THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENCOURAGE LEARNER AUTONOMY

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Abstrak

Project-based learning adalah metode yang dapat memaksimalkan peran siswa dengan menerapkan pendekatan yang terpusat pada siswa dengan menggunakan proyek. Dengan memaksimalkan peran siswa akan mendorong kemandirian mereka. Kemandirian siswa adalah kemampuan penting yang dapat menunjang proses belajar mengajar. Oleh karena itu, penelitian ini bertujuan untuk meneliti bagaimana project-based learning dapat mendorong kemandirian siswa dalam proses belajar mengajar dan bagaimana persepsi siswa terkait penggunaan metode tersebut untuk mendorong kemandirian mereka. Penelitian ini menggunakan kualitatif desain terhadap siswa kelas sepuluh di salah satu sekolah menengah atas di Kediri. Observasi, kuesioner dan interview digunakan untuk mengumpulkan data. Data dianalisis secara kualitatif melalui penyusunan dan pembiasaan, pengkodean dan pengurangan, dan penafsiran serta perepresentasian data. Hasil penelitian menunjukkan bahwa pada tiap langkah pelaksanaan project-based learning menerapkan kemandirian siswa yang mencakup *self-instruction, self-direction, self-access dan individualized instruction.* Selain itu, hasil kedua menunjukkan bahwa siswa berasumsi kemandirian dapat terdorong melalui project-based learning dengan memberikan siswa kesempatan dan kebebasan untuk mengendalikan pembelajaran mereka.

Kata Kunci: Project-based learning, kemandirian siswa.

Abstract

Project-based learning is a method that could maximize students' role by implementing student-centered approach using a project. By maximizing students' role, it will promote their learner autonomy. Learner autonomy is an important ability to support teaching-learning process. Therefore, this research is aimed to investigate how project-based learning could encourage learner autonomy and how the students' perceptions toward the implementation of project-based learning to encourage learner autonomy. This study applies a qualitative research design at tenth graders in one of Senior high school in Kediri. An observation checklist, fieldnotes, questionnaire, and semi-structured interview were used to collect the data. The data were analyzed qualitatively through familiarizing and organizing, coding and reducing, also interpreting and representing step. The results show that in each step in implementing project-based learning, learner autonomy that covered by self-instruction, self-direction, self-access, and individualized instruction were implemented. Furthermore, the second results present that students assume learner autonomy can be promoted through project-based learning by giving the students larger opportunities to engage and freedom in learning.

Keywords: Project-based learning, learner autonomy.

INTRODUCTION

Learning activities in Indonesian high schools still tend to use teacher-centered, in which the teacher plays a greater role than students. Rukim (2010) stated that in Indonesia, some teachers still apply teaching-learning activity in which teachers take great control, and it is called as teacher-centered. In fact, the implementation of teacher-centered more focuses on the teacher, which limit students' opportunity to be actively express their own idea, ability, feeling, and knowledge in the teaching-learning process. The teacher needs to apply the learning method that supports students to be independent in learning, which provides more chances for them to be active in teaching-learning activity. Therefore, student-centered is highly recommended. Through the application of student-centered, the teaching-learning process will be more focused on students directly. Automatically, it gives students the opportunity to take part actively in teaching-learning activity. One of the way to change the teacher-centered into student-centered is by using project-based learning.

Project-based learning is a method that implements student-centered in teaching-learning activity. Astawa,

Artini, & Nitiasih (2017) stated that project-based learning is a method that mostly used to maximize a students' role in teaching-learning activity. Whereas, according to Kokotsaki, Menzies, & Wiggins (2016), project-based learning is a method that focuses on an active student-centered that has some characteristics such as learner autonomy, organized investigation, goal setting, collaboration, communication, and reflection in real-world practices. Generally there are three main stages of project based learning those are: Planning, creating and reflecting the project. Sommer (2013) divided those three stages into six specific stages in order to ease the teacher in conducting project-based learning in teaching-learning process. Those are: 1) questionning, students search the material and were asked of several essential question related to the material by the teacher, 2) planning, the students have to prepare and brainstorm the idea for their project, 3) researching, the students have to observe and search the information they need relared to the project, 4) creating, the students start to make a real product and implement what they have got and known from the previous step, 5) improving, the students improve and revise their project before scoring step, 6) presenting, the students should present and explain their project in front of the class and the teacher taking score their performances also their projects. In conclusion, this theory shows that the students' participations on each stage are larger. Also it focuses on explaining the students' role and activity rather than teachers' role in each activity.

Moreover, project-based learning has so many positive effects for students that have been proven by several researchers. First, project-based learning increases students' motivation, confidence, and achievement. Ramirez (2014) stated that project-based learning is a method that promotes students' intrinsic motivation and positive attitudes toward learning. While George Lucas educational foundation (2001) assumed that project-based learning would make students' achievement are equal even better. Second, it shows a positive impact on increasing students' creativity. It helps students to deliver their abilities, ideas, imaginations, and innovations through the project. Astawa, Artini, and Nitiasih (2017) found that by implementing project-based learning, it influences students on their learning in terms of enthusiasm, confidence, creativity, self-directed, and collaborative learning ability. Moreover, Talat & Chaudhry (2014) reported that after being treated with project-based learning, students were developing their creativity that indicated by their language use and creative thought.

Third, developing communication and collaborative skills. For example, by working in the same group project, students will unconsciously develop communication skills such as initiating discussion and exchanging opinions.

Hann and Bhattacharya (2001) stated that project-based learning would also develop students' collaborative skills. Moreover, in constructing the project, they have to consider all members' opinions and have good teamwork to make a final decision to accomplish the project. Fourth, developing critical thinking and high-order thinking. According to Bradley-Levine & Mosier (2014), by implementing project-based learning, it has a positive effect on the development of students' high order thinking skills. Larmer & Mergendoller (2010) also support Moiser's statement by stated that project-based learning would train students' critical thinking while doing a project. By allowing students to take part in determining their project, it triggers them to think more critically. Fifth, developing problem solving and self-esteem. Thomas (2000) stated that project-based learning could develop students' ability in problem-solving, attitude, and self-esteem.

Since in the processing project, the teachers' role only as a facilitator, so the students have to solve the problem in their own ways. Through this way, it trains the students in problem-solving. Last, developing students' independence and autonomy. Poonpon (2011) stated that project-based learning motivates, empowers and challenges students, which affects students' self-esteem and also autonomy. In every stage of project-based learning, students are free to express themselves by delivering their opinion, making a group decision, creating the project, evaluating the project, improving the project and also solving the problem they found during the process of the project. They are required to do all the steps individually without direct control by the teacher. Besides, cooperative work also influences to increase learner autonomy in discussion and to control the learning activity (Ramirez, 2014).

From those explanations above, it can be concluded that project-based learning influences some skills of the students. One of those skills is learner autonomy. In other words, learner autonomy will be encouraged through the application of student-centered that can be implemented on project-based learning. According to Bell (2010), in her research, project-based learning is a key to create an independent learner and thinker. Independent learners are the learners who are active in developing their knowledge, finding out about something that they are interested in, searching their own preferences in learning, and solving their problems in their own way. Mostly people defined learner autonomy as learner independence since learner autonomy and learner independence have a similar meaning. Learner autonomy is an ability to take charge of someone's own learning, which is not an inborn ability but should be acquired naturally (Holec, as cited in Benson, 2007). He also added that it concerns to the responsibility

for all decision related to the learning activity. Dickinson (1987:11) stated that complete responsibility for one's learning carried out without the involvement of a teacher of pedagogic materials called as autonomy.

There are two different concepts to define learner autonomy. First, explained by Dickinson (as cited in Kumaravadivelu, 2003) that learner autonomy can be indicated by monitoring 1) self-instruction which refers to a situation in which learners work independently without direct control by the teacher, such as students are able to determining the idea, arranging the schedule, doing the task individually, 2) self-direction that can be defined as a situation in which learners accept and take responsibility in deciding all the matter on their project, such as working, submitting the task on time, accepting others perceptions, accomplishing the task well, 3) self-access refers to the situation that learners make use of self-access teaching material or instructional technology, such as finding the material from various sources and using technology to access their material,etc 4) individualized instruction defines as the situation in adapting the learning process either by teacher or students to suit the specific characteristic of an individual learner, such as implementing their own strategies in learning. A project-based learning process could promote learner autonomy by giving the freedom and opportunity for students to control their learning. Those freedom and opportunity could be covered by self-instruction, self-direction, self-access, and individualized instruction that have been explained above.

While the second theory of learner autonomy explained by Benson (1997) explored that learner autonomy which defines by four different perspectives, those are technical, psychological, political, and social-cultural. A technical perspective refers to the act of learning a language outside the formal education contexts (physical setting of learning), such as learning outside the classroom. Psychological perspective describes as a mental aspect of learning and "internal" ability or innate capacities of learning, such as motivation, willingness, and confidence. While the political perspective related to the aspect of how learners control over the learning activities such as opportunities, freedom, and decision, whereas socio-cultural perspective is concerned with the interaction and social participation in developing learner autonomy, such as collaboration with others.

Furthermore, perception is human thought about a particular phenomenon. According to Robbins & Judge (2017), perception is the process of how human beings organize and interpret something so that they can give meaning about the phenomenon that happened in their environment. They also argued perception can be influenced by some factors. Those are perceivers, the target being perceived and the situation when the

perception is created. Therefore every person has a different perception. In conclusion, students' perception is a thought, opinion, feeling of the students that related to an educational substance that they have experienced.

Related to the previous study, Yuliani & Lengkanawati (2017) stated that project-based learning could encourage learner autonomy. The participants of their research were six junior high school students. Their students' project was a role play. Three steps of project-based learning includes planning, implementation and monitoring stages were implemented in their research. The result shows that all four characteristics of learner autonomy were found in planning, creating and monitoring stages. It could be identified by fulfilling the criteria of self-instruction, self-direction, self-access, and individualized instruction in each stage of project-based learning. Besides, they also found several important findings, those are 1) no one is one hundred percent autonomous, 2) learner autonomy needs process that shows irregular patterns, 3) in the implementation stages, learners obtain the highest level of autonomy, 4) In increasing learner autonomy still there are some constraints, 5) learner autonomy varies among learner, 6) between learners' achivement and learner autonomy shows a linear relationship. Meanwhile, another previous study reported that teachers and learners in Indonesia still assume learner autonomy as an unfamiliar concept in teaching-learning activity (Lengkanawati, 2017). Moreover, in her research, the teacher assumes that technical, psychological, political, and social factors influence the success of learner autonomy.

Since learner autonomy is essential to support successful learning, the researcher aims to find out the use of project-based learning to encourage learner autonomy and investigate the students' perception of it. However, just a few studies that discuss this topic. Related to the previous studies, investigation related to the implementation of project-based learning to encourage learner autonomy in senior high school has not been explored yet. Some studies only focus on investigating teachers' perceptions of learner autonomy and the implementation of project-based learning to teach some English skills.

To fill the research gap above, this study attempts to conduct similar research with Yuliani & Lengkanawati (2017) and Lengkanawati (2017) but in different contexts. This research used theory of implementing project-based learning by Sommer (2013) because it focuses on students' role also linear with the theory that were implemented by the teacher during observation. Also, it will focus on students' perception towards the implementation of project-based learning to encourage learner autonomy using the theory by Benson (1997). Moreover, this research project was a digital wall-magazine and carried

out in groups. The research questions are described as follows:

1. How is the implementation of project-based learning encourage learner autonomy?

2. How is the tenth graders' perception towards the implementation of project-based learning to encourage learner autonomy?

METHOD

This research employed qualitative research as a research design. According to Ary (2010), qualitative design is a design that collects all the information from the phenomenon that happens during conducting the research. By applying this research design, it is expected to gather an authentic natural phenomenon on how learner autonomy can be developed during the implementation of project-based learning and investigate the students' perception toward the implementation of project-based learning to encourage learner autonomy.

This research was conducted in the class where the teacher was implementing project-based learning to teach her students. The researcher became an observer who noticed and noted all the activities done by the teacher and students during the implementation of project-based learning. The participants of this study were thirty-six of the tenth graders in SMA Negeri 2 Kediri. The tenth graders were the subjects of this study because, at this level, the students are expected to learn more independently since it is essential in preparing the students to face higher education and able to compete with other people. The researcher chose this senior high school because it is a superior school in all aspect which has implemented the 2013 curriculum since this curriculum was established and the pilot school in implementing UKBM (Unit Kegiatan Belajar Mandiri) "Independent learning unit". Moreover, this school also have implemented project-based learning in their learning activity.

The data of this research was gained from the process of teaching-learning during the implementation of project-based learning and the students' opinion about what they have experienced during the implementation of project-based learning. An observation checklist, fieldnotes, questionnaire, and interview were used to collect the data. To answer the first research question, the researcher used an observation sheet and fieldnotes. Meanwhile, to answer the second research question, the questionnaire and interview were employed. In getting the first data, the researcher observes the steps in the teaching-learning process. The observation was conducted in three weeks. During the observation, an observation checklist was used to check whether the teacher follows the theory of implementing project-based learning or not. Also, the

fieldnote was used to write down all the phenomena and activities that happen during the teaching-learning process.

The first observation was done on March 12-the beginning day of project-based learning implementation. In this observation, project-based learning steps that explored were giving the essential question, planning the project, and researching the project. The teacher decided to divide the steps into three meetings because every stage of project-based learning takes time.

Meanwhile, the second observation was conducted on March 19. Unfortunately, in this observation, the teaching-learning proses were conducted by online learning using zoom meeting. This is because pandemic of corona in Indonesia were going worst. Therefore, the goverment made a policy to stay at home and all the learning activity were redirected into daring learning. The activity began with creating and improving the project. Throughout the teaching-learning process, the teacher became a counselor and facilitator of learning activity. However, the teacher decided to change the project from conventional wall-magazaine into digital wall-magazine.

The last observation was held on March 26. In this last meeting also were conducted by zoom meeting. The teacher decided to use the whole time for students' project presentations. The teacher estimated sufficient time for all six groups performance. Moreover, in every group performance, there were also questions and answers section. It spent a lot of time on every performance.

In attempting to gain the second data, the questionnaire was distributed at the end of the last meeting in the form of softfile. It contains questions refer to their experiences during the implementation of project-based learning.

Then the interview conducted on the next week after the researcher has analyzed the questionnaire. The semi-structured interview was applied by phone call. The questions were following the questionnaire but in more in-depth and more detailed.

After gaining all the data from observation, questionnaire, and interview, the data were analyzed qualitatively. The researcher followed three steps of analyzing data by Ary et al. (2010), those are organizing and familiarizing, coding and reducing, interpreting and representing. First, the researcher organized and categorized the data based on the research questions. Then the researcher familiarized the data by re-reading to comprehend the data. Next step, all the data that have been gained were coded and reduced. Also, the data were associated with the theory. After that, the data that have been gained from observation, fieldnotes, questionnaire, and interview were concluded. Last, the researcher presented the data and correlated with the findings of previous related research and literature.

RESULT AND DISCUSSION
The implementation of project-based learning to encourage learner autonomy
There are several steps that must be followed by the teacher to motivate learner autonomy using project-based learning. Table 1 will explain the stages of implementation of teaching narrative text using project-based learning to motivate learner autonomy.

Table 1. The stages of project-based learning to motivate learner autonomy

Activities in process of teaching-learning	Learner autonomy	Evidences
Pre- Activity	-	-
Whilst-teaching: Giving Essential Questions	self-instruction	Creating the groups Choosing the leader
	self-direction	Working in a group Discussing in group
Planning project stages	self-instruction	Making a timeline Finding ideas Searching narrative text individually Dividing each members' job
	self-direction	Responsibility to discuss in a group and accept the job
	self-access	Searching material Finding narrative text
Researching the project stages	Self-instruction	Identifying structure of text using individual journal
	Self-direction	Accessing the internet Using their strategies
	Self-access	Accessing the internet
	Individualized instruction	Using different strategies in analyzing the text
Creating the project	Self-instruction	Making a summary individually
	Self-direction	Doing and accomplishing the summary
	Self-access	Accessing the internet Using some software
	Individualized instruction	Using different ways to summarize the text.
Improving the project	Self-instruction	Evaluating their work Analyzing their mistakes
		Revising and correcting their work
	Self-direction	Responsibility in fixing mistakes
	Self-access	Using technology in fixing mistakes
Presenting the project	Self-instruction	Practicing and preparing performance
	Self-direction	Responsibility in preparing the performances
	Self-access	Using technologies and internet
	Individualized instruction	Applicating the different learning strategies to master the explanation well
Post-activity	-	-

Based on the table, it could be seen that in the pre-activity and post-activity, there are no activities that motivate learner autonomy because the teaching-learning process still controlled by the teacher. In pre-activity, the teacher checked students' attendance, motivated the students, and explained the topic briefly. While in post-activity, the teacher repeated the materials that have been learned, gathered students' projects and delivered the next material.

However, learner autonomy could be found in whilst teaching. All the stages in project-based learning provided learner autonomy. Starting from giving essential questions, teacher began to stimulate the students by showing a example of narrative text the asked the students to guess the part of the text to check their understanding. In this stage, there were two characteristics of learner autonomy, namely self-instruction and self-direction. In self-instruction, the students were involved in making six groups by making the lottery. Then, choosing the leader of the group actively. They discussed and pointed their friends, which they assumed could become a leader. Furthermore, activities that supported self-direction was the students' willingness to join and discuss their work in a group. Here the students tried to express their opinion related to their project. No student showed a rejection of lottery result, and they could cooperate with others well.

Moving along to planning the project stage, teacher let the students to work with their group without giving direct control to them. Teacher walked around the students to check their progress and make sure all the groups were working on the process. In this stage, self-instruction, self-direction and self-access were found. Self-instruction is shown by the students' participation in discussion to make their group timeline, find ideas on their smartphone, search their narrative text individually. Students discussed the

theme of their project, which is Indonesian folklores, as they searched for ideas and inspiration using their smartphone. They also divided each members' job. They did those activities without direct control by the teacher. These findings are in line with previous related research (see Yuliani & Lengkanawati, 2017). Furthermore, the situation that supports self-direction was when the students were responsible for their learning (Dickinson, as cited in Kumaravadivelu, 2003). Students were taking part in the group discussion to determine the topic and each members' job. Moreover, they were accepting their job voluntarily. While, in self-access, students were free to access the material, ideas, and narrative text that will be summarized from any kind of sources, such as the internet and storybook.

Next, in researching the project stage, teacher as a facilitator of learning process distributed individiual journals to facilitate students' learning activity. Moreover, teacher visited each group and asked their progress. This stage showed self-instruction, self-direction, self-access and individualized instruction. In self-instruction, the students identified parts of their narrative text indivdually. They wrote the information on individual journals that have been given. The individual journal consists of tables to explain the theme, structures, language features, and moral values of their text. The teacher was expected that it could simplify them during summarizing and support their learner autonomy. It made the students work independently in deciding the answer of their journal. These findings are following the results of related research that shows mainly the learners work in groups without direct control by the teacher (see Ramirez, 2014; Yuliani and Lengkanawati, 2017).

However, it was found that there were still some students asking for help from their deskmates, even though they analyzed a different text. This is because those students felt unconfident with their answers and did not understand yet about the material. It is following the findings of Borg & Al-Busaidi (2012), who stated that learners who do not fulfill the criteria are the learners who do not understand the importance of learner autonomy, lack of an independent in learnings' skill, and unusual in taking responsibility in their learning. Besides, several students still tried to search their narrative structures on the internet directly. The students seemed lazy and less of motivation to achieve their goals in learning English (see Rao, 2012). So, based on those findings above, the researcher assumes that self-instruction among those learners was varied. Some students had reached the criteria of self-instruction, and the others had not yet.

Whereas self-direction was supported by the activity in which students were responsible for identifying their narrative text by using some strategies and accessing google translate. While in self-access, the students accessed the internet during learning activities. They searched the translation of the difficult words on the text, mainly using google translate. While individualized instruction was evidenced when students applied different strategies to analyze the text. Some students preferred to read and understand the text many times then write down the information. It was a way to ease them comprehending the text. While others preferred to read and write down the information simultaneously to avoid forgetfulness. Also, some students needed to highlight the important part of the whole text then write the answer. It showed that every student has their own way of comprehending the text.

Next, in creating the project, the teaching-learning process were began conducted using zoom. Here, same as the previous steps, teacher became a facilitator. She gave some softwares' references to create the digital wall-magazine. To maximize the learning process, teacher decided to split the time for each group consultation through zoom meeting. Each group joined the zoom meeting sequentially. In this stage, All four learner autonomy characteristics were found. First, in self-instruction, students started to summarize their narrative text by using their own words without changing the text meaning individually. Also, students decorated their wall-magazine starting from combining each members' summary, putting the decorations, and discussing the color and font. However, while decorating the digital wall-magazine, some students tended to be passive. This is because those students did not have sufficient knowledge and skill to decorate the wall-magazine as well as operate the software. However, some passive students were still able to help their partners by doing another job, such as searching for examples and decoration parts on the internet. Also, they had a willingness to learn from their friends or other sources. Several students who master the software (canva, photoshop and corel draw) seemed to teach their friend, even they were from different groups.

While the rest of passive students seemed to be lazy in this stage. Based on an interview result, they thought that their friends were able to finish their group task. Thus, they did not care about their group task and only played their smartphones. These findings are related to the research conducted by Yuliani & Lengkanawati (2017). They found that there were learners who did not satisfy the self-instruction sstandart completely (0%), only satisfy on half, satisfy on 75%, and 100% of self-instruction. It led to a conclusion that following the findings by Sinclair (as cited in Borg & Al-Busaidi, 2012), who stated that no one is one hundred percent autonomous. However, students were still working cooperatively and in harmony. These findings are in line with the research by Ramirez (2014)

stated that cooperative work gives a positive impact to increase learner autonomy to control their learning.

Moreover, in self-direction, all the students took their responsibility in doing the summary individually. They used any kind of strategy. Moreover, students also used some software and accessed the internet to help them creating digital wall-magazine. It showed their willingness to accomplish the task. Even though several of them still submitted the summary lately and tried to copy-paste several parts from the internet, they still finished their work well. These findings are related to the previous research result conducted by Ramirez (2014). He found that in the implementation project, the students showed intrinsic motivation, which refers to a desire to accomplish the project with great satisfaction. Self-direction was also found when the students shared the job to decorate the wall-magazine using software alternately. They were responsible in accepting their job. However, there were still some members that tended to be passive in a group. They lacked of responsibility to help their group. It is similar to Borg & Al-Busaidi's finding (2012). They explained that most problems come from learners. Moreover, these findings led to the conclusion that the criteria of self-direction among learners were varied. It is similar to the findings of the previous study by Yuliani & Lengkanawati (2017).

Furthermore, the activities that showed self-access is students looked for inspiration and ideas on the internet to decorate digital wall-magazine, mostly on Pinterest. They took some decorations and put them on their wall-magazine. Besides, students also used some software such as corel draw, photoshop, and canva to create digital wall-magazine. They accessed tutorial to operate the software on youtube. Also, they accessed google translate and online dictionary while summarizing the text. It is in line with Yuliani & Lengkanawatis' finding (2017) that students mainly access google translates. All these findings can be concluded that technology usage could help to build learner autonomy.

While, in individualized-instruction, the students used different strategies to summarize the text. Some of them used the information from their individual journals to summarize the text. Whereas the others decided to reread the text once more before summarizing. In addition, to master the software, some students accessed the tutorial on youtube and the others learned from their friend. According to this, the students had a different way to learn based on their characteristics which indicate an individualized instruction. These findings are in accordance with the criteria of individualized instruction explained by Dickinson (as cited in Kumaravadivelu, 2003).

Moving to the improving stage, here, the teacher still separated the time for each group to make the consultation more effective. Teacher gave feedback to improve their projects. She marked the parts that need to be improved. She didn't give the correct answer directly. Also teacher reminded the students to prepare their presentations for next week. Learner autonomy that found in this stage was self-instruction, self-direction, and self-access. Self-instruction was indicated when students evaluated their work individually. After getting the teacher's feedback, students analyzed their mistakes and found the corrections from any kind of sources. Some of them also asked to their friends when they were confused. While the feedback related to the whole project was discussed by the group. These findings are similar to (Ramirez, 2014). He found that learners will learn from their mistakes and interact when they get opportunities to control their learning. He also stated that by conducting a project, students are aware of self-monitoring and self-evaluation of their learning progress.

While self-direction was evidenced when the students were responsible for fixing their mistakes. The students used some credible sources such as a dictionary, pocket grammar, textbook, and others in fixing their mistakes. It showed that they had a willingness and were motivated to complete the task and their goals in learning. Similar findings also found by Ramirez (2014) that students were motivated to accomplish their goals of learning. However, self-access was explored by the usage of technology by the students while fixing their mistakes. Students were free to access and attempt to find the corrections. They searched their grammar correction on the internet or other sources. Besides, for those who got feedback related to the decoration revised the project using software and internet access. It can be concluded that the implementation of project-based learning facilitates self-access learning by giving the freedom to explore the references. These findings are following the related literature by (see Ramírez, 2014; Yuliani & Lengkanawati, 2017).

Moving along to presenting the project stage, this stage also used zoom meeting. The difference was all the group were joined zoom meeting in the same time. Thus, they could presented their project to their friends. In the end of presentation teacher asked some questions related to each group preparation. During the presentation teacher assessed students' performances and projects. However, it was found that self-instruction, self-direction, self-access and individualized instruction were found. In self-instruction, students prepared their performance for presentation individually. Some students had practiced at home. Also, they were making notes, doing mind mapping, or writing the point of their explanation simply. During the presentation, each member should explain their

narrative text individually. However, some students still read almost the whole text. Moreover, some students still made mistakes in pronouncing some words and using incorrect grammar. Some students seemed nervous, lack of confidence, and afraid to make a mistake. At the end of each presentation, students were allowed to ask and suggest their friends' performances. Indirectly, their language skills were developed through their autonomy without direct control by the teacher. It is supported by the findings from Rao (2012), Ramirez (2014), and Yuliani & Lengkanawati (2017). They also found that students are encouraged to develop their language skills. They have a self-motivation to apply specific learning strategies to improve their English skills.

Furthermore, self-direction was indicated by students' responsibility in preparing their performances. They used some kind of strategies and accessed the online dictionary to help them perform well. Ramirez (2014) argued that the learners assume the responsibility for taking an active role during the project to direct their learning responsibility to promote learner autonomy. However, some students seemed lazy during this stage. They did not prepare their performance well. As a result, they did many pronunciation mistakes, looked nervous, and unconfident. They lack of self-motivation to accomplish their goals in this stage. These findings are supported by Yuliani & Lengkanawatis' findings (2017). They also found that students who lack self-motivation performed badly during the process.

Self-access was evidenced by the situation in which the students used any kind of technology to help them in preparing their explanation. However, the indications of self-access in this stage was not as much as in creating and improving the project. Most of the students only used google translate and a digital dictionary to check the right pronunciation. However, for those students who lack of motivation during this process, they stopped to search and use any kind of source in learning. They only relied on their basic knowledge. Rao (2012) found that students who did not access the learning material are those who did not ready to dedicate their time and energy to learn English. The constraints related to the ability of self-access learning were caused by students who lack of autonomous experience in learning (Lengkanawati, 2017).

Whereas, individualized instruction in this stage was shown by some kind of learning strategies used by the students in preparing their performances. Some students preferred to memorize the dialogue, while the others took notes. Those are their efforts to master the explanation well. Also, they were making notes, doing mind mapping, or writing the point of their explanation. They applied a different kind of strategies which suitable with their characters in learning. The findings are following the

previous research conducted by (Yuliani & Lengkanawati, 2017). They assumed that by implementing project-based learning it makes learners learn a particular thing which appropriates with their learning style (auditory, visual or kinesthetic), preferable time (at night or at dawn) either individually or in groups. Ramirez (2014) also supports these findings, he stated that cooperative work in the implementation of project-based learning promotes a high degree of learner autonomy because it provides students' opportunities to be free in exploring their own preferences.

Students' perceptions towards the implementation of project-based learning to encourage learner autonomy
In attempting to answer the second research question, the researcher distributed the questionnaire an did a semi structured interview. The findings of the questionnaire were correlated with theory by Benson (1997), who explained there are four perspectives on learner autonomy. Those are technical, psychological, political, and social-cultural.

Table 2. Technical Perspective

Statements	Percentage
Students like to learn outside the classroom during project-based learning	94.44
Project-based learning motivates the use of technology in learning	100
Teacher give an evaluation of learning during project-based learning	100
Project-based learning promotes responsibility in learning	100

Based on the result, the first findings of the technical perspective show that almost all the students prefer to learn outside the classroom. It is shown by 94.44% of students who agree with the first statement. It was found that they felt bored with the monotone atmosphere in the classroom. They elaborated that they needed a new atmosphere to make them enjoy and feel comfortable while learning. While 5.56% student claimed that they were lazy to learn outside the classroom. Besides, the second finding explains that all the students were motivated to use any kind of technologies during the learning process. Mostly, they used digital dictionary, internet access, and google translate. Also, the students clarified that during processing the project they were required to be independent while searching the material, idea, references and especially on creating the digital wall-magazine. Therefore, they made use of technology to help them accomplish the task easier. Besides, because all the learning activity using online learning, they have to use technologies to help them in learning. The third finding indicates that the teacher gives the evaluation of their learning. The students described at the end of the meeting,

the teacher gave the evaluation in the form of suggestions and comments. Also, the teacher checked the students' individual journal and noticed some part which need to be improved. Moreover, during the presentation teacher corrected some pronunciation mistakes made by students. They added that by teacher's evaluation, it helped them to improve their process of learning. Mostly the teacher evaluated them by giving a clue. Consequently, students needed to be independent in improving their task and learning process.

Fourth findings present that project-based learning supports to build students' responsibility on their task. Students elaborated that during the process, they were responsible and motivated to accomplish the task. Although they worked in a group, they divided the job for all members based on the group agreement. Every member has a different job. Therefore they had to work independently as much as possible and take the responsibility to achieve their common goals. They also explained that the deadline made them more responsible for accomplishing the task on time.

Table 3. Psychological Perspective

Statements	Percentage
Project-based learning motivates students in learning	91.66
Project-based learning promotes creativity	100
Students free to access learning material during project-based learning	100
Project-based learning promotes learner autonomy	100

Based on the table above, there are some findings related to the psychological perspective. First, most of the students (91.66%) are self-motivated to learn through the implementation of project-based learning. Mostly, they clarified that by doing the project, they are more interested in learning. It caused by doing the project, they get more chances to create the project according to their desire. The project also represents their ideas, abilities, and creativity. Besides, they also stated that the project is a media to show their talents. On the contrary, 8.34% of students claimed the project did not boost their motivation, it was the same as usual learning. Whereas the second finding is related to creativity, which can be promoted through project-based learning. All the students are agreed that through the implementation of project-based learning creativity can be promoted. The students argued in the implementation of project-based learning they got freedom to use their ideas, imaginations, and innovations. So that, the students were freed to make their own creations on the project. While the third finding presents that students got the freedom to search their learning material during project-based

learning. All students perceived that they are allowed to use any kind of source to find the learning material, such as the internet, coursebook, dictionary, magazine, and storybook. Thus, they could explore their knowledge and search for their own preferences.

Whereas, the last finding shows that project-based learning could encourage learner autonomy. They confirmed that they had experienced learner autonomy during the process of the project. Furthermore, by doing online learning it required them to be independent in all aspects and it built their autonomy. They explained that the experience of learner autonomy starts from doing the individual tasks, which are searching, analyzing, and summarizing a different narrative text. In creating the project, each member got a different job. Thus, they had to work independently because each member has different responsibilities and it built their learner autonomy. Moreover, students elaborated that they had to decide the theme and design independently. They also confirmed that they had to think critically without the direct by the teacher, which could boost their autonomy in learning. During brainstorming ideas, students explained that they searched some references on the internet independently, such as on Pinterest and other websites. It also happened while students were decorating the project, they searched more inspirations and some part of decorations on the internet. Whereas in improving the project, students were required to find the correction of their mistakes, evaluate their weaknesses, and the lack of their project by themselves. In presenting the project stages, students elaborated that before presenting the project they had to rearrange their summaries of narrative into the simple one independently. They added that some of them usually hesitated to speak English. Those students were afraid to make a mistake during speaking in front of other people. However, with a group presentation, each member was required to speak English, whether they wanted it or not. Thus, it required to practice their explanation and evaluate their words and pronunciations. It helped them to build their autonomy, motivation, and ability unconsciously.

Table 4. Political Perspective

Statements	Percentage
Project-based learning liberate student to use their own learning style	97.22
Project-based learning promotes self-reflection	88.88
Teacher facilitates the learning during project-based learning	97.22

Three statements present the findings of the political perspective aspect. First, the finding shows that the students were allowed to apply their own learning style. Approximately 97.22% of students argued that project-

based learning gave them the freedom to learn in their own way. It happened because by doing the project, the learning activities were not monotone only from the teacher in the classroom. Students were free to learn everywhere and every time which appropriate with their characteristics of learning. However, still, 2.78% students disagreed and explained that they did not realize whether they used their own learning style or not. The second finding shows that around 88.88% students agreed that project-based learning allowed them to do self-reflection on their learning. The students explained that they did reflection to know which part needs to be improved related to their learning. They added that they found a way to learn easily during doing the project which can be implemented on their future learning. Contrarily, around 11.12% students did not realize that they did a self-reflection during the project. While the third finding presents that teacher facilitates the teaching-learning process. Around 97.22% students perceived that the teacher took a part in learning to monitor and facilitate the students. However, the teacher still has a role to monitor the learning activity. The students supported their choices by stated that the teacher asked about the difficulties faced by the students during the process of project. Also, the teacher facilitated the students by giving software references that might help in designing their projects, such as canva and photoshop. Moreover, the teacher distributed individual journals to help the students summarized their narrative text. Moreover, teacher lets the students to ask about anything related to their project anytime by phone or face to face. In the contrary, 2.78% students stated that they teacher gave the same facilitation as a usual learning. They didn't feel that the teacher gave more facilitation in the project-based learning.

Table 5. Socio-Cultural Perspective

Statements	Percentage
project-based learning promotes collaborative skill and teamwork	100
Project-based learning promotes communication skill	100
Project-based learning promotes your competitiveness	88.88

According to those statements above, three findings represent the socio-cultural aspect. The first finding stated that collaboration skill could be promoted through project-based learning. All students agreed that their collaboration skills were developed through project-based learning. They stated that the group project required them to cooperate with others. Students learned to accept other member perceptions, ideas, and suggestions. It also made them respect and appreciate other members. Besides, they also elaborated that it could decrease their selfishness.

Whereas, the second finding explains that communication skill can be promoted through project-based learning. All students agreed with this statement by confirming that they learned to communicate with others in discussion. During the discussion, students had a chance to deliver the idea, respond to other opinions, explain their intention to others. The third finding shows that project-based learning had impact on students' competitiveness. Around 88.88% of students claimed that their competitiveness skills were developed during project-based learning. They claimed that they were motivated to create a better project than other groups. On the contrary, 11.12% of students disagreed that it built their competitiveness. They explained that doing a project on group work strengthens cooperation rather than competitiveness.

CONCLUSION

In brief, project-based learning can motivate learner autonomy. The results of this research show that project-based learning implemented in six procedures. Those are giving essential questions, planning, researching, creating, improving and presenting the project. In each procedure, the teacher gave larger space for students to control over their learning. It is evidenced by in each stage of project-based learning teacher implemented self-instruction, self-direction, self-access, and individualized instruction. On each stage of project-based learning, the characteristics of learner autonomy that implemented in one stage to another are different. Moreover, the researcher found that learner autonomy among learners was varied. Some students may fulfill some indications of learner autonomy, but they may be less in another indication. No one is one hundred percent autonomy. The students still needed help from others, especially their friends and teacher. Moreover, the implementation of project-based learning through online learning also affect on learner autonomy. It caused by during online learning students are required to be independent. It also found that learner are adaptable with online learning because they are digital native who were born and grew up in the era of rapid technological development. However, the teacher' role is important to facilitates and monitors the students in achieving their learning goals. Especially on the alternation of conventional learning into online learning, teacher is adaptable to use technology. Furthermore, the teacher needs to find the right stategy in making the teaching-learning strategy as effective as possible through online learning.

Regarding the students' perceptions shows that students had experienced some characteristics of learner autonomy through project-based learning. Students clarified that project-based learning could encourage their learner autonomy by giving them the opportunity to engage in teaching-learning process. Those opportunities

were allowing to use their creativity, accessing the material freely, using their own learning style, individual problem-solving, motivating themselves in learning, evaluating their work and taking responsibility in learning. Moreover, students thought that the project was a media to deliver their capabilities in creativity and other skills. Also, most of the students felt that project-based learning could develop other skills such as collaboration, communication, critical thinking, and competitiveness. Still, these findings are only based on students' perceptions that need to be proven by testing. Therefore, it is suggested for future researchers to conduct research with testing to check the accuracy of the students' perceptions.

SUGGESTION

It is suggested that the teacher should more motivate the students to accomplish the task willingly and independently. Moreover, it is worth to deliver the impact of learner autonomy in students' learning. Also, both the teacher and students influence the success of developing learner autonomy. This is why the commitment both teachers and students are important in carrying out the learner autonomy**.**

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