

Students' Perceptions of Project-Based Learning in English Courses

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A B S T R A C T

Project-Based Learning (PjBL) has been widely applied in English language teaching; however, limited research has examined students' perceptions in non-English major contexts. This study aims to investigate students' perceptions of PjBL in English learning, particularly in terms of engagement, collaboration and motivation, communication skill, active participation, and learning effectiveness. A quantitative approach was employed using a Likert-scale questionnaire administered to 46 first-semester Public Health students. The instrument consisted of 19 valid and reliable items (Cronbach's Alpha = 0.83), and the data were analyzed using descriptive statistics. The results showed that students had generally positive perceptions of PjBL, with mean scores ranging from 3.26 to 3.32. The highest mean score was found in the collaboration aspect, indicating that students benefited from group-based learning activities. Classroom observations also revealed increased participation. These findings suggest that PjBL can support collaborative learning and student engagement in English classrooms for non-English major students.

Keywords: *Project-Based Learning, Students' Perceptions, English Language Learning, Collaborative Learning, Non-English Major Students*

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INTRODUCTION

In recent years, higher education has increasingly emphasized student-centered learning approaches to enhance learners' engagement, students' active in learning process, and meaningful learning experiences. In the context of English language teaching, traditional teacher-centered instruction is often considered insufficient to develop students' communicative competence, critical thinking skills, and real-world language use. Therefore, innovative pedagogical approaches are required to create more authentic, collaborative, and experiential learning environments for students. One of the learning approaches that the lecturer can do to improve students' activities in the learning process is project-based learning.

Project-Based Learning (PjBL) has increasingly gained recognition as an innovative pedagogical approach in contemporary education, particularly in response to the demands of 21st-century learning. This approach emphasizes student-centered learning, where learners actively engage in authentic tasks, collaborate with peers, and construct knowledge through meaningful experiences. In contrast to traditional teacher-centered instruction, which often limits students' participation, PjBL provides opportunities for learners to develop critical thinking, creativity, communication, and collaboration skills that are essential in modern educational contexts. Recent studies have highlighted that PjBL plays a significant role in enhancing these competencies, making it one of the most widely adopted instructional models in various educational settings (Al-Kamzari, F., & Alias, 2025). This research is based on constructivist learning theory, which highlights that people build knowledge by having meaningful experiences and interacting with others (Vygotsky, 1978). In this way, Project-Based Learning fits well with the ideas of student-centered learning

because it motivates students to get involved in solving problems, working together, and doing tasks that relate to the real world (Markham, 2011).

In the context of English language learning process, the implementation of PjBL is particularly relevant due to its emphasis on authentic language use and interaction. Language learning is not only about mastering grammatical structures but also about developing communicative competence through meaningful practice. A meta-analysis study in English as a Foreign Language (EFL) contexts revealed that PjBL has a significant positive effect on students' language performance, especially in writing skills and overall language proficiency (Cahyono, Bambang Yudi, 2024). This indicates that PjBL can serve as an effective approach to facilitate active language use and improve learning outcomes.

Furthermore, empirical and meta-analytic research has consistently demonstrated the effectiveness of PjBL in improving students' learning outcomes across different disciplines. For instance, a meta-analysis study found that the implementation of PjBL produces a high and significant effect size on students' academic achievement and learning outcomes (Fadhilah, Muhammad Husin, 2023). Similarly, recent studies have shown that PjBL contributes to the development of students' creativity and problem-solving skills by engaging them in complex and authentic learning activities (Muhammad Alfi Azizi, Clara Mendes, 2025). These findings reinforce the argument that PjBL is not only beneficial for cognitive development but also for fostering higher-order thinking skills.

Several studies related to the implementation of PjBL, especially in English classes, have been conducted by several researchers. The study done by (Desak Ketut Meirawati, 2022) looked at how the project-based learning model affects students' results in English classes. This research used a quasi-experimental method and gathered data through tests and questions, including a pre-test and post-test, in both the experimental and control groups. The method for analyzing data uses descriptive analysis. This includes checking for normality, using a paired sample test when the data is normal, or a Wilcoxon test when the data is not normal. It also involves a homogeneity test. If the data is normal, we use an independent sample t-test; if it's not normal, we use a Mann-Whitney test. The research findings showed that the average score of the experimental group's posttest using the PjBL model was 77.90, while the average score of the control group's posttest using the traditional model was 76.78. So, the way we learn through projects affects how well students do in English classes.

Another study was done by (Made Novita Dwi Lestari, 2022) on project-based learning in English language education within tourism programs. It highlights that one common challenge in learning English is that teachers usually use a one-way teaching approach, mainly lecturing students instead of encouraging interactive learning. One way to help students in tourism study programs learn English effectively is by using a project-based learning approach. The study takes a qualitative descriptive approach and uses library research methods to analyze the idea of project-based learning. This is intended for use in English learning settings within tourism study programs. The result of the study it was found that the use of project-based learning in learning English in the tourism study program is assumed to be able to help students prepare for the future well in terms of English skills and at the same time help lecturers to prepare a more meaningful English learning process.

Despite its numerous advantages, the successful implementation of PjBL is highly dependent on students' perceptions and responses toward the learning approach. Students' perceptions play a crucial role in shaping their engagement, motivation, and overall learning experience. Positive perceptions can enhance students' participation and learning outcomes, while negative perceptions may hinder the effectiveness of the instructional approach. Previous research has indicated that although PjBL offers many benefits, challenges such as differences in learning preferences, group dynamics, and adaptation to student-centered learning environments may influence how students perceive and experience PjBL.

In addition, recent literature highlights that while PjBL is widely acknowledged as an effective instructional model, there is still a need to examine its implementation in specific

contexts, particularly in English language learning at the tertiary level. Many studies focus on general outcomes or specific skills, but fewer studies explore students' perceptions in detail, especially using validated and reliable instruments. This gap indicates the importance of conducting empirical research that not only measures outcomes but also investigates how students perceive and respond to PjBL.

Even though there is more and more research showing that Project-Based Learning (PjBL) works well, several important gaps remain. First, many existing studies primarily focus on measuring learning outcomes, such as academic achievement, language proficiency, or specific skills development, while giving limited attention to students' perceptions as a comprehensive construct. In fact, students' perceptions are crucial in determining the success of instructional approaches, as they directly influence motivation, engagement, and participation in the learning process. Without a clear understanding of how students perceive PjBL, the interpretation of its effectiveness may remain incomplete.

Second, although PjBL has been widely implemented in various educational contexts, there is still a lack of empirical studies that specifically examine students' perceptions in English as a Foreign Language (EFL) settings at the tertiary level using validated and reliable instruments. Many studies rely on general observations or limited descriptive analysis without thoroughly addressing the quality of the instruments used. This limitation may affect the credibility and consistency of the findings. Therefore, there is a need for research that not only investigates students' perceptions of PjBL but also ensures that the measurement instrument is both valid and reliable.

Unlike previous studies that primarily focus on learning outcomes, this study provides a novel contribution by exploring students' perceptions of Project-Based Learning in an EFL higher education context. Although Project-Based Learning has been widely implemented in English language teaching, prior studies have predominantly examined its application in English-major or general education settings (Markham, 2011; Lindsay Miller, Christoph A. Hafner, 2012). Consequently, there is still limited empirical evidence addressing how non-English major students perceive PjBL, particularly in discipline-specific contexts such as Public Health. Public Health students represent a unique context, as they are required to develop English skills to access academic resources and communicate in professional settings, despite not being English majors. Therefore, examining their perceptions of PjBL provides valuable insights into how this approach supports learning in discipline-specific contexts. Therefore, this study aims to examine students' perceptions of Project-Based Learning in English language learning especially in non English department students. Specifically, this study seeks to (1) evaluate the validity and reliability of the questionnaire used to measure students' perceptions, and (2) analyze students' perceptions based on descriptive statistical results. By doing so, this study is expected to contribute to the growing body of research on PjBL and provide insights into its effectiveness in enhancing students' learning experiences.

To provide a stronger theoretical basis for this study, the following discussion further elaborates on the key concepts and relevant empirical studies related to Project-Based Learning. Project-Based Learning (PjBL) is grounded in constructivist learning theory, which emphasizes that knowledge is actively constructed through experience and interaction. The theoretical basis of PjBL can be traced to the work of (Dewey, 1938), who advocated experiential learning, and (Vygotsky, 1978), who highlighted the importance of social interaction in cognitive development. These perspectives suggest that learning becomes more meaningful when students are actively engaged in collaborative and authentic activities. In this context, PjBL facilitates student-centered learning by encouraging inquiry, problem-solving, and collaboration. As noted by (Markham, 2011), PjBL allows learners to take ownership of their learning through project-oriented tasks that reflect real-world situations.

Empirical studies have shown that PjBL contributes to improvements in language proficiency, particularly in productive skills such as speaking and writing. A meta-analysis by (Zhang, L., & Ma, 2023) indicates that PjBL has a significant positive effect on students'

learning outcomes. Similarly, research by (Lindsay K. Crawford, Kimberly Arellano Carmona, 2024) demonstrates that students engaged in project-based activities tend to show higher levels of engagement and deeper understanding.

Beyond learning outcomes, students' perceptions represent an important dimension in evaluating the effectiveness of instructional approaches. Perception influences how students respond to learning activities, including their level of motivation, engagement, and participation.

Students' perceptions are influenced by individual differences in learning preferences, which shape how learners engage with instructional approaches. Learning styles are often described as learners' preferred ways of perceiving and processing information, although they do not necessarily determine learning outcomes (Tsingos, C., & Smith, 2015). Previous research also indicates that students' awareness of their learning preferences can influence their engagement and learning experiences (Safrul Muluk, Habiburrahim, 2020). Therefore, understanding students' perceptions is essential in evaluating the effectiveness of instructional approaches such as Project-Based Learning.

A study by (Devi Suci Rahmawati, 2026) looked into how students' perception English as the language used for teaching Indonesian to foreign speakers. This research focused on Level 1 BIPA listening and speaking classes at a university in Surabaya and used a qualitative case study approach. Information was gathered using open-ended questions and semi-structured interviews with 13 international students, and this information was examined through thematic analysis. The results show that students mostly see English as a Medium of Instruction (EMI) as useful for better understanding, building confidence, and participating more in class, especially for beginners. However, they still stress that being immersed in Indonesian is important for developing communication skills. The study finds that English Medium Instruction (EMI) can work well as a helpful support for new learners when it is used carefully and gradually lessened as their skills improve.

Further research on student perceptions was also conducted by (Mohammad Anjas Anggita, 2026) about the study was conducted to understand how English major students' perception of the ethical use of ChatGPT in their academic studies. This was done using a descriptive quantitative approach, where a questionnaire was given to 23 students majoring in English. The data were looked at using percentages and average scores to understand how students feel about how helpful ChatGPT is, how easy it is to use, and their thoughts on its ethical issues. This study uses the Technology Acceptance Model (TAM) to explore how students' views affect their involvement with ChatGPT. It also looks at the ethical issues connected to using it for academic learning. The results show that students mostly see ChatGPT as a useful tool for learning. It helps them come up with ideas, understand school materials better, and finish their assignments. Students also show that they understand how important it is to check the information created by AI and to keep their work original. The research finds that ChatGPT can help with academic learning if it is used in a responsible and ethical way.

While the other research related to the students' perceptions especially related to the use of project-based learning conducted by (Suhartini Syukri, Marhalisa Marhalisa, Abdul Halim, Dewi Atikah, 2022) about the perceptions of the use of Project Based-Learning in the EFL context using a descriptive qualitative study with 31 participants who filled out a questionnaire. Among the 31 students who answered, 26 of them, which is 83.87%, said they liked the use of Project-Based Learning (PjBL), while 5 students, or 16.12%, strongly agreed with that. It indicated that most people who answered the survey had favorable opinions about using Project-Based Learning in the classroom. The results showed how the students performed on all the items. For the responses, ninety-two students, or 40.25%, strongly agreed; ninety-seven students, or 39.27%, agreed; seven students, or 6.62%, disagreed; and four students, or 1.62%, strongly disagreed. The data indicates that more students chose "agree" than "strongly agree," "disagree," or "strongly disagree." This means that a majority of students, specifically ninety-seven or 40.25%, tend to agree with the statement. The results showed that students thought the PjBL method was good and believed it should be included

in their learning. Additionally, the Project-Based Learning (PjBL) approach had advantages for how students learned. According to these results, language teachers and those who train teachers can use Project-Based Learning (PjBL) as a way to help students see the learning process in a better light and perform better.

In studies examining students' perceptions, the quality of the measurement instrument is critical. Validity ensures that the instrument accurately measures the intended construct, while reliability ensures consistency in the measurement results. The concept of internal consistency reliability, as introduced by Lee J. Cronbach (Cronbach, 1951), is commonly used to assess the reliability of questionnaire-based instruments. A reliable instrument strengthens the credibility of the findings and allows for more accurate interpretation of students' perceptions.

A growing number of empirical studies have investigated how well Project-Based Learning (PjBL) works in different educational settings. A systematic review by (Al-Kamzari, F., & Alias, 2025) highlights that PjBL enhances critical thinking, collaboration, and communication skills. Additionally, studies by (Pirdaus, 2024) show that PjBL contributes to the development of creativity and 21st-century competencies.

Based on the discussion above, this study addresses the following research question: What are students' perceptions of Project-Based Learning in English courses among non-English major students? Therefore, this study aims to fill this gap by looking at how students' perceptions of Project-Based Learning in an English as a Foreign Language (EFL) higher education context, with a particular focus on the use of a valid and reliable measurement instrument.

METHOD

This study used a quantitative descriptive approach supported by classroom observation to explore students' perceptions of the implementation of Project-Based Learning (PjBL) in an English course for Public Health students. Quantitative research is appropriate for identifying trends and measuring participants' responses using numerical data (Creswell, 2014). The data were collected using a questionnaire and supported by classroom observation to provide additional context.

Respondents

The respondents of this study were 46 first-semester students enrolled in an English course at a university in Pekalongan, Central Java. The participants were selected using a total sampling technique, in which all students in the class were included as research participants. This technique was chosen because the population size was relatively small and accessible (Sugiyono, 2017). In addition, all students had experienced learning activities using Project-Based Learning, making them relevant participants for examining their perceptions of the approach.

Instruments

The instrument used in this study was a questionnaire consisting of 21 items designed to measure students' perceptions of Project-Based Learning (PjBL) in English classes. The items were constructed based on core dimensions of PjBL, such as student engagement, collaboration, and learning outcomes, which are widely recognized as essential components of language learning within communicative and project-based frameworks (Markham, 2011; Richards, 2006; Cahyono, Bambang Yudi, 2024). The engagement dimension focused on students' participation and involvement in learning activities, the collaboration dimension examined students' experiences in teamwork and interaction, while the motivation dimension explored students' interest, enthusiasm, and willingness to participate in English learning through PjBL activities.

The research questionnaire used a four-point Likert scale without a neutral option, consisting of strongly agree, agree, disagree, and strongly disagree. The use of a Likert scale allows researchers to measure attitudes and perceptions systematically (Likert, 1932). A

neutral option was intentionally excluded to encourage respondents to provide more decisive answers and reduce central tendency bias. Thus, the data obtained was expected to better reflect students' actual attitudes and perceptions of PjBL implementation.

Before the questionnaire was administered, validity and reliability testing were conducted to ensure the quality of the instrument. Item validity was tested using Pearson Product-Moment correlation, which showed that 19 out of 21 items met the validity criteria. Reliability testing using Cronbach's Alpha indicated that the instrument had high internal consistency ($\alpha = 0.83$).

This instrument was distributed to students who had participated in project-based learning for a specific period. The collected data was then analyzed to identify trends in students' perceptions of the effectiveness of PjBL implementation in supporting the learning process. Classroom observations were conducted to document how PjBL was implemented in practice, including student participation in group discussions, the project development process, and presentation activities.

Procedures

The process of gathering data in this study happened in a few steps. The researcher started by telling the participants why the study was being done and made sure they agreed to join willingly. After receiving their agreement, the researcher administered a structured questionnaire consisting of 21 close-ended items using a four-point Likert scale. The questionnaire was distributed to 46 first-semester students, who were asked to respond to each statement based on their learning experiences. The use of a four-point Likert scale was intended to encourage participants to express clear tendencies without selecting a neutral option.

In addition to the questionnaire, classroom observation was conducted to support the data and provide contextual understanding of the implementation of Project-Based Learning. Observation is commonly used to complement questionnaire data by capturing real classroom interactions (Louis Cohen, Lawrence Manion, 2018). The observation focused on students' participation, interaction, and responses throughout the classroom activities.

After all questionnaire responses were collected, the researcher reviewed the data to ensure completeness and consistency. The data obtained from both the questionnaire and classroom observations were then compiled and prepared for further analysis to provide a comprehensive understanding of students' perceptions.

Data analysis

The quantitative data obtained from the close-ended questionnaire were analyzed using descriptive statistical techniques to examine students' perceptions of Project-Based Learning (PjBL) in English language learning. The questionnaire items were analyzed using descriptive statistics, including mean scores and percentages, to identify trends in students' responses related to engagement, collaboration, and motivation. The mean scores were classified into four categories: very low, low, high, and very high. The classification of mean score ranges used in this study is shown in Table 1.

Table 1. Mean Score Interpretation

Mean Range	Interpretation
1.00-1.75	Very Low
1.76-2.50	Low
2.51-3.25	High
3.26-4.00	Very High

Prior to the main data analysis, validity and reliability testing were conducted to ensure the quality of the instrument. The validity of the items was checked using the Pearson Product-Moment correlation, and the reliability was evaluated with Cronbach's Alpha, which indicated acceptable internal consistency ($\alpha = 0.83$). Furthermore, qualitative data

obtained from classroom observations were analyzed descriptively. The observations focused on students' participation, interaction, and engagement during the implementation of PjBL. The qualitative findings helped to enhance the quantitative results by giving a better understanding of how students learn and what their experiences are like in the classroom.

FINDINGS AND DISCUSSION

This section presents the empirical findings of the study, including the results of the instrument testing and the analysis of students' perceptions of Project-Based Learning (PjBL). The data are reported in terms of validity, reliability, and descriptive statistical analysis

Validity Analysis

The validity of the questionnaire items was examined using the Pearson product-moment correlation coefficient to determine the extent to which each item accurately measured the intended construct. Based on the total of 46 respondents, the critical value of r at the 0.05 significance level was established at 0.291. Each item's correlation coefficient was compared to this threshold to assess its validity. An item is considered valid when its correlation coefficient exceeds the critical value, indicating that it is adequately correlated with the overall construct (Hair, J. F., Black, W. C., Babin, B. J., & Anderson, 2019; Mathai, A. M., Provost, S. B., & Haubold, 2022).

The analysis revealed that the majority of the questionnaire items obtained correlation coefficients exceeding the critical value, indicating that these items were statistically valid and sufficiently representative of the underlying construct being measured. However, two items were found to have correlation coefficients below the required threshold, suggesting that they did not correlate adequately with the overall scale. This result indicates that these items may not effectively capture the intended aspects of students' perceptions of Project-Based Learning and could potentially reduce the overall measurement accuracy. Therefore, these items were considered inconsistent with the construct and were removed from the instrument to enhance its overall validity.

The initial version of the questionnaire consisted of 21 items designed to capture various dimensions of students' perceptions of Project-Based Learning. Following the validity analysis, the removal of the two inconsistent items resulted in a refined instrument comprising 19 items. This refinement ensured a more accurate and focused measurement of the construct under investigation.

Reliability Analysis

The trustworthiness of the questionnaire was checked by using Cronbach's Alpha coefficient to see how consistently it works. The first reliability check showed a Cronbach's Alpha score of 0.743, which means that the level of reliability is acceptable according to commonly accepted statistical standards. This result suggests that the instrument demonstrated a moderate degree of consistency in measuring the construct of students' perceptions of Project-Based Learning. However, a closer examination of the item-total statistics revealed that two items were conceptually inconsistent and contributed less effectively to the overall coherence of the scale. These items showed relatively low item-total correlations, indicating that they did not align well with the other items in measuring the same construct. As a result, these items were removed to enhance the internal consistency of the instrument.

Following the refinement process, the revised questionnaire consisted of 19 items and was re-evaluated using Cronbach's Alpha. The results showed an improved reliability coefficient of 0.83, which is generally interpreted as a high level of internal consistency. This improvement indicates that the remaining items are more homogeneous and consistently measure the intended construct. Therefore, the refined instrument can be considered reliable and suitable for further data analysis in this study.

Descriptive Statistics

The analysis of the descriptive statistics revealed that the average score of the students' responses was 3.27, placing it in the "very high" category. This shows that, in general, students had very positive perceptions toward the implementation of Project-Based Learning (PjBL) in their English language studies. The interpretation of mean scores in this study was based on a four-point Likert scale, in which scores ranging from 3.26–4.00 were categorized as "very high," as presented in Table 1. The mean scores for each category are presented in Table 2.

Table 2. Mean by Category

Category	Mean	Level
Collaboration	3.32	Very High
Engagement & Motivation	3.29	Very High
Communication Skills	3.28	Very High
Active Participation	3.27	Very High
Learning Effectiveness	3.26	Very High

As shown in Table 2, all categories fall within the "very high" classification, indicating consistently positive perceptions across different aspects of learning. The Collaboration category obtained the highest mean score (3.32), followed by Engagement and Motivation (3.29), Communication Skills (3.28), Active Participation (3.27), and Learning Effectiveness (3.26). The high score in the collaboration category indicates that students perceived group-based learning activities positively and felt that teamwork supported their learning process. This finding suggests that PjBL encouraged students to exchange ideas, participate actively in discussions, and cooperate with their peers during project completion.

The relatively small variation among the mean scores indicates that students' perceptions were consistently positive across all measured dimensions. Overall, these findings demonstrate a consistent pattern of positive perceptions, as reflected in both the overall mean score and the category-based results. These findings are consistent with previous studies indicating that Project-Based Learning enhances student engagement, collaboration, and active participation in language learning contexts (Markham, 2011; Lindsay Miller, Christoph A. Hafner, 2012). The high mean scores across all categories suggest that students responded positively to collaborative and student-centered learning activities implemented through PjBL.

Discussion

The findings of this study indicate that students demonstrated generally positive perceptions of Project-Based Learning (PjBL) in English language learning. This positive perception can be closely associated with the nature of the classroom activities implemented, particularly the use of collaborative projects such as creating conversational videos and health campaign posters. These activities required students to actively engage in meaningful communication, apply language skills in authentic contexts, and work collaboratively to produce tangible outcomes. Such characteristics reflect the core principles of PjBL, including student-centered learning, real-world relevance, and active participation.

The video project provided opportunities for students to practice speaking skills, negotiate meaning, and improve fluency through repeated interaction and rehearsal. Meanwhile, the poster project encouraged students to develop writing skills, organize ideas, and think critically about health-related issues. These findings are consistent with previous studies indicating that PjBL can enhance student engagement, motivation, and collaboration in language learning contexts. The increased enthusiasm observed during classroom activities further supports the idea that project-based tasks create a more interactive and dynamic learning environment.

The findings of this study indicate that students have highly positive perceptions of Project-Based Learning (PjBL) across all measured categories. The category-based analysis provides a more detailed understanding of how PjBL influences different aspects of the learning experience. The highest mean score was found in the collaboration category ($M = 3.32$), indicating that students strongly perceive PjBL as an effective approach for enhancing teamwork and interaction. This finding supports the fundamental principle of PjBL, which emphasizes collaborative learning environments. One possible explanation is that project-based activities require students to interact, share responsibilities, and solve problems collaboratively, which naturally strengthens peer communication and teamwork. It is also consistent with previous studies suggesting that collaboration is a key component in improving student engagement and learning outcomes (Johnson, D.W, & Johnson, 1999; Zhang, L., & Ma, 2023). In addition, the importance of social interaction in learning, as highlighted by Vygotsky (Vygotsky, 1978), is clearly reflected in this result.

The engagement and motivation category ($M = 3.29$) also showed a very high mean score, suggesting that PjBL successfully increases students' interest and enthusiasm in learning. This may occur because project-based tasks allow students to participate in meaningful and real-life learning activities, making the learning process more enjoyable and relevant to their experiences. This finding aligns with the view that meaningful and authentic learning activities can enhance students' intrinsic motivation (Dewey, 1938; Lindsay K. Crawford, Kimberly Arellano Carmona, 2024). The use of projects appears to create a more engaging learning environment compared to traditional instructional methods.

Similarly, the communication skills category ($M = 3.28$) demonstrated that students perceive improvement in their ability to express ideas and participate in discussions. This supports the notion that PjBL provides opportunities for students to practice communication in real contexts, which is essential for language learning. Through presentations, discussions, and group interaction, students are encouraged to express their opinions more actively in English. Recent research also confirms that PjBL helps in building skills needed in the 21st century, such as talking with others and working together. (Evaristus Silitubun, Bruna Costa, 2024; Muhammad Alfi Azizi, Clara Mendes, 2025).

The active participation category ($M = 3.27$) indicates that students are actively involved in the learning process when PjBL is implemented. This result reinforces the idea that student-centered learning approaches encourage learners to take responsibility for their own learning. Such engagement is a key factor in achieving meaningful learning outcomes (Markham, 2011). This finding is also supported by recent studies showing that PjBL promotes learner autonomy and active classroom participation through hands-on and collaborative activities (Irawan, L. A., & Ahmad, 2025; Chakim, N., Widiati, U., Prayogo, J. A., & Romadhon, 2026).

Meanwhile, the learning effectiveness category ($M = 3.26$), although still categorized as very high, showed the lowest mean score among all categories. This suggests that while students recognize the benefits of PjBL, some may still experience challenges in fully understanding the material or adapting to this learning approach. This may indicate that not all students adapt equally well to project-based instruction, particularly those who prefer more structured or teacher-centered learning environments. This finding is in line with the perspective that individual learning preferences can influence how students respond to different instructional methods (Cassidy, 2010).

The category-based analysis confirms that Project-Based Learning positively impacts multiple dimensions of students' learning experiences, particularly in fostering collaboration, engagement, and communication. These findings are further supported by recent studies highlighting the effectiveness of PjBL in improving both cognitive and affective learning outcomes (Zhang, L., & Ma, 2023; Al-Kamzari, F., & Alias, 2025). This matches the study done by (Usrotul Husna, Afrianto Daud, 2024) which discussed about how students in the English study program view project-based learning (PjBL) in scientific writing. This research was carried out at the English Study Program of FKIP Universitas Riau and involved 37 students who had participated in PjBL during their course. The findings show that Project-

Based Learning (PjBL) is viewed positively in different areas, including how it is applied in learning tasks, the support from teachers, the motivation of students, and the improvement of skills in scientific writing. Research that provides positive results from the implementation of project-based learning from the perspective of student perceptions was also conducted by (Havwini, T., Fadilah, N., Feby, F., & Sari, 2024) which is to investigate students' perception of project-based learning (PBL) practice in their English class. The results show that students found benefits during project work, as they have greater opportunity to practice the English speaking and writing. Moreover, students also felt that they have improved their English during the PBL.

In addition, similar research was also conducted by (Nurul Fadhillah, Sudjarwo, 2023) about students' perception of project based learning in writing class. The findings showed that the students believe the materials used in project-based learning are clear, engaging, and easy to grasp. Also, using project-based learning in activities can boost their motivation and help them become better at writing. Also, students feel good about the teacher's skill in helping and supporting them during project-based learning in their writing class.

In this research, the results show that students have highly positive perceptions of Project-Based Learning across all categories. Collaboration achieved the highest mean score, suggesting that PjBL effectively enhances teamwork and interaction. This supports the idea that collaborative learning environments improve engagement and outcomes. It can be seen from classroom observations conducted during the research. Students were more enthusiastic about participating in the English learning process by creating something in groups and then presenting the results to the class. The high scores in engagement and motivation show that students are more interested and enthusiastic when learning through projects. This suggests that PjBL creates a more meaningful learning experience compared to traditional methods. This finding is supported by recent studies indicating that project-based activities increase students' engagement, interest, and motivation by involving them in collaborative and authentic learning experiences (Maalfi Hind, 2025; Zhong, J., Ismail, L., & Lin, 2025)

In terms of communication skills, students reported improvements in expressing ideas and participating in discussions. This highlights the role of PjBL in developing essential language and communication competencies. Previous studies have also shown that project-based activities encourage students to communicate more actively, share ideas, and develop confidence in using English in collaborative learning environments (Irawan, L. A., & Ahmad, 2025).

Active participation also showed strong results, indicating that students are more involved in the learning process. This reinforces the effectiveness of student-centered learning approaches. One possible explanation is that PjBL positions students as active participants rather than passive recipients of information. Through project completion, discussion, and presentation activities, students become more engaged in constructing their own learning experiences. Previous studies have similarly reported that PjBL encourages learners to participate actively through collaborative tasks, problem-solving activities, and hands-on learning experiences (Chakim, N., Widiati, U., Prayogo, J. A., & Romadhon, 2026; Zhong, J., Ismail, L., & Lin, 2025). However less effective results from the application of project-based learning have also been found in research conducted by (Rusiana, Nuraeningsih, 2023) about students' perception of Project-based learning is being used in the Teaching English to Young Learners class, which is a required subject for third-year students. This approach is a key feature of the English Education Department at a private university in Indonesia. The study shows that the students viewed the project in a neutral way regarding three areas: the person who sees it, the person or thing being observed, and the situation itself. The students weren't very involved in the project due to the difficulties caused by Covid-19, which unfortunately occurred during the time the research was being carried out. They had to take their classes online and worked on the project by themselves with very little help from the teacher in person.

Although Learning Effectiveness received the lowest mean score among all categories, it still fell within the “very high” category. This finding indicates that, despite the overall positive perception of PjBL, some students may still experience difficulties in adapting to project-based activities. These challenges may be related to differences in learning preferences, language proficiency, or the need for more structured guidance during project completion. Some students may feel more comfortable with collaborative and creative tasks, while others may require more structured guidance. This indicates that although PjBL is generally effective, its implementation should consider students’ diverse needs to maximize learning outcomes. The integration of project-based activities in this study demonstrates that PjBL is an effective pedagogical approach for enhancing student engagement, collaboration, and active participation in English language classrooms, particularly among non-English major students. The findings confirm that Project-Based Learning positively influences multiple aspects of learning, including collaboration, engagement, and communication.

CONCLUSIONS

This study examined students’ perceptions of Project-Based Learning (PjBL) in English learning process. The findings revealed that students had highly positive perceptions of PjBL across all measured categories, including collaboration, engagement and motivation, communication skills, active participation, and learning effectiveness. Among these categories, collaboration attained the highest mean score, indicating that students strongly valued teamwork and interaction during project-based activities. The implementation of PjBL was found to encourage students’ active participation, improve communication skills, and create a more engaging and meaningful learning experience. These findings suggest that PjBL can be used as an effective instructional strategy to support student-centered learning in English language classrooms, particularly for non-English major students. Therefore, English teachers and lecturers are encouraged to integrate collaborative and project-based activities into classroom instruction to increase students’ engagement and participation. This study has some limits because it looked at a small number of participants and only one specific setting, which might mean the results can't be easily applied to other situations. In addition, the study only examined students’ perceptions and did not measure the direct impact of PjBL on students’ language proficiency or academic performance. Future research could explore the implementation of PjBL in different educational contexts and investigate its effects on students’ language skills using experimental or mixed-method research designs.

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