

EXPLORING STUDENTS' CHALLENGES IN IMPLEMENTING PROJECT-BASED LEARNING IN TEFL CLASS

Nurlaila Husain

Univeritas Negeri Gorontalo
nurlailahusain@ung.ac.id

Sri Widyarti Ali

Univeritas Negeri Gorontalo
widyartiali@ung.ac.id

Abstract

This study investigates the challenges faced by students in implementing Project-Based Learning (PjBL) in the Teaching English as a Foreign Language (TEFL) course within the English Education Study Program. Using a descriptive qualitative approach, data were collected through questionnaires given to ten TEFL students with PjBL experience. Results show that limited knowledge of PjBL concepts, inconsistent lecturer guidance, and restricted resources contribute to student difficulties, reducing motivation and learning outcomes. The study suggests the need for clearer instructional support, improved facilities, and structured guidance to optimize the effectiveness of PjBL in language education.

Keywords: challenges, English Education Study Program, Project-based learning, TEFL.

INTRODUCTION

Project-Based Learning (PjBL) is an instructional approach designed to deeply engage students through real-world projects that require collaboration, critical thinking, and creativity. Globally, this method has gained popularity across various educational fields as an effective means to bridge the gap between theoretical knowledge and practical skills. According to Meng et al. (2023), PjBL not only enhances academic skills but also builds essential life skills, such as critical thinking, problem-solving, and communication. With advancements in educational technology, PjBL has been further enriched by e-learning platforms that offer students enhanced opportunities for collaboration and interactive learning.

In the context of the Teaching English as a Foreign Language (TEFL) course, one of the subjects taught in the English Education Study Program, the implementation of Project-Based Learning (PjBL) provides opportunities for students to actively and practically engage with the language through direct involvement in projects. Research conducted by Shi (2024) indicates that students who learn language through PBL tend to exhibit stronger language abilities, particularly in communication skills. Another study by Syafryadin et al. (2024) also highlights that PBL contributes to increased motivation and critical thinking skills among EFL students, which are essential aspects of language acquisition. However, despite the widely recognized benefits of PBL, challenges in its implementation cannot be overlooked.

Research by Kasmainsi et al. (2023) reveals that PjBL implementation in various courses faces obstacles such as limited resources, inconsistent instructor guidance, and