

THE INFLUENCE OF PROJECT BASED LEARNING IMPLEMENTATION ON STUDENTS' ENGLISH LEARNING MOTIVATION AT SMK PEMBANGUNAN BAGAN BATU

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ABSTRACT

This research focused on the influence of Project-Based Learning (PBL) implementation on student English learning motivation at Vocational High School. This research aimed at finding out whether the implementation of PBL significantly contributed to increase student English learning motivation. This research was conducted to the eleventh-grade students at Vocational High School in Bagan Batu. Quantitative approach was used in this research with correlational design. Data were collected through two instruments observation sheet to measure PBL implementation and questionnaire to assess student English learning motivation. Data were analyzed by using descriptive statistics, Shapiro-Wilk normality test, and Pearson Product-Moment correlation analysis with SPSS 25. The research findings showed that Null hypothesis (H_0) was accepted, and Alternative hypothesis (H_a) was rejected. Thus, it could be concluded that there was no significant contribution between PBL implementation and student English learning motivation. However, PBL implementation still positively influenced student engagement and enthusiasm in English learning.

KEYWORDS: Project-Based Learning, English Learning Motivation

1 INTRODUCTION

Multiple studies advocated that the methods that teachers use in the classroom will not have significant effects on their success, If students are not motivated to study, (Hamuddin et al., 2020; Nasution, 2019). but still the teacher must exercise be careful when implementing new teaching methods or lesson plans that could increase student anxiety or place an undue strain on them (Derin & Hamuddin, 2019; Junaidi et al., 2020). On the other hand, motivation and teaching atmosphere are tightly connected. A boring classroom environment reduces student motivation, a good learning environment will increase it. Teachers need appropriate teaching methods to produce a relaxed and stimulating learning environment. "A good learning environment raises student expectations, encourages them to participate, and ensures that no student fly under the radar," claim Goos & Sonnemann (2017). Talented students come from high-quality educational settings. As a result, during learning activities, students' motivation is highly influenced by the components in the classroom environment.

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For learning motivation itself is an important factor in determining student success in learning English. A high level of motivation will have a positive impact on student activeness in learning. According to Nair and Krishnasamy (2016), motivation is crucial for students' success in learning English. Besides that Tambunan & Siregar (2016) identified an ideal correlation between motivation and academic achievement, as measured by grade point average, throughout all stages of education, from elementary to college. So students who have strong motivation tend to get higher grades in assignments, exams and other academic evaluations. According to Siska (2015), motivation is directly tied to the learning process. As a psychological process, motivation is impacted by both internal and external elements, such as the learning environment and the students' own expectations and desires for learning (Hidayah & Hermansyah, 2016).

Kikuchi (2009) conducted a quantitative study with 656 Japanese high school students and identified teachers behavior and methods of teaching as the main causes of learners' demotivation to study English. In the context of education, demotivation is a problem often faced by students. Learning methods that are less interactive, interesting and not in line with students' needs and preferences can make students bored and demotivated to learn. Therefore it is important to choose the right learning methods to create motivating learning. Gardner (cited in Jia Guanjie, 1996) suggests that there are four components that make up motivation for learning a foreign language: a goal, effortful conduct, a desire to achieve the goal, and attitude. so indeed motivation such as the desire and purpose of students who really want to learn English which is intrinsic is a type of self-drive that encourages students to progress, triggered by curiosity and desire to learn is one of the keys to success in learning English. as quoted by Choosri, C., and Intharaksa (2011). Students' motivation might affect their English language success. However, not all students are automatically motivated to learn, do tasks, or study topics. Teaching methods that suit students' needs, threats, or praise can also help students become more active. So, it is clear that motivation coming from outside sources is sometimes necessary. The implementation of monotonous methods of learning results in a lack of motivation for learning. Methods and approaches to instruction that influenced their desire to learn English.

Various learning methods have been developed to increase learning motivation. one of them is the Project-Based Learning (PBL) method. is a learning method that focuses on real, collaborative and problem-based projects to develop students' abilities which can increase learning motivation. According to Thomas (2000), one approach focusing learning around projects is called Project Based Learning (PBL). Students participate in design, problem-solving, decision-making, or investigative activities as part of complex projects that are based on difficult questions or problems. These projects allow students to work comparatively independently for extended periods of time and produce realistic products or presentations.

Project Based Learning enhances student motivation by offering opportunity for significant tasks and real-world linkages that make learning more relevant and interesting. In order to benefit from Project Based Learning, students need to be cognitively engaged with the material for an extended period of time. Advocates of focus on complex tasks as an important component of classroom instruction assume that students will be motivated to test their ideas and deepen their understanding when faced by authentic problems in a situation that is similar to how learning occurs in out-of-school settings (Blumenfeld et al., 1991).With the aid of many sources and ongoing inquiry-based learning activities in the real world, project-based learning (PBL) is an innovative approach to inquiry-based

learning that is focused on the concepts and principles of a subject. Its goal is to produce a comprehensive project work and solve several interconnected problems in a set period of time (Jingfu and Zhixian, 2002). Thomas (2000) stated student engagement in Project Based Learning, both independently and collaboratively, enhances their work habits, critical thinking abilities, and overall productivity.

Project Based learning has drawn a lot of interest in the world of education during the last few decades. According Mirici, S., &, Uzel (2019), Project-based learning has been demonstrated in many studies to enhance students' motivation for learning, communication, problem-solving, and cooperation abilities. (Mirici, S., &, Uzel, 2019) spoke with teachers who reported increased confidence and motivation after implementing PBL in the classroom. As interest in student-centered learning, autonomous learning, and collaborative learning grows, Project-Based Learning (PBL) is already being used in language education (Hedge, 1993). However, Teachers teach using various methods intended to increase student motivation, there are still many students who are not motivated to learn English. Therefore, based on these phenomena above, the researcher is interested in whether there is any significant influence of Project Based Learning implementation on students' English learning motivation?

Definition of Project Based Learning

According to Thomas (2000), Project Based Learning is a type of learning approach that allows students to gain knowledge by working on a project. According to the definitions found in PBL handbooks for teachers, projects are complex tasks based on difficult questions or problems that involve students in design, problem-solving, decision-making, or investigative activities; allow them to work relatively independently for extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). Project-based learning (PBL) is a model that centers learning around projects. it can be concluded that PBL is a learning approach that allows students to gain knowledge through project work. Projects in PBL are complex tasks based on difficult questions or problems that involve students in design, problem solving, decision making, or investigative activities. Thus, PBL can help students develop abilities such as critical and analytical thinking, collaborating and communicating, innovating and thinking creatively, solving complex problems, and working independently and responsibly.

According to Bell, S. (2010) Project Based Learning (PBL) is a teacher-supported, student-driven method of teaching. Students gain knowledge by asking questions that arouse their innate curiosity. In this approach, students do not just passively receive information from the teacher, but are actively involved in completing real projects that are relevant to their lives.

Characteristics of Project Based Learning

According to Kleijer et al. (1981) Project Based Learning has four main features:

1) Self-responsibility for thinking and learning. This characteristic emphasizes the importance of students taking responsibility for their own learning process. Students must be able to manage time, manage resources, and make sound decisions to achieve project

goals. In this way, students can develop critical thinking skills, think independently, and make the right decisions.

2) Awareness of social responsibility. These characteristics emphasize the importance of students understanding the impact of their projects on society and the environment. Students must be able to consider the ethics, morals, and values associated with their projects. In this way, students can develop the ability to think socially, understand social responsibility, and make the right decisions.

3) Thinking and acting from the scientific perspective but in a practical application. These characteristics emphasize the importance of students applying scientific knowledge and skills in practical contexts. Students must be able to analyze problems, develop hypotheses, and test those hypotheses through experiments or simulations. In this way, students can develop the ability to think scientifically, apply scientific knowledge in practical contexts, and develop experimental and analytical skills.

4) Relating both group process and product with professional practice. These characteristics emphasize the importance of students understanding how their projects relate to professional practice in the field. Students should be able to analyze how their group's processes and products can be applied in a professional context. In doing so, students can develop the ability to understand professional practice, apply knowledge and skills in professional contexts, and develop teamwork and communication skills.

Procedures or Steps of Project Based Learning Method

(1) Starting with essential questions. Students' knowledge, answers, critiques, and thoughts about the project theme are obtained through the use of essential questions, (2) Planning the rules for working on a project. Planning contains the rules of the game, selecting activities that can support answering essential questions, by integrating various possible subjects, and knowing the tools and materials that can be accessed to complete the project, (3) Create an activity schedule. Educators and students collaboratively create a schedule of activities to complete the project. This schedule is designed to determine how long it will take to teach the project, (4) Monitoring the progress of student projects. Monitoring is done by facilitating students in each process, (5) Assessment of student work results. Assessment is conducted to help educators measure the achievement of standards, play a role in evaluating the progress of each student, provide feedback on the level of understanding that has been achieved by students, and help educators in developing subsequent learning strategies. (6) Evaluation of students' learning experiences. At this stage, students are asked to express their feelings and experiences while completing the project.

Teaching English for Learners by Using Project Based Learning Method

Under Project Based Learning, students work on actual projects related to their subject matter. By completing assignments that are comparable to what other students would come across in the actual world. Different problem kinds lead to various methods of instruction and help students develop a variety of critical thinking abilities. In the context of curriculum and teaching reform, project-based learning is a new approach to teaching and learning that uses real-world situations as its context. It is motivated by real-world problems, extends disciplinary boundaries, combines several disciplines into a

single project, and develops students' critical thinking, creative problem-solving, communication, and teamwork skills, in addition to future-oriented abilities. 21 private university students were given Project Based Learning before and after, and the results of Zhang Ying's intrinsic motivation scale showed there were significant differences in the students' interest, autonomy, and competence before and after. These differences had a positive impact on the students' intrinsic motivation to learn (Zhang, 2022). With help of various resources and ongoing inquiry-based learning activities in the real world, Project Based Learning (PBL) is an innovative approach to inquiry-based learning that is focused on a subject's concepts and principles. The goal is to produce a completed project work and solve several interconnected problems within a set amount of time (Jingfu and Zhixian, 2002).

Components of Project Based Learning

Morgan offered three interesting general project work concepts for educational purposes: (1) Project exercise. This concept emphasizes the activities or tasks that must be completed by students in the project. Project exercise focuses on developing students' skills and knowledge through specific activities. (2) Project component. This concept emphasizes the components that make up a project. Project components focus on developing students' abilities to identify, analyze, and integrate different components in a project. (3) Project orientation. This concept emphasizes the orientation or goals of the project. Project orientation focuses on developing students' abilities to understand the goals and context of the project, as well as developing the ability to orient themselves in the project.

Kinds of Motivation

There are numerous ways to characterize motivation, but the two main broad categories are extrinsic and intrinsic motivation.

1) Intrinsic Motivation

According to Paul Eggen and Don Kauchak (1994), intrinsic motivation is a reaction to the learner's demands, including curiosity, the need to know, and feelings of competence or progress. Whether a task has any external value or not, it exists when someone works because they have an inner drive to complete it well (Cheryl L. Spaulding, 1992). Here students are willing to learn because they want to become better. students with intrinsic motivation will learn on their initiative because of their curiosity. So students are interested or in other words motivated to learn, they learn English because of their internal drive.

According to Hayikaleng, Nair, and Krishnasamy (2016), intrinsic motivation (IM) in language acquisition is the drive to participate in an activity because it is interesting and engaging. Intrinsic motivation in learning a language includes several aspects such as: Interest and enjoyment in learning the language, The need to develop communication skills, The need to understand the culture and values associated with the language, The need to improve one's abilities, The need to feel personal satisfaction and accomplishment.

2) Extrinsic Motivation

Extrinsic motivation is an external force that influences students' acquisition of English through expectations, rewards, and praise. It occurs when people feel motivated by a goal that is not directly related to the task they are doing or that is functionally unrelated to it (Cheryl L. Spaulding, 1992). Extrinsic motivation (EM) is defined by Hayikaleng, Nair and Krishnasamy (2016) as an action taken by a person in order to receive a reward, such as improved grades or a pay raise, or alternatively, to avoid punishment. Students who are motivated by extrinsic motivation in learning English are usually influenced by external factors. They are motivated to learn because of awards, grades, social recognition, job opportunities or college requirements. These students focus on outcomes rather than the learning process and prioritize assessment over understanding.

Function of Motivation in Learning

Motivation is very important because it functions as a driver of enthusiasm and interest in learning, directs goals and targets, and increases involvement and participation. Motivation is necessary because learning activities cannot be carried out by someone who lacks motivation for learning. With motivation, a person can develop abilities and skills, increase self-awareness and life goals. According to Purwanto (2011) There are three functions of motivation: (1) motivation drives the individual to act, act as a driving force that provides energy to do something, (2) motivation determines direction actions towards achieving goals or ideals, avoidance deviation from the correct path, (3) motivation selects appropriate actions to achieve goals, ignores actions which is not supported.

2 METHODOLOGY

The researcher employed quantitative research in this investigation. Quantitative research is a type of educational research in which the researcher chooses the topic of study, develops a clear and targeted question, collects numerical data from participants, uses statistical analysis to interpret these numbers, and conducts the investigation impartially and objectively, according to Creswell (2012). Furthermore, according to Apuke (2017), Aliaga and Gunderson defined quantitative research methods as the methodical examination and elucidation of a certain topic or phenomenon using the collection of numerical data and its assessment through mathematical approaches. Moreover, this study employed the correlational design. According to Latief (2014), a correlation is the assessment of the relationship between two or more variables using a correlational statistic to examine the exact strength of that link. In this study, the two variables of interest are Project Based Learning implementation (denoted as X) and students' English learning motivation (denoted as Y). The researcher collected information to analyze the research questions and the researcher used a frame of reference to gain an understanding of the research based on questionnaire and observation.

3 RESULT AND DISCUSSION

A. Results

Based on the data collected through questionnaire and observation the thinking processes experienced by the participants were grouped into three stages: (1) pre-presentation, (2) during-presentation, and (3) post-presentation that follow Flavel (1979) and Zimmerman (2000). The participants were asked to tick more than one answer if they had multiple thinking processes as listed. The results are explained as follows.

1. Project Based Learning Implementation

To collect the data the researcher used a observation instrument. The indicators of variable X as Project Based Learning methods developed by the George Lucas Educational Foundation as stated in The effectiveness of e-project-based learning in improving the academic achievement and motivation of special education female students. Observations of project-based learning (PBL) implementation were conducted to determine the extent to which teachers implemented PBL steps in the classroom. The observation instrument consisted of 12 statement items covering the main aspects of PBL implementation. Each item was scored using a scale of 1–5, where (1) indicated “not observed” and 5 indicated “strongly and consistently implemented.”

Based on the observation sheets, Based on the categorization results above, it is known that of the 9 classes observed, 8 classes (88.9%) were in the High category with a score range of 3.40–4.19. In addition, there was 1 class (11.1%) that reached the Very High category with a score range of 4.20–5.00. Meanwhile, no classes were found to be in the Moderate, Low, or Very Low categories. These results indicate that PBL implementation in the majority of classes was high, with one class even showing very high implementation. Thus, it can be concluded that overall, PBL implementation in the nine classes was effective and consistently supported learning objectives.

2. Students' Learning Motivation

To collect data on students' learning motivation the researcher used an instrument in the form of a questionnaire. This questionnaire was given to 59 students and consist of 16 items of statement covering five indicators of learning motivation that adapted from Uno (2013). Based on the results of descriptive analysis, the student learning motivation scores obtained from 59 students showed the minimum score is 1.38 and the maximum score is 4.31. The mean score was 3.55, indicating that in general, student learning motivation was in the high category. The standard deviation value of 0.45 indicates a relatively low level of data dispersion, so that learning motivation scores between students tend to be homogeneous and do not show too much difference.

The frequency distribution shows that most students have scores in the middle to upper range. The most common scores are 55, 57, 58, and 61, each with a frequency of 5 students (8.5%). Meanwhile, the least common scores are 22, 40, and 48, each with only 1 student (1.7%). In general, the majority of students had learning motivation scores in the range of 55–61, which reflects high learning motivation. Conversely, only a few

students had low scores, such as students with a score of 22, which falls into the very low category. Thus, it can be concluded that although there are variations in scores among students, the overall shows that most students have good (high) learning motivation in participating in learning. This is a positive indicator that supports the successful implementation of Project Based Learning.

Based on the categorization results, most students, 39 students (66.10%), are in the high category. Furthermore, there are 16 students (27.12%) in the moderate category and 2 students (3.39%) in the very high category. Then, only 1 student (1.69%) is in the low category, and 1 student (1.69%) is in the very low category. Thus, it can be concluded that students' motivation to learn English is generally high.

3. Correlation between Project Based Learning Implementation and Students English learning Motivation

This test was conducted using SPSS program with Pearson Product Moment. The table of correlation test results is shown below:

		PBL Implementation	Learning Motivation
PBL Implementation	Pearson Correlation	1	.359
	Sig. (2-tailed)		.342
	N	9	9
Learning Motivation	Pearson Correlation	.359	1
	Sig. (2-tailed)	.342	
	N	9	9

Based on the results of the Pearson Product Moment correlation analysis between PBL implementation and students' learning motivation, a correlation coefficient (r) value of 0.359 was obtained with a significance value (Sig. 2-tailed) of 0.342. A positive correlation coefficient value indicates a direct relationship, but the strength of the relationship is in the low category. Because the significance value of $0.342 > 0.05$, the relationship between the PBL Implementation and students' learning motivation is not statistically significant.

Therefore, the null hypothesis (H_0) stating that "there is no significant relationship between the implementation of Project Based Learning and students' English learning motivation" is accepted, while the alternative hypothesis (H_1) stating that "there is a significant relationship between Project Based Learning and students' English learning motivation" is rejected. Discussion

B. Discussion

The results of this study indicate that the implementation of Project Based Learning (PBL) is positively related to student motivation and learning attitudes, although the level of significance is not yet fully robust. These findings show that Project

Based Learning can encourage students to become more involved in learning, in line with Thomas' (2000) opinion that Project Based Learning is an approach that allows students to learn through in-depth exploration of real-world problems, thereby fostering learning motivation.

Overall, the results of this study indicate that the implementation of PBL is in the high category, while student learning motivation is in the fairly high category. Although the correlation between the two shows a positive direction, no statistically significant relationship was found. Therefore, it can be concluded that PBL plays an important role in the learning process, but it is not the only factor that influences student motivation. Teachers are advised to pay attention to other internal and external factors that contribute to building learning motivation, so that the application of PBL can provide more optimal results.

4 CONCLUSION

The implementation of Project Based Learning in the classroom of second grade students of SMK Pembangunan Bagan Batu falls into high category, with a mean score of 4.17. This finding shows that Project Based Learning was applied effectively, with students actively involved in project activities, collaboration, and problem-solving tasks. The students' learning motivation was in the moderate to high category, with the mean score ranging between 3.00 and 4.31. This indicates that most students demonstrated positive attitudes and motivation during the learning process. Based on the correlation test results demonstrated that the relationship between Project Based Learning implementation and students' learning motivation was positive but not statistically significant. This is evidenced by calculated the significance value (sig.) of 0.342 which is greater than 0.05. Thus H_0 is accepted and H_a is rejected, meaning that there is no significant relationship between Project Based Learning Implementation to students' learning motivation.

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