

**STUDENTS' PERCEPTION OF PROJECT BASED LEARNING IN  
MICROTEACHING CLASS**

**A thesis**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of  
Education (B.Ed) in English Language Education Program*



**Written by:  
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**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
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Students' Perception of Project Based Learning in Microteaching Class

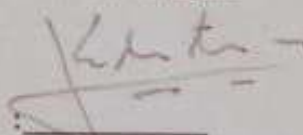
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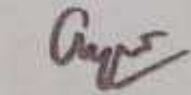
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## ABSTRAK

**Alyani, Annisya Amelia. (2021). Persepsi Mahasiswa Terhadap Project Based Learning di Kelas Microteaching. Tesis. Padang: Departemen Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

*Project Based Learning* sebagai salah satu metode yang diusulkan oleh kurikulum 2013 selain memberikan banyak kemudahan, juga terdapat kendala, sehingga menimbulkan berbagai persepsi. Tujuan dari penelitian ini adalah memaparkan persepsi mahasiswa terhadap project based learning dan faktor yang mempengaruhi persepsi mahasiswa di kelas microteaching di Jurusan Bahasa Inggris, Universitas Negeri Padang. Metode penelitian ini menggunakan penelitian deskriptif kuantitatif. Informan dalam penelitian ini adalah 56 mahasiswa semester 6 yang mengambil matakuliah Microteaching di Jurusan Bahasa Inggris, Universitas Negeri Padang. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah kuesioner dengan 6 indikator dan 17 pernyataan melalui aplikasi *google form* dan wawancara dengan 15 mahasiswa yang dipilih melalui hasil kuesioner dengan 5 indikator inti. Hasil dari penelitian diketahui bahwa mayoritas mahasiswa microeaching Jurusan Bahasa Inggris memiliki persepsi positif atau baik terhadap pengimplementasian project based learning dikelas microteaching. Mereka setuju beranggapan bahwa penggunaan project based learning dikelas memotivasi siswa untuk belajar dan lebih aktif dikelas, mandiri, meningkatkan kemampuan kolaborasi dan komunikasi siswa, dan meningkatkan kemampuan mengatur waktu. Namun, mahasiswa microteaching masih menemukan beberapa kendala seperti siswa dengan kelemahan dalam pengumpulan data memiliki kesulitan dalam proses belajar, beberapa siswa kurang aktif dikerja kelompok, dan pengaturan alokasi waktu penerapan metode ini. Persepsi mahasiswa terhadap project based learning dipengaruhi oleh beberapa faktor. Faktor-faktor yang mempengaruhi persepsi mereka diantaranya stereotip, selektivitas, konsep diri, situasi, kebutuhan dan emosi.

**Kata Kunci:** Project Based Learning, Persepsi, dan Microteaching.

## ABSTRACT

**Alyani, Annisya Amelia. (2021). Students' Perception of Project Based Learning in Microteaching Class. Thesis. Padang: English Department. Faculty of Language and Arts. Universitas Negeri Padang**

Project Based Learning as one of the methods proposed by the 2013 curriculum providing many (kemudahan/ keuntungan), there are also (kendala) which rise to various perceptions. The purpose of this study is to describe students' perceptions of project based learning and the factors that influence student perceptions in the microteaching class at the English Department, Universitas Negeri Padang. This research used descriptive quantitative research. The sample for this research was 56 microteaching students of English Department in Universitas Negeri Padang. The data collection technique used in this research was a questionnaire with 6 indicators through google form application and interview with 15 students who were selected through their answers of the questionnaire. Therefore, the results of this study showed that the majority of microteaching students in English Department had a positive or good perception of the implementation of project based learning. The students agree that the use of project based learning motivates students to learn and be more active in class, improves students' collaboration and communication skills, and improves their time management skills. However, the students still encounter several obstacles such as students with a weakness in data collection having difficulties in the learning process, some students being less active in group work, and the time allocation. Students' perceptions of project are influenced by several factors. Factors that influence their perceptions include stereotype, selectivity, self concept, situations, needs and emotion.

**Key words:** Project Based learning, Perception, and Microteaching.

## ACKNOWLEDGEMENTS

Alhamdulillahirabbil ‘aalamiin, praised be to Allah SWT, the Almighty and the Most Merciful, who always gives knowledge, healthy, and opportunity to the writer along the process of writing this thesis entitled “**Students’ Perception of Project Based learning in Microteaching Class**”. Also, salutation and peace are always expressed to the Prophet Muhammad SAW.

This thesis is impossible to be accomplished without helps and support from many persons. Therefore, the writer would like to express a sincere gratitude and appreciation to her beloved advisor, Dr. Ratmanida, M.Ed., TEFL., who has patiently given her guidance, constructive comments, suggestions, and time during accomplishing this thesis. Then, special acknowledgements are addressed to the contributors, Drs. Edi Trisno, M.A. and Dra. Aryuliva Adnan, M.Pd., who have given valuable suggestions and supportive feedbacks to this thesis.

Furthermore, the writer would like to thank her beloved parents who never stop giving their support, prayers, and motivation during the process of accomplishing this thesis.

Padang, September 2021

The Researcher

## TABLE OF CONTENTS

ABSTRAK.....	i
ABSTRAC.....	ii
ACKNOWLEDGEMENTS.....	iii
TABLE OF CONTENT.....	iv
LIST OF TABLE.....	v
LIST OF FIGURES.....	vi
CHAPTER I.....	1
INTRODUCTION.....	1
A.    Background of the Problem.....	1
B.    Identification of Problems.....	6
C.    Limitation of the Problem.....	7
D.    Formulation of the Problem.....	7
E.    Research Questions.....	8
F.    Purpose of the Research.....	8
G.    Significance of the Research.....	8
H.    Definition of Key Terms.....	9
CHAPTER II.....	10
REVIEW OF RELATED LITERATURE.....	10
A.    Perception.....	10
B.    Project Based Learning.....	14
C.    Microteaching.....	28

D.	Review of Related Studies.....	30
E.	Conceptual Framework.....	33
	CHAPTER III.....	34
	RESEARCH METHODOLOGY.....	34
A.	Research Design.....	34
B.	Time and Place.....	34
C.	Population and Sample.....	34
D.	Instrumentation.....	37
E.	Technique of Data Collectio.....	45
F.	Technique of Data Analysis.....	45
	CHAPTER IV .....	49
	FINDINGS AND DISCUSSIONS.....	49
A.	Data Description.....	49
B.	Findings and Analysis .....	49
C.	Discussion.....	62
	CHAPTER V.....	70
	CONCLUSION AND SUGGESTION.....	70
A.	Conclusion.....	70
B.	Suggestion.....	70
	BIBLIOGRAPHY .....	72
	APPENDIXES.....	77
A.	Appendix 1.....	78
B.	Appendix 2.....	82

C.	Appendix 3.....	83
D.	Appendix 4.....	90
E.	Appendix 5.....	100
F.	Appendix 6.....	124
G.	Appendix 7.....	131
H.	Appendix 8.....	176

## LIST OF TABLES

Table 3.1 Microteaching Students in English Education Department on level 2018.	35
Table 3.2 The Blue Print of Students' Perception Questionnaire.....	38
Table 3.3 The Blue Print of Factors that Influence Students Perception of Project Based Learning.....	40
Table 3.4 Minimum Value of CVR.....	42
Table 3.5 Validity Test Result about Questionnaire for Students Perception of Project Based Learning in Microteaching Class.....	43
Table 3.6 Validity Test Result about Interview for Factors that Influence Students Perception of Project Based Learning.....	44
Table 3.7 Likert Scale.....	46
Table 3.8 Interval Score.....	47
Table 4.1 Analysis Questioning.....	124
Table 4.2 Analysis Designing .....	125
Table 4.3 Analysis Scheduling.....	126
Table 4.4 Analysis Monitoring.....	127

Table 4.5 Analysis Assessing.....	128
Table 4.6 Analysis Evaluating.....	129
Table 4.7 Stereotype.....	131
Table 4.8 Selectivity.....	141
Table 4.9 Self Concept.....	150
Table 4.10 Situation.....	159
Table 4.11 Need and Emotion.....	167

## LIST OF FIGURES

Figure

1.....33

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

The transition from the Industrial Age of the 20<sup>th</sup> century to the Information Age of the 21<sup>st</sup> century has resulted in a growing recognition that the skills required to succeed in the 20<sup>th</sup> century are no longer necessary for success in the 21<sup>st</sup>. Based on Anazifa & Djukri (2017) learning in the 21<sup>st</sup> century should ensure students to have 21<sup>st</sup> century skills including skills, work habits and, characters that are believed to be essential to achieve a successful life. Therefore, it is necessary to develop learning activities in schools that are able to enhances students' skills.

In order to meet the needs of 21<sup>st</sup> century skills, the Indonesian government revised and updated the educational curriculum. The 2013 Curriculum is an Indonesian curriculum that is being used as a learning platform at all levels. Through the integration of attitudes, skills, and expertise, the 2013 curriculum aims to realize students' potential in order to produce Indonesian citizens who are productive, creative, innovative, skilled, competitive, collaborative, and autonomous (Education and Culture Ministry policy, No. 68 year 2013).

Project based learning is one of the learning methods proposed by the 2013 Curriculum. Project based learning is a realistic and research based teaching approach in which students collaborate with other students to develop, construct,

and test what they have created or built, both within and outside the classroom (Devkota et al., 2017) . Project based learning incorporates students' attempts to create projects by incorporating their own experiences into the process.

Project based learning can be used to develop 21<sup>st</sup> century skills, as project based learning has been shown to improve non-academic 21<sup>st</sup> century skills, including collaboration and critical thinking (Barron & Chen, 2008). It is also supported by J. Stivers & Brandon (2010) which stated that project-based learning improve students' understanding of 21<sup>st</sup> century abilities like critical thinking, communication, cooperation, creativity, and innovation. Students are motivated to learn content and skills for real-world applications. Students explain their answers to real-life questions, difficulties, or challenges in Project Based Learning (Essien, 2018). They will begin with a driving question, which will lead to research and development of a product or presentation as their response to the driving question. According to Essien (2018), projects can help students develop important workplace skills and develop lifelong learning habits by allowing them to address community problems, explore careers, communicate with adult mentors, use technology, and present their work to audiences outside of the classroom.

Teachers play an important role in the lives of their students. Teachers in the twenty-first century classroom facilitate student learning and create productive classroom environments in which students can develop the skills they will need in the future. Teachers influence the culture of their classrooms, improve student learning, and shape practice and production. As a future teacher, student-teacher must know what type of learning is best for their students in the future.

Microteaching is an important method of preparing student-teachers for their careers.

Microteaching is a method of practice that allows students in methodology courses to teach a lesson to other students in the class so that they can gain experience with lesson planning and implementation (Bilger, 2017). Similarly, Elghotmy (2012) states that microteaching is a scaled-down training method in which small groups of student-teachers observe each other's teaching, give and receive feedback, and actively engage in conversation to develop each other's teaching skills in a positive, learner-centered environment. Microteaching is very useful, because in this class students will be prepared to be ready in real class. For instance, based on Bilen (2015), student-teacher can acquire and improve their teaching skills in microteaching class. Where they can learn about their peers teaching styles (Yasemin, 2016), and also their roles as teachers.

Microteaching is an obligatory course that must be taken by the would-be teacher English students of Universitas Negeri Padang. It provides the opportunity for prospective teachers to gain knowledge and skills in teaching as future educators. Students who are taking microteaching courses are expected to practice the theory of teaching and learning that they have learned through teaching practice. However, students still find various problems and challenges in microteaching courses.

According to the students of microteaching in English Education Department in Universitas Negeri Padang, there are several challenges that they are found in microteaching class such as time management, teaching methods, and

language. Furthermore, Makafane (2020) stated that the challenges faced by the student in the microteaching class are the use of English as medium of communication, interpretation of the syllabus, organisational strategies, over and under planning, and selection of teaching methods.

In the preliminary research done by the researcher at English Education Department in Universitas Negeri Padang, it was found that understanding teaching method is one of the most challenging thing. Whereas, method of learning plays an important role because it is a methodology or strategy used by teachers in the classroom to carry out teaching and learning practice in order to achieve the learning objectives that have been set.

One of the methods that is recommended by the government is Project Based Learning. In its implementation, Project Based Learning has both positive and negative aspects. For example, using Project Based Learning may help students develop their 21<sup>st</sup>-century skills, but it might take time to implement because students must create a product. As a result, students in the microteaching class may have different perspective on Project Based Learning.

Teacher perception of Project Based Learning plays an important role in the success of the teaching learning process. Perception is the process of obtaining an experience of objects, events, or relationships by inferring information and interpreting messages. It is the process of inferring information and interpreting messages in order to have a sense of objects, events, or relationships. The importance of teachers' perception was outlined by Rosyida et al., (2016). She stated that teachers are one of the most important personnel in educational system

that are in the front line of education, heavily involved in various teaching and learning process, and also the final practitioners of educational principles and theories. Factors influencing teachers' perceptions can be from personal experience, experience with schooling and instruction, experience with formal knowledge both school subjects and pedagogical knowledge that influence practices of teaching and learning, students' ability and situation (Richardson in Rosyida et al., 2016). Rosyida et al., (2016) states that what language teachers do in the classroom is influenced by their perceptions. Therefore, as a students who is going to practice teaching in real class, it is important to see how students of microteaching class perceive the Project Based Learning.

A number of studies have been conducted about students or teachers perceptions of Project Based Learning. First, Farouck (2016) done a research related to the students' perception and experiences in the use of Project Based Learning of Japanese University students. Moreover, Habók & Nagy (2016) also conduct a research related, however it is in the teachers' perspective. They take a look into the teachers' preference for using Project Based Learning and how teachers' perceive their role in the classroom. Adams (2018) conducted a study in a private Guatemalan school focusing on teachers' and students' perceptions of PBL in an English as a Foreign Language context. Other researcher that has related topic to this research is Susanti et al., (2020). She conducted a study related on students' perceptions toward the implementation of Project Based Learning in learning English as Foreign Language.

Despite the similarities this study shares with the previous study, there are still differences. This study discussed about students of microteaching class perception of Project Based Learning and the factors that influence students' perception. Meanwhile, the previous study discussed about teacher and/or students' perception and the implementation of project based learning in the classroom. Students perceptions' of PBL in microteaching class is important as they are going to teach in real class. Their perceptions can serve as a guide for when they have to face the real class. Therefore, based on the reason mentioned, the writer is curious to conduct a research about students perception of project based learning in microteaching class and the factor that influence students' perception of English Language Education Department in Universitas Negeri Padang. So, the writer would like to do a research entitled **“Students' Perception of Project Based Learning In Microteaching class”**.

## **B. Identification of Problems**

Students of English Education Department use microteaching class in order to gain knowledge and skills in teaching as future educators. Despite all that, there are challenges faced by the microteaching students, and one of them is the selection of teaching methods. There are a lot of teaching methods proposed by kurikulum 2013 in order fulfilling students' need in facing 21<sup>st</sup> century. The teaching methods proposed are Inquiry Learning, Discovery Learning, Problem-based Learning and Project-based Learning. Project-based learning, as one of the teaching methods, has been shown increase non-academic skills such as collaboration and critical thinking in the 21<sup>st</sup> century. Project based learning as

one of the method used in the curriculum 2013 may have some advantages and disadvantages for the students to use in the classroom, such as it may increase the students 21<sup>st</sup> century skills, but may take a long time to be applied. This lead into different perspective of microteaching students in project based learning. As student-teacher, their perception towards Project Based Learning is important since they will be teaching in real classroom later on and study about their perception can help us become more aware of the nature of our own perceptual in using project based learning and the preferable in using method in the classroom.

### **C. Limitation of the Problem**

There are a lot of methods were used in kurikulum 2013, such as inquiry learning, dicoverly learning, problem based learning, and project based learning. Based on the identification of the problem, the researcher decided to focus on students' perception of project based learning in microteaching class. The focused of this research is describing microteaching students perception and factors that influence their perception of Project Based Learning in microteaching class.

### **D. Formulation of the Problem**

Based on the limitation above, formulation of the problem is to find out the students' perception of the implementation project based learning in microteaching class and the factor that influence their perception.

### **E. Research Questions**

The research question is as follow:

1. What are the microteaching students perception of the implementation Project Based Learning?

### **F. Purpose of the Research**

The research is conducted to:

1. To find out the perception of project based learning from students of microteaching class of English Education Department.
2. To find out the factors that influence students' perception of project based learning in microteaching class of English Education Department Universitas Negeri Padang.

### **G. Significance of the Research**

This research will be useful for student-teachers, teachers and also the other researcher. It will be beneficial for student-teachers who will carry out field practice where they can see the effectiveness of using project based learning in real classrooms. Interpretation of student-teachers' points of view, experiences, and attitudes towards Project Based Learning could provide insight into the challenges that teachers and students face.

Furthermore, a better understanding of microteaching students perceptions about Project Based Learning will undoubtedly help them better instruct their real class students in project work and help them gain all of the necessary skills for developing the project and working collaboratively in a project team in the future.

## **H. Definition of Key Terms**

### **1. Microteaching**

Microteaching enables educational students to gain a greater understanding of teaching and learning processes, as well as the opportunity to develop teaching skills, examine their own teaching, and observe the teaching of others.

### **2. Perception**

Perception is an object in the form of events, knowledge, and phenomena that occur and can trigger a stimulus, which is then captured or received by the human senses and channeled to the brain via sensory nerves, allowing individuals to be aware of the object received by the human sense.

### **3. Project Based Learning**

Project based learning is student-centered instruction that occurs over an extended time period, during which students select, plan, investigate and produce a product, presentation or performance that answers a real-world question or responds to an authentic challenge which teachers generally serve as facilitators, providing guidance and strategic instruction as the process unfolds.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion that have been presented in the previous chapter about the students' perception of Project Based Learning in Microteaching Class of English Department in Universitas Negeri Padang, the researcher concludes that there are six indicators; questioning, designing, scheduling, monitoring, assessing and evaluating. First, the mean of students' perception about questioning in project based learning is 4,2. Second, the mean of students' perception about designing in project based learning is 4,2. Third, the mean of students' perception about scheduling in project based learning is 4,2. Fourth, the mean of students' perception about monitoring in project based learning is 4,2. Fifth, the mean of students' perception about assessing in project based learning 4,3. Sixth, the mean of students' perception about evaluating in project based learning 4,2.

From the various indicators above, students' perception of project based learning at English Department Universitas Negeri Padang was good.

#### B. Suggestion

Based on the conclusion, there are some points that can be suggested that might be useful which are proposed as follow:

1. The first recommendation is for the microteaching students. Based on the findings of this study, the microteaching students have perception that project based learning takes up too much time. Other problem arises from some students

with weakness in gathering information may have difficulties in the learning process which make them less active in group works. Therefore, as a future teachers , microteaching students need some improvements and reconsideration in using the method in the classroom.

2. The researcher also suggests to the next researcher will be research in other setting to have variation research as the researcher assumes that this research is conducted in different place, it will give different results.

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