

## **Project-Based Learning Method to Enhance Students' Digital Business Competence in English Course**

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Received: March, 30, 2024

Revised: April, 25, 2024

Accepted: May, 10, 2024

### **Abstract**

English is a compulsory subject studied in every study program. English is usually learned in the first and second semesters. This research aims to make English learning more enjoyable. This type of research is descriptive analysis. The instrument used is a questionnaire. The students involved in this research were 28 people from the digital business study program. This study found the correct type of project-based learning for students is role-playing by imitating conversations in English from a short video that is rich in moral values played by students and then made into a video. The second finding is that the results of the questionnaire as a research instrument concluded that the task of project learning was beneficial for them in understanding English learning.

**Keywords:** Project-based learning, English Course, Method, Competence

### **Introduction**

Educators have emphasized various benefits and assumptions while adopting the project-based learning approach to teach foreign languages. The project method concept's essential advantage is that it frees students from the usual teaching style, motivating them to learn by action, experiencing, and problem-solving activities. Problem-based learning is a teaching method that encourages students to be the ones who decide how much they learn. In the problem-based learning approach, students are offered complex real-life challenges as the subject matter for the class to motivate them to acquire problem-solving skills and abilities needed to effectively master topics rather than merely absorbing or remembering the data (Amiruddin et al., 2022). Project work is a significant aspect of the academic curriculum of higher education since it provides an interdisciplinary link between language acquisition and professional abilities that may be applied to any sector (Vasileva et al., 2021). In addition to acquiring ideas, information, facts, and history, producing projects in PBL may stimulate the development of problem-solving and critical thinking abilities (Parno et al., 2021) It seeks to improve students' problem-solving and critical thinking abilities, foster peer cooperation, and stimulate emotional and cognitive capabilities that contribute to intellectual and creative growth (Cai et al., 2023).

Project-based learning has made significant progress due to the intensive development and implementation of the method in various academic subjects and learning environments (Hidayati et al., 2023). PBL has six characteristics: a driving question, a focus on learning goals, involvement in educational activities, cooperation among students, the use of scaffolding technology, and the creation of physical products (Cai et al., 2023). Project-based learning (PBL) is one of the most effective strategies for teachers to build soft skills like creativity and critical thinking. When students accomplish project activities with good decision-making, the analysis and resolution will allow them to acquire information and problem-solving abilities (Habibi et al., 2022). Besides, PBL emphasizes

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the development of students' necessary academic knowledge, comprehension of the content of their academic courses, and abilities to prepare for jobs (Hidayati et al., 2023). Thus, Students will expand their past knowledge through constructive research, and it is common for students to experience challenges throughout these investigations. Hence, unlike the old method, PBL provides students with the opportunity to build 21st-century abilities that are essential in today's working culture (Lim et al., 2023)

PBL has been widely used in engineering education over the past 50 years. PBL has been utilized at the course, unit, curriculum, and external project levels utilizing various student team compositions, handling different tasks, and under varied project durations (Goñi et al., 2020). It aims for a transformative and action-oriented pedagogy that includes self-directed learning, participation, and collaboration, the development of reflective capacity, inter- and transdisciplinary problem solving, and the establishment of links between formal and informal education. Only such instructional techniques may enhance critical competencies required to ensure sustainable growth (Lozano et al., 2022). Conversely, PBL is a systematic teaching style in which students gain information and skills via an extended inquiry process centered on challenging, realistic questions and carefully crafted products and activities (Yong & Saad, 2023). PBL refers to pupils conceiving, planning, and carrying out an extended project that creates a publicly displayed output such as a product, publication, or presentation (Yong & Saad, 2023). Anxiety can be alleviated most effectively by improving the learner's pronunciation skills; we believe this method is vital but insufficient. We believe that using an English for Specific Purposes (ESP) approach to English education, as well as project-based tasks for advanced language students, shows better promise (Miguel & Carney, 2022)

Lecturers are required to be able to determine learning methods in basic general courses for ESP students. One such method is project-based Learning. Project-based learning (PBL) is an educational technique that is an inquiry process of solving complicated and actual issues and extensively constructing project-based works, planning, and performing assignments so that students may acquire the necessary information and abilities (Cai et al., 2023). Thus, the primary goal of every project job is to guide learners toward acquiring practical skills required for performance. Project method practitioners emphasize applying learning via action and experience (Vasileva et al., 2021). Students first feel a sense of resilience, concern, and dread but return to the optimism of achieving their learning goals (Yulhendri et al., 2023). Besides, PBL highlights the necessity of developing project-based learning courses based on learning objectives (Hidayati et al., 2023)

Teachers' attitudes about a new teaching approach often impact its effectiveness. Thus, Project-based learning is a pedagogical strategy involving students in knowledge production by assigning tasks such as completing meaningful projects and generating real-world products. PBL distinguishes itself by requiring students to participate in collaborative learning and manage the learning process actively. Teachers function as facilitators, offering comments and assistance to students to help them complete the project (Cai et al., 2023). PBL is a student-centered, inquiry-based teaching style in which students work on a real-world, unstructured issue that requires more investigation. Students discover knowledge gaps, do research, and then use what they've learned to create solutions and report on their results. Cooperation and inquiry can help students build problem-solving abilities, metacognitive capacity, learning engagement, and intrinsic motivation (Rafiq et al., 2023)

This study aims to integrate the use of authentic learning materials in project-based learning methods in computer science digital business students who are taking English courses. Therefore, this study formulates the problem as follows:

1. What kind of project-based learning is used in learning English for digital business students of the faculty of computer science?
  2. What is the effect of project-based learning on the English skills of digital business students of the faculty of computer science?
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## Methods



This type of research is descriptive research analysis. This study tries to explain the type of project-based learning made by students by imitating a video that has been watched and studied in a group. Each student has their role according to the actors in the short video. So that the answer obtained to answer this research question is a description related to project-based learning done by students. To find the answer to this research question, the original video was compared with the video made by students. The more similar the movements speech and roles presented by students, the better the assessment given for this project-based learning task.

To answer the second research question, namely how the impact that occurs with the use of project-based learning methods in English classes on digital business students, namely by providing instruments or research tools in the form of questionnaires that are distributed online to students. The number of students involved in this study was 28 people divided into 6 groups. However, in the description of this article, a sample of project-based learning groups is given.



The location of this research is in the Digital Business Study Program, Faculty of Computer Science, Lancang Kuning University. In the 2023 – 2024 academic year, first semesters in the general basic course (MKDU) English.

## Result and Discussion



To answer this research question, the first research result was found, which is the type of project-based learning in English learning produced by students. Where students exemplify the video presented then act as actors in the video according to the transcript. The following presents the work of students who work on project-based learning assignments.

Authentic Material	Text	Project-based learning
	<i>Look what just came in The limited-edition Christian Louboutin's The commission on these gonna be insane!</i>	

The video opens with a conversation between two shoe shop assistants discussing a shoe product branded *Christian Louboutin's*. These shoes are in limited supply



Authentic Material	Text	Project-based learning
	<i>Wow, these are really nice</i>	

So, for who can sell it, the shop owner will give a large commission. In this story there is a male employee and a female employee



Authentic Material	Text	Project-based learning
	<i>If anyone can sell these, it's gonna be mine No offense</i>	

They both have different characters, where female employees trust customers who look attractive so that it is more convincing that the customer buys the limited-edition shoes. At the same time, the male shoe shop waiter has a good heart, no matter how the customers come.



Authentic Material	Text	Project-based learning
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	<p><i>Excuse me hi Are those the new Christian Louboutin's</i></p>	
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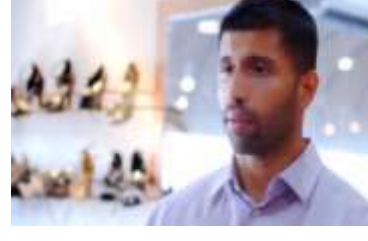

Moments later, came a woman who looked less attractive and was not believed to have the ability to afford the *limited-edition* shoes. The woman asked about *Christian Louboutin's* brand shoes that two shop assistants were talking about

<p>Authentic Material</p> 	<p>Text</p> <p><i>That's a \$500 pair of shoes. It might be a little bit out of your budget Plus, we only have size seven left</i></p>	<p>Project-based learning</p> 
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Then the waiter said that the shoes the woman was looking for might be beyond the woman's ability. After all, the remaining shoes are size seven.

<p>Authentic Material</p> 	<p>Text</p> <p><i>I'm not trying to be rude here but I really don't feel like wasting my time We have a clearance rack, right</i></p>	<p>Project-based learning</p> 
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But the woman replied that her legs were indeed size seven and asked the woman's shopkeeper to try it. The female shopkeeper arrogantly condescended and unwilling to serve the woman. But contrary to the male shop assistant who is friendly and still serves politely the woman.

<p>Authentic Material</p> 	<p>Text</p> <p><i>It's no problem You can absolutely try this one I'll go get some nylon socks for you</i></p>	<p>Project-based learning</p> 
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The male shop assistant kindly persuaded the female customer to try on other shoes. To take a look, the male shop assistant took nylon socks inside

Authentic Material	Text	Project-based learning
	<p>What are you doing? Why would you let her try those on? She obviously can't afford it</p>	



As the male shopkeeper walked inside, the female shopkeeper whispered to him that he didn't bother to serve the woman. Because it's just a waste of time

Authentic Material	Text	Project-based learning
	<p>Well, appearance can be misleading You shouldn't be so quick to judge</p>	



However, the male shop assistant replied that appearances can be deceiving, not necessarily just because his appearance is not convincing but he cannot afford to buy a pair of branded shoes

Authentic Material	Text	Project-based learning
	<p>Look, I know who buys and who doesn't Ok she's just gonna try them on, take a picture on Instagram, and leave like everybody else You're just wasting your time</p>	



The female shop assistant said that she was very familiar with such a kind of woman. She just wanted to try and take a photo and post it on Instagram.

Authentic Material	Text	Project-based learning
	<p>Oh my god These are so beautiful Do you have any water? I'm - my mouth is parched</p>	



When the female customer looked at the shoes, she felt thirsty and asked the female shop assistant for water, but the waitress refused

Authentic Material	Text	Project-based learning
	<p>I'm sorry we don't Do you mind putting those back? I need to keep them clean for the next person You know who can actually afford to buy them</p>	



Then the shop assistant asked the woman to put the shoes in place to keep them clean and tidy for the next visitor.

Authentic Material	Text	Project-based learning
	Hello. Do you have the new umm limited-edition Louboutin's that just came out?	



A moment later came a very attractive and very convincing looking woman, had a lot of money and could afford branded shoes. Immediately the female shop assistant was very friendly and served the stylish woman.

Authentic Material	Text	Project-based learning
	Hi there ma'am Welcome yes of course but We have only a size 7	

It just so happened that the woman who was thought to be rich was looking for the same shoes as the allegedly poor woman earlier so the female shop assistant took the shoes in the hands of the simple woman.



Authentic Material	Text	Project-based learning
	Perfect I'm a size 7 I love those	



She even offered to try it. But the rich-style woman immediately stated that she would buy it.

Authentic Material	Text	Project-based learning
	Would you like to try them on?	



Of course, this makes the waiter very happy because she will get a large commission for being able to sell a pair of limited-edition shoes

Authentic Material	Text	Project-based learning
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	<p>Oh, that won't be necessary I'll buy them</p>	
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Authentic Material	Text	Project-based learning
	<p>Okay, that's wonderful. You're going to look fantastic in these</p>	

Of course, this makes the waiter very happy because she will get a large commission for being able to sell a pair of limited-edition shoes



Authentic Material	Text	Project-based learning
	<p>Okay got the socks Thank you so much for waiting</p>	

Then the waitress arrogantly walked inside while approaching her co-worker, the male shop assistant, and whispered in his ear.



Authentic Material	Text	Project-based learning
	<p>That won't be necessary This woman's gonna buy them, right ma'am?</p>	

Authentic Material	Text	Project-based learning
	<p>Next time, take my advice and don't waste your time on people who can't afford expensive things Maybe then you'll actually be able to sell a pair of shoes</p>	



She says to listen to his advice and don't waste time serving someone whose appearance doesn't allow him to afford expensive shoes.

Authentic Material	Text	Project-based learning
	I'm sorry about that	



Then with compassion for the female customer, the male shop assistant apologized for the attitude of his co-workers. And the female customer understood that it was not the man's shop assistant's fault

Authentic Material	Text	Project-based learning
	It's Ok It's not your fault	



And the female customer understood that it was not the man's shop assistant's fault

Authentic Material	Text	Project-based learning
	There are some new shoes we just got in that you might like Would you like to see them?	

Then the male shop assistant offered the other shoes which were also new supplies in their shop.



Authentic Material	Text	Project-based learning
	Yes, uh that would be lovely, thank you	

The female customer happily responded well



Authentic Material	Text	Project-based learning
	Here is your water	

At the register desk, the female shopkeeper was very friendly with this rich female visitor





Authentic Material	Text	Project-based learning
	<p>These shoes are gonna look so great with your outfit            You got the top, the Gucci bag, and now you got the shoes to tie it all together            Everyone's gonna know how much money you have</p>	



Then the waiter praised the rich woman's outfit and appearance. These shoes will look really good with your clothes You got the top, a Gucci bag, and now you've got shoes to tie everything in Everyone will know how much money you have

Authentic Material	Text	Project-based learning
	<p>You get it            That's the goal</p>	



The rich woman was flattered by the shopkeeper's praise, the woman smiled

Authentic Material	Text	Project-based learning
	<p>Here, you can use this car            That would be \$ 1645 on the credit card</p>	



Then the waiter conveyed that the price of shoes that the rich woman had to pay. And tried to help swipe the credit card given by the rich lady.

Authentic Material	Text	Project-based learning
	<p>These just came in from Italy and they're handmade</p>	



On the other side of the shop, the male shopkeeper continued to serve kindly the simple female customer who was underestimated by the female shop assistant. Then the male shop assistant offered other shoes that were no less good than the shoes that were targeted before.

Authentic Material	Text	Project-based learning
	<p>Wow, they are absolutely beautiful</p>	



Then the simple woman appreciated the efforts of the male shop clerk by praising the shoes he offered were very good.

Authentic Material	Text	Project-based learning
	<p style="text-align: center;">Yeah I think they'd look stunning on you</p>	



Then the male shop assistant again praised the simple female customer that her appearance would be even more perfect by wearing the shoes she offered.

Authentic Material	Text	Project-based learning
	<p style="text-align: center;">You know This store needs more nice people like you</p>	



A moment later the female customer remembered the treatment of the female shop assistant, she said that this shop needed a shoe shop waiter like this male waitress.

Authentic Material	Text	Project-based learning
	<p style="text-align: center;">Thank you I just try to treat everyone the same no matter what</p>	



Then the male shop clerk replied to her that she was just trying to do her job as well as possible.

Authentic Material	Text	Project-based learning
	<p style="text-align: center;">It's saying it's declined that's odd Let me try again Sometimes these readers don't work</p>	



At the register desk, the female shop clerk had tried many times to swipe the rich woman's credit card. However, after trying several times, it didn't work either.

Authentic Material	Text	Project-based learning
	<p style="text-align: center;">Is there a problem?</p>	



Then the rich woman pretended to ask what was going on.

Authentic Material	Text	Project-based learning
	So, it's saying this card isn't working Do you wanna try another one?	



The female shop clerk replied that she had tried to find out that the credit card given by the rich woman. The female shop assistant tried to find a solution by asking for another credit card

Authentic Material	Text	Project-based learning
	That's only the one Can you try again? I really need to post these shoes in Instagram so that people think I have money	



But the rich woman replied that she only had one card and said she was no longer wearing the shoes and posted it on Instagram.

Authentic Material	Text	Project-based learning
	Unfortunately, it's not working But no worries you could just pay cash There's a bank right next door if you need to go get some money	



But now the female shop assistant gave up that she really couldn't use the rich woman's credit card. So as a solution, the female shop clerk asked the rich woman for cash.

Authentic Material	Text	Project-based learning
	Cash? No. I don't have that kind of money in my bank account That's why I use a credit card	



The rich woman said that she had no cash.

Authentic Material	Text	Project-based learning
	What do you mean? You have Gucci bag you can already afford it	



The female shopkeeper couldn't believe that the rich woman didn't have cash, let alone that she was carrying a high-priced Gucci bag.

Authentic Material	Text	Project-based learning
	<p>Look. Don't tell anyone It's actually empty I just borrowed it from my friend Do you think I could still try them on though? For you know the gram</p>	



The rich woman revealed her secret that in fact the Gucci bag she was carrying was just an empty bag that had no contents. After all, he borrowed it from a friend. The purpose is to let people think that she is a rich woman. Then she asked the woman's shop assistant for permission to try on the shoes for her Instagram post.

Authentic Material	Text	Project-based learning
	<p>Hey you're back How'd it works out? It didn't Her credit card got decline, she took the picture and left</p>	



Then the rich woman left without guilt. The female shopkeeper looked very upset because he was deceived by the appearance of the woman who looked rich but had no money so he didn't buy the brand-name shoes and lost a hefty sales commission.

Authentic Material	Text	Project-based learning
	<p>Wow I'm sorry about that</p>	



The man's shopkeeper tried to comfort her.

Authentic Material	Text	Project-based learning
	<p>I'll buy them</p>	



Listening to the conversation between the male shopkeeper and the female shopkeeper, the woman who was underestimated by the female shopkeeper just now interrupted the conversation that she was going to buy the brand-name shoes.

Authentic Material	Text	Project-based learning
	Really? That would be great Let me get those wrapped up for you	



The female shopkeeper still looked down on the simple female customer. The female shop assistant looked very happy listening to the words of the female customer about to buy the shoes.

Authentic Material	Text	Project-based learning
	Wait. Look No offense, but if the customer's card didn't go through There's no way your credit card is gonna go through Let's not waste each other's time here	

The female shop assistant still couldn't believe that the simple female customer could afford to buy such brand-name shoes. It is unlikely that the simple woman's credit card will work, just like the previous rich woman. So, it will only waste time



Authentic Material	Text	Project-based learning
	Credit card? Who said anything about credit card? I'm paying cash	

The simple woman replied that she would not pay by credit card, she would pay by cash. The simple woman showed me a lot of cash from her bag.



Authentic Material	Text	Project-based learning
	Wait Where did you get all that money?	

Then the female shop assistant questioned where the simple woman got so much money.



Authentic Material	Text	Project-based learning

	<p style="text-align: center;">Well I own my own company million-dollar company and the reason that I look like this is because I just came from the nail salon</p>	
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Then the simple woman explained that she was the head of several large companies that had a turnover of hundreds of millions of dollars. She also explained why she looked so unattractive because she just returned from the nail salon.

<p style="text-align: center;">Authentic Material</p> 	<p style="text-align: center;">Text</p> <p style="text-align: center;">Oh, by the way. I'll take a size 7 in all of these that you've shown me that is if you don't mind</p>	<p style="text-align: center;">Project-based learning</p> 
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Then the simple woman said that besides she would buy the brand-name shoes just now, she would buy all the shoes that the male shop assistant had offered.

<p style="text-align: center;">Authentic Material</p> 	<p style="text-align: center;">Text</p> <p style="text-align: center;">Wow that's sounds great Follow me to the cash register I'll be right there</p>	<p style="text-align: center;">Project-based learning</p> 
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The male shop assistant was surprised and looked very happy because he would get a massive commission for selling some branded shoes.

<p style="text-align: center;">Authentic Material</p> 	<p style="text-align: center;">Text</p> <p style="text-align: center;">Next time, remember appearance can be misleading. It would help if you weren't so quick to judge And maybe then, you'll sell some shoes</p>	<p style="text-align: center;">Project-based learning</p> 
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Finally, the male shopkeeper whispered to the female shopkeeper that they shouldn't judge a person by appearance alone, but appearance can be deceiving. He also hoped that the female shopkeeper would learn a lesson from this incident.

To answer this research question, the second research question result was that the students were satisfied with using project-based learning while studying English. In data collection, researchers use questionnaire instruments. This instrument is arranged based on indicators of authentic material suitability by the English learning curriculum at the university level and original material characteristics with student characteristics. Then these two indicators are developed into several sub-indicators so that they can provide statements that students can understand in answering them. The following are the results of the questionnaire as research data.

**Table 1. Questionnaire Project-based Learning**

Indicator	No	Description	Evaluation			
			Strongly Agree	Agree	Disagree	Strongly disagree
Compliance with the syllabus	1	The task given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) is the lecturer's explanation of the competency standards to be achieved	76,9%	23,1%	0	0
	2	The assignment given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) is on my understanding of learning digital business English	57,7%	42,3%	0	0
	3	The task given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) is English learning in class	73,1%	26,9%	0	0
	4	The task given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) can achieve the goal of learning digital business English	65,4%	34,6%	0	0
	5	The task given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) can interact in groups in learning digital business English	65,4%	34,6%	0	0
Student characteristics	6	The task given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) fulfills the steps of making a clear video assignment	61,5%	38,5%	0	0
	7	The task is given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) according to the age of the student	65,4%	30,8%	3,8%	0
	8	The task given by the lecturer (making a video <i>of a Shoe saleswoman humiliating a poor woman</i> ) has fulfilled the elements of a coherent presentation	65,4%	30,8%	3,8%	0
	9	The task given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) meets the element of instructions for making a clear video assignment	61,5%	38,5%	0	0
	10	The task given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) meets an interesting element for students	61,5%	38,5%	0	0
	11	The task given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) fulfills the element of ease and fun	69,2%	26,9%	3,8%	0
	12	The task given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) can be done by yourself using a mobile phone (mobile)	69,2%	26,9%	3,8%	0
	13	The task given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) supports students' knowledge related to English learning	69,2%	26,9%	3,8%	0
	14	The task given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) contains moral values in life	76,9%	23,1%	0	0
	15	The task given by the lecturer (making a video <i>of a shoe saleswoman humiliating a poor woman</i> ) meets the design elements that are by the topic of learning digital business English	69,2%	30,8%	0	0
	16	The task given by the lecturer (making a video <i>of Shoes saleswoman humiliating a poor woman</i> ) meets the elements of illustration that are by the topic of learning digital business English	76,9%	23,1%	0	0

From the data obtained above, it can be concluded that students on average strongly agree and agree with the project-based learning assignments given in English language learning by their fields;

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100% of students agree that the assignments given are related to their field of digital business; 100% agree that students answer the assignments given by general English language learning; 100% of students agree that the assignments given can achieve the objectives of learning digital business English; 100% of students agree through this task to be able to interact in teams.

The second indicator is the suitability between project-based learning tasks and student characteristics. 100% of students agree that the assignment has fulfilled the elements of how to make a clear project-based learning video; 100% of students agree that the assignments given are appropriate for the age of the student; 100% of students agree that the video that will be played by students contains coherent elements so as not to confuse students in making assignments; 100% of students agree that the assignment given has met the elements of explicit instruction; 100% of students agree that the assignments given are attractive to students; 100% of students agree that the assignments given are enjoyable in learning English; 100% of students agree that this project-based learning method can support them in learning English; 100% of students agree that in making this project-based learning assignment they can use mobile phones; 100% of students agree that the assignments given contain good moral values.

## Discussion

This study compares the roles contained in the videos with the roles played by students. From the data obtained, it can be analyzed that students play a perfect role according to the model they watch. This shows that the project-based learning method is very effective in learning English for non-English students. This also answers the research question, which is what project-based learning is found after using a short video with authentic material. After they practiced the authentic materials as reference materials for their projects, they gave feedback in the form of questionnaires (table 1). The results obtained showed a very positive response. In other words, this project-based learning method affects students' English learning outcomes.

Based on the results of the research obtained, it was found that there was a sharp difference between Traditional learning with project-based learning methods. Today's students are very different from students in previous generations. They need something new, fun, and role-playing so that the learning objectives delivered will automatically be provided. One of the methods used in this research is a task that instructs students to be able to role-play by imitating speech, movement, and storyline from a video. They are free to express all scenarios through the setting and attributes they like. This will be the forerunner of their project-based learning. This assignment is given instead of the midterm exam. Thus, it will be a strong motivation for them to perform the task. This is in line with the principle of project-based learning as one of the most effective strategies for teachers to build soft skills like creativity and critical thinking. When students accomplish project activities with good decision-making, the analysis and resolution will allow them to acquire information and problem-solving abilities (Habibi et al., 2022).

It is not easy for general basic course lecturers who teach in several different study programs at the same time. It takes high creativity in choosing learning methods that are fun, not boring, and can achieve learning goals. In other words, lecturers are required to be able to determine learning methods in basic general courses for ESP students. Project method practitioners emphasize applying learning via action and experience (Vasileva et al., 2021). Students first feel a sense of resilience, concern, and dread but return to the optimism of achieving their learning goals (Yulhendri et al., 2023).

## Conclusion

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This study is a qualitative description research that tries to show the effectiveness of project-based methods using authentic materials. The results of this study show that the use of the project-based learning method gives satisfactory results. This can be seen from the findings of the research where each scene displayed is juxtaposed with the original video with the video of project-based learning. The results are quite satisfactory. Students can act out every movement, every expression, and every speech imitated. Students also provide positive feedback on the use of authentic materials as reference materials in project-based learning. This study implies that lecturers who teach English to non-English students must be creative and innovative in finding the right learning materials and methods. The selected material can be adjusted to the learning objectives and learning outcomes of students. This is because the university level has implemented an outcome-based education curriculum. Outcome-based education aims so that students do not need to learn theory for a long time, but the application of knowledge that is directly put into practice.

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