



Students' Perception towards the Implementation of Team based Project in Intermediate Reading Class at English Department UNP

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Abstract

This study aims to describe students' perceptions towards the implementation of Team Based Project in intermediate reading class at English Department UNP and the benefits of Team Based Project. This is a descriptive quantitative study. The sample for this research was 59 students of English Department in Universitas Negeri Padang who have taken Intermediate reading course. The data collection technique used in this research was a questionnaire and interview. The results of this study indicated that the majority of Intermediate reading students in English Department had a positive perception of the implementation of Team Based Project. The students agree that the use of Team Based Project motivates students to learn and also improves students' skills. Based on the finding, it can be concluded that the students in Intermediate reading class have positive perception toward the implementation of Team Based Project and also the students can get several benefits from the implementation of Team Based Project.

Keywords:

perception,
audio visual
material

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INTRODUCTION

Team Based Project also known as Project Based Learning. Both of them have the similar concept. We could say Team Based Project as the newest version of Project Based Learning. Actually, in implementing Team Based Project in the class, the lectures use Project Based Learning theory as the reference. According to Devkota, Giri & Bagale (2017), Project Based Learning is a realistic research-based teaching approach in which students collaborate with other students, both within and outside the classroom to develop, construct, and evaluate what they have developed or built. It can be used to help students to build 21st-century skills, as Team Based Project or Project Based Learning has been proven to develop non-academic 21st-century skills, including collaboration and critical thinking (Barron & Chen, 2008). In the same way, Stivers & Goodman (2010) states Project Based Learning improves students' awareness of 21st-century skills such as critical thinking, communication, cooperation, creativity, and innovation. Students are motivated to learn the knowledge and skills that will be useful in the real world. It is similar to IKU PTN (*Indikator Kinerja Utama Perguruan Tinggi Negeri*) and Education and Culture Ministry policy, No. 68 year

2013, that are to realize students' potential to produce Indonesian citizens, who are productive, creative, innovative, skilled, competitive, collaborative, and autonomous.

Due to Team Based Project believe can improve students' academic and non-academic skills, the government, especially The Ministry of Education and Culture, proposes a solution through the IKU PTN (*Indikator Kinerja Utama Perguruan Tinggi Negeri*) that Team Based Project is one of the learning methods that can improve students' ability in any field, including reading.

As we know that there are many students, especially English Department students, have a problem in learning reading and still have low ability in reading. It is supported by Safura and Helmanda (2020), the students' reading ability in mastering reading text of Muhammadiyah Aceh University was categorized in poor level. It is indicated that the main problem in reading lesson is that the methods used and the class situation. Usually, it happens because the students not really feel engage in reading class, they less involved in reading process. As a result, they have low ability in reading. Because of that, the implementation of Team Based Project believes as the right solution that needed in order to decrease their difficulties that occur in reading class.

There are several previous studies have been conducted about Team Based Project. First, Indrowaty & Faizah (2021) done a research related to the implementation of Project-Team Based Learning Method on *Sakubun* Online Learning. Moreover, Rosidah & Pramulia (2021) also conduct a research related Team Based Project, however it is not specifically discuss about Team Based Project as skills development strategy for developing student learning in the department of primary school teacher education, but also discuss about Case Method. Other researcher that has related topic to this research is Tekad & Pebriana (2021), conducted a study in the Politeknik Negeri Tanah Laut that focusing on the effect of the Team-Based Project on communication skills and collaboration skills in *Bahasa* subject.

Based on previous studies, there is no study about the implementation of Team Based Project that focused on English learning process, reading purposes specifically. Even though there is research about students' perception that focused on the implementation of Project Based Learning in reading class, but it still only a few research that conducted it. In this study the researcher will focus to analyze the students' perception towards the implementation of Team Based Project in Intermediate reading class and also to analyze the benefits of Team Based Project in Intermediate reading class. By knowing students' perception towards the implementation of Team Based Project in reading class, a suitable learning will be created based on their needs.

METHOD

This is a descriptive quantitative method since it aims to identify students' perception toward the implementation of Team Based Project in Intermediate reading class. The sample of this research is 59 students who have taken Intermediate reading class that implemented Team Based Project.

To collect the data, the researchers applied questionnaire and interview as the instrument. The questionnaire divided into 6 indicators based on Kemendikbud (2015) theory about teaching procedures of Project Based Learning. Those are questioning,

designing, scheduling, monitoring, assessing and evaluating with total 22 statements that adapted and developed by Alyani & Ratmanida (2021). The questionnaire data is shown on 1 to 5 ranges, from being strongly disagree to strongly agree based on Likert Scale theory. To find out the score of each statement in the questionnaire, data are scored quantitatively using likert scale and calculated the average score. After calculating the data, the researcher analyzed the category of questionnaire through the interval score. Then, the researcher classified the data based on the claims and conducted an analysis. In term of interview, the researcher did the interview for 9 students. The researcher uses open-ended questions to gather the data about the benefits of Team Based Project. The questions consist of 8 questions, that discuss about students' motivation, problem solving, collaborative skill, communication skills, managing resources, organizing project, knowledge implementation and fun learning process.

RESULT AND DISCUSSION

Research Findings

1. Questionnaire

The data of this study were gathered through questionnaire. The questionnaire divided into 6 parts, they are questioning, designing, scheduling, monitoring, assessing and evaluating with total 22 statements.

The researcher drew the research findings of the questionnaire analysis, as follow:

Table 1 Students' Perception of Team Based Project

No	Indicator	Mean	Percentage (%)	Category
1	Questioning	4.08	81.69	Positive
2	Designing	4.16	83.27	Positive
3	Scheduling	4.14	83.27	Positive
4	Monitoring	4.17	83.38	Positive
5	Assessing	4.1	82.03	Positive
6	Evaluating	4.03	80.56	Positive
Total		4,11	82,37	Positive

Based on the results of the data analysis from questionnaire, it was discovered that out of six indicators, all of the response from the students for each indicator in implementing Team Based Project are positive, means the students have positive perception in terms of questioning, designing, scheduling, monitoring, assessing and evaluating of Team Based Project.

The average score of questioning in Team Based Project was 4,08 means the students' perception of questioning is positive. The average score of designing in Team Based Project was 4,16 means the students' perception of designing is positive. The average score of scheduling in Team Based Project was 4,14 means the students' perception of scheduling is positive. The average score of monitoring in Team Based Project was 4,17 means the students' perception of monitoring is positive. The average score of assessing in Team Based Project was 4,1 means the students' perception of assessing is positive. The average score of evaluating in Team Based Project was 4,03 means the students' perception of evaluating is positive. After calculating all of the data, the total average score was 4,11 (82,37%) means the students have positive

perception toward the implementation of Team Based Project in Intermediate reading class.

2. *Interview*

Based on the interview results, it revealed that most of students that was chosen to be the interviewee believe that in implementing Team Based Project in Intermediate reading class, they can take some of the benefits of Team Based Project.

The first benefit that the students' take in implementing Team Based Project in Intermediate reading class is Team Based Project improves students' motivation to study about reading. The student said *"Iya, saya merasa sangat bersemangat untuk mengikuti kegiatan pembelajaran di kelas Intermediate reading, karena proses pembelajarannya berbeda dari pembelajaran reading yang saya pernah ikuti sebelumnya, melalui Team Based Project ini pembelajaran reading menjadi tidak monoton"* (Yes, I feel very excited to participate in learning activities in the Intermediate reading class, because the learning process is different from reading learning that I have participated in before, through this Team Based Project, reading learning is not monotonous).

Then, the students believe that Team Based Project can improves students' skills. The skills that can improve by Team Based Project, are problem solving skill, collaborative skill, communication skill, managing resources skill and organizing project skill. The student said *"Iya, karena saya pikir saya belajar dengan baik untuk menyelesaikan setiap masalah yang timbul selama proses pengerjaan proyek bersama teman teman, setiap ada kendala kami selalu memikirkan solusi terbaik bersama sama untuk menyelesaikan masalahnya"* (Yes, because I think I learned well to solve any problems that arise during the project process with friends, every time there is a problem we always think of the best solution together to solve the problem), *"Iya, karena setiap mahasiswa kan dibagi menjadi beberapa kelompok untuk mengerjakan proyeknya masing masing, nah dengan bekerja dalam kelompok otomatis saya dituntut untuk mampu bekerja sama dalam team, sehingga dengan begitu kemampuan berkolaborasi saya juga ikut meningkat"* (Yes, because each student is divided into several groups to work on their respective projects, now by working in groups I am automatically required to be able to work together in teams, so that my collaboration skills also increase), *Iya, karena melalui Team Based Project ini, dosen sering memfasilitasi mahasiswa dengan diskusi kelompok, hal ini sangat bermanfaat untuk meningkatkan kemampuan berkomunikasi mahasiswa"* (Yes, because through this Team Based Project, lecturers often facilitate students with group discussions, this is very useful for improving students' communication skills), *"Iya, resources in ikan menyangkut semua yang diperlukan dalam mengerjakan proyek kan, tentu saja kami belajar untuk mengaturnya agar lebih optimal sehingga proyek kelompok kami selesai dengan baik"* (Yes, resources in fish involve everything needed to work on a project, right, of course we learn to manage it more optimally so that our group project is completed properly), *"Iya, dalam mengerjakan proyek kelompok ini kan kita memiliki alur waktu yang sudah disusun sebelumnya, jadi agar proyek tersebut dapat selesai tepat waktu, setiap anggota kelompok belajar agar proyek selesai dengan terorganisir"* (Yes, in working on this group project, we have a pre-arranged timeline,

so that the project can be completed on time, each member of the group learns so that the project is completed in an organized manner).

Another benefit is Team Based Project involves students to implement students' knowledge in the real world. The student said *"Iya, saya belajar banyak hal dalam mengerjakan proyek Bersama kelompok ini, tidak hanya belajar mengenai akademik saja tetapi saya juga mendapatkan kesempatan mengasah soft skills saya seperti mampu bekerja sama dalam team, mampu berkomunikasi dengan baik, disiplin dalam waktu yang mana hal ini akan selalu terpakai oleh saya kapanpun dan dimanapun"* (Yes, I learned many things in working on projects with this group, not only learning about academics but also getting the opportunity to hone my soft skills such as being able to work together in a team, able to communicate well, disciplined in time which this will always be used by me anytime and anywhere).

The last benefit is Team Based Project also make the learning atmosphere fun, so the students can enjoy the learning process. The student said *"Iya, saya merasa sangat enjoy ketika belajar intermediate reading menggunakan Team Based Project, mengerjakan proyek berkelompok membuat suasana kelas lebih menyenangkan"* (Yes, I really enjoy learning intermediate reading using a Team Based Project, working on group projects makes the class atmosphere more fun).

Discussion

The finding shows that students have a positive perception toward the implementation of Team Based Project in Intermediate reading class. The students' responses were based on their experience in implementing Team Based Project as learning method in in intermediate reading class. There are six indicators that is used to see the students' perception toward the implementation of Team Based Project in Intermediate reading class, those are questioning, designing, scheduling, monitoring, assessing and evaluating. Form six indicators, the finding shows that students have a positive perception for each indicator. It is in line with previous research, Alyani & Ratmanida (2021) in her research "Students' Perceptions of Project Based Learning in Microteaching Class" found students' perceptions toward the use of Project Based Learning in microteaching class based on the questionnaire's result was positive. This study also used six indicators to see the students' perceptions toward the use of Project Based Learning in microteaching class. The results also showed that the students have positive perception for each indicator. This finding was similar with the writer' finding that Team Based Project give positive impact for students in intermediate reading class.

Another research by Kartika (2020) about Indonesian Undergraduate Students' Perceptions of Project Based Learning in Critical Reading Class, the results showed that students' perception of the Project Based Learning was positive and encouraging in critical reading class. This is similar with the finding in this research that students have positive perception toward the implementation of Team Based Project.

In the term of what are the benefits of Team Based Project in Intermediate reading class, it was known in the data of the interview. The researcher categorized the interview result in the eight indicators. Those indicators are students' motivation to study, problem solving, collaborative skill, communication skill, managing resources, organizing project, knowledge implementation and fun learning process.

The finding shows that the students believe that Team Based Project improves students' motivation to study about reading. Then, the students also believe that Team Based Project can improve students' skills. The skills that can improve by Team Based Project, are problem solving skill, collaborative skill, communication skill, managing resources skill and organizing project skill. Another benefit is Team Based Project involves students to implement students' knowledge in the real world. The last benefit is Team Based Project also make the learning atmosphere fun, so the students can enjoy the learning process.

It is in line with the previous research, Harini (2021) in her research "EFL Learners' Perception of the Project-Based Learning Method in Extensive Reading Course". The results showed that the use of Project Based Learning helps increase students' motivation. Reading is an activity that is very important to improve reading skills. However, some students feel less motivated to read. Project Based Learning method can support increasing student motivation. The result show that some students feel motivated by the project given by the teacher. Another results that related are Project-based learning enables students to manage time and make a plan, the result revealed that the project that is carried out by students not only makes students learn about the material that they have learned, but the students also can manage time management and can make a plan. Then, the result that also similar is students are given the responsibility to complete a project on time and the results can be maximized.

CONCLUSION

Conclusion

Based on the findings and discussion that have been presented in the previous chapter about the students' perception towards the implementation of Team Based Project in Intermediate reading class at English Department UNP, the researcher concludes that there are six indicators; questioning, designing, scheduling, monitoring, assessing and evaluating. First, the students' perception about questioning in implementation of Team Based Project is positive. Second, the students' perception about designing in implementation of Team Based Project is positive. Third, the students' perception about scheduling in implementation of Team Based Project is positive. Fourth, the students' perception about monitoring in implementation of Team Based Project is positive. Fifth, the students' perception about assessing in implementation of Team Based Project is positive. Sixth, the students' perception about evaluating in implementation of Team Based Project is positive. From the various indicators above, students' perception towards the implementation of Team Based Project in Intermediate reading class at English Department UNP is positive.

In addition, most of the students who have chosen to be the representative of the sample believe that there are several benefits that they got in implementation of Team Based in Intermediate reading class. Those are improving students' motivation to study about reading, improves students' skills (problem solving, collaborative, communication, managing resources, organizing project), involves students to implement students' knowledge in the real world and also make the learning atmosphere fun.

Suggestion

It is recommended to the lecturer to be able to implementing Team Based Project more properly and attractively, so that students' perceptions of Team Based Project are increasingly positive, and students find it easier to follow the learning process. Thus, students will enjoy to take part in the learning process. It is also suggested that the students take the learning process seriously, so it will make the learning process that using Team Based Project more effective and efficient. This research can be used as material to add insight into Intermediate reading learning to students in increasing knowledge and being adequate information, especially for related parties. This research is also expected to give benefits for the other researchers who want to conduct the same topic, it is suggested to conduct research in other setting to have variation research that will give different results.

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