



## Students' Attitude on the Benefits of Project-Based Learning in the Multimodal Platform

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### ABSTRACT

This study attempts to investigate the benefits of Project-based learning in the multimodal platform. This is exploring students' perception towards the implementation of Project-based learning (PBL) in the multimodal platform based on students' experience in working on the project used the multimodal platform in English instructional context. This study adopted a descriptive qualitative method. Data gathered through students' reflection. The study was conducted in the English Language Education study program. The participants of this study are fifth-semester students who are taking the Syntax course which the learning process of this course using PBL. Twenty-six students participated in this study by writing reflections to obtain information related to their perception toward Project-based learning implementation through the multimodal platform in their classroom. The collected data from students' reflection then was highlighted, collated, and analyzed through coding and categorization. The results of the research reveal that PBL has advantages to students' learning process. Besides, this study also shows that students have a positive perception of PBL implementation in the multimodal platform in their English classroom. Thus, this study implies that language teacher and teacher educators could utilize Project-based learning in the multimodal platform as a teaching-learning technique to develop students' perception as well as students' performance in the English teaching-learning process.

**Keyword:** *Project-based learning; Attitude; Multimodal platform*

### INTRODUCTION

Indeed, current advances in technology-mediated educational settings have an impact on the learning process of all subjects including foreign language learning (Boshrabadi & Biria, 2014). The learning process has used a lot of multimodal platforms where this method can improve the quality of the learning process (Papageorgiou & Lameris, 2017). One method using a multimodal platform is project-based learning activities that can help educators achieve high-level institutional and policy goals such as developing 21st century skills in technology, science, mathematics and engineering (Spikol, Ruffaldi, Dabisias & Cukurova, 2018).

The study which discusses project-based learning has taken place in the past ten years (Thomas, 2000), even though it is still in the developmental stage (Baş, 2011). Based on evidence



gathered over the past years, many studies indicated that project-based learning appears to be a fruitful model for producing gains in academic performance (Baş, 2011; Yalçın, Turgut, & Büyükkasap, 2009; Nassir, 2014; Sylvester, 2007), attitudes (Baş & Beyhan, 2010; Chu, Tse, Loh, & Chow, 2011; Çiftçi & Baykan, 2013), high-order cognitive skills (Pinho-Lopes & Macedo, 2014), and students' self-directed learning skills (Bagheri, Wan, Abdullah, & Daud, 2013), creativity (Isabekov & Sadyrova, 2018), in educational settings (Abdul Khalek & Lee, 2012; Gültekin, 2005; Holm, 2011), also motivation (Koparan & Güven, 2014). Therefore, PBL application in the learning process has been proven to be very helpful in the educational setting including English classrooms.

In other hand, knowing students' attitudes towards PBL is also important (Calore, 2018). It plays an important role because attitude becomes one main factor beside motivation that influences learner (McGroarty, 1996). Therefore, research on students' attitudes towards the application of PBL in learning needs to investigate. The research on students' attitudes toward PBL has been carried out both in the international and national context.

The research that has investigated the effect of project-based learning method on students' attitudes were done analyzed by various researchers in the field of education (Gültekin, 2005; Karaçallı & Tezi, 2011; Koparan & Güven, 2014), including the students' attitudes in term of behavioral, cognitive, and affective attitude (Ayaz & Söylemez, 2015). Concerning Indonesian context, there are some studies investigated the students' attitudes toward project-based learning method in Science, Mathematics class and so on both on the university level and under that level (Tias & Octaviani, 2018; Hartati, 2018; Mahanal, Darmawan, Corebima, & Zubaidah, 2010; Astawa, Sadia, & Suastra, 2015). Furthermore, there is a study that discusses students' attitudes toward PBL application in English classrooms (Putri Astawa, Putu Artini, & Nitiasih, 2018) conducted at senior high school.

Although many studies show the PBL impacts on students' attitude towards learning process as explained above, the research analyzing its effects on teaching English as a foreign language is still quite limited (Avşar, 2017; Baş & Beyhan, 2010; Baş, 2011; Karaçallı & Tezi, 2011; Essien, 2018; Nassir, 2014; Yaman, 2014). Moreover, there is limited research that explores PBL in the Indonesian setting (Putri Astawa et al., 2018). Therefore, more research should be done to examine the students' attitudes towards the application of PBL in the English classroom context especially in the Indonesian setting at the university level.

Knowing students' attitudes toward PBL used in English classrooms plays a significant role because it determines the success of the learning process (Baş & Beyhan, 2010). Attitude is one of the individual character traits that have of each student which is thought to have either a direct or an indirect effect on the acquisition of a foreign language (Krashen, 1981). Knowledge, belief, and emotions are in a systematic and continual organizational interaction in the formation of attitude (Duman & Yavuz, 2018). Based on this, the learning method applied in the learning process is effective in changing attitude and PBL proved can change students' attitudes to be more



positive (Baş, 2011). Therefore, using the PBL method a multimodal platform in the English learning process is a compatible choice.

Hence, the researcher is interested in investigating the benefit of project-based learning implementation in English instructional context as multimodal platform especially Indonesian university students' attitude, since this research is limited in Indonesia at all. However, the researcher only focuses on investigated students' cognitive attitudes since it is believed to be more fundamental and constant over time also more closely connected to basic values (Pendleton, Schofield, Tate, & Havelock, 2003). Therefore, this study is on the investigation of students' cognitive attitudes towards project-based learning used in English language learning at IAIN Kendari, especially in working on the syntax challenge project at Syntax B class of fifth-semester students in English education department.

## RESEARCH METHOD

This study was framed in a qualitative design of students' reflection on the benefits of project-based learning (PBL) in the multimodal platform. Thirty-one fifth-semester students in the academic year of 2019-2020 participated in the study. They were all majoring in English at IAIN Kendari. To know the benefits of PBL in the multimodal platform, participants were enrolled in the Syntax course through project-based learning (PBL) for one semester. Before the learning process was carried out, students filled out a questionnaire to know their impression on the PBL method. In general, the participants have experienced in working on assignments using PBL, so it is not a new thing to them since they have experienced it in their previous semesters. Therefore, these students are expected to provide a wise description and response to the utilization of PBL in the multimodal platform.

In the participants' Syntax class, learning activities were carried out based on project-based learning which students attempted to accomplish a project for one semester called the Syntax challenge project. Syntax challenge was a project carried out which consists of three activities namely first is daily and weekly project (Wrote sentences minimal three times a week and posted on students' WhatsApp account and wrote weekly journal). The second task, which was as a mid-task, students analyzed the signboard in a public place and presented it in a journal. The third activity that became the final task of the Syntax class was posted students' own writing on their social media account then the students' improvement based on feedback was obtained was reported in the form of a presentation.

This study deployed an instrument called students' reflection that can be accessed by the participants through *Google form*. In gathering the data, the researcher used students' reflection was adapted from Moon (2006) and Nurfaidah, Lengkanawati, and Sukyadi (2017) to know the benefits of PBL in the multimodal platform based on students' perception and experience in working on the project in their English classroom. The students' reflection had three part that each

part composed of four questions that have to complete by the participants. The participants needed to describe each project that they worked on in their class in the first question. The second question was inquiring about the benefits of the PBL application, whereas the third question was asking the lack of PBL in their learning. Thus, the fourth question was asking about students' drawback in carried out each project and their strategy for improvement. Last, there were also additional questions in order to give a conclusion about students' impressions and suggestions to the used of PBL in English language learning. So there were 14 questions in the students' reflection.

In gathered students' reflection that contains students' answers would be highlight, collated, and analyzed through coding and categorizing it in similar meaning. In the procedure of coding data, students' reflection was read and underlined in order to clustering different topics into the column and even reducing categories in which related each other to another topic by reading forth and back to data (Saldana, 2013). Then, in the end, the data were assembled to display primarily analysis. The display of students' reflection was in a paragraph then interpreted to elaborate on what the findings mean.

## RESULT

This section presents findings from data collected from students' reflections. The researcher asked students some questions as mentions above that need to answer by participants based on their experience and perception. The result of the reflection can be seen below:

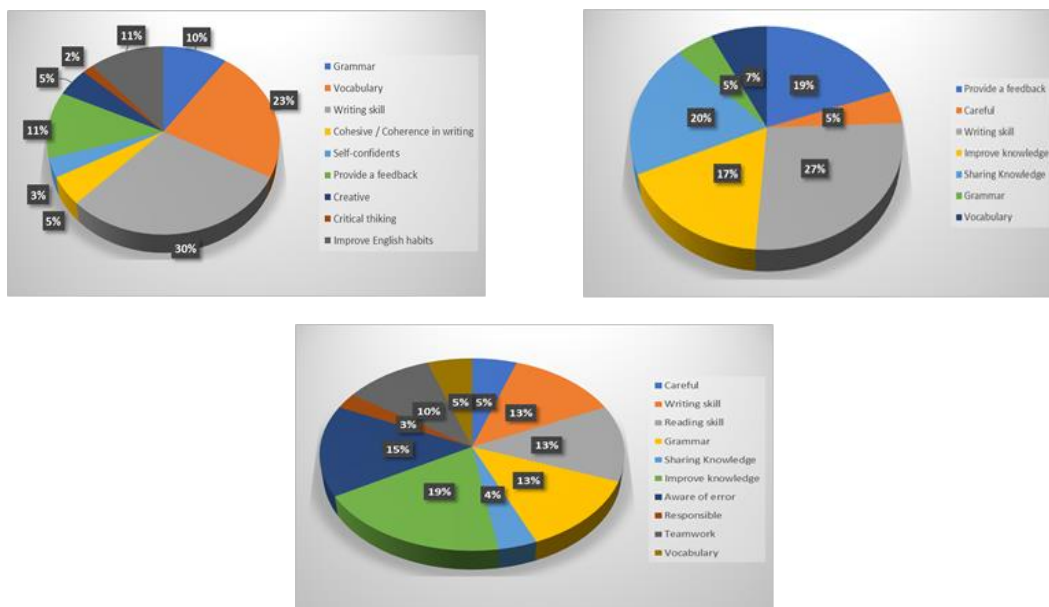


Figure 1. Advantages of project work in English language learning

The result analysis of three questions of the reflection about the three projects that students completed in their Syntax class indicated that students have the same statement that the project





work has advantages to students. The advantage of PBL in the first project that had superlative mention by students is PBL improved students writing skill. The following extract exemplifies students' reflection of PBL advantage on students writing skill.

*“Setelah mengerjakan proyek tersebut saya mendapatkan manfaat peningkatan dalam hal menulis.” (Participant A2)*

*“Keuntungan yang saya dapatkan dari ini adalah saya lebih bisa mengimprove bahasa inggris saya juga menambah kata saya yang kurang. Selain itu saya lebih bisa menambah pengetahuan menulis keterampilan saya.” (Participant A12)*

For the second project, most students mentioned that PBL can improve student English knowledge as some students' statements on their reflection below.

*“Keuntungan yang saya rasakan adalah saya dapat mengetahui ternyata ada berbagai macam kesalahan penulisan dalam bahasa inggris dan saya dapat mengetahui bagaimana cara mengoreksi kata yang salah tersebut.” (Participant A10)*

*“Keuntungan yang saya rasakan selama mengerjakan proyek mid-task adalah saya mendapat pengetahuan baru mengenai bahasa Inggris seperti kesalahan grammar, spelling error, saya juga bisa menjalin kerja sama yang baik dengan teman-teman kelompok saya.” (Participant A14)*

Then, for the third project, most students mentioned that PBL helped students in improving their writing skill as some students statement on their reflection bellow.

*“Banyak keuntungan yg saya dapatkan. Salah satunya adalah saya bisa memperbaiki skill writing dan skill grammar saya. Selain itu kami mengakrabkan diri dengan teman-teman yang sebelumnya tidak terlalu akrab.” (Participant A12)*

*“Saya jadi tahu letak kesalahan tulisan saya dari feedback yg saya dapatkan dari teman teman. Sehingga saya bisa menulis lebih baik lagi.” (Participant A21)*

The other benefits of PBL as students answer in their reflection such as it can improve students' vocabulary, grammar, and reading skill. Moreover, it also develops students' critical thinking, students' self-confidence, students' responsibility, accuracy, creativity, and get used to utilized English in students' daily life. It also makes students aware of their errors in writing and practice students' teamwork, etc. This result shows that based on students' opinions on PBL implementation in the multimodal platform when learning English, PBL is giving a positive effect on students. Another result of reflection analysis can be seen below.

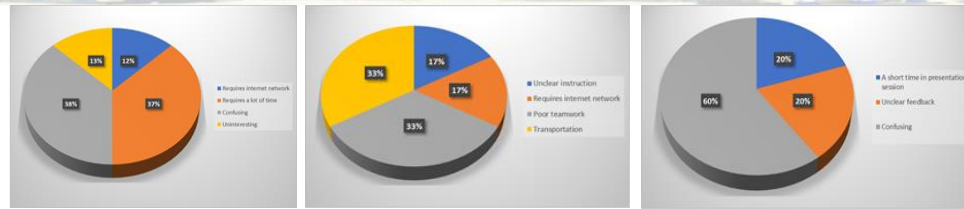


Figure 2. Disadvantages of project work in English language learning

The charts above indicate the result analysis of questions about the disadvantages of three projects that students completed in their English class. Based on the result analysis showed that there were students stated that project work that students have completed have a deficiency. There were 19, 23% of students or five students that filled the reflection answered the first project work has weaknesses. Most of students mentioned that the weakness of the first project is it needed a lot of time then some students became overwhelmed while the instructions from the project task also have lack of clear implementation guidelines therefore it confuses students as their statements below.

*“Terkadang ketika ada komen yang menurut saya membingungkan, saya menjadi ragu lagi untuk menulis ataupun berbicara, karena takut salah lagi.” (Participant A26)*

*“Dalam menulis jurnal, saya kadang-kadang menumpuk menjadi 2 pekan tidak menulis karena tugas yang terlalu padat dalam satu minggu. Singkatnya kerugian yang saya miliki karena kadang-kadang tidak menulis dalam 2 pekan dengan tepat waktu.” (Participant A12)*

For the second project, there were 23, 08% of students or six students stated that second project work has disadvantages. The one disadvantage of that project is this project is not effective to some students because the lack of team work. Some students stated that their friends did not participate and cooperate with their group members. The other disadvantage of that project include demanding workloads for some students as some students statement on their reflection below.

*“Kerugian yang saya rasakan adalah ketika ada beberapa anggota kelompok yang kurang aktif jadi saya dan beberapa teman yang lain harus sedikit bekerja lebih keras.” (Participant A14)*

*“Kami kesulitan mencari tulisan yang sesuai dengan kebutuhan project kami. Kami harus berjalan kaki menyusuri setiap jalan mencari tulisan.” (Participant A21)*

Then for the third project, most students mentioned that there were 19, 23% of students or five students that filled the reflection answered the third project work has a drawback. The most weakness is the instruction of the project was confusing and it made students difficult to understand and complete it well as some students’ statements on their reflection bellow.

*“Kesulitan saya dalam proyek ini ketika saya menulis yang menurut saya sudah benar saya masih salah ketika teman saya mengeceknya kembali, Kemudian akhirnya saya bingung.” (Participant A19)*

Furthermore, some weaknesses of PBL as students' statements were the project must require an internet network and this made some students difficult. Then a student stated that the first project is uninteresting. Moreover, because this third activity was a writing project and the results of the writing will be given feedback by the students' classmate, some students have difficulty when receiving feedback from their friends because some of the students feedback that was given is unclear and did not fit the context of students' writing. However, most students stated that PBL implementation in learning English have not a drawback so it is not giving a negative effect on students.

Then, in the reflection, the researcher also asked students' impressions of the application of PBL in the multimodal platform on their English class and the reasons for their statement of it. The result analysis indicated some findings as shown in the charts below.

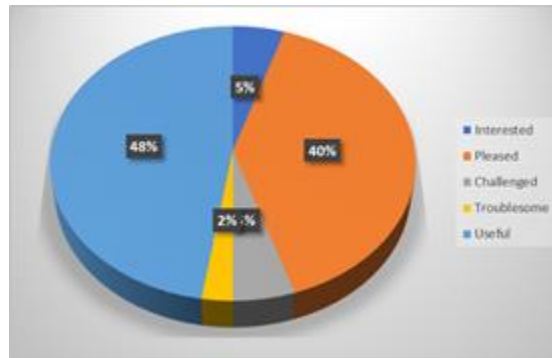


Figure 3. Students' impression toward PBL method used in English class

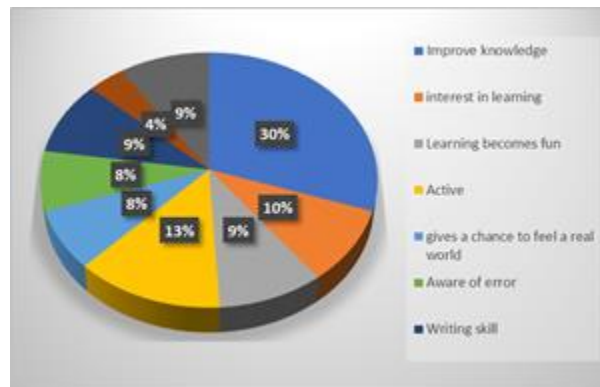


Figure 4. Students' reasons for liking on PBL method

Based on the result analysis above it can be seen that have various impressions towards PBL that there were 47.5% of students stated that the project they had completed was beneficial to them. Then 40% of students stated that they were pleased to be able to learn English through project work and 5% of them felt challenged by using project work during learning English. However some students were quite distressed when working on this project work that is 2.5% of



students find the project work was troublesome. The coding results showed that some students felt the project work that they did in learning English was useful and they were happy when working on the project. It indicated that students have a good impression on the implementation of PBL in English instructional contexts, especially they have a positive perception of the PBL used in the multimodal platform.

On the other hand, the result above also shows that most students claimed that the project work has benefits for their learning process. 30.19% of students stated that the project work they had carried out during their fifth semester generally improved students' English knowledge. Then 9.43% of students answered that project work was increasing students' interest in learning, making the learning process becomes more fun, improving their writing skills, also through the project, students can practice their analytical skills. It also made students more active as the students answered in the reflection that was about 13.21%. There were 7.55% of students answered project work gave a chance to students in feeling the problem in the real world then tried to overcome it also made students more aware of their errors in writing English. 3.78% of the students also stated that while working on projects in the English class, their creativity also increased. These results indicate that students experience various benefits when carrying out project work in the multimodal platform.

## **DISCUSSION**

This part presents the discussion from the research findings. From the result analysis of students' reflections, it can be concluded that students who were educated by project-based learning in the multimodal platform on learning English have a positive perception towards project work that they completed in their fifth semester. However, Nassir (2014), Karaçallı and Tezi (2011) also Wanchid and Wattanasin (2015) investigated the effects of project-based learning implementation in English courses on learners' attitudes. In their research, it was found that students have a positive attitude toward the implementation of PBL in the English classroom. Moreover, in the Indonesian context, the result of the study by Putri Astawa, Putu Artini and Kerti Nitiasih (2018) shows that PBL utilized in English courses can affect Indonesian students' attitudes to be more positive. These results resemble the result of this study. It can be said based on the findings; project-based learning was more effective on the development of students' perception towards English lessons than the instruction based on student textbooks.

On the other hand, the result of this research also shows some advantages of PBL used in the multimodal platform in the English classroom. Firstly, students state there were became more interested and enjoyed learning English by PBL. In Lee and Blanchard (2018) study described that the students can increase their motivation, enjoyment, and engagement by PBL since project work progresses in concert with the specific context and interests of students. Furthermore, as PBL is applying in English class, the student becomes active in the learning. AVŞAR (2017) described project-based learning can make students more active in class because PBL is a learning approach that places the student in the centre of the teaching-learning process.





The other benefit of PBL implementation is given a chance to students to learning in “a real-world” that related to Zare-Behtash and Sarlak (2017) research which proved that PBL provides an opportunity for students to interact in a real-life situation and provide learners feedback therefore caused self-evaluating. Lastly, students writing skills also show significant progress when completing the project work hence, it helps to develop students’ error awareness in writing. This result has a similarity with the result of the study by Aghayani and Hajmohammadi (2019) that was students writing skills are increasing during learning English using the PBL method. Therefore, PBL used through the multimodal platform can be concluded as an effective method to use in English language learning since it gives advantages to students to enhance their English language proficiency.

## CONCLUSION

Based on the findings and discussion above indicated that Project-based learning used in the multimodal platform has advantages to students’ attitude in English learning. Based on the research finding from students’ reflection it is revealed that that students have a good impression on the utilization of PBL in the multimodal platform. In another hand, the result of students’ reflection also shows some benefits of PBL such as it is increasing students’ English knowledge and their writing skill. Moreover, students are more interested, active, and enjoy learning English through PBL also it provides an opportunity for students to interact in a real-life situation. So, it can be claimed that PBL is an effective method to develop students’ performance in the English teaching-learning process.

Therefore, based on the result of the study above the conclusion of the research is there are benefits of Project-based learning in the multimodal platform to the English teaching and learning process.

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