



## **Students' Perceptions on the Implementation of Team-Based Projects in Learning Media Class at the English Study Program**

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### **ABSTRACT**

*This research aims to portray the students' perception of the implementation of Team-Based Project in Learning Media class. This is a compulsory subject for the third year students as the characteristic of English Study Program in University of Riau. To answer the questions, the data were obtained through a questionnaire. The findings of the research are expected to contribute to the body of knowledge of research on Learning Media class and specifically to give more insights to researchers in Learning Media class. Using quantitative research design, the study investigated 71 students of Learning Media class as the participants. A questionnaire was used to collect the data of their perception about steps and their effectiveness of team-based project, motivation using team-based project, and effectiveness of english learning using team-based project method. The questionnaire was adapted based on (Alyani & Ratmanida, 2021), (Rusiana et al., 2023) and (Latifaj, 2022). The research reveals that steps of team-based project makes students more the discipline, improves team collaboration, promotes students' skill in managing time, keep students focused on the making project, making more active and successful at solving problems and improves team collaboration skills. Then, team-based project makes learning that is challenging, interesting, fun, keep students engaged in learning, active participation, allowing sharing of ideas, exploring interesting topics and being able to express creativity freely. The last, effectiveness of english learning using team-based project method can improve english writing skills, improve english speaking skills, improve english reading skills and improve english listening skills.*

**Keywords:** Learning Media class, Team-Based Project Method, Perception

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### **INTRODUCTION**

The success of students in the classroom in understanding the subject matter certainly cannot be separated from the use of good teaching methods. A teaching method is a systematic and regularly implemented method by lecturers or other educators in delivering learning material. There are so many methods that educators currently use in the classroom. One of the English learning methods used is Project-Based Learning or better known in higher

education as the Team-Based Project Method. Team-based project learning method is an active learning method through the use of small groups. This method is known as make a project. Project-based learning potentially has a positive impact on creativity as students will develop their own ideas to create a product (Hanif et al., 2019). Project-based learning is a pedagogical way where students control the learning process, while the teacher is more of a facilitator (Ngereja et al., 2020). This is where the

teacher is only a guide and helps in directing learning while students do the implementation. According (Aksela, 2019), this is all about includes all notions of teachers' implementation skills, managing time for PBL and organizing project. The activities in creating a project start with managing time in the project, innovating, developing ideas, and a collective decision that is needed to take the next step. Division of tasks in making projects also practice managing time.

Several previous studies have been conducted on Team Based Projects. One of them, (Wahyudi & Zaim, 2022) done research related to Students' Perception towards the Implementation of Team based Project in Intermediate Reading Class at English Department UNP. Then, Students' Perception of Project-Based Learning Implementation in Teaching English to Young Learners Class (Rusiana et al., 2023). In contrast to previous research, no previous research has been conducted in Learning Media Class. In addition, although there are studies on students' perceptions that focus on the implementation of Project-Based Learning in Higher Education Institutions (HEIs), but still not many studies. knowing student perceptions, teachers can gain a better understanding of students. Based on previous research (Rusiana et al., 2023), suggest for future research conducting the same research with more subjects to enrich theoretical and practical knowledge.. Then, researchers will be interested in conducting this research because measuring Students' Perceptions on the Implementation of Team-Based Projects in Learning Media Class at the English Study Program has never been done before. Also based on the researcher's experiences made in college, lecturers often use the Team-Based Project method in the teaching and learning process. The

researcher has the perception that this research has never been done before. Therefore, researchers have a high interest in exploring student perceptions when using the team-based project method. In this study the researcher will focus to analyze the students' perception towards the implementation of Team Based Project in Learning Media class and also to analyze the benefits of Team Based Project in Learning Media class. By knowing students' perception towards the implementation of Team Based Project in Learning Media 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 learning media class. The sample of this research is 71 students who have taken learning media class that implemented Team Based Project. To collect the data, the researchers applied questionnaire as the instrument. The questionnaire was closed-ended with 37 items.

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.

## RESULT AND DISCUSSION

The following are the results of the reliability test.

**Tabel 1. Reliability Test Result**

Cronbach's Alpha	N of Items
.947	37

Reliability refers to how consistent the measurement of a test is in terms of the similarity of measurement results when the subject is repeated. With the use of Cronbach's Alpha Coefficient, the questionnaire's reliability was evaluated. If Cronbach's Alpha is larger than 0.6, the instrument is said to be dependable; on the other hand, if Cronbach's Alpha is lower than 0.6, the instrument is not reliable. With Cronbach's Alpha of 0.947, the questionnaire in this research proved to be reliable, which was higher than 0.6.

The data of this study were gathered through questionnaire. The questionnaire divided into 3 indicator, they are namely steps and their effectiveness of team-based project, motivation using team-based project, and effectiveness of English learning using team-based project method with total 37 statements. The researcher drew the research findings of the questionnaire analysis, as follow:

**Table 2. Students' Perception of Team Based Project**

No	Indicator	Mean	Criteria
1	Steps and their effectiveness of team-based project	3,9	Highly Positive
2	Motivation using team-based project	3,8	Highly Positive
3	Effectiveness of English learning using team-based project method	3,7	Highly Positive
Total		3,7	Highly Positive

From table 2, it can be seen that the average score of students' perceptions of implementation of team-based project is at a score of 3.8 which is categorized in highly positive criteria. It can also be concluded that students' responses to the perception of team-based project are highly positive, which means they get benefits from Team-Based Project.

On the results of steps and their effectiveness of team-based project, it was found that most students had a highly positive perception. From these results, it can be seen that steps of team-based project makes students more the discipline, improves team collaboration, promotes students' skill in managing time, keep students focused on the making project, making more active and successful at solving problems and improves team collaboration skills. In a similar study conducted by Yuliansyah & Ayu (2021) entitled "The Implementation of Project-Based Assignment in Online Learning During Covid-19", the result showed that project Based Learning increases the students' collaboration. In the processing stages, students create and organize their own groups. They share knowledge and collaboratively construct their products.

On the results of motivation using team-based project it was found that most students had a highly positive perception. From these results, it can be seen that team-based project makes learning that is challenging, interesting, fun, keep students engaged in learning, active participation, allowing sharing of ideas, exploring interesting topics and being able to express creativity freely. In a similar study conducted by Almulla (2020) entitled "The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning.", the result showed that project-

based learning technique improves student engagement by enabling knowledge and information sharing and discussion.

On the results of effectiveness of english learning using team-based project method it was found that most students had a highly positive perception. From these results, it can be seen that effectiveness of english learning using team-based project method can improve English writing skills, improve English speaking skills, improve English reading skills and improve English listening skills. In a similar study conducted by Susanti et al. (Susanti et al., 2020) entitled "Students' Perception Toward the Implementation of Project Based Learning for EFL Vocational High School.", the result showed that Project Based Learning was an effective way to learn English.

In conclusion, the findings of this study indicate that students' perception of using the Team-Based Project at a highly positive criteria. Although the averages show highly positive criteria, students still felt much effort to finish the project and the making project takes up too much time.

In the first indicator, it has been found that the students have a highly positive perception with an average value of 3.9. students felt the step of team-based project were effective for learning. Nevertheless, some students still felt designing a project takes too much time to finish. The second indicator has been found out that students gave highly positive responses with an average value of 3.8. Most students feel motivated in learning using team-based project in learning English. Nevertheless, some students still felt much effort to finish. Last but not least, the last indicator shows a highly positive response indicator has been found out that students' are positive

with an average value of 3.7. Students feel that learning English is effective using the team-based project method.

## CLOSING

### Conclusion

The researcher concluded that the average value of the students' perceptions on the implementation of team-based projects in learning media class at the english study program is 3.8 and categorized as highly positive criteria according to. The objective of the research is to find out students' perceptions on the implementation of team-based projects in learning media class at the english study program, and based on the final results, it seems that the goal has been achieved.

### Recomendation

For the future researcher recommended using this study as a reference for their research on the use of Team-Based Project method in English language learning, it is expected that different samples, sizes, locations, or types of methods to get more varied data.

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