

Perceptions of The Department of Japanese Language Education's Students at Universitas Riau on the Project Based Learning Model in the Dokkai Sakubun 4 Class

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ABSTRACT

This study aims to describe students' perceptions of the PjBL learning model in the Dokkai Sakubun 4 class through the project of making extensive reading materials. The population of this research is class 2019 students with a sample of 20 people. The research instrument used was a questionnaire with 25 statement items developed from Daryanto's PjBL theory (2014). From the questionnaire it was found that 96% of students thought that the PjBL model was able to increase student learning motivation, to make them more active in discussions, improve problem solving abilities, increase collaboration skill, make students able to organize tasks well, encourage students to develop, provide experience to students about learning and practice in organizing projects to complete assignments and practice communication skills, providing learning experiences that engage students in a complex manner and are designed to develop according to real-world conditions and make the class atmosphere more enjoyable too.

Keywords: *PjBL, learning model, perception, dokkai, sakubun, Japanese language students*

INTRODUCTION

In learning a foreign language such as Japanese there are four skills that must be mastered, namely writing skills, reading skills, listening skills and speaking skills. These four skills are divided into two aspects, namely receptive aspects and productive aspects. Listening and reading are receptive aspects which are reception and absorption (input), while speaking and writing are productive aspects which are production and language production (output). Receptive skills are a way to increase input in language learning. Especially in reading, in addition to adding vocabulary and sentence input, students can also visually see the shape of the letters being read so that it can add input letters for students.

The learner is not only given input, but he must understand the input. With the word understanding, it means that the learner focuses on the meaning of the message read from the target language and not on the form of the message or the target language (Krashen, 1982). Therefore, input in learning is very important in mastering foreign language skills.

Reading is a skill that can increase knowledge. By reading someone can have many ideas or ideas in communicating. In other words, reading many topics such as politics, social, economics and culture and others will add vocabulary, grammar regarding the topics read. In relation to Japanese, reading a lot will

increase the amount of vocabulary, kanji characters, more coherent storylines and the variety of grammar used.

To keep the motivation and encouragement to read always great, the teacher's teaching can help students read interesting and useful materials as quickly as possible (Finocchiaro & Bonomo, in Tarigan: 1986). One of the obstacles faced by language learners is the limited amount of interesting reading material. Although this reading material can be found in Japanese language textbooks, there are not many of them. Some extensive reading materials can also be found on the internet, but the amount is not sufficient. For this reason, efforts are needed in developing and compiling good and interesting extensive reading teaching materials.

In an effort to prepare good extensive reading teaching materials, lecturers in the Dokkai Sakubun 4 course apply the PjBL learning model. Project-based learning is a learning model that uses projects or activities as the core of learning. The project/project in question is the activity of exploring an extended and in-depth topic which ideally is a topic that is relevant to the material and worthy of attention, time and energy (Rais, 2010). While completing projects, students are encouraged to use their creativity to solve problems in the environment by utilizing their knowledge and skills so that students can produce unique and creative products. (Rahardjanto et al., 2019)

Meanwhile, after implementing the PjBL learning model in the Dokkai Sakubun 4 learning, it was concluded that students' understanding of the PjBL method was increasing along with the project creation process (Nasution, 2023). After the implementation of this PjBL learning model, the researcher intends to find out students' perceptions of the advantages of the PjBL learning model applied in making extensive reading teaching media projects.

The role of the learner as a subject and object in learning is very important in the world of education, because if there are no learners, it can be said that there is no learning process. The process of perception is obtained when the learner is in the learning environment whether the learning process is taking place or not. Suwanto and Fajri (2018: 41), state the nature of perception as something related to the symptoms and experiences one has. The more experience and knowledge a person has, the more and stronger his perception. This one's perception of education is different from one another. As stated by Suwanto and Fajri, that the perception of each person can be different, it is necessary to study student perceptions regarding PjBL in Dokkai Sakubun 4 class.

FRAMEWORK

PERCEPTION

Ali & Asrori (2009) says that perception is an individual's process of interpreting, organizing, and giving meaning to stimuli originating from the environment around the individual. Everyone has their own perception of what they think, see or feel. This shows that perception determines what a person will do to fulfill various interests both for himself, his family and the local community. This perception is what distinguishes one person from another. Perception results from the concretization of thoughts, then gives birth to concepts or ideas that are different from each person even though the object seen is the same.

Student perception is the process of students organizing and interpreting impressions received by the five senses (seeing, hearing, smelling, feeling and touching) to give meaning to the environment at school, including during the learning process. The role of students as subjects and objects in learning is very central in the world of education, because if there are no students, it can be said that there is no learning process. The process of student perception is obtained when students are in the school environment both when the learning process takes place or not.

Project Based Learning (PjBL)

The project-based learning model has characteristics that make the teacher a facilitator to provide problems in the form of projects that must be completed by students. This then makes students have to design projects and frameworks to create solutions to these problems.

Project based learning according to Saefudin (2014) is a learning method that uses problems as a first step in gathering and integrating new knowledge based on experience with real activities in life. Fathurrohman (2016: 119) says that project-based learning is a learning model that uses projects/activities as learning tools to achieve attitude, knowledge and skill competencies. This learning is a substitute for learning that is still teacher-centered. The emphasis of this learning lies on the activities of students who at the end of learning can produce products that can be meaningful and useful.

According to Daryanto (2014) Project Based Learning, or PJBL is a learning model that uses problems as the first step in gathering and integrating new knowledge based on experience and real activities. PJBL is designed to be used on complex problems that students need to investigate and understand.

The steps for implementing the PJBL (Project Based Learning) learning model according to Mulyasa (2014) are as follows: a) Prepare questions or project assignments. This stage is the first step so that students observe more deeply the questions that arise from existing phenomena; b) Design project planning. As a concrete step to answer the existing questions a project plan can be prepared through trials; c) Develop a schedule for the concrete steps of a project. Scheduling is very important so that the project is carried out in accordance with the time available and according to the target; d) Monitor project activities and progress. Students evaluate the project that is being worked on.

The steps for implementing PJBL (Project Based Learning) according to Widiaworo (2016) are as follows: a) Determination of basic questions; b) Designing planning project planning carried out collaboratively between teachers and students; c) Arranging a schedule; d) Monitor students and project progress; e) Test results; and f) Evaluating experience

The advantages of Project Based Learning (PjBL) according to Daryanto (2014) are as follows: 1) Increasing students' learning motivation to learn, encouraging students' abilities to do important work and students need to be respected; 2) Improving the ability to solve problems; 3) Make students more active and successful in solving complex problems; 4) Increase collaboration; 5) Encouraging students to develop and practice communication skills; 6) Improving students' skills in managing learning resources and practice in organizing projects, and making allocations of time and other resources such as equipment to complete assignments; 7) Provide learning experiences that involve students in a complex manner and are designed to develop according to the real world; 8) Involve students to learn to take information and show their knowledge, then implement it in the real world; 9) Make the learning atmosphere fun, so that students and educators enjoy the learning process.

Extensive Reading

Extensive Reading is a technique in teaching reading which is defined as a situation in which the learner reads a great deal of material at the reading level of the reader in a new language. The purpose of reading is for general, overall meaning and for information as well as pleasure (Day & Bamford, 2004). It is projected to build a positive attitude towards reading, to develop good reading habits, build vocabulary and structure knowledge (Richard & Schmidt, 2010).

Day & Bamford, (2004) say there are ten main principles or characteristics in extensive reading as an approach to language learning which are identified as factors of success in extensive reading activities namely; 1) The reading material is easy, 2) The availability of various reading materials on various topics, 3) Students or readers can choose which books they want to read. 4) Students read as much as possible, 5) The purpose of reading is related to pleasure, information, and general understanding, 6) Reading is the advantage, 7) Reading speed is usually faster than slower, 8) Reading is individual and silent, 9) The teacher directs and guides his students. 10) The teacher is a role model for readers.

METHODS

In this section, describe what data you used in your research, where you collected/obtained your data from, how you collected them, and how you analyzed them.

The method used in this research is a descriptive method with a quantitative approach. The place for conducting this research was in the Japanese Language Education Study Program, Universitas Riau. The population of this study were students from class of 2019 taking the Dokkai Sakubun 4 course with a research sample of 20 people.

The data in this study were the results of a questionnaire and the instrument used was a questionnaire developed from Daryanto's PjBL advantages theory (2014). Questionnaire indicators totaled 9 items which were developed into 25 statement items. The Likert scale used is 4 scale options; Strongly Agree, Agree, Disagree and Strongly Disagree. Questionnaires were distributed via the Google Form link, the results of which were analyzed using descriptive statistics

RESULTS AND DISCUSSION

After students complete the extensive reading material project according to the PjBL learning model, the lecturer distributes questionnaires to find out students' perceptions of the PjBL learning model. This questionnaire consists of 25 statement items developed from 9 indicators referred to the PjBL strength theory Daryanto (2014).

Following are the results of the questionnaire which will be translated from the 9 indicators referred to:

Table 1. Indicator 1: Increases Students' Learning Motivation

10. Tugas proyek membuat saya lebih kreatif. □					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Setuju	1	5.0	5.0	5.0
	Setuju	12	60.0	60.0	65.0
	Sangat Setuju	7	35.0	35.0	100.0
Total		20	100.0	100.0	□

21. Setelah mengikuti pembelajaran dengan model PjBl yang telah dilaksanakan, saya menjadi senang belajar Dokkai Sakubun.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	16	80.0	80.0	80.0
	Sangat Setuju	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

24. Saya jadi paham akan langkah-langkah pelaksanaan PjBl setelah diterapkan dalam pembelajaran Dokkai Sakubun 4.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	16	80.0	80.0	80.0
	Sangat Setuju	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

In item 10 (Project assignments make me more creative), 60% students agree that this project assignment can make them more creative, this is because students are given the freedom to choose the project theme to choose the illustration to be used. Although students are given the freedom to choose, the lecturer still acts as a facilitator.

In point 21 (After participating in learning using the PjBl model that was implemented, I became happy learning Dokkai Sakubun), 80% students also thought that they enjoyed learning Dokkai Sakubun 4 with the implementation of this PjBl model. This is because the PjBl model is different from conventional methods such as lectures so that students actively collaborate in class and outside so students are not considered boring.

A total of 80% of students answered that they agreed, and the rest strongly agreed to the questionnaire items which stated that they understood the PjBl steps. This is because there are student worksheets that guide them in completing projects.

From the three items in the questionnaire statement, it can be concluded that 74% of students feel that their learning motivation increases with the implementation of PjBl in learning Dokkai Sakubun 4. Motivation is an important factor in learning, where according to Ula (2013), motivation is a psychological factor that influences student learning outcomes. By increasing student motivation, student grades will tend to increase.

Table 2. Indicator 2: Improving The Ability to Solve Problems

9. Dosen memberikan pengarahan dengan baik dalam proses perancangan proyek.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	8	40.0	40.0	40.0
	Sangat Setuju	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

22. Saya memahami konsep dasar PjBl setelah menerapkannya dalam tugas proyek.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	16	80.0	80.0	80.0
	Sangat Setuju	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

23. Saya tidak memahami tujuan dari pelaksanaan PjBL dalam pembelajaran Dokkai Sakubun 4.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	1	5.0	5.0	5.0
	Tidak Setuju	11	55.0	55.0	60.0
	Sangat Tidak Setuju	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

60% of students strongly agree and the rest agree that with explanations and directions from supporting lecturers in the process of project design, students understand how to solve problems that will be outlined in project preparation.

80% of students agreed and the rest strongly agreed that they could understand the basic concepts of PjBL in the process of compiling the Dokkai Sakubun 4 project. This can be seen from the steps students took according to the basic concepts of PjBL applied. By directly practicing making this reading material, students will understand the concepts and steps in implementing PjBL.

In point 23 (I do not understand the purpose of implementing PjBL in Dokkai Sakubun 4 learning) 95% of students think that they understand the purpose of implementing PjBL in Dokkai Sakubun 4 learning. This can be seen from the results of the project they made on extensive reading material. Students receive an explanation from the lecturer regarding the concepts and objectives of PjBL at the beginning of the meeting. In addition, working on projects directly makes them understand the objectives of PjBL more. This can be seen from the students' ability to re-explain the objectives of implementing this PjBL orally in class.

From these three questionnaire items, it can be concluded that the majority of students are able to solve problems in working on extensive reading material projects in Dokkai Sakubun 4 learning. This is due to adequate guidance from lecturers in project assignments, students' understanding of the basic concepts and objectives of PjBL alone.

The benefits of increasing solving abilities are in accordance with one of the points of the PjBL model principles according to Fathurrohman (2016) which states that PjBL is not only on basic skills and knowledge, but also has a major influence on fundamental skills such as problem solving, group work, and self management.

Table 3. Indicator 3: Encourages Students to be More Active and Successful in Solving Complex Problems

15. Aktivitas kelompok mendorong saya untuk berani mengemukakan pendapat.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	14	70.0	70.0	70.0
	Sangat Setuju	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

18.arahan-arahan dari dosen membuat saya lebih aktif. ⁴²					
		Frequency.	Percent.	Valid Percent.	Cumulative Percent.
Valid.	Setuju.	15	75.0	75.0	75.0
	Sangat Setuju.	5	25.0	25.0	100.0
	Total.	20	100.0	100.0	

70% of students agree and the rest strongly agree that group activities make students more courageous in expressing opinions and suggestions on problems in project preparation. This small group of about four people requires them to have discussions starting from determining the theme of the reading material to preparing for the final presentation.

75% of students agree and the rest strongly agree that with the direction and explanation from the lecturers it makes students more active and creative in pouring ideas into preparing projects for making extensive reading teaching materials. This direction is intended so that the projects prepared by students do not deviate from the goals set at the beginning of the project.

Therefore, it can be concluded that in indicator 3, students are more courageous in expressing opinions and students think that the lecturer provides directions on how to choose an interesting theme, how to determine illustrations, choose the right vocabulary and sentence patterns and use funds as efficiently as possible so as not to burden students financially .

Table 4. Indicator 4: Increase Collaboration Power

6.Kemampuan saya untuk bekerja sama dalam kelompok tidak meningkat dengan penerapan PjBl di kelas ini. ⁴³					
		Frequency.	Percent.	Valid Percent.	Cumulative Percent.
Valid.	Setuju.	1	5.0	5.0	5.0
	Tidak Setuju.	13	65.0	65.0	70.0
	Sangat Tidak Setuju.	6	30.0	30.0	100.0
	Total.	20	100.0	100.0	

25.Saya dapat menerima kritik/saran dosen terhadap proyek yang saya hasilkan. ⁴³					
		Frequency.	Percent.	Valid Percent.	Cumulative Percent.
Valid.	Setuju.	11	55.0	55.0	55.0
	Sangat Setuju.	9	45.0	45.0	100.0
	Total.	20	100.0	100.0	

As many as 65% of students disagreed and 30% of students strongly disagreed that they could work together with group mates in completing the extensive reading teaching material project for Dokkai Sakubun 4 learning. This is in line with the objective of this PjBL model, which is to improve students' ability to work together with others. Through the process of collaborating with group mates, students practice accepting differences of opinion and prioritizing group interests over personal interests.

Some 55% of students agree and the rest strongly agree that they can accept criticism/suggestions from friends on the projects they produce. This can be seen from the results of student projects which are presented well and in accordance with the basic concepts of PjBL. The process of making this project is inseparable from group discussions, where in discussion activities of course students have different opinions so that criticism and suggestions are commonplace.

So it can be concluded, for indicator 4, more than 90% of students think that their collaboration power increases through this PjBL learning model. This can be seen from the increased ability to work together in working on the project for making this reading material. Through group discussions, students can receive criticism/suggestions from other friends.

Table 5. Indicator 5; Encourage Students to Develop and Practice Communication Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	3	15.0	15.0	15.0
	Tidak Setuju	9	45.0	45.0	60.0
	Sangat Tidak Setuju	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

11. Saya tidak dapat berpendapat dengan santun ketika berdiskusi dengan teman.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	11	55.0	55.0	55.0
	Sangat Setuju	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

12. Kesempatan berdiskusi dengan teman kelompok mempermudah saya dalam mengerjakan proyek.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	2	10.0	10.0	10.0
	Tidak Setuju	13	65.0	65.0	75.0
	Sangat Tidak Setuju	5	25.0	25.0	100.0
Total	20	100.0	100.0		

13. Saya tidak menyukai diskusi dan belajar berkelompok dalam proses pembelajaran Dokkai Sakubun 4.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Setuju	12	60.0	60.0	60.0
	Sangat Tidak Setuju	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

16. Aktivitas kelompok tidak meningkatkan kemampuan saya untuk menghargai pendapat teman.

As much as 85% of all students disagree that they cannot argue politely when discussing. During project work, the ability to communicate in expressing student ideas is increasing. This is because students go through several stages of discussion during the project work. Furthermore, students also make presentations on the results of project work, where in this presentation students also comment on and provide input on the results of other group projects.

All students are of the opinion that having the opportunity to discuss with group mates can develop creative ideas in preparing extensive reading teaching material projects for Dokkai Sakbun 4 learning. Communication skills can also be honed through group discussions. Discussions make students accustomed to expressing opinions and suggestions without hurting friends' feelings.

A total of 90% of students disagreed and strongly disagreed with the statement that students did not like discussions and group learning in Dokkai Sakubun 4 learning. This was evident from the enthusiasm of the students when the discussion was held in the preparation of extensive reading teaching material projects in Dokkai Sakubun 4 learning. However, there are 2 students who think that they do not like discussion. These two students are students who tend to be quiet in their daily lives. Even though they don't like discussions, they still do well in these activities.

All students who were involved in the preparation of the extensive reading teaching material project in Dokkai Sakubun 4 learning agreed that group activities could improve the ability to respect opinions.

From the statements above, it can be concluded that for indicator 5, although there are still a handful of students who do not like discussion activities, most students agree that PjBL is able to make students develop and practice communication skills. This ability is obtained through group discussions, and in the process requires students to be able to respect the opinions of friends. Although there are still a handful of students who do not like discussion activities, most students agree that PjBL is able to make students develop and practice communication skills. This ability is obtained through group discussions, and in the process requires students to be able to respect the opinions of friends.

Table 6. Indicator 6: Improving Students' Skills in Managing Resources

2.Saya mengumpulkan informasi dari buku perpustakaan ataupun internet sebagai literatur pembuatan proyek. ⁴²					
		Frequency ⁴³	Percent ⁴⁴	Valid Percent ⁴⁵	Cumulative Percent ⁴⁶
Valid ⁴⁷	Tidak Setuju ⁴⁸	1	5.0	5.0	5.0
	Setuju ⁴⁹	12	60.0	60.0	65.0
	Sangat Setuju ⁵⁰	7	35.0	35.0	100.0
	Total ⁵¹	20	100.0	100.0 ⁵²	

8.PjBL tidak membuat saya menjadi lebih bertanggung jawab dalam pencarian data yang faktual untuk proyek. ⁴²					
		Frequency ⁴³	Percent ⁴⁴	Valid Percent ⁴⁵	Cumulative Percent ⁴⁶
Valid ⁴⁷	Setuju ⁴⁸	2	10.0	10.0	10.0
	Tidak Setuju ⁴⁹	13	65.0	65.0	75.0
	Sangat Tidak Setuju ⁵⁰	5	25.0	25.0	100.0
	Total ⁵¹	20	100.0	100.0 ⁵²	

14. Pembuatan proyek membantu saya dalam memahami materi pelajaran Dokkai Sakubun 4.					
		Frequency.	Percent.	Valid Percent.	Cumulative Percent.
Valid.	Setuju.	18	90.0	90.0	90.0
	Sangat Setuju.	2	10.0	10.0	100.0
	Total.	20	100.0	100.0	

As many as 95% of students agree and strongly agree with the statement of collecting information from library books or the internet as project-making literature. This can be seen from when the students presented the results of the extensive reading teaching materials project that they made, there were sources from the literature they used.

All students agree that applying the PjBL method to Dokkai Sakubun 4 learning can make students better understand Dokkai Sakubun 4 learning material.

This indicator was answered positively by the majority of students. However, there are still students who think that PjBL does not make them more responsible in searching for data. This is because these students feel they can rely on their group mates in searching for data so they don't feel the need to find their own sources..

Table 7. Indicator 7: Provides Experience to Students about Learning and Practice in Organizing Projects to Complete Assignments

1. Saya merencanakan proyek yang akan saya buat.					
		Frequency.	Percent.	Valid Percent.	Cumulative Percent.
Valid.	Setuju.	9	45.0	45.0	45.0
	Sangat Setuju.	11	55.0	55.0	100.0
	Total.	20	100.0	100.0	

3. Saya tidak dapat menyelesaikan proyek sesuai jadwal yang sudah ditentukan.					
		Frequency.	Percent.	Valid Percent.	Cumulative Percent.
Valid.	Tidak Setuju.	14	70.0	70.0	70.0
	Sangat Tidak Setuju.	6	30.0	30.0	100.0
	Total.	20	100.0	100.0	

7. Lembar kerja mahasiswa (worksheet) menjadi pedoman bagi mahasiswa dalam pengerjaan proyek.					
		Frequency.	Percent.	Valid Percent.	Cumulative Percent.
Valid.	Setuju.	15	75.0	75.0	75.0
	Sangat Setuju.	5	25.0	25.0	100.0
	Total.	20	100.0	100.0	

All students agree with statement point 1. Students complete the extensive reading teaching material project by making plans in advance. This can be seen from the process and reporting that students do every week with the lecturers in charge of the Dokkai Sakubun 4 course. At each Dokkai Sakubun 4 lecture meeting, students explain and present the results of the projects they have made.

All students disagreed and strongly disagreed with the statement that they could not complete the project according to a predetermined schedule. This can be seen from the evaluation activities carried out every week by the supporting lecturers regarding the process of preparing the extensive reading teaching material project for Dokkai Sakubun 4 learning, students presenting and explaining the stages of preparation that they have carried out each week.

100% of students strongly agree with the existence of student worksheets (worksheets) which serve as guidelines for students in working on projects, making students more focused and in accordance with the stages in making PjBL projects in making extensive reading teaching materials in Dokkai Sakubun 4 learning.

Overall, student response to indicator 7 was positive, this was due to the presence of worksheets and planned schedules at the beginning of the PjBL activities so as to enable the project to be more complete according to the estimated time and in its completion, the project can be well organized.

Table 8. Indicator 8: Providing Complex Learning Experiences that Involve Students and are Designed to Develop According to Real-World Conditions.

4. Diskusi kelompok meningkatkan pemahaman saya terhadap materi Dokkai Sakubun 4.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	13	65.0	65.0	65.0
	Sangat Setuju	7	35.0	35.0	100.0
Total		20	100.0	100.0	

19. Kemampuan saya berpikir kritis tidak meningkat dengan penerapan PjBL dalam pembelajaran Dokkai Sakubun 4.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Setuju	1	5.0	5.0	5.0
	Tidak Setuju	15	75.0	75.0	80.0
	Sangat Tidak Setuju	4	20.0	20.0	100.0
Total		20	100.0	100.0	

All students strongly agree with the statement that group discussions can increase students' understanding of the material for Dokkai Sakubun 4. They argue that with group discussions students can exchange understanding about the content of reading material and they can also discuss difficult vocabulary in reading material. .

As many as 95% of students disagreed and strongly disagreed with the statement that students' critical thinking skills did not increase with the implementation of PjBL in learning Dokkai Sakbun 4. This can be seen from the results of the projects students have carried out and the discussions carried out in each evaluation, students are able to express opinions and critical suggestions.

Most of the students thought that they were able to think critically as well as seen from the students' ability to adapt projects made to the targeted level of language proficiency, namely level A2. They are required to be able to adjust the theme, plot, vocabulary, sentence patterns and selection of illustrations according to the A2 level.

Table 9. Indicator 9 Creating a Fun Learning Atmosphere, so That Students and Educators Enjoy The Learning Process

20. Perkuliahan Dokkai Sakubun 4 lebih menarik dengan model pembelajaran PjBL yang telah dilaksanakan.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Setuju	1	5.0	5.0	5.0
	Setuju	15	75.0	75.0	80.0
	Sangat Setuju	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

17. Suasana kelas saat pembelajaran berlangsung tidak menyenangkan.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Setuju	12	60.0	60.0	60.0
	Sangat Tidak Setuju	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

5. Pembelajaran Dokkai Sakubun 4 dengan model pembelajaran PjBL membuat saya lebih aktif di kelas dibanding sebelumnya.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Setuju	1	5.0	5.0	5.0
	Setuju	14	70.0	70.0	75.0
	Sangat Setuju	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

As many as 95% of students agree and strongly agree with the statement that the existence of the PjBL learning model applied in Dokkai Sakubun 4 learning makes learning more interesting because students are very enthusiastic and more active in planning the preparation of extensive reading teaching material projects.

All students also felt that the implementation of the PjBL learning model applied in Dokkai Sakubun 4 learning made the learning atmosphere more enjoyable because students were given the opportunity to express their creative ideas in preparing projects for making extensive reading teaching materials.

95% of students agree and strongly agree that the PjBL learning model makes them more active in class than before the implementation of the PjBL learning model. This can be seen from the activeness of students in giving suggestions to other group projects.

From indicator 9, it can be concluded that Dokkai Sakubun 4 lectures with the application of the PjBL learning model make the class atmosphere fun, interesting, and make students more active.

CONCLUSION

Based on the results and discussion of the research, it can be concluded that students feel that their learning motivation has increased with the implementation of PjBL in Dokkai Sakubun 4 learning, are able to solve problems in working on extensive reading material projects in Dokkai Sakubun 4 learning, are more courageous in expressing opinions, besides that their collaborative power increased through this PjBL learning model. This can be seen from the increased ability to work together in working on the project for making this reading material. Through group discussions, students can receive criticism/suggestions from other friends.

Even though there were still a handful of students who did not like discussion activities, most students agreed that PjBL was able to make students develop and practice communication skills. This ability is obtained through group discussions, and in the process requires students to be able to respect the opinions of friends. In addition, there are still students who think that PjBL does not make them more responsible in finding data, although most students agree that PjBL can improve students' skills in managing resources. This is because these students feel they can rely on their group mates in searching for data so they don't feel the need to find their own sources.

Overall, students agree that PjBL provides experiences about learning and practice in organizing projects to complete assignments. This is due to the presence of worksheets and planned schedule creation at the beginning of PjBL activities so as to enable the project to be more complete according to the estimated time and in its completion, the project can be well organized.

Most of the students thought that they were able to think critically as well as seen from the students' ability to adapt projects made to the targeted level of language proficiency, namely level A2. They are required to be able to adjust the theme, plot, vocabulary, sentence patterns and selection of illustrations according to the A2 level. Students also think that Dokkai Sakubun 4 with the application of the PjBL learning model makes the class atmosphere fun, interesting, and makes students more active.

This is in line with the results of Nasution's research (2023) which states that students' understanding of the PjBL method is increasing along with the project creation process.

For teachers of reading comprehension courses, apart from middle-level classes, this PjBL learning model makes it possible to apply it to beginner-level classes with a longer project duration.

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