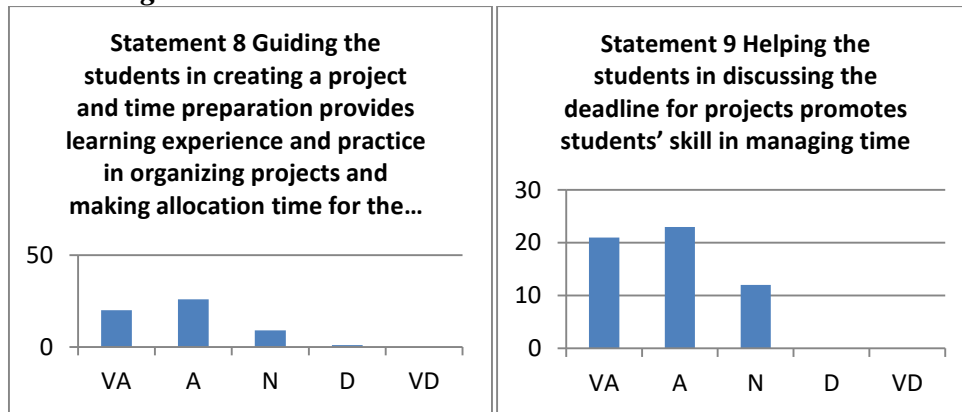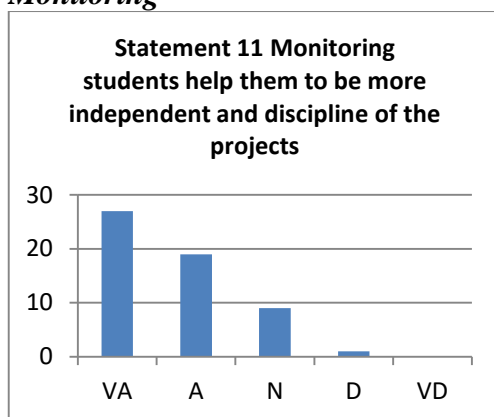

Diagram 8. Statement 8
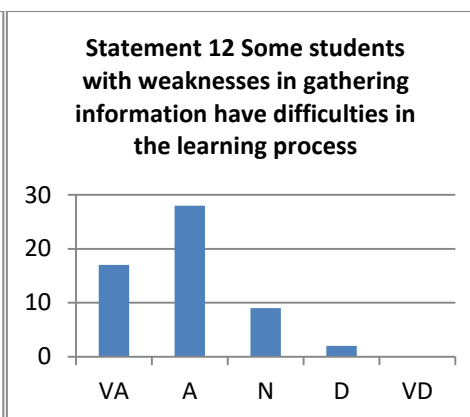

Diagram 9. Statement 9
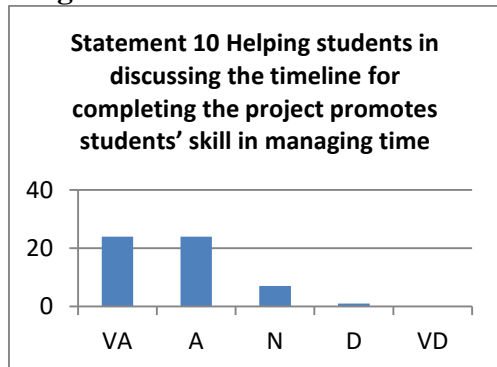
Diagram 10. Statement 10

In this indicator, it described students' perception of scheduling in project based learning. The item used to describe this indicator are; statement 8, 9, and 10. Teachers and students work together to plan activity schedules. The teacher should ensure that students have ample time and chances to practice skills. Based on the result from the questionnaire, the mean of the responses were 4,2 which mean it has a good or positive response. They agreed that guiding the students in creating a project and time preparation provides learning experience and practice in organizing projects and making allocation time for the students. Furthermore, helping the students in discussing the deadline and timeline for projects promotes students' skill in managing time. Therefore, microteaching students as a future teacher should ensure that the students can manage their time in completing the project.
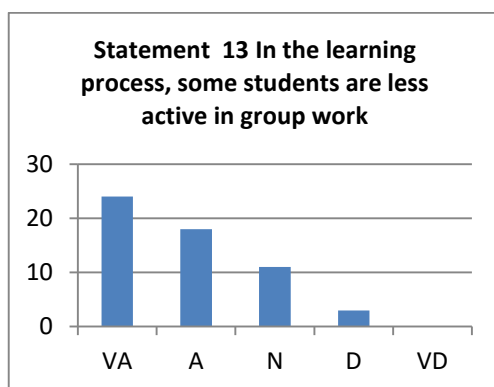
Monitoring

Statement 11 Monitoring students help them to be more independent and discipline of the projects

Diagram 11. Statement 11

Statement 12 Some students with weaknesses in gathering information have difficulties in the learning process

Diagram 12. Statement 12

**Statement 13 In the learning process, some students are less active in group work**
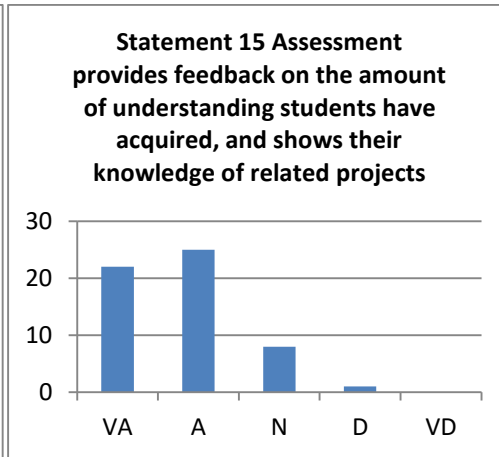
Diagram 13. Statement 13

The next indicator of project based learning is monitoring. The item used to describe this indicators are; statement 11, 12, and 13. Monitoring is related teachers' responsibility in monitoring the students as they work on the project. From the result, the mean of the responses were 4,2 which mean it has a good or positive response. Based on that, the students agree that monitoring students help them to be more independent and discipline of the projects. However, some problems might occur such as some students with weaknesses in gathering information have difficulties in the learning process and there may be some students that are less active in group works. Therefore, as future teachers, microteaching students need to know how to manage the students and keep them active in the class.

Assessing
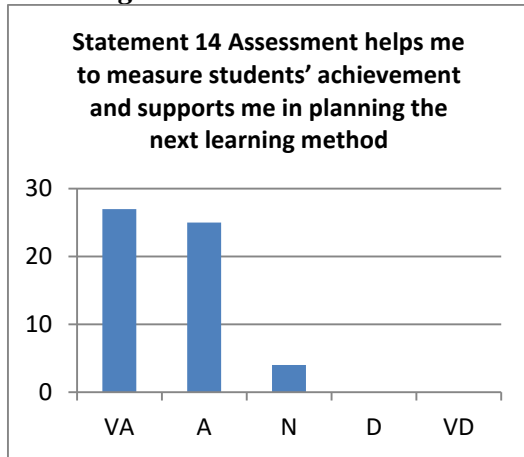
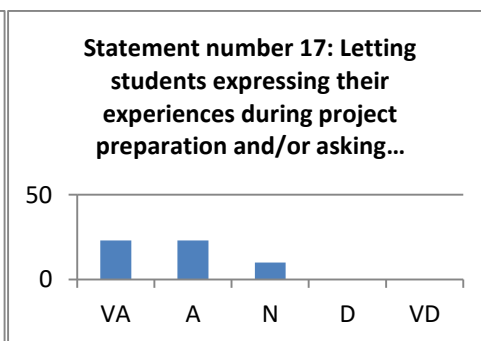**Diagram 14**. Statement 14   **Diagram 15**. Statement 15

This indicator described students' perception of project based learning in assessing. The item used to describe this indicators are; statement 14 and 15. Assessment is done to help teachers' measure student achievement of standards, Evaluate each student's development, provide feedback on the amount of understanding students have acquired, and support teachers in planning the next learning method. From the result, the mean of the responses was 4,3 which mean it has a good or positive response. Students have a good response in assessing. Based on their answer it can be concluded that assessment helps them to measure students' achievement and supports them in planning the next learning method. Moreover, assessment provides feedback on the amount of understanding students have acquired, and shows their knowledge of related projects. In conclusion, they know that assessment can help them to measure students' achievement.

Evaluating
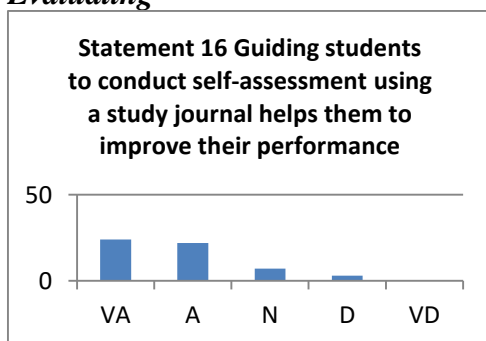
Diagram 16. Statement 16   **Diagram 17**. Statement 17

The last indicator is evaluating. The item used to describe this indicator are; statement 16 and 17. The key motivation for students to work hard and feel pleased of what they have accomplished is to present the end product to a public audience, which includes other students and teachers from other classes, parents, and friends.

Teachers and students hold talks in order to improve performance during the learning process, with the goal of generating a new inquiry to address the issues raised in the first stage of learning. From the result, the mean of the responses were 4,2 which mean it has a good or positive response. Based on that, it can be concluded that guiding students to conduct self-assessment using a study journal helps them to improve their performance and by letting students expressing their experiences during project preparation and/or asking questions about the project keep them motivated and feel pleased about what they have accomplished. They know that evaluating can keep the students motivated in learning.

Discussion

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. In this step, brainstorming is also done to fulfill the demands of the students and capture their attention (Aldabbus, 2018). Based on the data was obtained from the questionnaire, students' perception of questioning in project based learning is good/ positive response from the students. From the first and second statement, the average score is 4,2 which means it has a good response from the students. Based on the result, it means that the students agree that brainstorming helps to activate students' past knowledge and interest, and motivates them to learn more about the subject. Moreover, the driving question keeps the students focus on the project which is relevant with their real life situation and makes them more active and successfully solve complex problems.

The second part of the questionnaire is designing. In this stage, teachers and students work together to plan activities (Kemendikbud, 2015). In this steps, teacher needs to encourage the students to contribute their ideas to the project's design, materials, and information sources, as well as how to present the final output (Aldabbus, 2018). Based on the data, students' perception of designing in project based learning is good/ positive response from the students. From the third, fifth, and sixth statements, the average score is 4,2 While for the third statement, the average score is 4,3 and for the seventh statement the average was 4. It means it has a good response from the students. Based on the result, the students agree discussing the steps of activities along with students help them taking ownership of the project. 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. Even though, the students also agree that designing the project takes up too much time.

Another part of the questionnaire is scheduling. In scheduling, teachers will make a timeline for completing projects, setting the completion deadlines, bring students to plan new ways, guide students and ask students to explain their activities (Kemendikbud, 2015). Based on the data, students' perception of scheduling in project based learning is good/ positive response from the students. From the eighth, and ninth statement, the average score is 4,2 while for the tenth statement the average score is 4,3. It means it has a good response from the students. Based on the result,

the students agree guiding the students in creating a project and time preparation provides learning experience and practice in organizing projects and making allocation time for the students. Moreover, helping the students in discussing the deadline and the timeline for completing the projects promotes students' skill in managing time.

The fourth part is monitoring. Monitoring is accomplished by assisting students in each step of the process (Kemendikbud, 2015). Based on the data, students' perception of monitoring in project based learning is good/ positive response from the students. From the eleventh with average score 4,3 and the twelfth and thirteenth statement with the average score is 4,1, it means it has a good response from the students. Based on the results, the students agree monitoring students help them to be more independent and discipline of the projects. However, some students with weakness in gathering information may have difficulties in the learning process which make them less active in group works.

The fifth part of the questionnaire is assessing. Assessment is done to help teachers measure student achievement of standards, evaluate each student's development, provide feedback on the amount of understanding students have acquired, and support teachers in planning the next learning method (Kemendikbud, 2015). Based on the data, students' perception of assessing in project based learning is good/ positive response from the students. From the fourteenth statement with average score 4,4 and the fifteenth statement with the average score is 4,2, which means it has a good response from the students. Based on the results, the students agree assessment helps teacher to measure students' achievement and supports them in planning the next learning method. Furthermore, it provides feedback on the amount of understanding students have acquired, and shows their knowledge of related projects.

The last part of questionnaire is evaluating. In evaluation, Teachers and students reflect on the activities and project outputs that have been completed at the end of the learning process. (Kemendikbud, 2015). In this step, students should be encouraged to display their work, talk about them with others, and respond to their questions as much as possible (Aldabbus, 2018). Based on the data, students' perception of assessing in project based learning is good/ positive response from the students. From the sixteenth statement and the seventeenth statement with average score 4,2, which means it has a good response from the students. Based on the results, the students agree by guiding students to conduct self-assessment using a study journal helps them to improve their performance. Moreover, letting students expressing their experiences during project preparation and/or asking questions about the project keep them motivated and feel pleased about what they have accomplished.

There are some studies had done a research about teacher and students' perception of project based learning. The difference between the previous research and this research is in this research, the researcher discussed about students' perception of project based learning in microteaching class and the factors that affect their perceptions while the previous study discussed about the implementation of it. The sample for this study is microteaching students of English Department in Universitas Negeri Padang. Based on the result, it can be concluded that

microteaching students of the English Department have positive experience in using project based learning. 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).

CONCLUSION
Conclusion

Based on the findings and discussion that have been presented in the previous chapter about the students' perception of Project-Based Learning in Microteaching Class of English Department in Universitas Negeri Padang, the researcher concludes that there are six indicators; questioning, designing, scheduling, monitoring, assessing and evaluating. First, the mean of students' perception about questioning in project-based learning is 4,2. Second, the mean of students' perception about designing in project-based learning is 4,2. Third, the mean of students' perception about scheduling in project-based learning is 4,2. Fourth, the mean of students' perception about monitoring in project-based learning is 4,2. Fifth, the mean of students' perception about assessing in project-based learning 4,3. Sixth, the mean of students' perception about evaluating in project-based learning 4,2. From the various indicators above, students' perception of project-based learning at English Department Universitas Negeri Padang it was good.

In this research is an input or consideration for many people especially who concerns in English education section and other educational institution. The researcher suggests to the next researcher will be research in other setting to have variation research as the researcher assumes that this research is conducted in different place, it will give different results.

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