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## EXPLORING ELT TEACHER'S PERSPECTIVE OF PROJECT-BASED ASSESSMENT

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### ABSTRACT

There are two aims of this research; (1) to describe the perceptions of the teachers about project-based assessment, (2) to describe teachers' barriers to implementing the project-based assessment. In this study, the researcher used descriptive qualitative research. The participants are 3 English teachers who have been taught more than 5 years. The Data was gathered through an open-ended questionnaire. After that, the researcher analysed the data by transcribing, coding, and interpreting the data finally the writer reported the data qualitatively. The result showed that the English teachers had a positive perception of implementing the project-based assessment also they create lesson plans first before teaching and applying project-based as their assessment, the barriers are time allotment which needs more time, and the unreadiness of the students in applying project-based as the assessment. The teachers hope another teacher can apply PBA maximally so that they can achieve the objective of the learning.

**Key words:** *Assessment, Project Based Assessment, Teaching*

### INTRODUCTION

Education has a purpose, the most heard in UUD 1945 is to make the pupils in Indonesia clever, had a good attitude, respect each other, and benefit one another. Indonesia to be clever. We realize that the government makes education near to us, it is named school. School is made for systematic planning of learning program which has professional teachers, and good students from the lowest level to the university level.

To gain the purpose of education, teachers have to give a contribution to enhancing the ability of the students. One of the ways that can use by the teachers is giving a good strategy in teaching the learning process. This strategy gives effect the process for the students especially in measuring their achievement in the learning process. This experience happened in the classroom. There are some teachers who used a technique named project-based learning which is applied in classroom activity.

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The essential objective of the technique is to make the students actively participate in making some projects. In the middle of the process, the teacher guides them and checks the students' process. During the project, the students are able to ask the teacher and make sure that their work is in line with the guidance given by the teacher. The project-based learning is assessed by using project-based assessment, there are also some scoring rubrics at the end of the project. These three teachers used this technique to measure the ability of the students in working in groups. The project-based assessment also gives benefits to the teachers. Furthermore, a deep understanding of teachers' perception of project-based assessment definitely contributes to better instructing their students in project work and helping them acquire all the skills necessary to develop projects and work collaboratively in project teams.

The researcher conducted an observation of both of the teachers. The researcher limited this research to make it easy and focus on discussion. The researcher would like to know how the teachers perceive, project-based assessment in the classroom. This research has two objectives there are, first is to describe teachers' perception of project-based assessment and to describe teachers' barriers to the

implementation of project-based as the tool to assess the project for the students.

Intykbekov (2017) researched an attempt to fill existing knowledge and practice gaps in Kazakhstan. The aim of this study was to explore secondary school teachers' perceptions of project-based learning, its benefits, and challenges. The study revealed that participating teachers perceived PBL as a useful teaching approach that has the potential to increase student engagement and help them better understand course content through self-study and learning by doing. From these results, it can be concluded that this study shows that teachers understand PBL from both positive and negative perspectives through the perception of benefits and implementation as well as challenges. It is considered that the findings of this study will increase student motivation and equip teachers with the necessary skills to implement PBL successfully.

Baysura (2018) investigated teacher candidates' perceptions of PBL approach in different variables. The findings show that more than half of prospective teachers stated that they had studied the PBL approach in theory, but almost half said that they had not had the opportunity to apply it in the classroom because they had not been able to maximize their teaching time in the form of projects to students. The

results of the study show that prospective teachers already understand the PBL approach in theory, but in the field, it shows a lack of skills and knowledge in managing it can cause them to experience difficulties during the process of implementing it in class. To equip them with the necessary skills and information, teacher candidates should be given more time to practice PBL in their pedagogical courses thereby providing opportunities for them to use and apply this approach to their students in the classroom. For further research, it can research more about pedagogical courses that can be designed according to PBL and carry out investigations about the impact of teaching the use of PBL to students in the classroom.

The difference between previous research and this research lies in the focus of the research. Previous studies focused on the learning process (project-based learning) while this research is focused on project-based assessment. The similarity of previous studies is in the case. Cases that focus on teacher perceptions in order to gain essential knowledge that can be useful for teachers who will use project-based assessment as a method for providing assessments to their students. In line with this point, this research involved experienced teachers to ensure the

validity of the data needed according to the expectations of the research result.

According to Gergen (1995 in Aldabbus 2018), project-based learning (PBL) is a teaching method that focuses on student development based on constructivism and constructionism theories. A literature review shows that PBL is intensified for testing and adaptation in various educational institutions around the world so that its implementation can be maximized by educators (Pereira, et al, 2017) and PBL also opens learning opportunities for students where they can work collaboratively in groups to answer questions that require analysis of answers to shared views, solve problems, or track challenges with the aim of creating the final product in the form of a project (Widiana et al (2021) Barak and Yuan (2019) reveal that although the PBL process has an influence positive in cultivating innovative thinking by student learning groups but in fact found differences in behavior that lead to the generation of innovative ideas. Chen and Yang (2019) stated that PBL does not limit students to only being able to acquire content knowledge, but also focuses more on mot skill development their organic and social aspects, such as seeking information from different sources, thinking critically, solving problems with various solutions, self-evaluating,

giving brief and clear opinions, and providing final results in the form of presentations which are recommended for lifelong learning.

The thing that makes PBL projects different from the regular projects that students usually undertake at the end of a semester or academic year is that they do not end with a predetermined outcome or take a limited path decided in advance by the instructor but the focus of project-based PBL creates more freedom to students in order to develop their skills optimally so that they can choose the appropriate topics, and resources to be qualified to be tested, share responsibility among group members, and in that way, they design and present their final projects properly (Leong, et al., 2018).

According to Izzah (2021), his research shows that only a few teachers experience difficulties implementing the PBL method in their classes. However, this method, like other teaching methods, has some drawbacks as illustrated by Habok and Nagg (2016) that students also actively participate in the evaluation process, their research also focuses on analyzing teacher perceptions, the teacher's role, and evaluation in PBL in traditional classrooms. instructions.

Based on the previous studies mentioned above, the current research will focus on how ELT teachers'

perceptions of project-based assessment are applied to learning activities and what are the obstacles teachers face in implementing PBA in classroom activities. The purpose of this research will provide new insight into the teacher's perspective in using project-based assessment of student learning outcomes.

## METHODS

This current study used a qualitative case study due to the details to explain ELT teachers' perception of project-based assessment. Qualitative focused on understanding people's beliefs, experiences, attitudes, and behaviors (Cresswell, 2012). Data collection method used by using an open-ended questionnaire, which tends to give detailed information about their perception of PBA that applied to the classroom.

### Research Site and Participant

The participant of this research is teachers because the main data of this research is based on teachers' point of view. The English teachers were named Walida Wahid Fitriani from SMP N 2 Sulang, Rosi Tri Andani from MA Darul Amanah Semarang, and Nur Farida Khotam from MA NU Nurul Huda Semarang. These teachers are already teaching for 5 years till now and who applied project-based assessment.

## Research Procedures

In gathering the data, first of all, the researcher did an observation and permit to the teacher to get allowed in doing the research. After that, the researcher and the teachers make a schedule to conduct an interview as the observation section. Then the researcher used an open-ended questionnaire to get the data. After that, the researcher identifies the main data to answer the objectives of the research by transcribing the written form and interpreting the data. After compiling the data and analyzing the data, the researcher can conclude the data and make a report qualitatively.

## Data Collection and Analysis

According to Creswell (2012), the data was analyzed qualitatively. Data provided from the teachers' questionnaire responses were analyzed by content analysis. Content analysis is one of the methods used for qualitative data analysis, there are some steps to conduct in analyzing data by using content analysis. Latipah and Purnawarman (2019) asserted that content analysis steps that were applied to the data proven from the open-ended questions can be summarized in the following way :

1. The data has to be proofread many times so that the researcher could find the main

idea of the responses from the correspondence

2. Determine initial code, this step has aim to make the researcher easy to differentiate between one data to another
3. the result of responses were read carefully into detail; sentence by sentence and the codes were specified and marked.
4. The codes were rechecked and revised several times to make sure, that the correctness of the data was found in accordance with the corresponding responses. Then, categorized each response based on the needs of the data.
5. The coding process conducted by the researcher
6. The codes and themes extracted from the data.
7. The findings were interpreted under each theme, and quotations from responses were used to illustrate the themes.

Ortega and Minchalla (2017) stated that the credibility of the findings (alternative or rival themes, codes, and responses) that is, not only seen from the supportive responses but also unsupportive ones, should be taken into account. Thus, during the content analysis process, alternative, rival, and unsupportive responses were also coded and used as evidence.

## FINDINGS AND DISCUSSION

### Findings and discussion

The findings and discussion presented the data from the analysis of the questionnaire response. Those to explain ELT teachers' perception of project-based assessment.

### ELT Teachers' positive perception of Project-based assessment

In collecting information about ELT teachers' perceptions, the researcher employed an open-ended questionnaire. Below are the exemplary responses from the teachers:

*In my opinion, when we talk about Project-based assessment we also talk about project-based learning the purpose is to investigate problem-solving. I totally agree that PBA (Project-based assessment) is a good alternative way to assess students' work in detail and in a group. (Teacher 1, questionnaire, 031122).*

*Project-based assessment is an alternative assessment to engage the learning more concrete ways. PBA is students centered and required reflection on both the content and the process of the knowledge. I perceived that PBA has some strengths and benefits, for example, it will increase students' motivation*

*and improve students' problem-solving skills. PBA also increases collaboration between students because they will work in a group. (Teacher 2, questionnaire, 031122).*

*In my opinion, PBA can assess students' psychomotor and syntactical. The focus of PBA is on the score. PBA as an assessment in curriculum 2013. The government gives alternative ways for a teacher to assess a project. The students have to do a big work in a group, the students are also very attractive when conducting project ideas to another, they can share one another, and PBA actually helps a lot in assessing them. (Teacher 3, 031122).*

According to the answers, the researcher concludes that the teacher perceived PBA positively. They perceived that PBA is an assessment that engages the learning process more concretely by investigating problem-solving in the learning process and it also assesses students' psychomotor and syntactical to make them more attractive and critical when doing the project.

Based on the questionnaire, the teachers also mention that they create projects in a group and assess it by using scoring rubrics. So that it can be concluded that PBA is the technique used to make student work in groups



and try to build responsibility among them. The teachers monitor their work and evaluate the learning.

**Teachers' barriers in implementing PBA; Less student motivation, students' confidence, and the need for extra time allocation.**

Besides the teachers having a positive perception of project-based assessment, they also had barriers to implementing project-based assessment in the classroom. Below are the exemplary responses from the questionnaire.

*In my experience, Project-based assessment needs a lot of time to do while the time allocation is not enough only to do the project. (Teacher 1, questionnaire, 031122).*

*In my opinion, the barriers faced are the less of students' motivation, students' confidence, and the need for more time allocation to prepare the project and assessment. (Teacher 2, questionnaire, 031122).*

*I think I had barriers in controlling their activity all the time, I cannot do supervised each student. (Teacher 3, questionnaire, 031122).*

Based on the responses above, the researcher concludes that the most

barrier faced by the teachers is the need for extra time allocation, some of them also mentioned that the students have less motivation because the project sometimes makes them anxious to do, then it becomes the students had less confidence, therefore the teacher also try to guide them in finishing the project. When one other group finished, it can control other students and help each other in giving information.

Moreover, the teachers in dealing with the barriers had some steps too to do, here are the highlight of their responses:

1) Guide the students

The teacher believes that by guiding the students, the project-based assessment will be easy to apply.

2) Giving appreciation for each achievement.

To make students more motivated, what is needed is praise, feedback, and self-evaluation as a form of appreciation for developing their learning abilities.

3) Combining PBA with other assessment techniques so that students' abilities can get maximum scores. The teachers believe that combining PBA with other techniques it will be a key to solving the barriers.

So that according to the findings above the solution to face the barriers to implementing PBA in the classroom activity, therefore not only do teachers play an essential role in class but the participation of the students is the key factor in supporting the success of the implementation of PBA in the classroom activity.

## CONCLUSION

In conclusion, teachers are familiar with PBA but they lack time to evaluate using project-based assessment because it takes a lot of time to analyze the project created by the students one by one so they are less concise in their application in class. They believed they would have a hard time putting it into practice. Despite their ability to apply PBA, almost all said that they would not often apply the method in class assessments but the teachers show a positive perception to implement PBA in the classroom because it shows positive results on the achievement of their students. This study highlights the need for more training for teachers to create effective content related to PBA with the aim of equipping teachers with the skills and information needed, thereby providing opportunities for them to use and practice this approach in their respective classes so that maximum PBA is created.

Based on the above conclusions, future researchers can further develop

PBA research from the student's point of view and can investigate the impact of PBA on student learning abilities. For sure, the results of this study cannot be fully generalized but can be used as a reference and benchmark for conducting future research.

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