THE PERCEPTION ON PROJECT LEARNING IN RELT SUBJECT OG ENGLISH DEPARTMENT STUDENTS IAIN PADANGSIDIMPUAN

A THESIS

Written By:

ARINI
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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2022

THE PERCEPTION ON PROJECT BASED LEARNING
IN RELT SUBJECT OF ENGLISH DEPARTMENT STUDENTS
IAIN PADANGSIDIMPUAN

A THESIS

Submitted to the English Educational Department of State Islamic University
Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the
Requirement for the Graduate Degree of Education (S.Pd) in English

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TARBIYAH AND TEACHER TRAINING FACULTY
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2022

LETTER OF AGREEMENT

Term : Munaqasyah

Item   : 7 (seven) examplars

Padangsidimpuan, 30 January 2023

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To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

        Padangsidimpuan

Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **ARINI**, entitled **"The Perception on Project Based Learning in RELT Subject of English Department Students IAIN Padangsidimpuan".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.
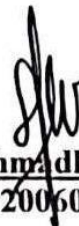
Wassalamu'alaikum wr.wb.

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To develop of science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **"The Perception on Project Based Learning in RELT Subject of English Department Students IAIN Padangsidimpuan"** With all the sets of equipment (if needed). Based on the this Non-Exclusive Royalty Right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

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Title of Thesis : The Perception on Project Based Learning in RELT
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ABSTRACT

Project based learning is a model of teaching by giving students project that must be done which individual or group. This model used to teach students by emphasize project as the way to understanding the material. This model used by teaching that emphasize students individually or group to solve the problems, project, and issue that will increase their critical thinking, collaborative, cooperative team works and as the practicing time after the explanation the teacher.

This research discussed about exploring students' perceptions in learning RELT subject using project based learning at English department IAIN Padangsidimpuan. Researcher wants to know the students' perception about using this method in learning RELT subject.

This research was an explanatory sequential mix method research. The data collection technique used questionnaire and interview. The subject was the students from sixth semester of English department consisted of 60 students for questionnaire and 9 students for interview respondents. The data analysis devided into two phases. Questionnaire analyzed statistically by using the formulation by Arikunto. The interview analyzed by using qualitative method theory by Cresswel by transcribing, coding and explaining.

The result of the research showed that using project based learning got a positive responds. Students perception score based on questionnaire was 55.93% students agree and 23.67% was strongly agrre about the using of project based learning in learning RELT subject. Respondents know the using of projects give them benefits and they can increase their understanding about RELT material. The using of project based learning in teaching RELT subject to undergraduate students become a mature method. Here students have known the function of project, the function of learning this subject. The difficulties that students got in finishing project also can be solve with a discussion where lecturer and students do it in classroom.

Keyword: *Perception, Project Based Learning Method, RELT Subject*

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ABSTRAK

Model pembelajaran berbasis projek adalah model mengajar yg memfokuskan siswa untuk menyelesaikan tugas baik secara individu atau berkelompok. Model ini biasa digunakan dengan menekankan penyelesaian tugas sebagai cara untuk memahamkan materi. Model ini digungankan untuk mengajarkan siswa secara individu atau kelompok memfokuskan siswa intuk memecahkan masalah, tugas, dan isu yang akan meingkatakan berfikirik kritis, kolaborasi, kerjasama tim dan sebagai waktu praktek setelah penjelasan dari guru.

Penelitian ini membahas tentang mengeksplor persepsi mahasiswa dalam belajar RELT menggunakan pembelajaran berbasis project di Jurusan Bahasa Inggris IAIN Padangsidimpuan. Peneliti ingin mengetahui bagaimana persepsi mahasiswa tentang penggunaan metode dalam belajar RELT.

Penelitian in menggunakan metode campuran. Teknik pengumpulan data menggunakan angket dan wawancara. Subjek dalam peneligian ini adalah mahasiswa dari semester enam tadris bahasa inggris yang terdiri dari 60 mahasiswa dan 9 mahasiswa sebagai informant wawancara. Analisis data terbagi menjadi dua. Angket dianalisis secara statistic menggunakan formulasi Arikunto. Wawancara dianalisis secara kualitatif menggunakan teori Creswell dengan mentranskrip, mengkode dan menjelaskan hasil.

Hasil penelitian menunjukan bahwa penggunaan metode pembelajaran berbasis tugas mendapat respon positif. Persespi siswa ditunjukkan berdasarkan hasil angket adalah 55,93% settuju dan 23,67% sangat setuju dengan penggunaan pembelajaran berbasis projek. Responden mengetahui fungsi penggunaan projek memebrikan mereka keuntungan dan mereka dapat meningkatkan pemahaman mereka tentang materi RELT. penggunaan metode ini dalam belajar RELT kepada mahasiswa menjadi metode yang dewasa. Disini siswa memahami fungsi dari tuga, fungsi dari belajar mata kuliah ini. Kesulitan yang mahasiswa dapatkan dalam menyelesaikan tugas juga dapat dipecahkan dengan berdiskusi di kelas bersama dosen dan mahasiswa.

Keyword: *Persepsi, Metode Pembelajaran Berbasis Tugas, Mata Kuliah RELT*

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Alhamdulillah, let me say a lot praise, gratitude, honor and glory to ALLAH SWT, the Gracious and the Merciful for giving me the guidance, power, patience, love and ability to finish this research , namely **The Perception on Project Based Learning in RELT Subject of English Department Students IAIN Padangsidimpuan**. Peace and Salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence that has guide the human being from the bad character in Jahiliyyah era into this era.

It is pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways since the process of this thesis, I got a lot of guidance, helping, inspiration and a warm hugs from people around me. Although, in this opportunity I would like to express my deepest gratitude to the following people:

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This thesis can't be considered perfect without critics and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this better.

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CHAPTER I

INTRODUCTION

A. **Background of The Problem**

State Islamic Institute Padangsidimpuan is one of state Islamic university. This university has four faculty, among of them Tarbiyah and Teacher Training Faculty. English Education department is one of the major in that faculty. Same as the other majors, English education department students have to do a project to finish their undergraduates study. The project is known as thesis as the final assignment, and it has done through a research.

Students in English department actually have the same problem either they feel afraid and feel not confidence to do their research because they confuse how to write their thesis in English. As what researcher got from the interview with some students. Those problems attack many English students. The curriculum of this major has one subject that it helped English students how to do the research in English focus namely "Research in English Language Teaching (RELT) subject".

RELT subject based on the curriculum learned in the sixth semester. This subject was focus on teaching students how to do the research in English language[1]. It became very important subject caused it affected how students did their research. In teaching RELT, lecturer may using many methods or models to ensure that students get understand the materials they learned,

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[1]Fitriadi Lubis et al., "Kurikulum Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah Dan Ilmu Keguruan" (Padangsidimpuan: IAIN Padangsidimpuan, 2017).

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because RELT was a serious subject, lecturers were required to be active and gave clear materials.

RELT as the subject has to teach by interesting models. The interesting model directly guide the students to learn within this subject. It was important to make students get interesting in learning research. Somehow this subjects was a big different from other subject, without a clear explanation, there are many confusing materials that students have to understood. The failure of teaching RELT subject was giving more difficulties and confusing students to do their future research.

Based on the pre-interview[2] with some students they are agreed that RELT subject is important for them. It was important because this subject will learn how to write scientific research. They knew this subject learned at sixth semester. The subject introduced them research theory and practically teach them how to do research in English way. Students thought that learning RELT subject is better to do it by practice than only use speech method.

There are many approaches, methods and techniques that lecturer may use to teach students. Lecturers choose them based on students' ability and subject focuses. The lecturer of RELT subject is using project based learning model as the teaching model. It chosen because this subject needs practice on subject. This method is used to make students have practice after learning the

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[2]Students, "Pra-Interview Students Perception of Learning RELT", Result of Pra- Interview (Padangsidimpuan, 2022).

material. Somehow, researcher still does not find the students' perception of using this method.

Researcher considers that it is important to know students' perception of using project based learning method in learning Research in English Language Teaching subject. It is important as the development of students' ability after learning this subject. Furthermore, it is interesting to do this research so, we can know is the method suit to students or not. However, for English department and lecturer of this subject may know what students perception and evaluate it. So, based on this problems, researcher raised the title about **The Perception on Project Based Learning in RELT Subject of English Department Students IAIN Padangsidimpuan.**

B. Focus of Problem

The researcher focuses on exploring students' perception in learning RELT subject using project based learning model which applied by the lecturer at six semester in IAIN Padangsidimpuan. Researcher also wanted to know how the respond from the students after lecturer applied this model is.

C. Definition of key terms

1. Students' Perception

Students' perception stands from two words students and perceptions. Students' perception in this research was how students of English department responds, feedback and perspective in learning RELT subject using Project Based Learning Model.

2. Research in English Language Teaching (RELT) Subject

Research in English Language Teaching (RELT) was one of the subject learn about research in English, this subject learn how to do the research especially in English teaching.

3. Project Based Learning (PjBL)

Project based learning is the model use in teaching. This model emphasizes students to practicing their understanding into the project. So, this method will use to teach RELT subject and it will emphasize students to practicing their knowledge.

So, related to the definition above "The Perception on Project Based Learning in RELT Subject of English Department Students IAIN Padangsidimpuan" means to explore students' perspective or responds in learning Research in English Language Teaching (RELT) subject using the Project based learning Model.

D. Formulation of the problem

In this research, researcher had one question that would be answered. The question "what are students' perceptions in learning RELT subject using project based learning model at English department IAIN Padangsidimpuan?

E. Objective of the Research

The aim of this research is to explore about students' perception in learning RELT subject using project based learning at English department in IAIN Padangsidimpuan.

F. Significances of the Research

This research would give some benefits for lecturers, students and other researcher:

1. Lecturers: Lecturers that read this research will get the information about students perception of using project based learning in learning RELT, how effective this method to helping students in understanding materials is. Lecturers may also know students respond that may can't be delivered by students directly to the lecturers.

2. Students: Students who reads this research will get the information about the effectiveness of using project based learning method in learning RELT subject.

3. Other researcher: other researcher that read this research may be used this as the reference to do the further research in the same problem.

H. Outline of the research

The thesis would be organized in five chapters as follow:

Chapter one consists of background of the problem, focus of the problem, limitation of the problems, definition of key terms, research questions, and the objectives of the research and significances of the research. Chapter two includes theoretical description which contains the definition of perception, factors of the perception, perception process, indicators of the perception. It also included about the theory of project based learning and also reviews related findings.

Chapter three is research methodology including location, time of the research, research design, respondents of the research, instrument technique of collecting data and technique of analysis data. Chapter four is the results of the research that consist of data analysis and the discussion of the research result, result of trustworthiness and treat of the research. Chapter five contains about conclusion of the research and the suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Review of Related Literature

1. Definition of Perception

Longman Dictionary stated perception is the way of someone opinio ns for something.[3] It is also about how people perceive by what they look, listen and feel. Walgito stated that perception is the process that activated by distinguishing from the sensory process.[4] Goldstein et.al stated perception stated that perception is physiological approach, which focuses on the relationship between the physical stimuli properties and the stimuli of perceptual responses.[5] It means that perception is the process of accepting information through sensory process.

Jumroh concludes that perception is the impression that someone receive based on the experience by individually and it dependent[6]. It is supported Sabri arguments that perception is human activity of of controlling the stimuli and to recognize the social phenomenon[7]. The experiences become the background of someone to interpreting or

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[3]Pearson Education Limited, "Longman Dictionary," 2018, n.d., https://www.ldoceonline.com/.

[4]Bimo Walgito, *Pengantar Psikologi Umum*, IV (Yogyakarta: ANDI, 2004).

[5]By Bruce Goldstein, Colin Ryan, and John Baro, *Sensation and Perception*, ed. jaime A. Perkins Jon-David Hagua, Eighth Edi (Belmont, USA: Wadsworth Cengage Learning, 2008).

[6]J Jumroh, O Rohmah - INFERENCE: Journal of English, and undefined 2019, "The Influence of Student'S Perception on Learning Media and Student'S Motivation Toward Student'S English Achievement," *Journal.Lppmunindra.Ac.Id* 2, no. 1 (2019): 1–10, https://journal.lppmunindra.ac.id/index.php/inference/article/view/5364.

[7]Alisuf Sabri, *Psikologi Pendidikan Dan Evaluasi Pendidikan* (Jakarta: Gramedia Pustaka Utama, 2003).

classifying the sense. Rahayu et.al stated that perception is an important psychological human aspect in responding to the presence of various aspects and symptoms around them.[8] This is the process of people to respond the social phenomenon that happen around.

Furthermore Sarwono and Meinarno stated that perception is the process of defining, classifying and grouping the information that someone gets[9]. The result is interpretation of process of thinking in brain. This is also supported that perception can't separately from the sensory process. The stimulus that human receive is processing by their sensor, and motoric system. The stimulus received by the human senses is then processed and issued as a result of thought or perception. we can understand that perception is organizing, interpreting the stimulus in to some outcome as the result of process of receiving it.

2. Influence Factors of Perception

As it defined above that perception the process of someone accepting the stimuli and translated into her thought. Perception affected by some factors. Those factors will determine the perception that people get. As Walgito stated that there are three factors that influence perception. They are:

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[8]Desy Try et al., "EFL University Students ' Perception Of The Use Of Online Learning Platform In The Covid 19 Pandemic," *Jurnal Penelitian, Pendidikan, Dan Pembelajaran UNISMA 15* 34 (2020): 12, http://riset.unisma.ac.id/index.php/jp3/article/view/8102.

[9]Sarlito W. Sarwono & Eko A. Meinarno, *Psikologi Sosial*, ed. Ria Oktaviani, 1st ed. (Jakarta Selatan: Salemba Humanika, 2014).

a. Objects

The objects that someone receives will give a different perception individually. Someone perception about English may be different. A student may be said that difficult and B student may be said that is easy. The size, the color, the shape of the object would affect people perception.

b. Sense organs, nerves, and nervous system

Human has the same sense organ but nervous system of human individually will give a different result, it depens on how someone's nervous receive the sensory. Spicy lover may not thinks spicy for the level 1 of noodle spicy level while spicy coward will feel that is too spicy. Each of individual will have their own perception based on how their nervous system works. And this factor is a physiological requirement.

c. Attention

Attention is a psychological requirement that is really important. If the object is not take someone attention, than the nervous system would not mind of that object, and the process will not happen. So based on the explanation above we know that there are three factors that influence perceptions. They are object, sense organ and attention.

The three factors above affected the process of people perceived something. One to other factor would influence each other. The difference person would had different or same perception about an object based on

how they see the object size, position, color or even a function of the objects. How the objects took someone attention by the characteristics and seen or felt by sense organs.[10]

3. **Indicators of Perception**

In determining perception, the researcher need to know what are the indicators of perception happen. According to Walgito, indicators of perception are:

a. Absorption of the external stimuli or object

In this phase the stimuli will be received by the sense organ, nerves, and nervous system. Which can be different by the visual, taste, or even the smell and feeling. The object would be identified for give any pictures or impression.

b. Understanding object

On the pictures that appear on someone brain, after it will be selected, organized and interpreting meaning or forming idea about the object in brain. In this phase is happened at fast. Understanding the object or stimuli can be difference the object which is from the backround knowledge that they know.

c. Individual assessment or evaluation

Individual assessment occur after forming and understanding the object. Individually every evaluating can be same or different even the

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[10]Walgito, *Pengantar Psikologi Umum*.

object is same. Therefor perception is based on what individually thought about.[11]

These three indicators would affect the perception cause it cannot be separated. So, researcher took these indicators as the indicators of the research.

4. Perception Process

Generally Walgito explain in his book the process of perception happen. So that, here researcher can be sum up that perception happen started from the object or stimulus is touch sense system. The process of it called physiological process. Next, nerves will carry the information that it receives into the brain. Then, the brain will process the information, it called as psychological process.

Simply we can understand how is the process of perception happen uses this picture.

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[11]Walgito.
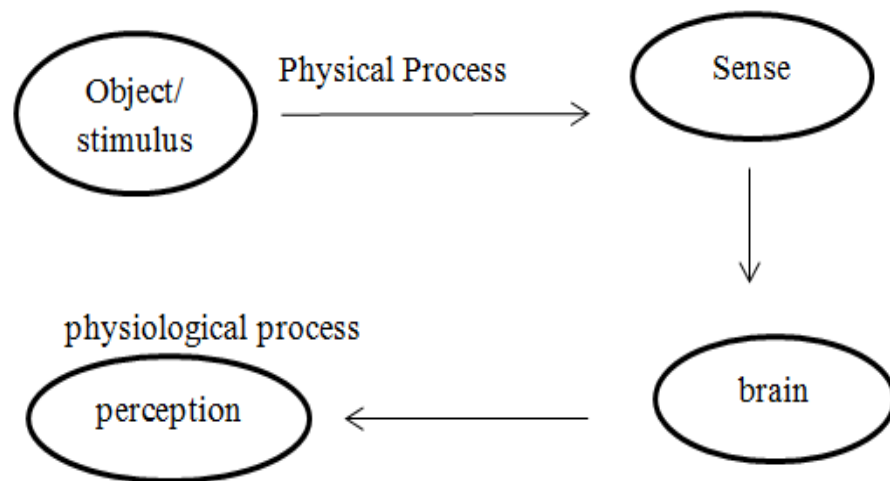
Picture 1 Scheme of Perception Process[12]

Moreover, Qiong devided perception process into three stages they are selection, organization and interpretation.

a. Selection

Selection is the process of choosing the stimulus to be carried into the brain. Every day we get many stimulus or information, but we will select it which information we will think about, which one is more important information or the interesting information.

This process make people may not realize someone exist in a party or a school cause we will not receive all stimulus that touch us. It also the reason why people think they do not learn that material yet, because they decided to not receive that stimuli.

b. Organization

Selection process before will eliminate the stimuli that important, and interesting, the next process will organize the information into

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[12]Walgito.

some categorize or patterns. Here brain will put categorizing based on the priority, intensity, people and so on.

c. Interpretation

The last step of perception process is interpretation. Interpretation is the process of making meaning to selected information before. The process will be affected by someone prior knowledge, culture, education and etc.[13]

In sum up to get a perception of something, it must through three stages. They are selection, organization and interpretation.

5. **Research in English Language Teaching (RELT)**

Research in English Language Teaching (RELT) here refers to the subject matter at English Department in State Islamic Institute Padangsidimpuan. Many universities put Research in English Language Teaching as the subject that students have to follow such in University of North Sumatera or Indonesia Education University. This subject is also occurred in State institute for Islamic Studies Padangsisimpuan. Research in English Language Teaching occurred to help students in English department to learn research in English ways.

Research in English Language Teaching is learned at sixth semester. This subject load is two credits. It is a subject that learned about concept, method, instruments, data analysis and more about research in English

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[13] OU Qiong, "A Brief Introduction to Perception," *Studies in Literature and Language* 15, no. 4 (2017): 18–28, https://doi.org/10.3968/10055.

department. Research in English Language Teaching is designed to help students understanding theoretically and practically about research especially research in English department. As RELT lecturer explained that students have gotten research methodology subject in the fifth semester before. Instead the subject is only explained about research methodology generally[14]. Furthermore, Research in English Language Teaching will explain kinds of research methodology that connected with education, and language learning.

The goals of learning Research in English Language Teaching explained by RELT Lecturer are:

a. Give students understanding more specific about kinds or variety of research that connected to English language learning through both qualitative or quantitative or mixed methods.

b. Provide students' knowledge and helping to write a research proposal. In this subject students are required to be able in making a mini proposal at the end of the lesson.[15]

Based on the goals above, we know that this subject will give knowledge about research in English and hope students' easier to write their research.

The materials that students will learn in RELT Subject are:

a. Experimental research method

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[14]RELT Lecturer, "Lecturer Interview about Research and English Language Teaching," 2022.
[15]Lecturer.

b. Correlational research method

c. Classroom action research

d. Comperative researh

e. Phenomenology

f. Case study

g. Language research method

h. Referencing system mendeley[16]

Those are the materials that students would learned and lecturer gave some projects and final project about writing research proposal. Lecturer guided students to finish the projects by giving related references. Lecturer also opened discussion section about doing the project.

RELT subject in this semester used blended learning system where students have two kind system in learning they are online and offline learning. This is not the first time English department using blended learning it had been started in 2020. Harida in his research explain that the using of blended learning in IAIN Padangsidimpuan was decided under the government direction in covid-19. It decided as the response after a year learning using online learning system.[17] It showed that the using of blended learning got the positive response from English students.

In conclude, RELT subject is a subject that must be learn at sixth semester in English department. This subject learned about research in

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[16]Lecturer.
[17]Eka Sustri Harida et al., "A Study of Students' Perceptions of Online Learning in Blended Learning and Flipped Classroom" 504, no. ICoIE (2020): 263–68, https://doi.org/10.2991/assehr.k.201209.231.

English framework. As mentioned above, this subject had some materials to be learned to achieve RELT subject goals. RELT subject learned using blended learning system.

6. **The Nature of Project Based Learning**

Project based learning is a model used to teach students by emphasize project as the way to understanding the material. Thomas stated that project are the problems, task, question that give students time to solve by their understanding in a period of time.[18] Project here is not only as the individual project. Furthermore, project here is also how to solve and through the project in group. So, here we know that project based learning is a method of teaching by giving students project that must be done which individual or group.

Bell in her book stated that Project based learning is not only about producing or finishing tasks, answering question further than it will give students deep understanding, better learning motivation, higher level understanding of a subject or a thing.[19] Bell stated that Project based learning is a key strategy to make students independently solve the problems, practicing their understanding, find the way of solving the challenge, and increasing students multitasking skill.

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[18]John W Thomas, "A Review of Research On Project-Based Learning" (California: THe Autodesk Foundation, 2000).

[19]Stephanie Bell, *Project-Based Learning for the 21st Century: Skills for the Future*, ed. Taylor & Francis Group, *Project-Based Learning for the 21st Century: Skills for the Future*, vol. 83 (New York, 2010), https://doi.org/10.1080/00098650903505415.

Project based learning not only increasing students' problems solver sense also can apply in building communities or group. That's what Ayas and Zeniuk stated that building communities or group using project based learning will reflect all members to solve the project by discuss the way.[20] Sometimes the project given by teacher or lecture is not only individual task, but also group task and it will increase members problem solving, critical thinking and idea, cooperative works and so on. Researcher sum up that project based learning a method or model in teaching that emphasize students individually or group to solve the problems, project, and issue that will increase their critical thinking, collaborative, cooperative team works and as the practicing time after the explanation.

a. Project based learning features

There are some features in project based learning. According to Ayas and Zeniuk there are some features of project based learning, they are:

1) The project has meaning and clear

2) The environment project should be innocent.

3) Learning infrastructure

4) Leader role model

5) Systematic collective reflection

6) Community practice[21]

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[20]Karen Ayas and Nick Zeniuk, "Project-Based Learning: Building Communities of Reflective Practitioners," *Management Learning* 32, no. 1 (2001): 61–76, https://doi.org/10.1177/1350507601321005.
    [21]Ayas and Zeniuk.

b. Project based learning teaching steps

Project based learning as a model in the classroom will deliver in order step by step. It is important to ensure that the method using in the classroom in a right way. It will affect to students that receive the material and doing the projects. Nizwardi et.al stated that there are three stages teaching project based learning in the classroom, they are:

1) The Formulation of expected learning outcomes: the first step here is giving students understanding about the concept of teaching material. the goal and give a strong motivation about understand the expected learning outcomes. Understanding students that projects given to them will solve in the real life situation. In this stage it may be used contextual teaching approach. It helps teacher to connect the material to real situation.

2) Project work: the project work in project based learning is created based on real life situation, and it based on the learning outcomes.

3) Evaluation: is to reveal the result of learning process and students achievments. It is important to evaluated students project to know how deep they understanding the material and look how students solve the projects or problems given.[22]

Furthermore, there are seven steps designed by Nizwardi et.al, they are:

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[22]Nizwardi Jalinus, Rahmat Azis Nabawi, and Aznil Mardin, "The Seven Steps of Project Based Learning Model to Enhance Productive Competences of Vocational Students" 102, no. January (2017): 7, https://doi.org/10.2991/ictvt-17.2017.43.

1) The formulation of expected learning outcomes: teachers and students guide in a discussion about the learning outcomes that hoped can be created. That the project task is related to real situation.

2) Understanding the concept of teaching material: it is to introduce students the learning modules and concepts. How to create interaction between students and teacher in the classroom so it can increase students in understanding the concept of material.

3) Skill training: project based learning let the students to have the skill in training. Here the teacher give students skill training that it suited to the real life situation.

4) Designing project theme: teacher and students discuss about real life problems, observe and decided which theme students will take as the projects theme

5) Making the project proposal: it includes about the problems, solution that they thought to solve.

6) Executing the task of project: practicing to solve the problems by executing and find the solution

7) Presentation of the project report.[23]

   The stages above are designed in vocational school. Moreover, Ministry of Education and Culture in Indonesia created out Module

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[23]Jalinus, Nabawi, and Mardin.

book about project based learning in language learning development framework stated that there are 3 main stages of project based learning:

1) Planning: it consist of five activities, which are choosimg project, pre-communicate activities, asking essential questions, desgining project plan, and creating project timeline.

2) Implementing: finishing the project

3) Reporting: evaluating and assessing[24]

Based on the explanation above, the main procedure in using Project based learning are three stages. They are planning, implementing and reporting.

The following subject scheme stages of project based learning model in sequence:
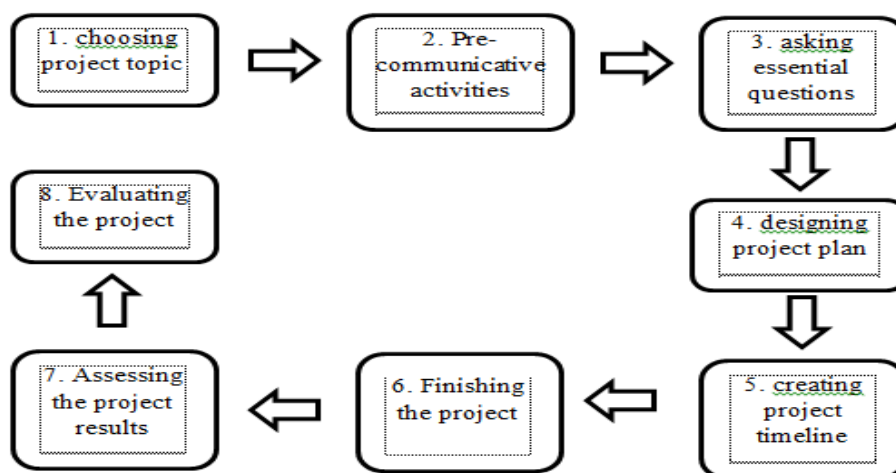
Picture 2 Scheme stages of project based learning model in sequence

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[24]SEAQIL"s Team, HOTS-Oriented Module: Project-Based Learning (Jakarta Selatan: SEAMEO QITEP in Language, 2020).

c. The Advantages of project based learning

Project based learning as the model of learning give advantages to both teacher and students. Miller stated that there are some advantages of project based learning to teacher, including:

1) Teacher may find the appropriate project that would motivate, and interest students better.

2) Teacher may receive the variety of project which will increase teacher creativity to create a project next.

3) Classroom management is simplified[25]

Those three points above are also support in Seaqil's model book about the benefits of project based learning, includes:

1) Improving students' academic achievement

2) Developing critical thinking skills, data and information processing, problem-solving, team-work, communication and self-management

3) Increasing students' motivation and interest

4) Giving learning experiences-based students' real life.[26]

Somehow, the advantages comes out with the advantages. Aslanides et.al stated that there are some advantages of PBL for students, including:

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[25]Lindsay Miller, Christoph A. Hafner, and Connie Ng Kwai Fun, "Project-Based Learning in a Technologically Enhanced Learning Environment for Second Language Learners: Students' Perceptions," *E-Learning and Digital Media* 9, no. 2 (2012): 183–95, https://doi.org/10.2304/elea.2012.9.2.183.

[26]Team, *HOTS-Oriented Module: Project-Based Learning*.

1) The projects helps students to understand the material better.

2) Students can use all the knowledge that they have to solve a project, this is a good way to ensure students practicing the knowledge the y have.

3) It motivates students to learn and get the knowledge their way. Students before may only wait for teacher or lecture explanation. But after applying PBL students will used to learn on their way, and will motivated to learn deeply about that material.[27]

The advantages above that mentioned above will help students to be a creative and independent student. It completes learning goal where students hope can practice the knowledge in a real project. Students also can build communication among students or with lecture to solve the problems.

d. The disadvantages of project based learning

Project based learning besides giving advantages also give disadvantages for teacher and students. Aslanides mention some disadvantages of project based learning for students, including:

1) Students hard to complete the project because there are many projects come in the same time.

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[27]C D Aslanides et al., "Advantages, Disadvantages and the Viability of Project-Based Learning Integration in Engineering Studies Curriculum: The Greek Case Board of European Students of Technology (BEST) Aristotle," *44 Th SEFI Conference* 1, no. 1 (2016): 11, https://www.researchgate.net/publication/325698433_Advantages_Disadvantages_and_the_Viability_of_Project-Based_Learning_Integration_in_Engineering_Studies_Curriculum_The_Greek_Case/link/5e2094cc92851cafc38a7fb1/download.

2) Students do not fulfill the projects maximal because of the period time not enough.

3) Students do not understand the material will be difficult to finish the project.[28]

Furthermore, Miller mentions some disadvantages of project based learning for teachers, including:

1) Time constraint to developing and implementing project based learning.

2) Need a big effort to plan and execution.

3) Teachers may inability to face the problem come of the project.

4) Need a big facilitator of learning.[29]

The disadvantages of project based learning may come from teachers or students. This model can be difficult to apply for. Inability teachers may struggle to face the problems that come out of the projects. While students can get difficult in completing the projects, solve the problems if the students do not understand the materials and the guidance.

B. Review of Related Findings

There are several researches that support this research. The first research by Alyani is aimed to investigating students' perception about PjBL

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[28]Aslanides et al.

[29]Mihic Matej and Ivica Zavrski, "Professors' and Students' Perception of the Advantages and Disadvantages of Project Based Learning," *International Journal of Engineering Education* 33, no. 6 (2017): 1737–50, https://www.researchgate.net/publication/329754724%0AProfessors'.

by implementing a half-semester project in the critical reading class.[30] The findings proved that by implementing PjBL students felt enjoy and like their teamwork, they learn collaboratively. They also indicated that they learn critical reading better. The result also find that students only focus on finishing the task but not on the process of doing the task. The result also found that students in this research thought that PBL is appropriate to be conducted in the class.

The second research done by Susanti et.al, it is a research about students' perception toward the implementation of PjBL for EFL Vocational High School which take one teacher and 45 students as the partisipants, The findings showed that teacher got a positive experience implementing PBL in teaching English. While students' thought that they were happy to learn use PBL. Teacher and students indicate that PBL also an effective way to learn English in vocational high school.[31]

The next research done by Mihic and Zavrski, it is applied to get professors' and students' perception of the advantages and disadvantages project based learning. it shown that the students get the benefits of project based learning. Students' response the questions related to the usefulness of project based learning. The research findings can be determined which aspect

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[30]Alyani, "Indonesian Undergraduate Students' Perceptions of Project-Based Learning in Critical Reading Class," *ELT Worldwide: Journal of English Language Teaching* 7, no. 1 (2020): 10, https://doi.org/10.26858/eltww.v7i1.11976.

[31]Arik Susanti, Pratiwi Retnaningdyah, and Anis Trisusana, "Students' Perception Toward the Implementation of Project Based Learning for EFL Vocational High School." 390, no. Icracos 2019 (2020): 115–19, https://doi.org/10.2991/icracos-19.2020.24.

of PBL suit to students, especially to gain maximal knowledge.[32] Last but not least, it also shown what are the advantages and barriers to applying project based learning method.

The next research by Miller et.al they did the research applying PjBL in online remote learning. It showed that students in that course is happy to share their work not only to tutor but also to other friends in wide audiences on youtube platform. The research proved that applying project based learning is increasing students language skill. Here they found that students become net generation.[33] In Applying PBL students get the positive experience.

Next research done by Alyani the research was done in Padang University. There are six indicators: questioning, designing, scheduling, monitoring, assessing, and evaluating. The result showed that the students agree using of project based learning increase their motivation to learn, collaborative work, and improve their management skill. The means of participants' perception mean is 4.2 and it means good.[34] While Haniah and Setyaningsih in her researched conclude that students agreed and highly recommended to use project based learning as the method of learning 4Cs as the essential skill in the 21 century even it still need to consider some aspects.[35]

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[32]Matej and Zavrski, "Professors' and Students' Perception of the Advantages and Disadvantages of Project Based Learning."

[33]Miller, Hafner, and Fun, "Project-Based Learning in a Technologically Enhanced Learning Environment for Second Language Learners: Students' Perceptions."

[34]Annisya Amelia Alyani, "Journal of English Language Teaching Students ' Perception of Project - Based Learning in Microteaching Class" 10, no. 3 (2021): 436–48, https://doi.org/10.24036/jelt.v10i3.113874.

[35]Amanda Ummu Haniah and Endang Setyaningsih, "Students ' Perception on the Implementation of Online Project-Based Learning in Teaching 4Cs" 6, no. 2019 (2021): 123–40.

From the previous findings, this research had the similarity that is focused to students' perceptions. The research plans to get students perception in applying project based learning. The differences from this research is focused to get perceptions on project based learning in RELT subject of English Department Students in IAIN Padangsidimpuan.

C. **Hypothesis**

The hypothesis of this research is "The students had positive perception on project based learning in RELT subject of English Department IAIN Padangsidimpuan".

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research conducted in State Islamic Institute Padangsidimpuan at the sixth semester English Department in academic year 2021/2022. It was located at T. Rizal Nurdin Street, No. Km 4.5 Sihitang, Southeast Padangsidimpuan, Padangsidimpuan City, North Sumatera. The Time of research was from December 2021 until December 2022.

B. Research Method

This research used mix method as the way to reach the goal of this research. Mix method had chosen because this method gave a complete understanding as it stated by Creswell[36]. The design of this research is explanataroy sequential mixed method. This designed chosen because researcher wanted to explore students' perceptions in learning RELT subject using project based learning method with a complete data, the quantitative data would give a general data statistically how the method accepted the qualitative data would give deeper explanation and more detail. Researcher conducted to analyze how is students' receiving and students' feedback of using project based learning method in Learning Research in English Language Teaching.

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[36]John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (United States America: Library of Congress Cataloging-in-Publication Data, 2014).

C. Population and Sample

The Population of this research were the students from English Department. There were three classes in the sixth semester at academic year 2022/2023. The total population were 96 students.

This research took 60 students from all the total population as the respondent of questionnaire. In interview, researcher had taken respondents of the total subject from questionnaire in this case by using purposive sampling technique. It consisted of 9 students. Researcher described some characteristics of respondents. The characteristic were the students from sixth semester at English department of State Islamic University Syekh Ali Hassan Ahmad Addary Padangsidimpuan.

Table 1 Total Subject for Questionnaire and Interview

Class	Total Sample of Questionnaire	Total Sample of Interview
TBI 1	20	3
TBI 2	20	3
TBI 3	20	3
Total	60	9

D. Research Instruments

In this research, Researcher used questionnaire and interview as the instrument to collecting the data. It was to make sure that the data result were consistent, strong, certain, and complete. Instruments that used in this research are:

1. Questionnaire

   The questionnaire given to informants, Questions designed to answer the research question about students' perception. Questionnaire created by using google form. The questionnaire created by online platform with 25 questions about learning Research in English Language Teaching using project based learning method. The questionnaire used Likert scales[37] which have five difference score and level, they are:

   a. Strongly Agree: 5

   b. Agree: 4

   c. Neutral: 3

   d. Disagree:2

   e. Strongly disagree: 1

   The researcher made the questionnaire in English language and it adopted from the theory indicator of perception stated by Bimo Walgito. The questionnaire has valid by the lecturers of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Table 2 The Indicator of Students' Perception in Learning RELT Subject Using Project Based Learning

No	Indicator of Perception	Sub Indicator Perception	Item	Number of Question
1	Absorption of external stimuli or object by the five sense individually or together	Absorption of the object before knowing the object	8	1, 2, 3, 4, 5, 6, 7 & 9

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[37]Sugiyono, *Metode Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2010);

No	Indicator of Perception	Sub Indicator Perception	Item	Number of Question
2	Understanding the object that occur in the brain	Understanding the object, the use of the objects into various features	9	8, 10, 11, 12, 13, 14, 16, 18, 19
3	Individual assessment or evaluation of the object	Individual point of views about learning Research in English Language Teaching Using Project based Learning	8	15, 17, 20, 21, 22, 23, 24, 25

2. Interview

In interviews part, the researcher interviewed the subject individually. They would gather in a time and in a place. The interview is general open-ended interview that has been designed before the interviews section within 9 questions about students' perception in learning RELT subject using project based learning method. subjects interviewed to know how their perceptions about learning RELT subject using project based learning, the feelings, is the project based learning is a suitable method, what is they respond about the method use in learning.

E. **Techniques of Collecting Data**

Data collection was the result of the research come from the respondents. In this research the techniques of collecting data followed some steps to make sure that data was complete and enough to give evidence. The two steps are:

1. Questionnaire

In this section, researcher collected questionnaire data by follow these steps:

a. Researcher designed the questionnaire by google form using Likert scale. Researcher adopted perceptions indicators by Bimo Walgito.

b. Researcher shared the link to all respondents.

c. Finally, researcher collected the data and classified the data.

2. Interview

Researcher collected data for interview using this following steps:

a. Researcher designed interviews question.

b. Researcher prepared recorder and note. Respondents were gathered in a class.

c. Researcher interviewed directly to the students and recorded them.

F. Data Analysis

The data analysis was the process of reducing the data, transcribing and grouping the data. The data is collected as a result of an interview and a questionnaire[38]. The data from questioner analyzed by using quantitative method and the interview used qualitative method. the data analyze by following the technique bellow:

1. Data analysis of questionnaire

Questionnaire used a quantitative method. Researcher analyzed questionnaire using some following steps:

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[38]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013).

a. The researcher collected the data from google form and and gave score from all the answer using Likert Scale below:

    1) Strongly Agree reached 5 score

    2) Agree reached 4 score

    3) Neutral reached 3 score

    4) Disagree reached 2 score

    5) Strongly disagree reached 1 score

b. After that, Researcher analyze how much the score percentage from each statements by using the formulation from Arikunto[39] :

$$P = \frac{f}{N} \times 100\%$$

P: Percentage

f: Frequency respondents answered

N: Total respondents

c. Researcher categorized students answered into positive or negative perception.

d. Explain the result of questionnaire

    Researcher explained the result from questionnaire based on the data percentage above. Researcher showed the result also by giving pie chart for each statements, it helped to shown the percentage clearly.

2. Data Analysis of interview

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[39]Suharsimi Arikunto, *Prosedur Penelitian*, Revised ed (Yogyakarta: PT. Rineka Cipta, 2010).

Interview analyzed by qualitative method following thus steps:

a. Transcribing interview recording, after finished the interview. Researcher transcribed the interview recordings.

b. Code the Transcript, this step was mean to give the code from the transcript. This process devided interview result into some meaning and categories.

c. Explain the result, researcher explain the final result after obtained the data about exploring students' perception in learning RELT subject using project based learning method at English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

G. Check of Data Trustworthiness

Researcher used a peer debriefing to check trustworthiness of the data. Peer debriefing as stated by Creswell is where researcher had a discussion about the result of the research.[40] Researcher had a discussion with friend that in the same major with researcher. Researcher used this technique to discuss about the result found so that the result can be felt by other. Researcher followed these steps to do peer debriefing:

1. Researcher set a meeting for discussion with peer debriefing participants.

2. Researcher reviewed the process of analysis the data.

3. Researcher showed the result found.

4. Discussion and evaluation with the participant.

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[40]Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter presented the result of the research about exploring students' perception in learning RELT subject using project based learning at English Department IAIN Padangsidimpuan.

A. Data Description

This research had two findings result based on the formulation about students' perceptions in learning RELT subject using project based learning at English department IAIN Padangsidimpuan are after using explanatory sequential mix method design, the results of research from questionnaire and interview:

1. The Result Research from Questionnaire

Data from questionnaire consist of 25 statements, where 8 items was on the analysis of Absorption of external stimuli or object by the five sense individually or together, 9 items of Understanding the object that occur in the brain, and 8 items Individual assessment or evaluation of the object. The number of participants was 60 students from sixth semester in English department.

a. Absorption of external stimuli or object by the five sense individually

Based on this indicator, researcher created 8 statements to know how were students overview before knowing the usefulness of using project based learning. the statements start from number 1 to 7

and number 9. The following are result that will be described through charts:

1) I think learning RELT subject is very important
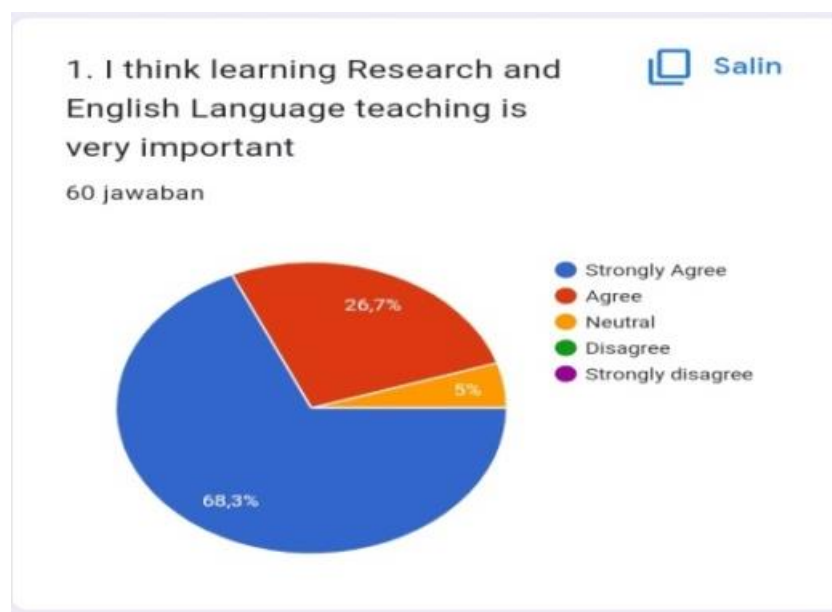
Pie chart 1 I think learning RELT subject is very important

Regarding to the chart, it found found that there were 41 (68.3%) respondents respond strongly agree that learning RELT subject is very important. it shows that mostly students answer strongly agree. There were 16 (26.7%) respondents answered agree and there were 3 (5%) students respond neutral. Based on the first statement there is no students respond disagree and strongly disagree.

2) I think learning RELT is effective to increase my ability in writing scientific research

The second statement is "I think learning RELT is effective to increase my ability in writing scientific research". Based on the

statement there were 26 (41.7%) students strongly agree with this statement. There were 31 (53.3%) students respond agree. While there were 3 (5%) students respond neutral. In this statements researcher also found there was no students respond disagree and strongly disagree. It can be seen from the chart below
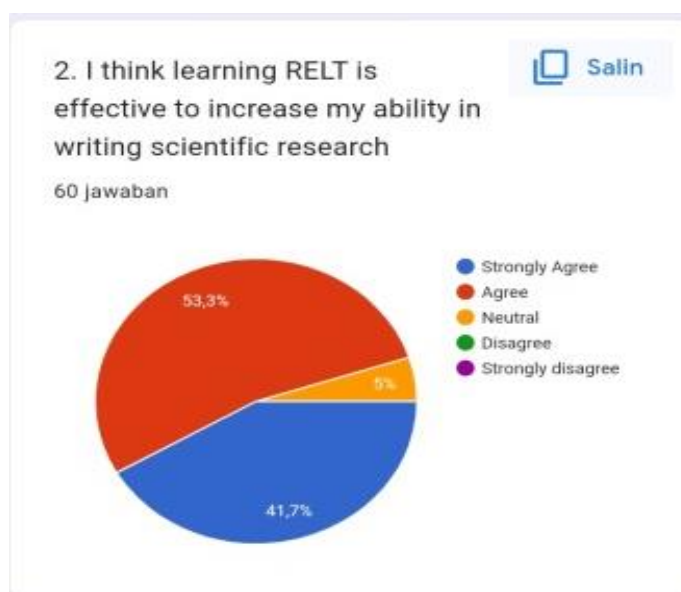
Pie chart 2 learning RELT is effective to increase students writing scientific research

3) I think learning RELT help me to learn deeply about doing research in English language framework

In this statement there were 37 (61.7%) students respond strongly agree, and there were 20 (33.3%) students respond agree. There were 3 (5%) students respond neutral and there was no students respond disagree and strongly disagree. Based on this statement responds, researcher knows that almost all students were

agree and even strongly agree about learning RELT was help them to learn deeply about doing research in English framework.
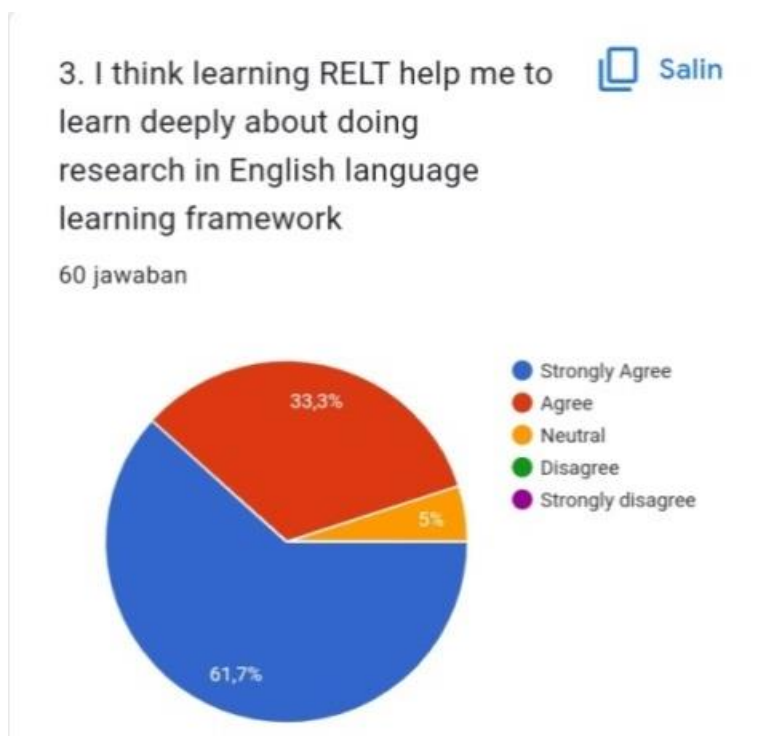
Pie chart 3 learning RELT help to learn deeply about research in

English Language framework

4) I feel the method that lecturer using the classroom is suitable

The fourth statement about students feeling while learning using project based learning method was it suitable. The responds were 12 (20%) strongly agree, and 42 (70%) students were agree with this statement. Moreover, researcher found there were 5 (8.3%) students respond neutral, and there was a (2.7%) student answered disagree.
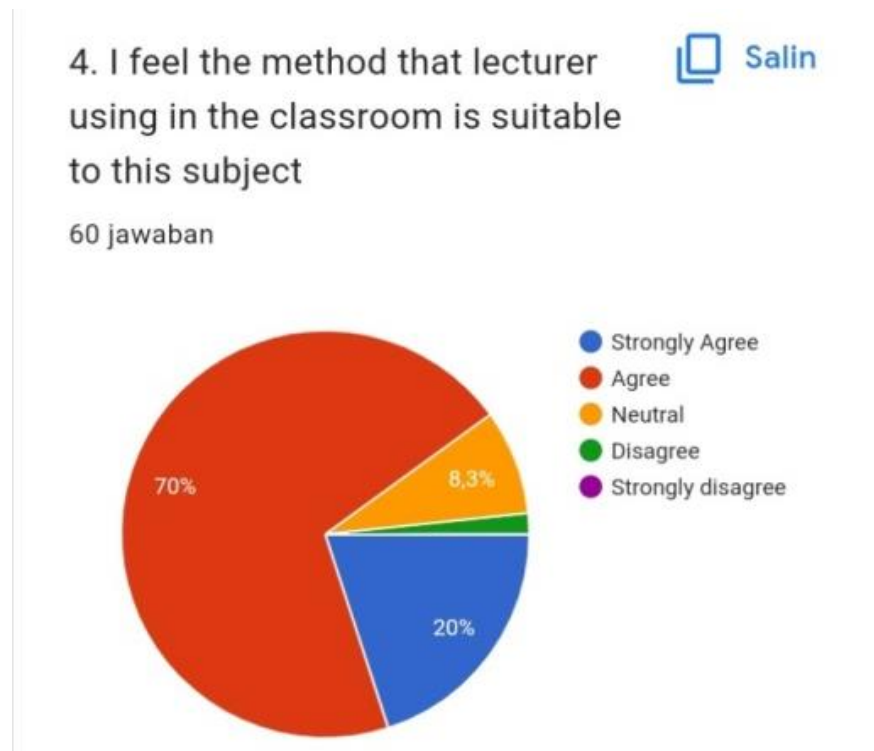
Pie chart 4.4 The method is suitable

5) The method used trained us to solve the projects

Pie chart 5 the method used trained us to solve the projects

it shown that 13 (21.7%) students answered strongly agree. There were 35 (58.3%) students answered agree. There were 10 (16.7%) students respond neutral. Researcher also found there were 2 (3.3%) students answered disagree.

6) The method used in the classroom motivated student's motivated students to learn research"
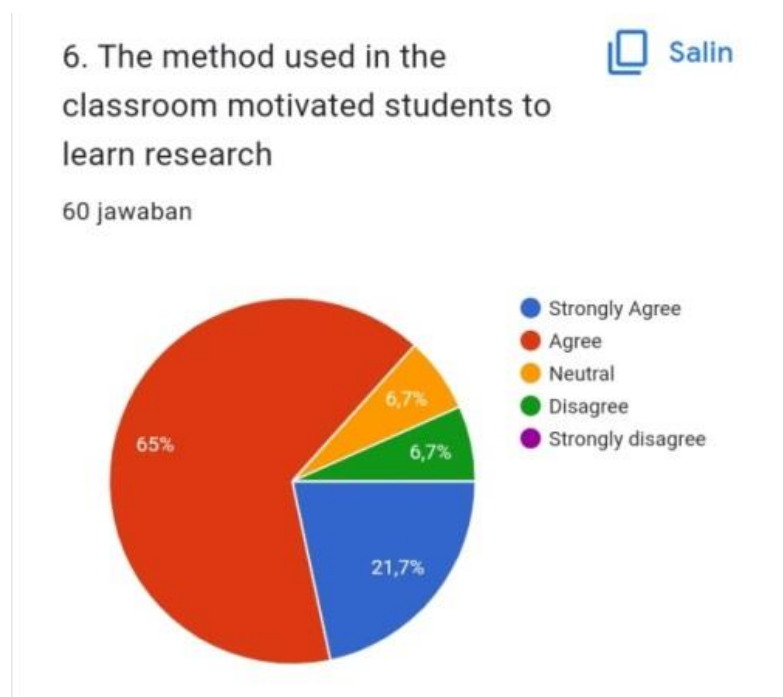
Pie chart 6 the method used to motivated students

It found that mostly all students were agree if the method used motivated them to learn research. There were 13 (21.7%) students answered strongly agree. There were 39 (65%) students respond agree. Meanwhile, researcher also found that there were 4 (6.7%) students respond neutral and 4 (6.7%) students responds disagree.

7) The project given improve my understanding about RELT material
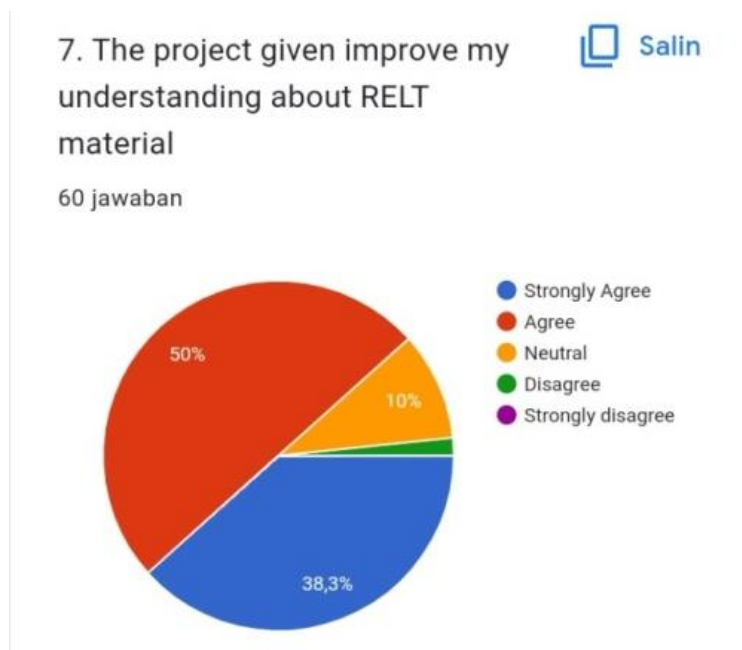
Pie chart 7 the project improve students improve students

understanding

This statement created to explore how the project improved students understanding about RELT material. It shown that there were 23 (38.3%) students respond strongly agree. There were also 30 (50%) students respond agree. There were 6 (10%) students answered neutral. Meanwhile, it only found there was a (1.7%) student respond disagree.

8) I feel comfortable learning RELT by using Project based learning method

9. I feel comfortable learning RELT by using Project Based Learning

60 jawaban

Strongly Agree
Agree
Neutral
Disagree
Strongly disagree

25%

58,3%

15%
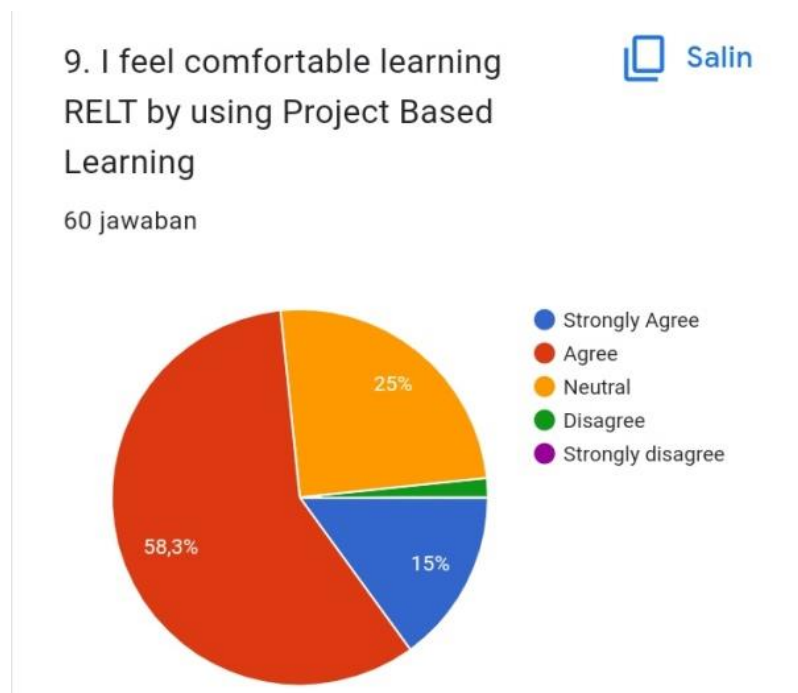
Pie chart 8 students feeling in learning RELT using PjBL

there were 9 (15%) students respond strongly agree. it also found that there were 35 (58.3%) students agree with this statement. There were 15 (25%) students answered neutral and there was a student answered disagree. From this statement, it known that more than 50% students were agree that they were feel comfort using project based learning method in learning RELT.

b. Understanding the object that occur in the brain

The second indicator was about students point of view after knowing the object. In this case about their perception in learning RELT subject using project based learning. There were 9 statements that students had answered. The students had chosen the answered base on their point of view.

1) I know RELT

8. I Know RELT

Salin

60 jawaban

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

18,3%
65%
16,7%
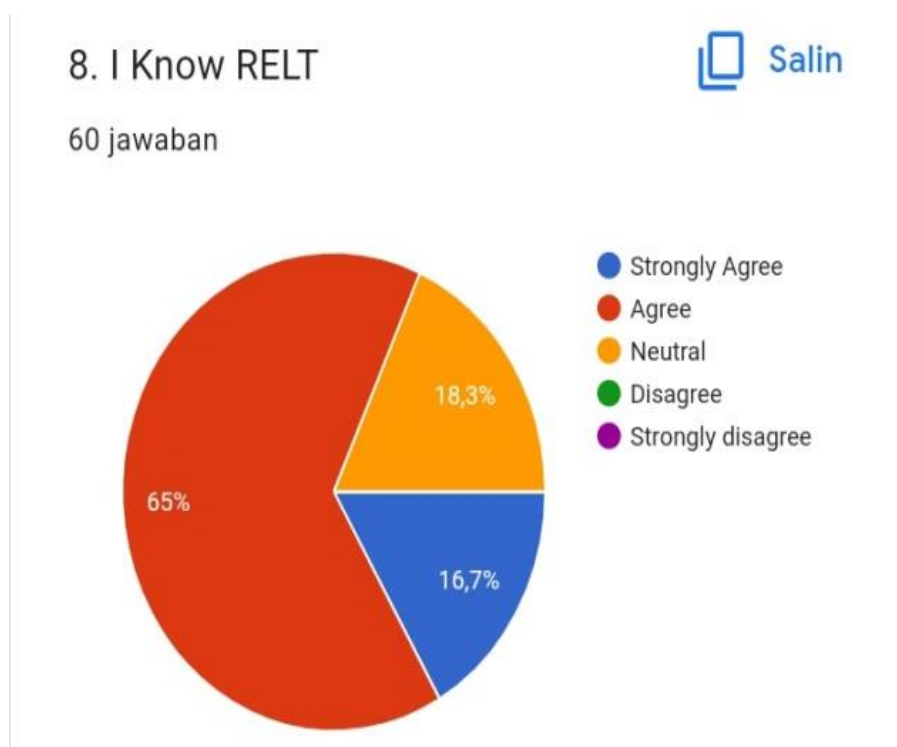
Pie chart 9 about knowing RELT

Based on the data above, in the first statement it found that there were 10 (16.7%) students respond strongly agree. There were 39 (65%) students respond agree. There were 11 (18.3%) students respond neutral. Meanwhile, researcher didn't find students who respond disagree and strongly disagree. So, here it known that students realize that the object in this case RELT subject.

2) Using project based learning, I understand how to make a research proposal
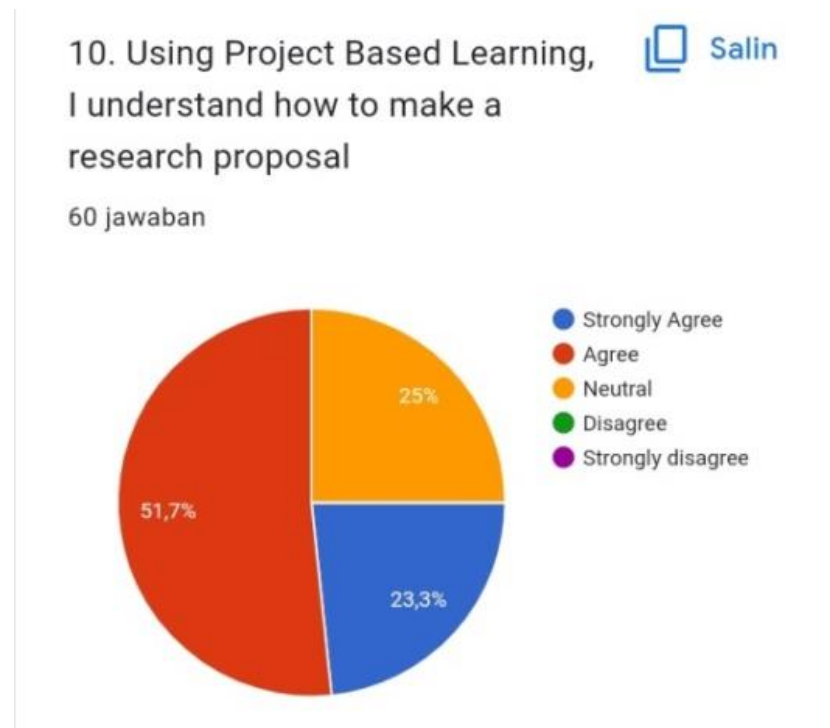
Pie chart 10 students understanding in making research proposal

The second statement is "Using project based learning, I understand how to make a research proposal". One of the project that students had gotten in learning RELT wrote research proposal. Based on that statement, it found that there was no students respond disagree and agree. Meanwhile, based on this statement found there were 15 (25%) students respond neutral. Moreover, there were 31 (51.7%) students respond agree. There were 14 (23.3%) students respond strongly agree.

3) I know the project is the way to practicing the knowledge

Pie chart 11 Project as the way practicing knowledge

The third statement is "I know the project is the way to practicing the knowledge". In this case students consciously know what the project for. There were 14 (23.3%) students respond strongly agree. There were 68.3% agree is it about 38 students. Meanwhile there were only 7 (11.7%) students respond neutral and only a (1.7%) student respond disagree.

4) The material is clear

The next statement, "the material is clear". Researcher found that there were 11 (18.3%) students respond strongly agree. There were also 34 (56.7%) students respond agree. Meanwhile there were 11 (18.3%) students respond neutral. Meanwhile there were only 4 (6.7%) students respond disagree.
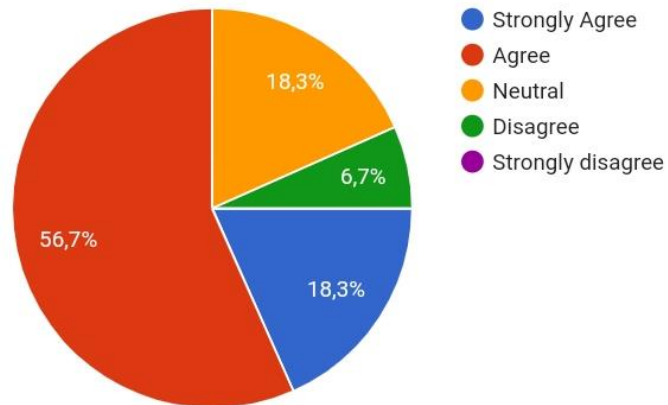
Pie chart 12 The material is clear

5) The lecturer guide how to do the project
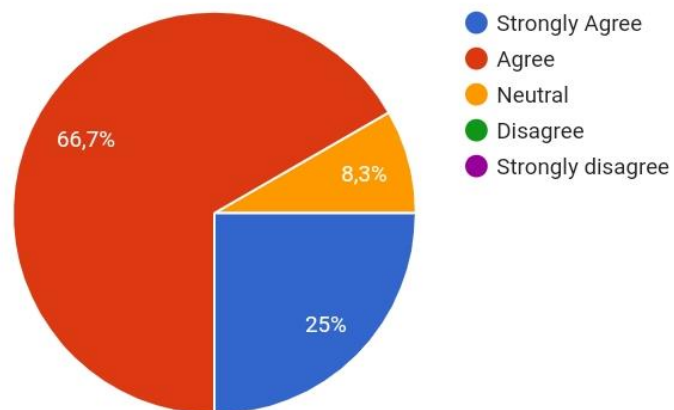
Pie chart 4.13 Lecturer guide to do the project

Based on the data, it found that there were 15 (18.3%) students respond strongly agree. It also found that 56.7% (40

students) respond agree. there was only 5 (6.7%) students respond neutral. there was no student respond disagree and strongly disagree.

6) Students understand the material through the project

14. Students understand the material through the project

60 jawaban

Strongly Agree
Agree
Neutral
Disagree
Strongly disagree

30%
5%
10%
55%
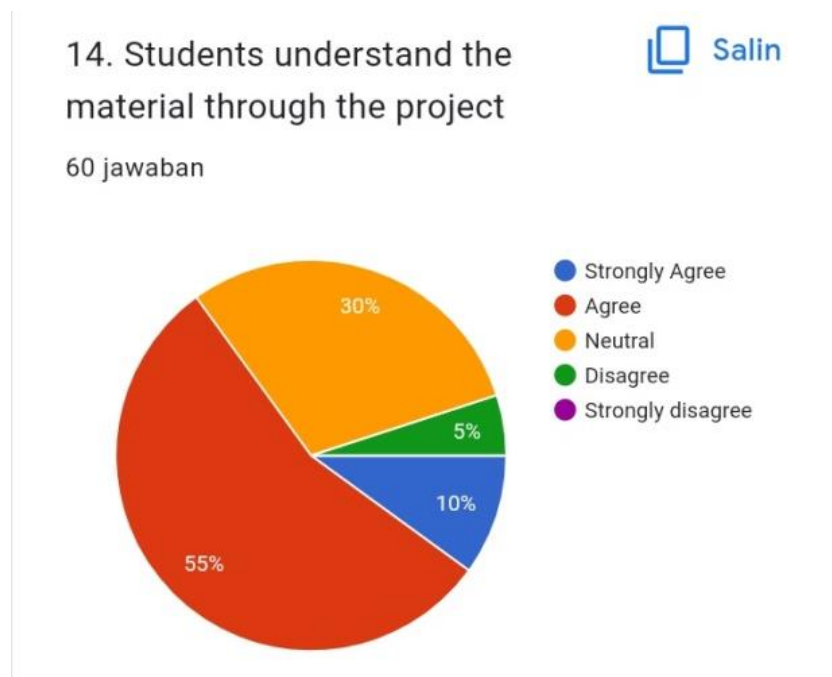
Pie chart 14 Students understanding material through project

It found that there were 6 (10%) students respond strongly agree. There were 33 (55%) students respond agree. Moreover, there were 18 (30%) students respond neutral. Meanwhile, it found there were 3 (5%) students respond disagree.

7) I get the deep understanding in learning RELT through the project

Based on them chart below, it found that there were 9 (15%) students respond strongly agree. 55% students respond agree. there were also 17 (28.3%) students respond neutral. There is a student who respond disagree.
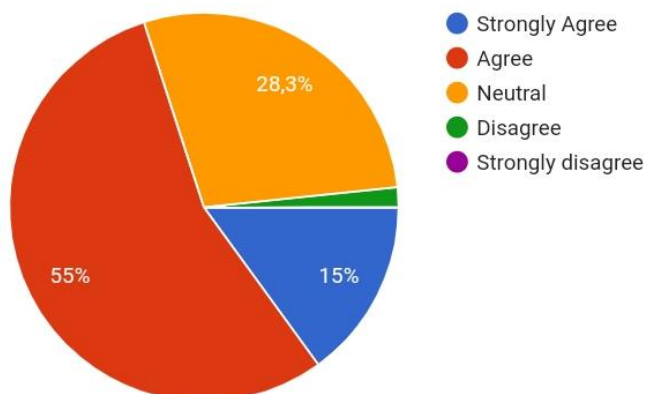
Pie chart 15 Students get deep understanding

8) The project developed critical thinking
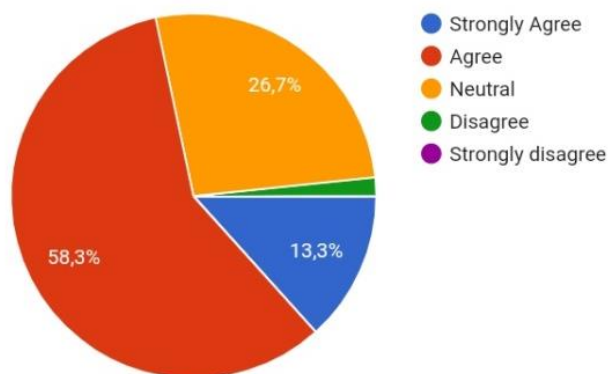
Pie chart 16 Project developed critical thinking

It found that there were 35 students respond agree. it means

58.3% respondents agree with this statement. There were 8 (13.3%)

students strongly agree. there were 16 (26.7%) students respond neutral. It also found a (1.7%) students who respond disagree.

9) Misunderstanding and misleading is fixed by the lecturer and discuss in the classroom
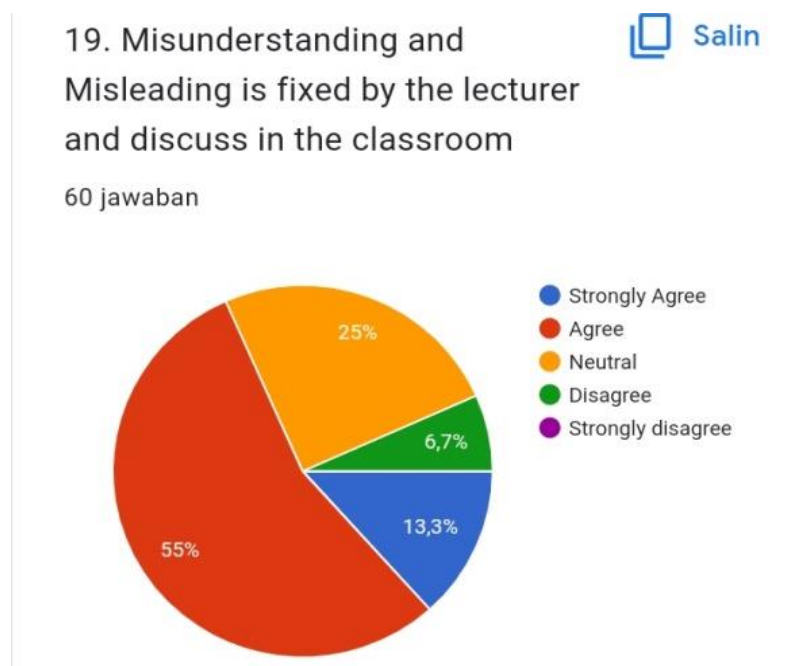
Pie chart 17 Lecturer fixed misunderstanding and misleading

In this statements, it found there were 33 (55%) students respond agree. there were 8 (13.3%) students were respond strongly agree. Meanwhile, there were 15 (25%) students respond neutral. there were only 4 (6.7%) students disagree.

c. Individual assessment or evaluation of the object

The third indicator is about the evaluation in learning RELT subject using project based learning. Researcher created 8 questions to explore how students evaluated after they learning using project based learning.

1) Lecturer does the evaluation by checking the project

15.Lecturer does the evaluation by checking the project

60 jawaban

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

16,7%

56,7%

25%
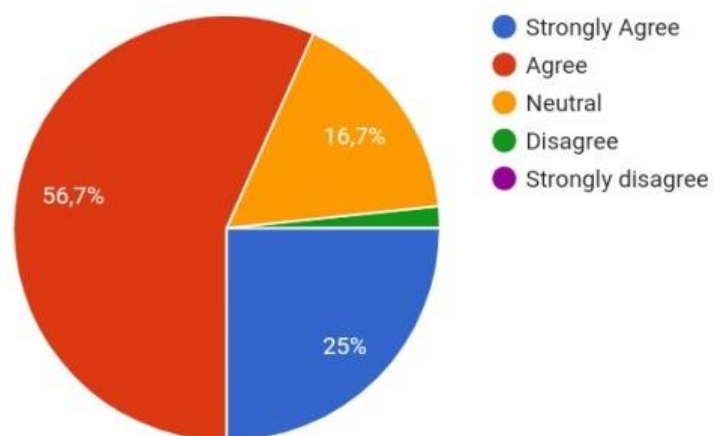
Pie chart 4.18 Lecturer does the evaluation

The first statement is "Lecturer does the evaluation by checking the project". The result, there were 34 (56.7%) respond agree. then, there were 15 (25%) students who respond strongly agree. there were 10 (6.7%) students who respond neutral. meanwhile, there was a student who respond disagree.

2) The project result evaluated together in the classroom

17. The projects result evaluated together in the classroom

60 jawaban

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

25%

11,7%

60%
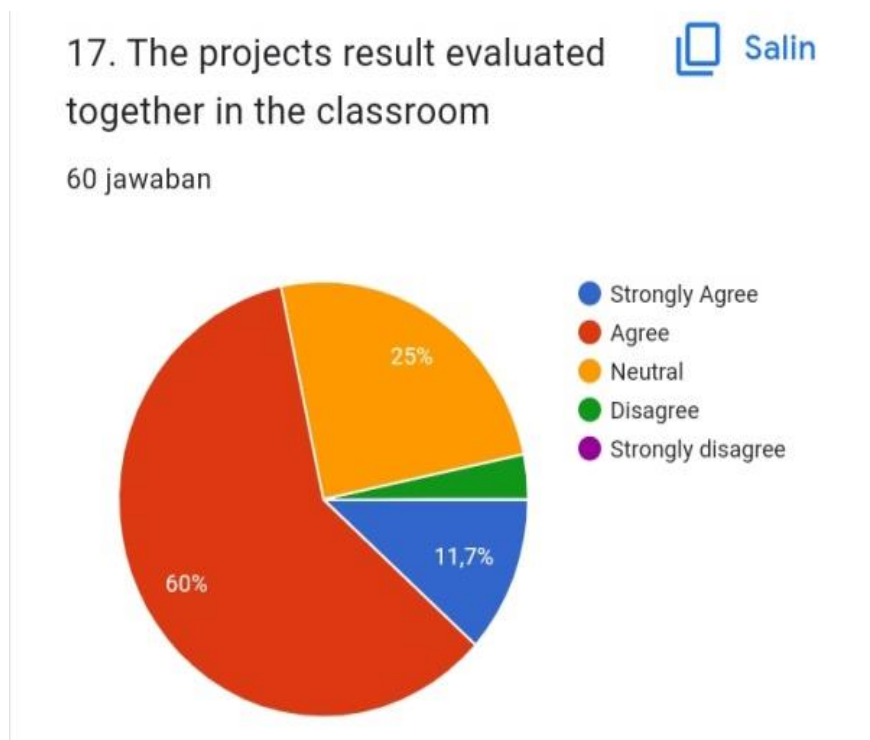
Pie chart 19 The project result evaluated in the classroom

There were 36 (60%) students who respond agree. It also found there were 7 (11.7%) students strongly agree. Meanwhile, there were 15 (25%) who respond neutral. last, in this statement there were two (3.3%) students who respond disagree.

3) After evaluated the project students get a better understanding

It found there were 37 (61.7%) students who respond agree. Then, there were 6 (10%) students who respond strongly agree. There were 15 (25%) students who respond neutral. in this statement, there was a (1.7%) student who respond disagree. There was also a (1.7%) student who respond strongly disagree.
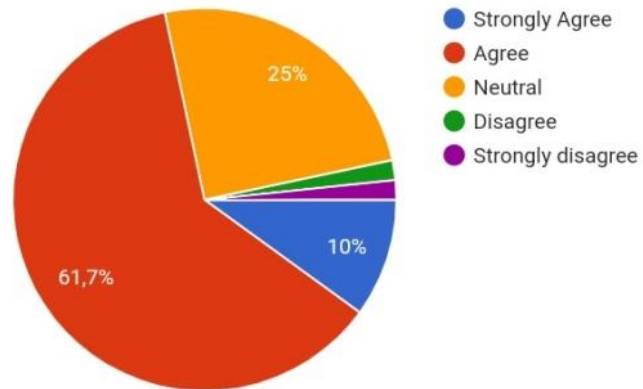
Pie chart 20 Students get a better understanding after evaluated

project

4) The lecturer gives explanation after checking the project
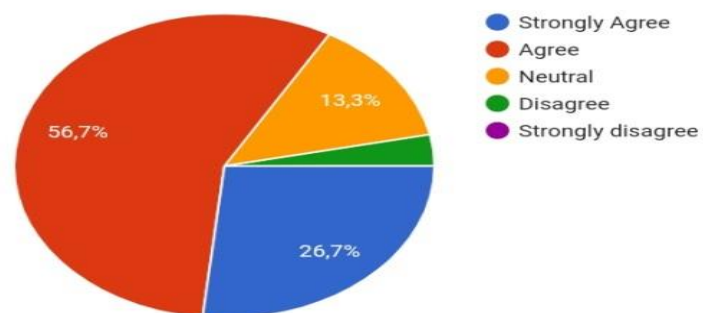
Pie chart 21 Lecturer give explanation after check project

The chart found that 34 (56.7%) students answered agree. There

were 16 (26.7%) students answered strongly agree. there were 8

(13.3%) students respond neutral. There were only two (3.3%) students who respond disagree with this statement.

5) Students are available to ask and have a discussion further to finish the project
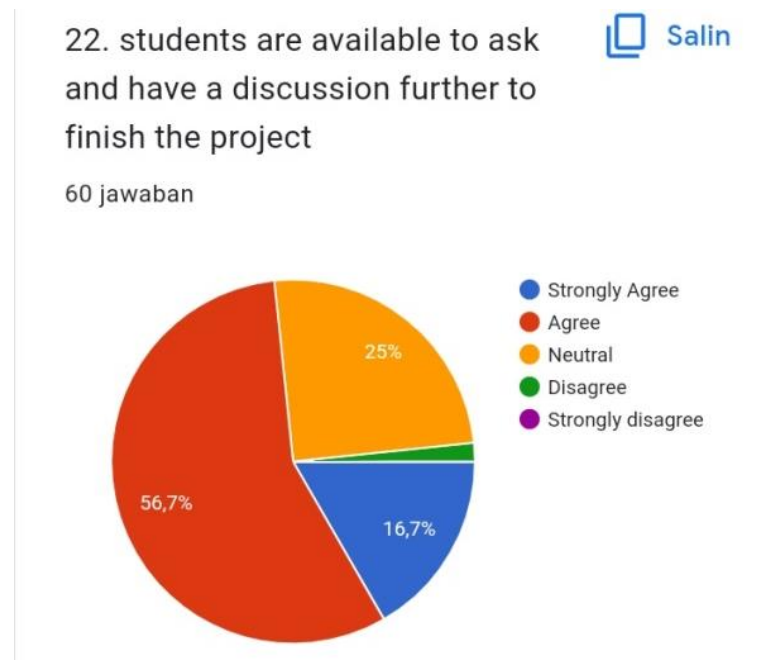
Pie chart 22 Students ask and have discussion further to finish

project

The next statement is "Students are available to ask and have a discussion further to finish the project". In this statement, there were 34 (56.7%) students answered agree. There were 10 (16.7%) students who respond strongly agree. There were 15 (25%) students who respond neutral. Meanwhile, there was a (1.7%) student that answered disagree.

6) I think the lecturer still have to consider the suitable projects
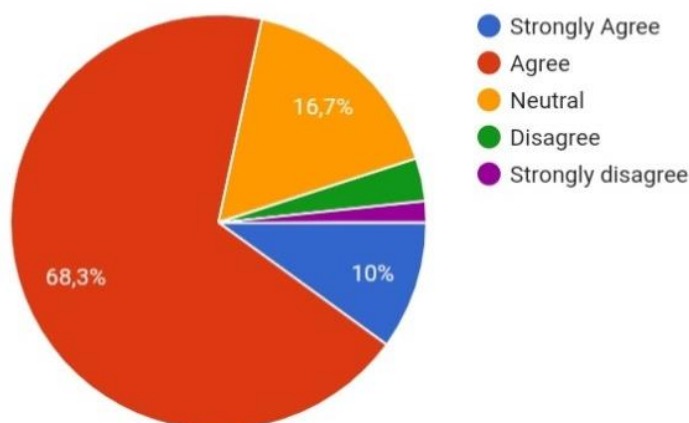
Pie chart 23 lecturer still have to consider the suitable projects

In this statement there were 41 (68,3%) students answered agree. there were 6 (10%) students who answered strongly disagree. There were 10 (16.7%) students who answered neutral. Moreover, in this statement itfound there were 2 (3.3%) students answered disagree and a (1.7%) student who answered strongly disagree.

7) Sometimes the projects are heavy to solve

It found that there were 50% students answered agree. there were also 12 (20%) students answered strongly agree. Meanwhile, researcher found there were 16 (26.7%) students answered neutral.

there were two (3.3%) students who answered disagree.

24. Sometimes the projects are heavy to solve

60 jawaban

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

26,7%

50%

20%
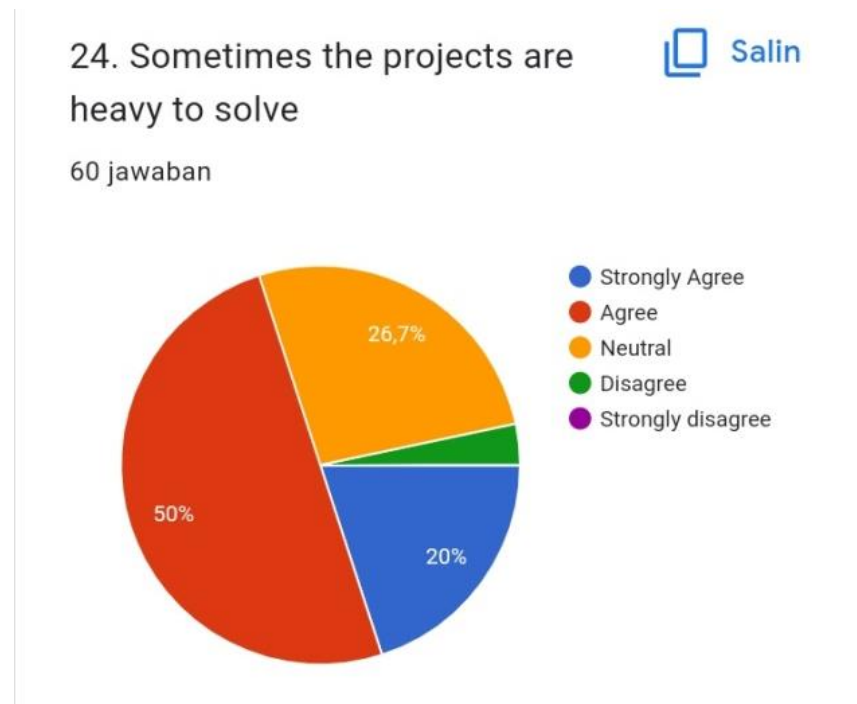
Pie chart 4.24 the projects are heavy to solve

8) a few project still make students confuse

25. A few projects still make students confuse

60 jawaban

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

21,7%

6,7%

48,3%

23,3%
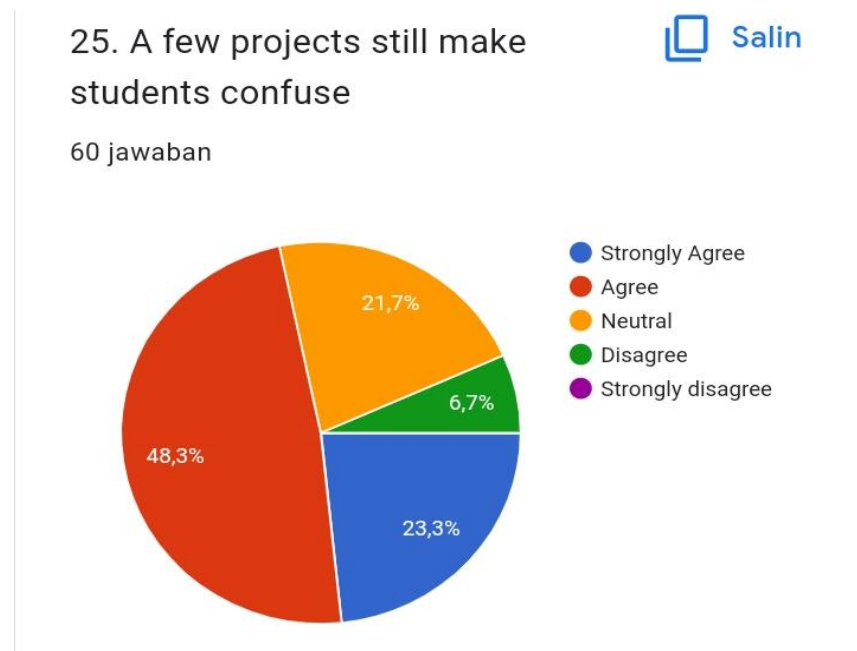
Pie chart 4.25 Project still make confuse

The last statement is "a few project still make students confuse". Based on this statement, there were 29 (48.3%) students agree. there were 14 (23.3%) students who answered strongly agree. there were 13 (21.7%) students who answered neutral. in this statement, there were 4 (6.7%) students answered disagree.

Table 3. The Data Result

1.	The highest score	115
2.	The lowest score	66
3.	Mean score	95.89
4,	Median	103.3
5.	Modus	91.85

Based on the table, it known that the highest score is 115, the lowest score is 66. While mean score is 95.87, median in 103.3 and modus 91.85.

Table 4. Frequency Distribution

Interval	Mid Point	Frekuency	Percentage
66-72	69	2	3,33%
73-79	76	1	1,66%
80-86	83	9	15%
87-93	90	18	30%
94-100	97	19	31.67%
101-106	104	9	15%
107-115	111	2	3.3%
Total		**60**	**100%**

Based on the table 4, The interval it can be concluded that the mean score came from interval 94-100 which the highest frequency with total 19 students (33%). The lowest interval had 1 students / 1.66% and the highest interval had 2 students 3.3%.
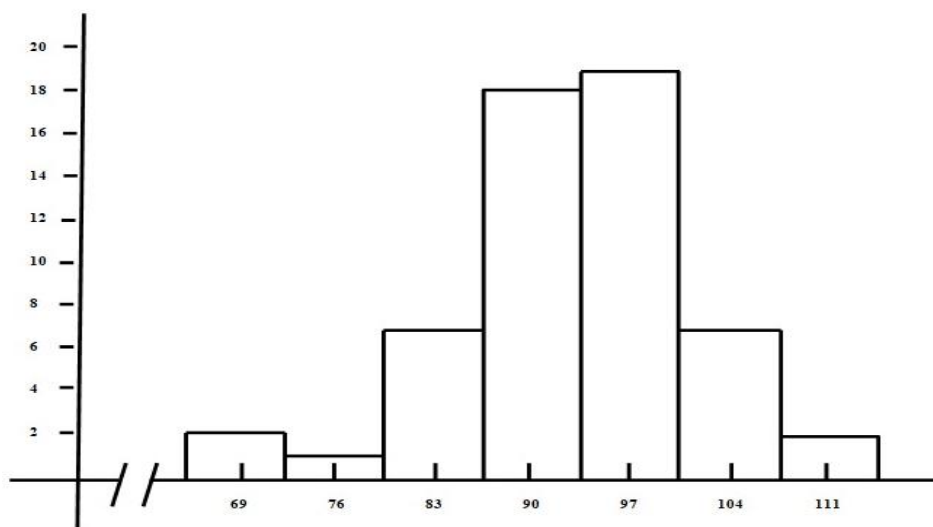
Figure 1 Data Description of Questionnaire

Based on he figure of data description, the students' score start from interval 66-72 up to 107-115. The highest frequency was in 94-100 with total students 19.

2. The Result of Research from Interview

After found the result of questionnaire, researcher continued to have an interview with the students. The result of interview gave a deep explanation from students. Based on the interview, researcher found there are variety responds that respondents gave in the interview section, after interviewed 9 respondents researcher. There were 9 questions that researcher created to explore students' perception

learning RELT subject using project based learning at English department. Researcher described the result of interview from each statement as follow:

a. Students' opinion about learning RELT subject and project based learning

Based on this statement, researcher concluded that respondents had known about RELT subject. Students understand the goal of learning RELT subject, what will the students learnt in RELT. Researcher knew this based on how students explain what they thought about RELT subject. Respondents gave variety respond and explain what they thought.

Researcher found that here students' understand and that RELT was an important subject they had to learnt. Based on their statements they knew what they learn for, the function of learning RELT subject and what will they learn in learning RELT.

Students' opinion about project based learning in this statement, students' perception about project based learning was variety. . Some of respondents said that project based learning are important, very good, and very helpful. Respondents gave more explanation that they will use project as the way to practice after learning to train their understanding. Meanwhile, researcher also known that there was a respondent that gave another respond, AK

showed that he's still in doubt considering about what they have and what will they do.

b. Students' opinion about RELT subject is difficult or not

Researcher found that there were two kinds of perception from respondents. The first perception was the respondent thought that RELT was not difficult and easy. The reason of it was because the good explanation from lecturer and they had learn research methodology before. The second perception was the students thought RELT is difficult and also hard because they still struggling in understanding RELT materials. Respondents felt that sometimes, it was hard to understand the material.

c. Students' understanding about research after learning RELT using project based learning

Based on that statement, researcher found that respondents gave variety of responds. Some of respondents say that after learning using PJBL they got more understanding even better understanding than before. They also felt that they can imagine what they will do about research. They didn't feel that it was very difficult to understand the material. Otherwise, a student respond differently that project based learning was the new method for himself and he was still in doubt but even it was new it still gave improvement.

d. Students' understanding about the material

Based on this statement, researcher found two perceptions. The first that some of student stated they understood the whole materials. Another perception stated that they didn't understand all material. Furthermore, MA explained that some materials he had to study more. Here, researcher knew that even they didn't understand the whole material but they still get some material.

e. Students' experience in finishing projects

Researcher found that there were two perceptions about this statement. The first, perception was the students who thought it was easy to finish the project because some reason such the explanation from lecturer. The second, perception was the students who thought that it was difficult, and struggling to finish the project because of some reasons. The reason were time to execution project, don't understand what to do. Moreover, students' also explain that even sometime some projects would be more difficult but they can finish it. They explained that they were need more time and guidance to do the difficult project.

f. Students' experience about the appropriate of project based learning

Based on this statement. All respondents agree that project based learning was appropriate as the method in learning RELT subject. Furthermore, D explained applying this method give a

clear understanding. This was support that students get the advantages from using the project based learning.

g. Students' opinion about learning RELT using Project Based Learning

Students' perception about learning RELT subject using project based learning have two kinds perception. The first perception, students thought that using project based learning was suitable, good, and useful. Students with this perception thought that the using of project based learning was improved their understanding, by using project students knew that they can practice the material and they were enjoy. The second perception come from the students who thought that using project based learning as the method still in doubt and not always easy. The method was not a hundred percent success but still need to be fixed. Based on the difficulties students got, it opened further discussion between lecturer and students to solve the problem.

h. Students' opinion were the materials help in finishing project

Based on the statement. researcher wanted to know that did respondents knew how important the material is. Did they think the material help them or not. Researcher found that totally all respondents gave the same responds that they were agree about the material given help them to do the project.

i. Students' thought about the project given in learning RELT

The statement above was to know did the students understand how important projects for them in learning RELT. the perception that researcher got were two types. The first they thought that projects were good because the projects were related to the material. One of them told the importance of project as the output of learning RELT. another perception came out from a student, his perception about the project was need more attention such as correct and evaluation from lecturer.

Based on the result from questionnaire and interview results it known that there is no data that had opposite perception, the result supporting and completing each other. Generally the questionnaire result showed that the using of project based learning is appropriate. Specifically students agree with that statements because of the using of this model help students and can be the practicing time. Students also thought that this model give them more time to have discussion.

B. Discussion

Based on data description, students' perception in learning RELT subject using project based learning at English department shown that the implemented model gave them the goodness from that method. the using of project based learning in learning RELT subject generally give a positive effect. Based on the result shown from the questionnaire 23.67% students were strongly agree learning RELT subject using project based learning. there was 55.93% students agree learning RELT subject using project based learning. there was 17.73%

students respond neutral. there was 2.6% students respond disagree and 0.07% student respon strongly disagree about the using of project based learning in learning RELT subject.

Furthermore, based on interview result, students felt comfortable in learning RELT subject using project based learning. Students' perception about project based learning was a good model to give them a deep and better understanding. Students at English department consciously understood that project was important as the way of practicing or executing material. Students thought that his method was appropriate to use in learning RELT subject.

Related to previous findings from Alyani about implementing PjBL, PjBL students felt enjoy and like their teamwork, they learn collaboratively. They also indicated that they learn critical reading better.[41] The result also found that students only focus on finishing the task but not on the process of doing the task. The result also found that students in this research thought that PjBL is appropriate to be conducted in the class. It was also happened in this research. Students felt enjoy and comfortable in learning RELT. Students also thought that this method was appropriate to be used in learning RELT subject. Students' critical thinking also developed better by using project based learning.

The next research done by Mihic and Zavrski it was applied to get professors' and students' perception of the advantages and disadvantages

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[41]Alyani, "Indonesian Undergraduate Students' Perceptions of Project-Based Learning in Critical Reading Class," *ELT Worldwide: Journal of English Language Teaching* 7, no. 1 (2020): 10, https://doi.org/10.26858/eltww.v7i1.11976.

project based learning.[42] In this research, the result was this method give the advantages for the professor and student. They were realized that PjBL gave the advantages for them. Over this research, researcher found that students' consciously understood the benefits of using project based learning in learning RELT subject such as developed critical thinking and give a deep understanding.

Another research discovered by Miller and Lindslay The research proved that applying project based learning is increasing students language skill.[43] In this research also discovered that the using project based learning in learn RELT subject increasing students language research skill and students critical thinking. Students also know how to make research proposal.

The last research was by Alyani[44], the research was done in Padang University. There are six indicators: questioning, designing, scheduling, monitoring, assessing, and evaluating. The result showed that the students agree using of project based learning increase their motivation to learn. The means of participants' perception mean is 4.2 and it means good. This result also discovered that the using of project based learning in learning RELT

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[42]Mihic Matej and Ivica Zavrski, "Professors' and Students' Perception of the Advantages and Disadvantages of Project Based Learning," *International Journal of Engineering Education* 33, no. 6 (2017): 1737–50, https://www.researchgate.net/publication/329754724%0AProfessors'.

[43]Lindsay Miller, Christoph A. Hafner, and Connie Ng Kwai Fun, "Project-Based Learning in a Technologically Enhanced Learning Environment for Second Language Learners: Students' Perceptions," *E-Learning and Digital Media* 9, no. 2 (2012): 183–95, https://doi.org/10.2304/elea.2012.9.2.183.

[44]Annisya Amelia Alyani, "Journal of English Language Teaching Students ' Perception of Project - Based Learning in Microteaching Class" 10, no. 3 (2021): 436–48, https://doi.org/10.24036/jelt.v10i3.113874.

motivated students to learn research. After applying project based learning, they asked to look for more information to solve the problems or the projects.

While Haniah and Setyaningsih in her research concluded that students agreed and highly recommended to use project based learning as the method of learning 4Cs as the essential skill in the 21 century even it still need to consider some aspects.[45] In this research also found that the method was suitable for RELT subject even still need to be fixed and solve the difficulties from students to finish the project. In some projects students explained that they have to learn more time to solve the difficult project.

Researcher found that the using of project based learning in learning RELT has gotten positive responds. Students who gave the information from questionnaire showed that they were agree with using project based learning as the method to teach RELT subject. The using of project based learning in teaching RELT subject to undergraduate students become a mature method. here students have known what was the function of project, the function of learning this subject. The difficulties that students got in finishing project also can be solve with a discussion where lecturer and students do it in classroom. Evaluation also one of the way to explain their projects. Based on the questionnaire, generally there was no statements that had disagree and strongly disagree score above 10%. Researcher analyzed that using project based learnin was good for students.

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[45]Amanda Ummu Haniah and Endang Setyaningsih, "Students ' Perception on the Implementation of Online Project-Based Learning in Teaching 4Cs" 6, no. 2019 (2021): 123–40.

Furthermore, researcher did the interviewed to get the deep information. The interviewed result showed that they perceived using project based learning was good and effective but it still need to be fix. Some materials and some projects still make students confuse but the way students solve this both problems was by learnt the material more deeply, look for many information. Moreover, even students sometime thought they felt difficult they still can finish the projects. In summarizing researcher knows that using project based learning in learning RELT subject is not totally a hundred percents succeed but because it applied to mature students they can solve the problems, students can thought more and studied more or even lecturer can give a further discussion to solve students difficulties.

Based on validation in peer debriefing that researcher did. The participants of peer briefing agree with the result of this research. Participants also thought that they agree with the perceptions of students that say if project based learning was appropriate and also it get positive respond from students. The participants said that the research result had been completed as the representative od students perception.

C. Treats of the Research

Treats of this research was that all the data can't be reach in face to face. It was because the learning process still in pandemic situation so researcher couldn't met with all students. Researcher decided to spread google form link as the way to collect questionnaire data. Another threats also researcher can't

explain the statements from questionnaire. Students may have a discussion to answer the questionnaire.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the result done by researcher about the perception on project based learning in RELT subject of English department students IAIN Padangsidimpuan. Researcher get the conclusion that students perceive agree project based learning is appropriate and suitable to be used in learning RELT subject. Students felt enjoy and comfort while using this model. This model also improved students learning motivation in learning research. Students' perceived that this method is good to learn RELT subject. More than 55.93% students agree and 23.67% strongly agree. 17.73% students chose neutral, there was 2.6% students respond disagree and 0.07% student respon strongly disagree. Based on this data it can be categorized as the positive respond from students.

Students perceive that using project based learning helped them to understand the material more. Moreover, this model still give students' difficulties in finishing project, but students had understood that they can solve this problem by discuss with the lecturer. Based on the data from questionnaire and interview, students were agreed that they get the explanation for misunderstanding from lecturer.

B. Suggestions

Based on the result, the researcher would like to give some suggestion as followed:

1. For lecturer, the researcher suggest to lecturer give more tips and explanation so the students will not feel difficult or struggling in finishing project. It is because sometimes even lecturer opened the discussion time for solving students' difficulties, some students were silent. So more tips, and explanation would help them.

2. For the students, it is very important to learn RELT subject because you will make thesis later on. Please give more attention to this subject and do not feel afraid to have more discussion to your lecturer. Moreover, please make the project that you lecturer give as the way you practice the material.

3. To the future researcher, researcher hopes the future researcher would conduct a research related to this topic deeper.

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CURRICULUM VITAE

A. Identify

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Sex	:	Female
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B. Parents

Father's Name	:	Alm. Murad
Mothers Name	:	Sinarwati

C. Educational Background

1. Elementary School : MIN 2 Pinangsori, 2012
2. Junior High School : MTsN Pinangsori, 2015
3. Senior High School : SMA N 1 Pinangsori, 2018
4. University : IAIN Padangsidimpuan, 2018-2022

Appendix 1

QUESTIONNAIRE STUDENTS' PERCEPTION

INSTRUCTIONS:
1. For you personally, you are asked to write down the data that matches your personal data.
2. For questions or statements submitted, answer choices have been provided, you are asked to answer by choosing one answer by means of a checklist on the possible answers provided, namely:

        SA   : Strongly Agree
        A   : Agree
        N   : Neutral
        DA   : Disagree
        SD   : Strongly Disagree

Fill your identity below!

Name:

Nim:

Class:

No	Statement	SA	A	N	DA	SA
1	I think learning RELT Subject is very important					
2	I think learning RELT is effective to increase my ability in writing scientific research					
3	I think learning RELT help me to learn deeply about doing research in English language framework					
4	I feel the method that lecturer using the classroom is suitable					
5	I think the method used trained us to solve the projects					
6	The method used in the classroom motivated student's motivated students to learn research					
7	The project given improve my understanding about RELT material					
8	I know RELT					
9	I feel comfortable learning RELT by using Project based learning method					
10	Using project based learning, I understand how to make a research proposal					
11	I know the project is the way to practicing the knowledge					
12	The material is clear					

13	The lecturer guide how to do the project					
14	Students understand the material through the project					
15	Lecturer does the evaluation by checking the project					
16	I get the deep understanding in learning RELT through the project					
17	The project result evaluated together in the classroom					
18	The project develop critical thinking					
19	Misunderstanding and misleading is fixed by the lecturer and discuss in the classroom.					
20	After evaluated the project students get a better understanding					
21	The lecturer gives explanation after checking the project					
22	Students are available to ask and have a discussion further to finish the project					
23	I think the lecturer still have to consider the suitable projects					
24	Sometimes the projects are heavy to solve					
25	A few projects still make students confuse					

Padangsidimpuan, July 2022
Validator

Dr. Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Appendix 2

QUESTION LIST OF INTERVIEW

a. What is your opinion about Learning Research in English Language Teaching?
    Answer:

    ……………………………………………………………………
    ……………………………………………………………………
    ……………………………………………………………………
    …………………………………………………

b. What is your opinion about Project Based Learning?
    Answer:

    ……………………………………………………………………
    ……………………………………………………………………
    ……………………………………………………………………
    …………………………………………………

c. Do you think RELT is Difficult? Why?
    Answer:

    ……………………………………………………………………
    ……………………………………………………………………
    ……………………………………………………………………
    …………………………………………………

d. How is your understanding about research after learning RELT by using project based learning?
    Answer:

    ……………………………………………………………………
    ……………………………………………………………………
    ……………………………………………………………………
    …………………………………………………

e. Do you understand the materials?

    Answer:

    ……………………………………………………………………
    ……………………………………………………………………
    ……………………………………………………………………
    …………………………………………………

f. Do you think, Finishing the project difficult? why?

Answer:

………………………………………………………………………
………………………………………………………………………
………………………………………………………………………
………………………………………………

g. do you think The method use to teach RELT is appropriate?

Answer:

………………………………………………………………………
………………………………………………………………………
………………………………………………………………………
………………………………………………

h. What do you think about learning RELT using project-based learning?

Answer:

………………………………………………………………………
………………………………………………………………………
………………………………………………………………………
………………………………………………

i. what do you think about the projects given in learning RELT?

Answer:

………………………………………………………………………
………………………………………………………………………
………………………………………………………………………
………………………………………………

Padangsidimpuan,   July 2022
Validator

Dr. Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Students Questionnaire

INSTRUCTIONS:
1. For you personally, you are asked to write down the data that matches your personal data.
2. For questions or statements submitted, answer choices have been provided, you are asked to answer by choosing one answer by means of a checklist on the possible answers provided, namely:

       SA : Strongly Agree
       A   : Agree
       N   : Neutral
       DA : Disagree
       SDA: Strongly Disagree

Name *

MARLINA POHAN

Nim *

1920300063

Class *

TBI-3

1. I think learning Research and English Language teaching is very important *

◉ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

2. I think learning RELT is effective to increase my ability in writing scientific research   *

◯ Strongly Agree

◉ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

3. I think learning RELT help me to learn deeply about doing research in English language learning framework *

◉ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

4. I feel the method that lecturer using in the classroom is suitable to this subject *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

5. I think the method used trained us to solve the projects *

◯ Strongly Agree

◉ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

6. The method used in the classroom motivated students to learn research *

◯ Strongly Agree

◉ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

7. The project given improve my understanding about RELT material *

◯ Strongly Agree

◉ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

8. I Know RELT *

◯ Strongly Agree

◉ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

9. I feel comfortable learning RELT by using Project Based Learning *

◯ Strongly Agree

◉ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

10. Using Project Based Learning, I understand how to make a research proposal *

◯ Strongly Agree

◉ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

11. I know that project is the way to practicing the knowledge *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

12. The material is clear *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

13. The lecturer guide how to do the project *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

14. Students understand the material through the project *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

15.Lecturer does the evaluation by checking the project *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

16. I get the deep understanding in learning RELT through the project *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

17. The projects result evaluated together in the classroom *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

18. The projects developed my critical thinking *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

19. Misunderstanding and Misleading is fixed by the lecturer and discuss in the classroom *

○ Strongly Agree

○ Agree

◉ Neutral

○ Disagree

○ Strongly disagree

20. after evaluated the project students get a better understanding *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

21. The lecturer gives explanation after checking the project *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

22. students are available to ask and have a discussion further to finish the project *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

23. I think the lecturer still have to consider the suitable projects. *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

24. Sometimes the projects are heavy to solve *

○ Strongly Agree

○ Agree

◉ Neutral

○ Disagree

○ Strongly disagree

25. A few projects still make students confuse *

○ Strongly Agree

○ Agree

◉ Neutral

○ Disagree

○ Strongly disagree

Students Questionnaire

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      A   : Agree
      N   : Neutral
      DA : Disagree
      SDA: Strongly Disagree

Name *

HIKMAH RAMADANI

Nim *

1920300064

Class *

TBI-3

1. I think learning Research and English Language teaching is very important *

◉ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

2. I think learning RELT is effective to increase my ability in writing scientific research *

◉ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

3. I think learning RELT help me to learn deeply about doing research in English language   *
learning framework

◯ Strongly Agree

⦿ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

4. I feel the method that lecturer using in the classroom is suitable to this subject *

⦿ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

5. I think the method used trained us to solve the projects *

◉ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

6. The method used in the classroom motivated students to learn research *

◯ Strongly Agree

◉ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

7. The project given improve my understanding about RELT material *

◉ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

8. I Know RELT *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

9. I feel comfortable learning RELT by using Project Based Learning *

○ Strongly Agree

◉ Agree

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○ Disagree

○ Strongly disagree

10. Using Project Based Learning, I understand how to make a research proposal *

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

11. I know that project is the way to practicing the knowledge *

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◉ Agree

○ Neutral

○ Disagree

○ Strongly disagree

12. The material is clear *

◉ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

13. The lecturer guide how to do the project *

◉ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

14. Students understand the material through the project *

◯ Strongly Agree

⦿ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

15.Lecturer does the evaluation by checking the project *

⦿ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

16. I get the deep understanding in learning RELT through the project *

⦿ Strongly Agree

◯ Agree

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◯ Disagree

◯ Strongly disagree

17. The projects result evaluated together in the classroom *

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⦿ Agree

◯ Neutral

◯ Disagree

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18. The projects developed my critical thinking *

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⦿ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

19. Misunderstanding and Misleading is fixed by the lecturer and discuss in the classroom *

◯ Strongly Agree

◯ Agree

◯ Neutral

⦿ Disagree

◯ Strongly disagree

20. after evaluated the project students get a better understanding *

◯ Strongly Agree

⊙ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

21. The lecturer gives explanation after checking the project *

⊙ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

22. students are available to ask and have a discussion further to finish the project *

⊙ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly disagree

23. I think the lecturer still have to consider the suitable projects. *

○ Strongly Agree

● Agree

○ Neutral

○ Disagree

○ Strongly disagree

24. Sometimes the projects are heavy to solve *

○ Strongly Agree

● Agree

○ Neutral

○ Disagree

○ Strongly disagree

25. A few projects still make students confuse *

○ Strongly Agree

○ Agree

● Neutral

○ Disagree

○ Strongly disagree

Name	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P11	P 12	P 13	P 14	P 15	P 16	P 17	P 18	P 19	P 20	P 21	P 22	P 23	P 24	P 25	Total
MP	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	3	90
HR	5	5	4	5	5	4	5	4	4	4	4	5	5	4	5	5	4	4	2	4	5	5	4	4	3	108
AD	4	4	5	5	4	4	4	3	4	4	3	5	5	3	5	3	4	4	4	3	4	3	4	3	4	90
RR	5	4	4	4	4	4	4	4	3	4	5	4	4	4	3	3	3	3	3	4	4	3	3	3	4	93
RUD	5	5	5	4	5	5	5	3	3	3	3	4	4	4	4	3	3	3	4	3	3	3	3	3	3	83
SA	5	5	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	4	5	5	4	3	2	2	113
NP	4	4	5	4	4	4	4	4	4	4	4	4	4	4	2	3	3	4	2	4	4	4	4	4	3	86
AF	5	4	5	4	3	4	5	5	4	4	5	4	4	3	4	4	4	3	4	4	5	4	4	4	4	103
HS	5	4	5	4	5	4	4	4	3	3	4	3	4	4	4	4	5	4	4	4	5	5	4	4	5	95
MSAD	5	5	5	5	5	4	5	4	5	5	5	4	4	4	5	5	4	4	4	4	5	3	4	3	4	110
NA	3	4	4	4	3	4	4	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	4	3	3	83
AIL	5	4	5	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	103
PL	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	95
PK	5	5	5	5	5	5	5	4	4	4	4	4	4	3	5	4	4	4	5	4	5	5	5	4	5	112
LS	4	4	4	4	4	4	4	4	4	5	4	4	4	3	4	3	3	4	4	4	4	4	4	3	3	88
DS	5	5	5	4	4	5	4	5	5	4	5	5	5	4	4	5	5	5	5	4	4	4	4	5	5	115
ST	5	3	5	5	2	5	5	3	4	5	2	2	5	5	5	3	3	2	2	5	5	4	2	5	2	86
SD	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	97
AJH	5	5	4	4	5	5	5	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	93
ARL	3	4	3	5	3	4	5	3	3	5	3	3	4	3	3	3	3	3	4	3	4	3	3	3	4	87
SS	5	5	5	4	4	5	5	5	3	5	4	5	5	4	5	4	4	4	4	5	4	4	3	3	2	96
NN	5	5	5	4	3	4	5	5	4	4	5	3	5	3	4	4	3	3	4	3	4	4	3	5	5	102
FYS	5	5	5	4	4	4	4	4	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	3	3	94
SI	5	5	5	5	4	5	3	5	4	5	5	4	4	4	4	3	4	4	4	4	4	3	4	4	4	105
EFD	5	5	5	4	5	5	5	4	5	4	5	4	5	4	4	5	4	4	4	4	4	4	4	4	3	99
RDS	5	4	5	4	4	4	3	5	4	5	5	4	4	3	3	4	2	5	4	4	3	5	4	5	5	103
ESD	5	4	4	4	4	5	4	4	4	5	4	4	4	4	4	3	3	4	5	4	3	5	4	3	3	91

KH	5	4	5	3	3	3	5	4	3	4	5	5	5	5	5	5	4	5	5	4	5	3	4	5	5	109
INR	5	4	5	4	4	4	4	5	5	4	5	4	4	4	3	4	3	4	3	4	3	5	4	4	4	93
LY	5	4	4	4	4	4	4	4	4	3	4	3	3	4	4	4	4	4	4	3	4	4	4	4	4	97
WWS	5	3	4	4	3	4	4	4	4	4	4	4	4	3	5	5	5	5	4	4	4	3	5	5	5	96
RJ	5	5	5	3	4	2	4	3	3	3	4	3	4	2	4	3	4	4	4	3	4	5	4	5	4	94
RAS	4	4	4	5	4	5	3	4	3	3	4	5	5	3	4	3	4	4	5	4	4	3	5	4	5	93
JN	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	2	2	2	96
DS	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
NS	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	102
NH	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	92
N	4	4	5	3	4	4	2	3	2	3	3	3	3	3	4	4	4	3	3	3	4	4	4	4	4	87
W	5	5	5	4	3	3	5	4	3	4	4	3	4	3	4	4	4	4	3	3	4	4	4	5	4	88
MA	5	5	5	4	5	4	5	4	4	4	4	4	5	4	5	4	4	4	4	4	5	5	5	4	5	111
KN	5	4	5	4	5	4	5	4	4	3	4	3	4	4	4	4	4	3	3	4	4	4	4	4	3	90
RWS	5	5	5	4	4	4	4	5	4	4	4	4	5	4	5	4	5	4	4	4	5	4	4	4	4	108
IMNS	5	5	5	5	5	4	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	4	4	81
NSL	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	100
MA	5	3	4	2	2	2	3	4	4	3	3	2	4	2	4	2	3	3	3	2	2	3	5	4	5	71
MS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	89
AWH	3	4	3	3	4	2	4	3	3	3	4	2	3	2	3	3	2	3	2	3	2	2	3	3	4	66
ULF	4	5	3	3	4	2	3	3	3	3	4	3	3	3	4	4	3	3	3	5	5	4	5	3	5	90
MAS	4	5	5	4	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	95
NJ	5	5	5	4	4	5	5	5	3	3	4	5	5	4	5	5	4	3	3	4	5	4	4	4	5	108
IP	4	4	4	4	3	4	4	3	3	3	4	2	3	3	3	3	4	3	4	3	3	3	3	4	3	76
AD	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	102
RFD	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	112
AF	5	4	5	4	3	3	3	3	3	4	3	4	4	3	3	3	3	3	3	3	4	4	4	5	4	90
N	5	5	4	4	4	3	4	5	4	3	4	3	5	3	5	4	4	5	5	3	5	5	4	5	4	95
IP	5	4	4	4	4	4	4	4	5	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	104

RPS	5	4	4	4	5	4	5	4	4	5	4	4	4	5	4	4	5	4	4	5	4	4	4	4	5	99
SPH	5	5	5	5	4	4	5	4	4	5	5	4	5	4	5	4	4	5	5	4	5	5	4	3	4	112
Nir	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	3	3	3	4	4	87
	274	259	269	241	236	237	250	235	228	235	241	227	246	218	239	226	224	226	221	225	240	229	229	228	229	5379

Appendix 4

ANALYSIS INTERVIEW

based on the interview, exploring students perception learning RELT subject using project based learning at English department. There were 9 questions interview. Thus interviewed section consisted of 9 students, they were AS, M, IN, AK, HR, NS, EF, D, MA.

1. Students' opinion about learning RELT subject and project based learning

    a) The first statement is students' opinion about learning RELT subject

    Researcher : "what's your opinion about learning RELT subject?"

    As   : "I think Research in English Language Teaching subject is a subject that learnt about variety of research methodology in English and it is really good for helping students easier do the research next."

    M   : "I think learning Research in English language teaching is a subject that we want in the class, we discuss about the phenomenon in our place, I think it is the meaning of RELT subject based on me."

    IN   : "My opinion about RELT Subject is we put English language teaching it is focus me the teaching about English language as a methodology."

    AK   : "My opinion about learning research in English language teaching is very good for us either way we are in teacher faculty we have to learn about it."

    HR   : "I think learning RELT is important for me because learning this we know how to make a thesis and this is very helpful to students in learning."

NS   : "Based on me, RELT is very good because it train us to complete our study and give more understanding"

EF   : "My opinion about RELT subject is an important subject that we have to learn because this is the continuant subject after we learn research methodology. RELT subject is the special subject cause it focus on how doing the research in English department."

D   : "I think RELT explain about kinds of research that will very beneficial for us to overcome with research"

MA   : "learning RELT is help me how to do a research in English learning and also it's really help me find the technique and the step to make the research being scientifictly in doing research. This subject really help me with that."

Based on this statement, researcher concluded that respondents had known about RELT subject. Students understand the goal of learning RELT subject, what will the students learnt in RELT. Researcher knew this based on how students explain what did they think about RELT subject. Respondents gave variety respond and explain what they know.

b) Students' opinion about project based learning

Researcher   : "what is your opinion about project based learning?"

AS   : "I thought Projects based learning is an approach to do in a real task so it will give challenge to students."

M   : "project based learning is the projects we do during learning the subject, and the project result we will present to another students."

IN   : "Project based learning is the way of learner using a project get a valuable in their students."

AK   : "and about pjbl kind about fifty fifty about this method because what we use to have and what we use to do in the class."

HR   : "Project Based Learning, It is very important because using this method, it's very easy to understand learning."

NS : "Learning based on project is very good because we're train to make a project that are useful for training us to write thesis, and the goal is to train and understand."

EF : "Emm project based learning is a method that using project as the practice time after lecturer give the material."

D : "PJbL is emphasizing students to explore many information to create variety kinds of learning result."

MA : "project based learning is also very helpful ee… because I can do research maybe informally before I do the research to get my degree. We'll do the project to train us."

In this statement, researcher concluded that generally students had understood project based learning definition based on them. Students respond were positive about project based learning. Some of respondents said that project based leasing are important, very good, and very helpful. Respondents gave more explanation that they will use project as the way to practice after learning to train their understanding. Meanwhile, researcher also known that there was a respondent that gave another respond, AK showed that he's still in doubt considering about what they have and what will they do.

2. Students thought were RELT subject difficult or not

AS : "based on me, it is easy and hard to be understand, because it's like how we count the data"

M : "Actually not, yah because this is the important thing that students to do and study because without research we don't know how to upgrade students' ability, after we research in the class maybe in our place we know how make another method to students."

IN : "Yes, RELT subject is difficult, sometimes I do not really understand the order eee. It's not certainly order I mean ee.. if the students or the listener do not listen carefully and do not really have a hardwork in understanding at RELT it's very difficult. Because it's important for or last task and RELT is more difficult because we have to give attention and because the language is spoken in English and different from daily activity."

AK : "Not really, I can say its easy and hard in the same time because sometimes it really hard to 'understand and if you

do not what I mean here is it's easy if you have a good mentor that teach you in simple way."

HR : "Not bad, because the lecturer explain the material it is very well."

NS : "No, because the material so easy to understand."

EF : "I think it is not because we have learnt about research methodology before."

D : "I think RELT is not too difficult because so far I think so good because our lecture given the best material for us."

MA : "I can't say RELT is not difficult but how to say maybe partly difficult and easy because I say it's difficult but it's help me, but if I say easy I'm still struggling to do and to study about RELT. the only thing that I know RELT is really help me to know what the research is and how to do a research and how to make my research"

Based on this question, researcher found that there were two kinds of perception from respondents. The first is the respondent thought that RELT was not difficult and easy. The reason of it was because the good explanation from lecturer and they had learn research methodology before. Second respond was the students thought RELT is difficult and also hard because they still struggling in understanding RELT materials., respondents felt that sometimes, it was hard to understand the material.

3. Students' understanding about research after learning RELT using project based learning?

Researcher : "How is your understanding about research after learning RELT by using project based learning?"

AS : "I can understand a bit, when it explain from the lecturer."

M : "with my opinion after learning RELT yeah I got some imagination to make a research maybe in place, because not every students know about English. So we know that English very important."

IN : "My understanding about research after learning RELT by using project based learning I think project based learning helping, I apply the theory on the lecterer and I applying it in doing project and then when I do the project I can ask the teacher/ lecturer I mean

is it correct or is it wrong and how to conducting a good research and so on and yah I think it more applicated in the real time I mean, it is not only the theory I mean the practical is more valuable to us to get the deeper understanding the material."

AK : "as what I say before pjbl kind of fifty fifty method I do not know is it good or not because this is a new method that I have tried so there is a significant effect of course but my understanding it's kind improve I think."

HR : "After learning using pjbl I understand more than before."

NS : "I think I get more understanding after do the project and I can evaluate did I understand well the material given."

EF : "after using project based learning, I get a better understanding, and I can practice what we already learnt."

D : "I think after learn RELT using project based learning, I think it's not too difficult because the material has been given and had been given the instruction to do the project."

MA : "the function or the benefit from RELT is ee… to how to say,, to make me a researcher maybe even I'm still students."

Based on that statement, researcher found that respondents gave variety of responds. Some of respondents say that after learning using PJBL they got more understanding even better understanding than before. They also felt that they can imagine what they will do about research. They didn't feel that it was very difficult to understand the material. Otherwise, a student respond differently that project based learning was the new method for himself and he was still in doubt but even it was new it still gave improvement.

4. Students understanding about the material

Researcher : "So do you understand the materials?"

AS : "Insya Allah I understand miss"

M : "yes of course, I understand about the material in my class"

IN : "yes, I do, but some material I don't understand."

AK : "Not all, not all of it."

HR : "Yes, but not all."

NS : "Yes, I do understand"

EF : "Yes, I do think so."

D   : "Yes so far so good, I think now from the project that I have already finish to do it the material is not difficult"

MA   : "I do understand the material but not all of it, some part of RELT I understand, and then some other part I need to I need to study more I mean like to know more about that part of RELT material."

Based on this statement, researcher found two perceptions. The first that some of student stated they understood the whole materials. Another perception stated that they didn't understand all material. Furthermore, MA explained that some materials he had to study more.

5. Students experience in finishing projects were difficult or not

Researcher : "Do you think, Finishing the project difficult? why?"

AS   : "to finish the project Is difficult to count the data miss, some of the projects is difficult miss."

M   : "in my opinion, actually not because the lecturer explain us clearly even though now so difficult in this era because of covid-19 just listen in zoom maybe and the lecturer so difficult in explain face to face and we make some project by oursself"

IN   : "Aaa yeah finishing the projects is difficult, Sometime I made it well but sometimes it's a little big peaky for me."

AK   : "Yes, it is hard, there is several factors that make it hard such as time to make it, the project that us not understanding."

HR   : "Yes, it is difficult at the end of the project lecturer give student final task."

NS   : "Sometimes I got difficult because I don't understand yet the title."

EF   : "yes I do, sometimes I get struggle when finishing the project, but at least I can still finish it after search for many informations."

D   : "I think finishing the final project is not too difficult because before finishing the project we just given two project from lecturer so we just complete the final."

MA   : "I think to finish the project it's kind of difficult but nor very difficult because I get guardians from the lecturer even it's difficult for me but I get help from the lecturer so it's kind of easy but little bit difficult."

Researcher found thet. There were two perceptions about this statement. The first perception was the students who thought it was easy to

finish the project because some reason such the explanation from lecturer. The second perception was the students who thought that it was difficult, and struggling to finish the project because of some reasons. The reason were time to execution project, don't understand what to do. Moreover, students' also explain that even sometime some projects would be more difficult but they can finish it. They explained that they were need more time and guidance to do the difficult project.

6. Based on students experience was the project based learning appropriate or not

Researcher: "So do you think The method use to teach RELT is appropriate?

AS : "yes, it is appropriate miss"

M : "Yes of course, aaa I think the method use to teach RELT is appropriate in our class."

IN : "And the method used to teach it means pjbl yeah I think it's appropriate."

AK : "I think it's good for several people"

HR : "Yes I do, I think it's appropriate."

NS : "I think the method is appropriate."

EF : "Yes, I do think so"

D : "I think yes, the method that lecturer give or apply to us is clear in understanding RELT based on the explanation

MA : "yes the method is appropriate."

Based on this statement. All respondents agree that project based learning was appropriate as the method in learning RELT subject. Furthermore, D explain applying this method give a clear understanding.

7. Students thought about learning RELT using Project Based Learning

Researcher : "What do you think about learning RELT using project-based learning?"

AS : "it is good learning RELT using Project based learning, to help students in understanding materials."

M : "I think by using projects based learning, students improve their skill in research and now how to make a research, the advantages and disadvantages when the research so. After they finish the project they improve their understanding more about research."

IN : "Eee I think learning RELT subject using pjbl is correct but we have to find another ways to get along with the teacher in many ways I mean so they can guide us to."

AK   : "The project, I don't know how to say about the project, but we still need some correction of the project from the lecturer. So we can know is it right or wrong, what can be evaluated from our project."

HR   : "I think it is nice"

NS   : "I think it's very suitable and good to do with the project we can practice the research before we do the thesis."

EF   : "learning RELT using PJbL I think, was not always easy, but in facts it had shown us how deep we understand the material, when we have difficulties then lecturer know how to help us and how to solve our problem. So I think this method is good in building communication between students and lecturer too."

D   : "I think learning RELT using PjBL is great. It such an adult method to learnt RELT subject."

MA   : "I think using project based learning in learning RELT is very helpful and then useful to, and then I guess every students will get the benefit from doing the project and really help them in RELT."

Students' perception about learning RELT subject using project based learning have two kinds perception. The first perception, students thought that using project based learning was suitable, good, and d useful. Students with this perception thought that the using of project based learning was improved their understanding, by using project students knew that they can practice the material. The second perception come from the students who thought that using project based learning as the method still in doubt and not always easy. The method was not a hundred percent success but still need to be fixed. Based on the difficulties students got, it opened further discussion between lecturer and students to solve the problem.

8. Students' thought were the materials help in finishing project

Researcher   : "Did the material given in Learning help you to make the project?."

AS   : "of course miss, it help me full to do the projects."

M   : "yeah, this is the important, because without the material we don't know how to start and the rules of the project."

IN   : "It helps me to make the project based on theory and the theory related each other."

AK   : "Yes it is of course"

HR   : "Yes, very helpful."

NS   : "Yes, we can take a project with the material we finish study about and take the title based on the material."

EF   : "Yes, of course"

D   : "Yes, of course, because if the material didn't given to us maybe we can't make the project, I think it's helpful."

MA   : "yes the material, every materials help me to do project."

Based on that statement. Researcher wanted to know that did respondents knew how important the material is. Did they think the material help them or not. Researcher found that totally all respondents gave the same responds that they were agree about the material given help them to do the project.

9. Students' thought about the project given in learning RELT

Researcher   : "what do you think about the projects given in learning RELT?"

AS   : "it is very good, if we have projects in learning RELT can be a challenge for us how to do the research and how to arramge the data."

M   : "I think that's good, from the projects we know kind of methodology in research such as classroom action research. I think it's good for us and we know the differences among them."

IN   : "Every theory following with the project, it is a piece of cake and we have to take it serious."

AK   : "The project, I don't know how to say about the project, but we still need some correction of the project from the lecturer. So we can know is it right or wrong, what can be evaluated from our project."

EF   : "the projects given are related from the material we learnt."

D   : "I think, it's okay, and very good for us, cause the project given is related from the materials."

MA   : "the project is the most important think I guess if you study RELT and you not do the project it will be useless I mean like you get all the materials but you don't get the execution of the material that you study in RELT so I guess for me project is a must when
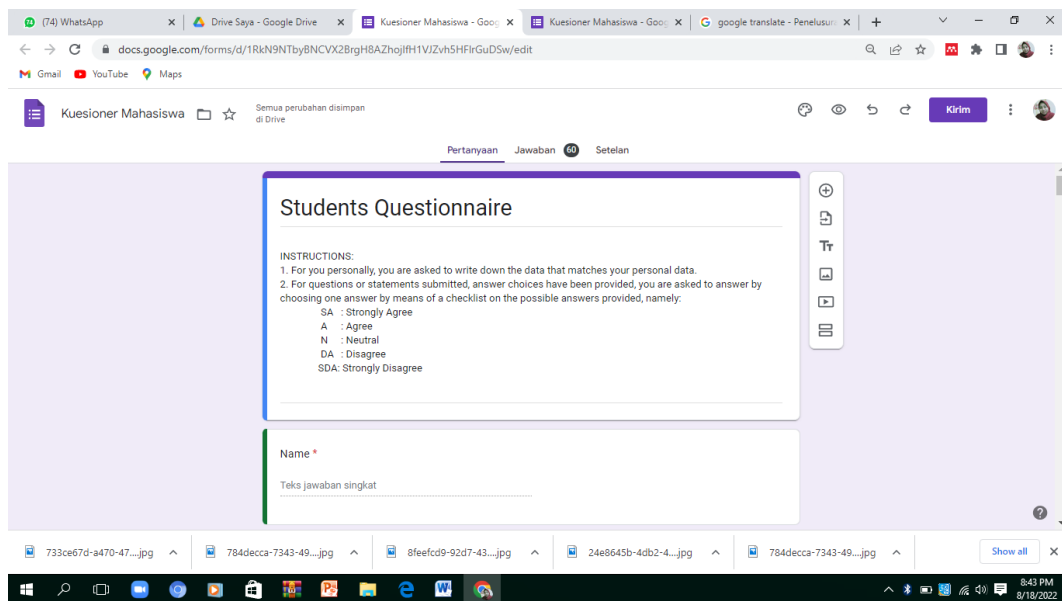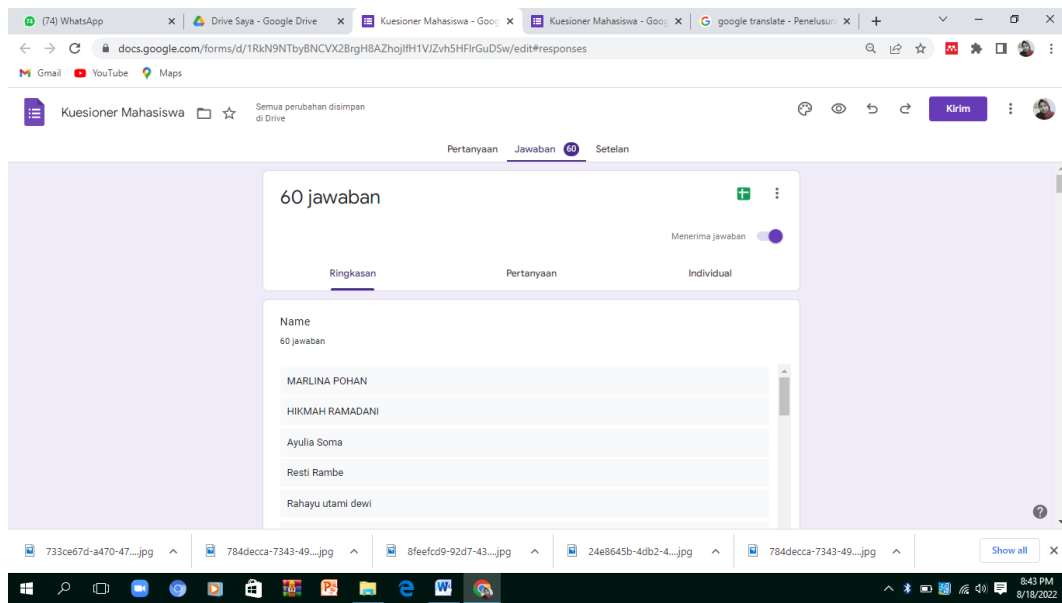
you learn RELT. I mean project is the output of studying RELT.
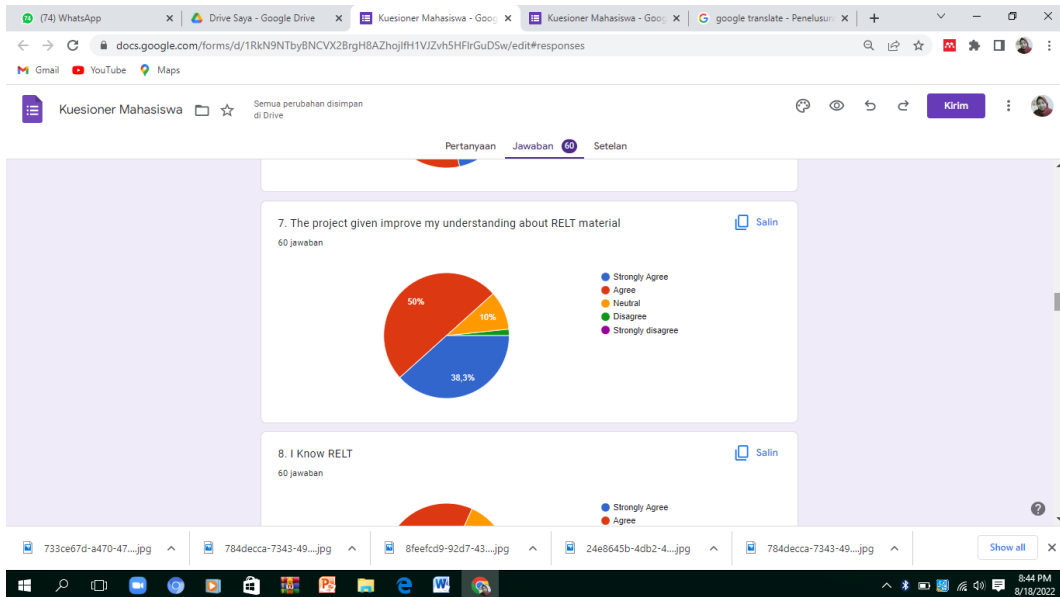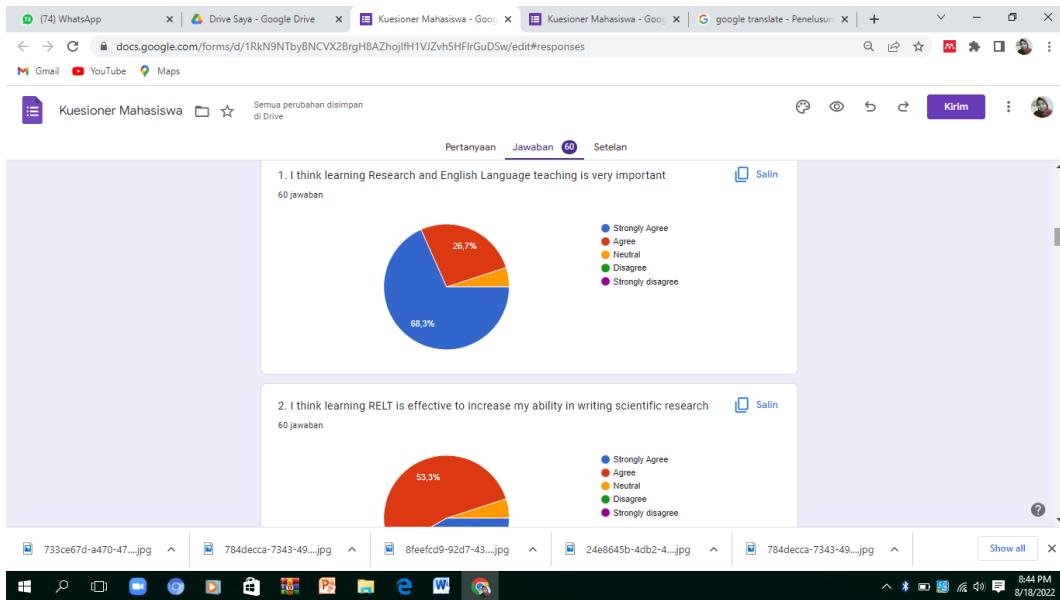if you do not make the project it's nothing."

The statement above was to know did the students understand how important projects for them in learning RELT. the perception that researcher got were two types. The first they thought that projects were good because the projects were related to the material. One of them told the importance of project as the output of learning RELT. another perception came out from a student, his perception about the project was need more attention such as correct and evaluation from lecturer.
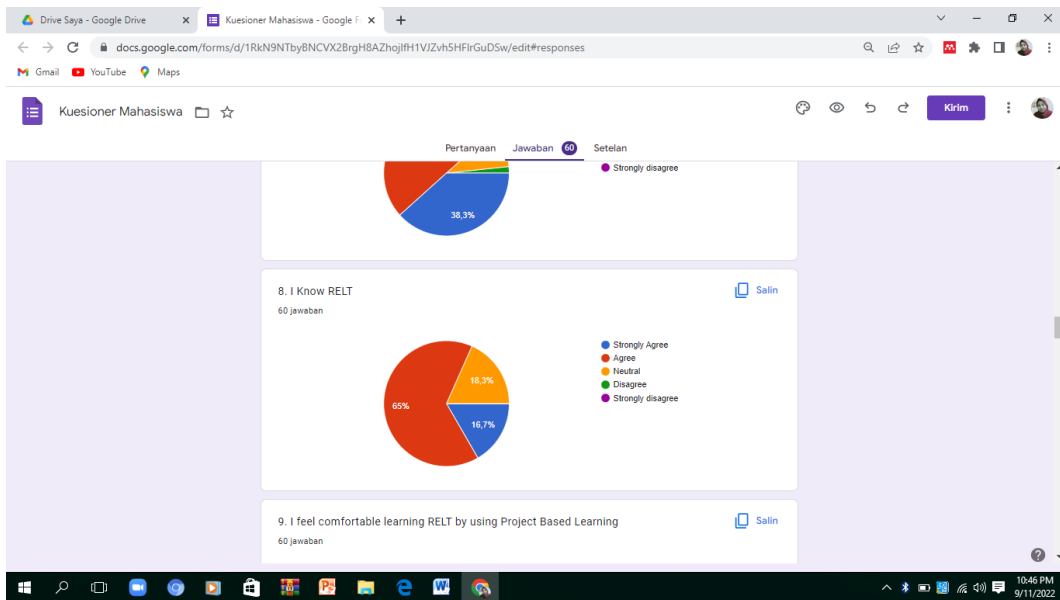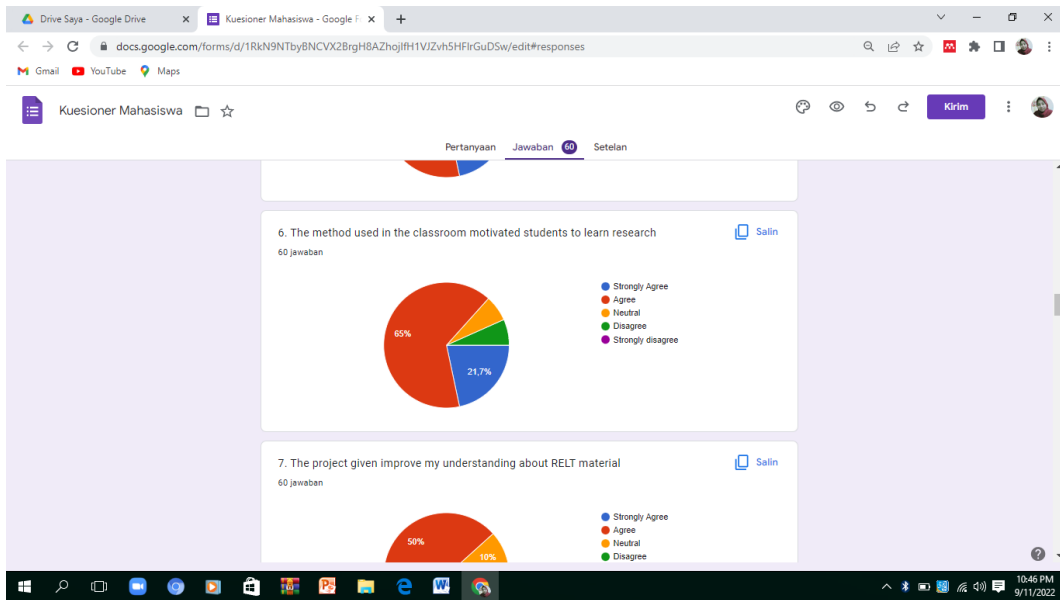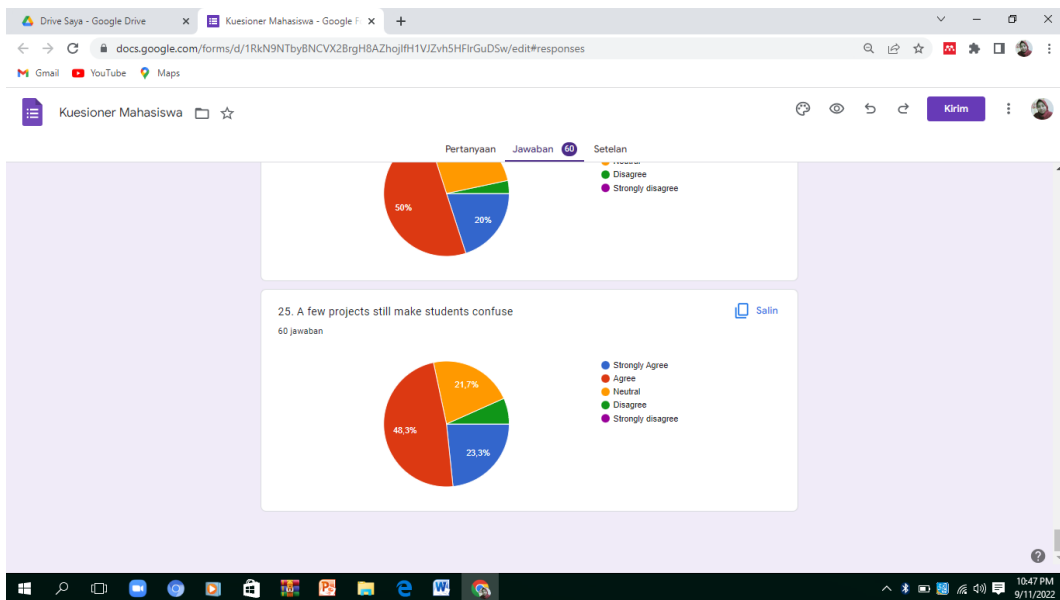
Appendix 5

DOCUMENTATION OF RESEARCH

Questionnaire Documentation

6. The method used in the classroom motivated students to learn research

60 jawaban

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

65%

21,7%

7. The project given improve my understanding about RELT material

60 jawaban

- Strongly Agree
- Agree
- Neutral
- Disagree

50%

10%

38,3%

- Strongly disagree

8. I Know RELT

60 jawaban

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree

65%

18,3%

16,7%

9. I feel comfortable learning RELT by using Project Based Learning

60 jawaban

Interview Documentation

Appeendix 7 Documentation of Peer Debriefing

Appendix 8 Statements and students percentages

No	Statements	SA	A	N	D	SD
1	I think learning RELT subject is very important.	68.3%	26%	5%	0	0
2	I think learning RELT is effective to increase my ability in writing scientific research.	41%	53.3%	5%	0	0
3	I think learning RELT help me to learn deeply about doing research in English language framework.	61.7%	33.3%	5%	0	0
4	I feel the method that lecturer using the classroom is suitable.	20%	70%	8%	2.7%	0
5	I think the method used trained us to solve the projects	21%	58.3%	16.7%	3.3%	0
6	The method used in the classroom motivated student's motivated students to learn research	21.7%	65%	6.7%	6.7%	0
7	The project given improve my understanding about RELT material	38.3%	50%	10%	1.7%	0
8	I feel comfortable learning RELT by using Project based learning method	15%	58.3%	25%	1.7%	0
9	I know RELT	16.7%	65%	18.3%	0	0
10	Using project based learning, I understand how to make a research proposal.	23.3%	51.7%	25%	0	0
11	I know the project is the way to practicing the knowledge.	23.3%	63.3%	11.7%	1.7%	0
12	The material is clear.	18.3%	56.7%	18.3%	6.7%	0
13	The lecturer guides how to do the project.	25%	66.7%	8.3%	0	0
14	Students understand the material through the project.	10%	55%	30%	5%	0
15	I get the deep understanding in learning RELT through the project.	15%	55%	28.3%	1.7%	0
16	The project developed critical thinking.	13.3%	58.3%	26.7%	1.7%	0
17	Misunderstanding and misleading is fixed by the lecturer and discuss in the classroom.	13.3%	55%	25%	6.7%	0
18	Lecturer does the evaluation by checking the project	25%	56.7%	16.7%	1.7%	0
19	The project result evaluated together in the classroom	11.7%	60%	25%	3.3%	0
20	After evaluated the project students get a better understanding	10%	61.7%	25%	3.3%	0
21	The lecturer gives explanation after checking the project	26.7%	56.7%	13.3%	3.3%	0

No	Statements	SA	A	N	D	SD
22	Students are available to ask and have a discussion further to finish the project.	16.7%	56.7%	25%	1.7%	0
23	I think the lecturer still have to consider the suitable projects	10%	68.3%	16.7%	3.3%	1.7%
24	Sometimes the projects are heavy to solve.	20%	50%	26.7%	3.3%	0
25	A few project still make students confuse	48.3%	23.3%	21.7%	6.7%	0

Nama Peneliti : Arini

Judul : Exploring Students' Perception in Learning RELT Subject Using Project Based Learning Method at English Department IAIN Padangsidimpuan

Hari/Tanggal : Jumat , 14 Oktober 2022

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Lamp   : -
Perihal : Pengesahan Judul dan Penunjukan
          Pembimbing Skripsi

Yth.
1. Dr. Eka Sustri Harida, M.Pd.   (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd.   (Pembimbing II)

Assalamu'alaikum Wr. Wb.
    Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Arini
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Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Perception on Project Based Learning in RELT Subject
                 of English Department Students IAIN Padangsidimpuan

    Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.
    Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
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Wakil Dekan Bidang Akademik   Tadris Bahasa Inggris

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Hal   : Izin Penelitian
           Penyelesaian Skripsi

Yth. Ketua Program Studi Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Arini

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Program Studi   : Tadris/Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Exploring Students' Perception in Learning Research and English Language Teaching Using Project Based Learning at English Department IAIN Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dr. Lelya Hilda, M.Si..
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Nomor : 75 /In.14/E.6a/PP.00.9/08/2022   08 Agustus 2022
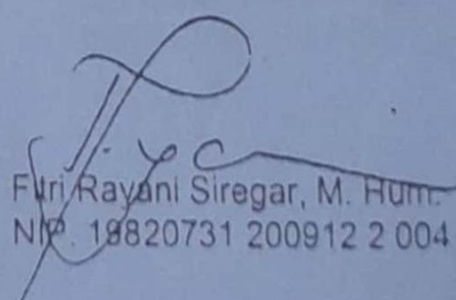Hal   : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama   : Arini
NIM   : 18 203 00065
Program Studi   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan dari tanggal 29 Juli 2022 s/d 02 Agustus 2022 dengan judul "Exploring Students' Perception in Learning *RELT* Subject Using Project Based Learning at English Department IAIN Padangsidimpuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

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