

# Enhancing Undergraduate Students' Active Learning through an English Project

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## Abstract

This study was a qualitative research conducted to discover undergraduate students' opinions and views concerning active learning after completing an English project. Applying the cluster sampling and the lottery method. the samples were 85 undergraduate students who enrolled the general English course in the second semester of the 2022 academic year at Udon Thani Rajabhat University. A questionnaire as open-ended question was applied as a single research instrument for data collection. The acquired data was analyzed towards thematic analysis and percentage. Results were revealed that four positive comments frequently mentioned from the undergraduate students were: (1) the English project developed the undergraduate students' speaking skill (86.76%) (2) the undergraduate students gained new knowledge regarding video editing (63.23%) (3) the undergraduate students enjoyed doing the English project (57.35%) and (4) the undergraduate students comprehended individual differences as the team (39.70%). Although the English project produced positive effects but there were still three problems reported from the undergraduate students. These problems were: (1) the weak Wi-Fi signal made the English project ineffective (27.94%); (2) the undergraduate students' different private time brought about unsuccessful collaborative working (17.64%); and (3) the undergraduate students' deficient writing skill affected for writing subtitles of the English project (11.76%). These results were empirical evidence that would be reported to the general English course for further development.

**Keywords:** Active learning, Undergraduate students, Opinions, view

## Introduction

Active learning still plays a significant role in present education worldwide. It seems the foremost pedagogy which helps elevate students to active learners with life-long learning. As an active learner, students believe to self-study and create knowledge or construct new learning things based on their deep comprehension. The active learning is an important factor to scale up the students' learning interests and educational quality. Countries where students are fulfilled

with active learning, they tend to have high potential in creativity, leadership and learning curiosity (Ruggeri, 2022). The creativity arises when the students are engaged with conceptualization that is the students comprehend the learning concept which is then brought into their mind for possibility assessment and finally is constructed as a new created learning product. The leadership happens when the students have confidence in doing something which gives them positive results. Under the leadership concept, it means there are other persons getting involved while doing each activity. In this case, the students see strong points and weakness of each other, so it brings about acceptance in the most skillful member believed to lead the team to success. The learning curiosity occurs when the students feel relaxed and comfortable to learn without any pressure, so creating learning environment to equip with readiness of instructional materials is important. Other empirical outcome of the active learning is to enable the students to adapt themselves in accordance with different environment and also trains them to handle difficulties from unexpected events (Mandelid et al., 2022). As stated by Rahman, Sahid, & Nasri (2022), students whose active learning is being encouraged tend to be able to handle problems or difficulties in which the students must rely on critical thinking for achieving the best solution. While thinking critically, the students are automatically engaged with analysis. It is like preparation for the students to get familiar with problem-solving skill that supports the students for life-long learning. This circumstance is in agreement with Campbell, Heller, & Pulse (2022) who found that the active learning not only strengthens the students' hard skills but also enhances their problem-solving skill. While the students creating a video as their project are interfered with different problems like collaborative work, decision making, content creation and the members' capability. These problems are as challenges giving them new experience to handle the problems in new environment. The consequent outcome is the students gaining life-long learning and comprehending how to adapt themselves to effective teamwork. From the previous result, promoting active learning in present education is interesting.

Referring to the latest trend of worldwide education, a lot of civilized countries see importance of the active learning as related to the 21<sup>st</sup> century learning, particularly in university level. In term of university in Thailand, many teaching approaches have been singled out to endorse the latest educational trend; however, the project-based approach seems to be widely applied in various fields (Darmuki et al., 2023). Advantages of the project-based approach are affirmed by many educators. Zhao & Wang (2022) clarified that the project-based learning supports students in knowledge acquisition, collaboration, problem solving, creativity, in-depth comprehension, self-confidence, empowerment, critical thinking, perseverance, project management and curiosity. Further benefits were reported by Markula & Aksela (2022) showing that students who are assigned to construct a project generally acquire a better level of hard skills and soft skills. An individual project highlights on the students' hard skills whereas a group-work project promotes the students' soft skills rather than the hard skills. As for this study, the project-based approach is the main pedagogy aiming to elevate the undergraduate students as

an active learner, particularly those undergraduate students who enrolled the general English course of Udon Thani Rajabhat University. Under this purpose, the integration of the project-based approach and the course's content are in the form of an English project. In fact, the English project has not yet approved as a core objective of the general English course. Tracing back to the last five years, the course's main objective was normally focused on hard skills in which the undergraduate students' learning assessment was completed by making use of mid-term test and final test. The outcome gained therefore, showed only the course's content acquisition which was not enough to prepare the undergraduate students to handle social adaptation in real-world situations. Moreover, the general English course tends to have an increasing mixture of different-major undergraduate students gathering in the same class and all subjects of the general course are directed to competency-based learning. Owing to these reasons, this study was implemented to examine how an English project reinforces the undergraduate students' active learning. The data acquired is expected to record as a database to endorse the English project as one of important assessment instruments to assess the undergraduate students' potential in English proficiency acquired from the general English course.

### **Research Objective**

The main objective of this study was to discover the undergraduate students' opinions and views concerning active learning after completing the English project.

### **Literature Review**

#### **1. Importance of Active Learning**

Active learning is a pedagogical approach based on constructivism theory. Its focus is on learning procedures rather than content acquisition. The active learning assists learners to link their knowledge and construct their own learning comprehension towards first-hand experience. The active learning style engages the learners with the concept of learning by doing relying on practical learning activities which a teacher's role is changed as a facilitator to advise, suggest, motivate or facilitate the learners to accomplish knowledge acquisition (Zayapragassarazan & Kumar, 2012). This procedure must depend on higher-order thinking (Revan, 1982), meaning that the learners must utilize their analysis, synthesis and assessment from various learning activities to construct their own comprehension, so the learning becomes their meaningful medium supporting them to apply it in other different situations effectively. Li and Sethi (2006) described important characteristics of the active learning as follows;

- (1) the active learning focuses on the learners' brain potential development, e.g. thinking, problem solving and knowledge application
- (2) the active learning gives the learners an opportunity to collaborate in the highest learning process;
- (3) the learners construct the body of knowledge and design the learning process by themselves

(4) the learners participate in learning methods such as constructing the body of knowledge, creating bonds of friendship and focusing on collaboration rather than competition

(5) the learners learn and comprehend shared responsibility, working discipline and duty delegation;

(6) the active learning is a simulation created for the learners to practice reading, speaking, listening and thinking at the deep level in which the learners systemize the learning process by themselves; (7) the active learning emphasizes on higher-order thinking; (8) the active learning engages the learners with integration of data, information literacy and conceptual skill; (9) a teacher's role is a facilitator who facilitates the learners to perform all the learning methods by themselves; and (10) the knowledge gained from the active learning is resulted from the learners' own experience, knowledge construction and the lesson review. These characteristics are beneficial to the learners in various dimensions, so applying the active learning in learning classes is interesting.

## **2. Active Learning Management**

Managing learning process in response to active learning can be created inside and outside the class. It is also appropriate to all styles of learning e.g. individual learning, small group learning and large group learning. McKinney (2008) suggested twelve interesting techniques and styles of active learning management as the following details. First, the think-pair-share technique lets each learner think about the simulated issue and then exchanges ideas with other few classmates and finally shares his/her thoughts to the whole class. Second, a technique of collaborative-learning group is performed by dividing the learners into small group like 3-6 students per group to complete the learning activities. Third, the student-led review sessions technique allows the learners to review sessions as well as to remove unclear issues by asking for assistance from the teacher. Fourth, utilizing games in the class can be applied before the lesson, while in the lesson or after the lesson to draw the learners' attraction. Fifth, analysis or reactions to a video technique begins with having the learners watch the video for about 5-20 minutes and then they are asked to express opinions about the video towards conversation, discussion or writing. Sixth, the student debates technique letting the learners share information from their experience and learning acquisition to affirm their own thoughts. Seventh, having students generate exam questions making the learners learn how to design the examination and have better skills in content comprehension. Eighth, mini-research proposals or project is based on research methodology which the learners use problem-based learning to use a research topic, plan their work, act according to the plan, make conclusion, create a learning product and reflect their thoughts towards their learning products. Ninth, analyzing case studies enables the learners to study a case study and then share ideas to their group to find the best solution for the case study and the final agreement is presented to the whole class. Tenth, keeping journals or logs is performed by the learners noting down events happening in each day, and these events are later discussed or suggested in the whole class. Eleventh, letting the learners write or produce a newsletter in aspect

of articles, information, news or happened events leading the learners to creativity and better writing skill. Lastly, the mapping concept motivates the learners to design their mind-map for showing their concept and lets other classmates ask, recommend and suggest. All the twelve techniques of active learning management are advantageous in different ways. Therefore, selecting of any technique appropriate to the learners should be based on consideration of the learners' context.

### **3. Project-Based Learning**

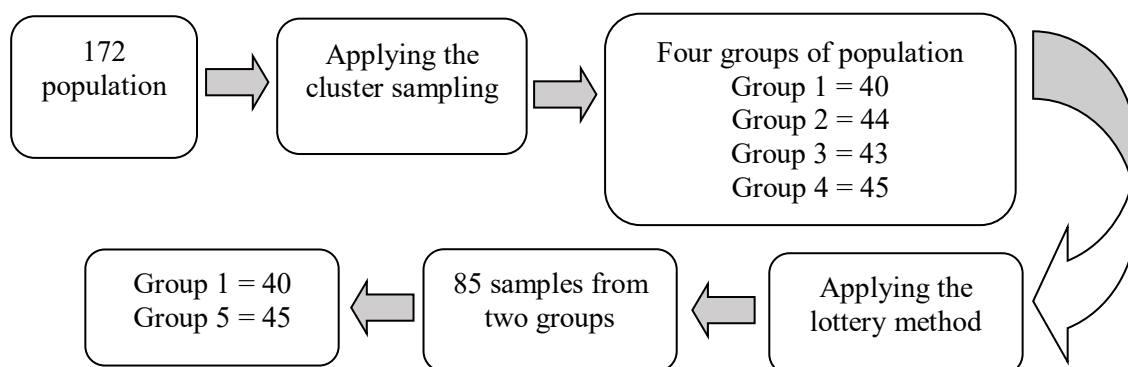
Project-based learning is one of the active learning management. It is the learning process which gives the learners experience in working systematically according to different real-life situations. With the project-based learning, the learners learn how to solve problems as well as how to find facts based on reasonable thoughts. Also, it enables the learners to experiment the learning, prove the learning and plan working by themselves. The project-based learning based on individual work leads the learners to the high-order thinking whereas the group work makes them comprehend status of being leadership and followers. The project-based learning has been found to relate six levels of cognitive learning by Bloom's taxonomy which consists of remembering as the first level, understanding as the second level, applying as the third level, analyzing as the fourth level, evaluating as the fifth level, and creating as the highest level (Chandio, Pandhiani, & Iqbal, 2016). Highlights of the project-based learning are: (1) it focuses on the learners and lets them work according to their potential level; (2) it is one of active learning procedures; (3) the created project is in response to the learners' interests in which they feel relaxed to do it; (4) the learners are fully independent to produce the project; (5) a teacher is a facilitator who gives the learners advice, suggestions and motivation throughout the project; (6) the learners can set the learning by themselves; (7) there is linkage of real-life situations and environment while doing the project; (8) the project motivates the learners' research background in studying, surveying, searching and experimenting; (9) the project procedures must rely on a wide range of data resources; (10) the learners acquire deep knowledge from doing the project; (11) the learners have enough time to produce the project; and (12) it arises a product (DeFillippi, 2001). The project-based learning gives significance to the learners and is related to the learners' active learning, so it is applied in this study.

### **Research Methodology**

#### **1. Population and Samples**

The population of this study comprised of 172 undergraduate students who enrolled the general English course of the second semester of the 2022 academic year at Udon Thani Rajabhat University. Utilizing the cluster sampling, this population was divided into four groups and each group had different number of undergraduate students. The first group contained 40 undergraduate students whereas the second group had 44 undergraduate students. The third group included 43 undergraduate students and the last group consisted of 45 undergraduate students. Under the lottery method, the selected samples were from the first group and the last

group, so the total samples of this study were 85 undergraduate students. Selection of the samples is shown in Figure 1.



**Fig. 1** Stages of the Samples Selection.

## 2. A Research Instrument

In this study, a questionnaire was the single research instrument. It contained an open-ended question asking the undergraduate students' opinions and views regarding the English project. The undergraduate students were independent to express their thoughts through formal or informal writing, so they felt comfortable and relaxed while giving responses to the questionnaire.

## 3. Data Collection

Collecting data was completed respectively. To start this, all teachers of the general English course assembled in the meeting to discuss about effectiveness and failure of the general English course in the first semester of the 2022 academic year. The conclusion of discussion is the course was too focused on the undergraduate students' hard skills. A lot of the undergraduate students were deficient in active learning and soft skills like problem solving, creativity, collaborative work and critical thinking. This was evidenced by when they were assigned to perform a task in teamwork, collaboration between the group's members was ineffective and this affected completion of the task. This situation reflected weakness of the course. Due to this reason, all the teachers agreed to fulfill the undergraduate students with active learning and soft skills by making use of appropriate pedagogical approaches. After searching for different teaching approaches, the project-based approach was singled out as it was a good idea to bolster the active learning together with the soft skills to the undergraduate students. Accomplishing the desirable approach led to searching data and literature related to the project-based learning. Then, the objective was arisen, followed by designing a research and creating a research instrument, respectively. On the objective of this study, this study was designed as qualitative research which a questionnaire containing an open-ended question was the main research instrument. When finishing the research design and the creation of research instrument, selecting time and target population for collect data happened. Because the meeting was in the first semester, the time, the target population and the data collection happened in the second

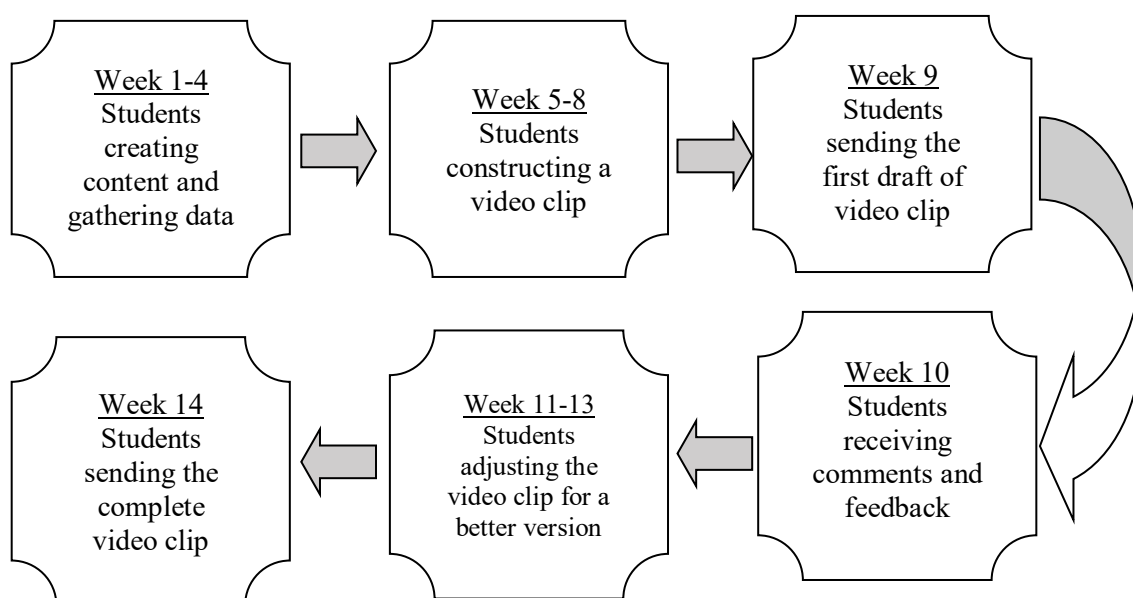
semester. All the results gained from the study would be brought to the meeting another time. Summarized details of the data collection are demonstrated in Figure 2.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
The teachers attending the meeting	Agreement to use the project-based learning	Assembling related data and literature	Designing a research and a research instrument	Selecting population and samples	Collecting data with the samples	Presenting the results to the course

**Fig. 2** Stages of Data Collection.

#### 4. English Project Design

The English project was designed as small group work presentation through a video clip. Each group comprising three members was independent to create content according to their own interests. The video clip was at least 10 minutes long, and English subtitles were included in the clip. Time for completing the English project was 14 weeks. The first four weeks were for the undergraduate students creating content, planning their work and searching for related information. The second four weeks were constructing the video clip. The first draft of the video clip was sent to the teacher in the ninth week. Each group received feedback and comments in the tenth week. In the eleventh week to the thirteenth week, each group adjusted their video clip for a better version. While adjusting the video clip, positive feedback and comments were always given. In the final week (the fourteenth week), the video clip with complete and faultless version was sent to the teacher. However, some incomplete video clips were requested to improve and send to the teacher within the fifteenth week, or missing score in this part might happen. A timeline for completing the English project is visualized in Figure 3.



**Fig. 3** shows a timeline for completing the English project.



### 5. Data analysis

To analyze the data, thematic analysis and percentage were applied. The most frequently mentioned comments and opinions from the undergraduate students were analyzed by the thematic analysis. Number of the undergraduate students expressing different points of view was analyzed by the percentage. All the data acquired was reported in qualitative data.

### Research Results

Among 85 undergraduate students, there were 68 undergraduate students (80.00%) giving responses to the questionnaire. The other 17 undergraduate students (20.00%) missed the class due to ill-leave and personal business, so they did not complete the questionnaire. Due to the 68 undergraduate students' comments, there were four issues most frequently mentioned from the undergraduate students. These issues were as the following details. First, 59 undergraduate students (86.76%) expressed that the English project developed their speaking skill. Because presentation of the English project was mostly based on speaking, most of the undergraduate students learned more about pronunciation which not only helped strengthen their speaking but also helped increase their confidence. This made them proud of themselves because they became able to speak English. Second, 43 undergraduate students (63.23%) agreed that the English project supported their new knowledge regarding video editing. Most of the undergraduate students accepted that they did not have much knowledge about creating a video clip. They then searched for more information about how to create it. Recording the video clip was not difficult for some of them as they got familiar with it while shooting a video clip through the TikTok Application. However, editing the video clip was quite complexed that they must take more time about it. Third, 39 undergraduate students (57.35%) stated that they enjoyed doing the English project. Due to the nature of the English project that let the undergraduate students create content according to their interests and independence, the undergraduate students felt relaxed and were not under the pressure. While doing the video clip, they had a chance to go outside for surveying, visiting and recording many places. Some of them made new bonds of friendship while travelling whereas the others got new experience and knowledge from talking to key informants like village headmen, villagers, tourists or visitors. The fourth issue which was the last frequent comment from the undergraduate students was about individual acceptance. In this part, there were 27 undergraduate students (39.70%) responded that the English project made them comprehend individual differences while working with team. Most of the undergraduate students must adapt themselves to make the teamwork flexible so that continuation to make the video clip became smooth. Some undergraduate students referred to relationship within their team that a group which all the members were familiar with each other supported the teamwork to produce the video clip more easily. Some of the undergraduate students' original comments translated from the original Thai language were as follows.



- The key informant 8: *"Thank you teacher for making my speaking improved. In the video clip, if I said something wrong, please forgive me. However, I tried my best."*
- The key informant 11: *"I got a lot from doing the video clip. My speaking seemed stronger. I also got a new friend from the interview. Thank you, teacher."*
- The key informant 16: *"Thank you the TikTok Application. I learned a lot about it and it could be integrated into the English project. My speaking might not be smooth, but I was sure it was better."*
- The key informant 27: *"I took a long time to edit the video. I hoped you understood me because it was new for me."*
- The key informant 28: *"I was so proud that I could speak English; even though, it might not be in accordance with grammar and structure. My team also helped me. They were better than me, so they guided me how to speak confidently."*
- The key informant 34: *"My teamwork was awesome. Although we had a problem of time which did not match each other, we still found available time to practice speaking together."*
- The key informant 39: *"I enjoyed doing the video clip so much. I travelled to other provinces to take photos and talk to tourists. It was fun."*
- The key informant 52: *"Editing the video was so fun. I never did it, so it was my new challenge."*
- The key informant 53: *"Shooting the video clip was fun. It gave me many things. I also found new gadget for making the video clip more interesting."*
- The key informant 61: *"I had no comments about the video clip except it was good."*

Although the English project was beneficial to the undergraduate students in various perspectives, The first and foremost difficulty was about the Wi-Fi signal. In this aspect, 19 undergraduate students (27.94%) expressed that the Wi-Fi signal at their accommodation did not work properly. This affected their video clip's quality because the low Wi-Fi signal made their video clip blur and unclear. All the undergraduate students must go finding other places for the better Wi-Fi signal. This wasted their time and made them pay more money about it. The second problem was relevant to time. The time in this case referred to the time of members in a group. About this issue, 12 undergraduate students (17.64%) reported that each member had different private time, so making an appointment for collaborative work in producing the video clip was quite impossible. Besides, a few undergraduate students preferred an individual English project to the group work. The last problem was related to writing skill. In this part, eight undergraduate



students (11.76%) pointed out that they had a big problem of grammar and structure that they could not write subtitles correctly. Also, all of them accepted that they used the Google Translation to help translate the original Thai language into the English language, but it seemed unsuccessful. Accordingly, it would be good if the video clip was without subtitles. Some undergraduate students' original Thai language comments translated into English language were shown as the following.

- The key informant 14: *"Sorry, teacher. My video clip was unclear because of the low Wi-Fi signal at my dormitory. Anyway, my friends and I really intended to do this video clip. I hoped the teacher liked it and enjoyed watching it."*
- The key informant 18: *"My friends and I did not have any problems about making the video clip, but the Wi-Fi signal seemed our big obstacle that made our intention to make the video clip unsuccessful."*
- The key informant 21: *"Please gave us mercy. My friends and I had changed three places for recording this video clip. The Wi-Fi signal was so ghetto. It did not support our video shooting."*
- The key informant 23: *"Making the video clip must depend on the Wi-Fi signal, but the Wi-Fi signal at my dormitory was very weak. The Internet connection of my mobile phone was also unsatisfactory, so shooting the video was not smooth."*
- The key informant 30: *"The shooting video was fun, but the Wi-Fi signal was not good enough."*
- The key informant 31: *"My friends and I shoot the video clip in a village where was quite far from the downtown. It was a bit difficult because the Wi-Fi signal was quite weak."*
- The key informant 37: *"My two co-workers had a big problem of time. They had part-time jobs, so it was quite hard to make an appointment with them."*
- The key informant 38: *"My home was quite far from the other two friends, so time for helping them make the video clip was not enough. I thought an individual project was more suitable for me."*
- The key informant 40: *"My friends were great. Although I did not have time for them, they still kept making the video clip. Thank you, my friends."*
- The key informant 42: *"My team used the Google Translation for writing the subtitles because we were not good at grammar."*

The key informant 56: *“Was it possible not to add subtitles into the video clip? My friends and I were not good at writing.”*

## Discussions

The English project produced positive effects to the undergraduate students. the results, the first two positive feedback frequently mentioned from the undergraduate students were: (1) the English project helped develop the undergraduate students' speaking skill; and (2) the English project supported the undergraduate students' new knowledge regarding video editing. It means the English project is an interesting medium to support active learning and strengthen hard skills of the undergraduate students. The hard skills acquisition resulted from the active learning process created by the undergraduate students' own selves brings about deep knowledge acquisition which later leads to life-long learning. Accomplishing a complete video clip is an obvious example to show that the undergraduate students use their comprehension acquired from the gained knowledge to construct a product able to be presented to the public. it implies that the undergraduate students use higher-order thinking through active learning derived from constructivism to produce a complete product. Accordingly, the English project is one of significant means to enhance the undergraduate students' active learning in terms of hard skills. This finding is in line with Krajcik et al. (2023) who assessed the effect of project-based learning on science learning in elementary schools, reporting that students who were engaged with project-based learning had higher scores on a standardized science test ( $S.D.=02.77$ ); besides, they were also found to have self-reflection and collaboration in science activities in higher levels. Hsin & Wu (2023) who conducted a research entitled implementing a project-based learning module in urban and indigenous areas to promote young children's scientific practices also agreed that young children in urban area and indigenous area who learned through project-based learning had higher scores on post-test analyzed from paired sample  $t$  tests. When comparing their scientific knowledge acquisition derived from ANCOVA, there was no significant difference between the post-test scores of the young children in urban area and the post-test scores of the young children in indigenous area. Only difference was the young children in urban area had significantly better improvement of scientific experiments than the young children in indigenous area. Due to this, the project-based learning module was an appropriate medium to strengthen students' knowledge acquisition in all area.

The English project promotes the undergraduate students' active learning in respect of soft skills. Referring to the other two positive expressions frequently reflected from the undergraduate students reporting: (1) the undergraduate students enjoyed doing the English project; and (2) the English project made the undergraduate students comprehend individual differences while working in team, it shows the English project conduces soft skills known as emotional quotient. The soft skills play an important role in encouraging the undergraduate students to conduct the English project completely. Without them, continuation of conducting the English project might be unsuccessful. To clarify, conducting the English project must rely on



collaborative work as a highlight which means the undergraduate students must help each other to accomplish a complete English project. While working collaboratively, the soft skills automatically work and change the undergraduate students as an active learner. That is, the undergraduate students slightly consider normal behavior of their co-workers in which behavioral analysis arises followed by self-adaptation. This leads to comprehension of social co-existence and individual differences. The undergraduate students whose co-workers comprehend individual differences are able to collaboratively work with carefree feelings which produce pleasure and enjoyment in doing work. Based on this, promoting the undergraduate students' active learning in respect of soft skills by making use of English project is possible. This finding is in consistent with Younis et al. (2021) who conducted a research about developing parallel programming and soft skills based on a project-based learning approach. The study reported that apart from the higher scores on post-test, the science computer students had better development of soft skills after learning through the project-based learning. This was evidenced by their comprehension in automatically doing the parallel programming without any guidance from a teacher; besides, obstacles while exchanging ideas and thoughts between their classmates disappeared, so the project-based learning approach was useful for enhancement of soft skills. This outcome is in accordance with Shamdas et al. (2023) who utilized application of STEM-based learning and problem-based learning models on Biology lessons for examining communication skills of high school students. The study showed that the problem-based learning model gave students higher level of communication skills rather than the STEM-based learning model. The communication skills are considered as important and necessary potential for working in an organization, so promoting these skills to the students prepares them to get ready for the future work.

Although the English project produces various positive results, a few problems were found. These problems comprised: (1) the weak Wi-Fi signal made the English project ineffective; (2) the undergraduate students' different private time brought about unsuccessful collaborative working; and (3) the undergraduate students' deficient writing skill affected writing subtitles of the English project. All these problems are as reflection and a database for developing the general English course. In other words, the problem of weak Wi-Fi signal reflects that a style of English project can be changeable in other styles like oral presentation in front of the class or as a report with printed materials. Unsuccessful collaborative working due to the undergraduate students' different private time leads to paying more attention to the undergraduate students about moral and disciplines. The undergraduate students' deficient writing skill brings about consideration to construct an extensive course to enhance their writing skill towards relaxed and fun learning environment. The problems acquired do not mean the study is ineffective, but they are like a means to remove weak points. This situation conforms to Elbyaly & Elfeky (2023) who studied the effectiveness of project-based learning on enhancing the critical thinking skills of optimal investment students. The findings showed that the project-based learning based on individual work enhanced the students' critical thinking skills rather than group work. A small group work

consisting of 3-4 students was still satisfactory, but a large group work comprising over four students seemed ineffective as some students tended to neglect doing anything. Therefore, designing project-based learning to foster students' critical thinking skills towards a large group work was not good enough. Zhou (2023) who studied the impact of the project-based learning method on students also found that having students do a project independently according to the project-based learning concept did not work well with students who did not comprehend stages of doing the project. Some students preferred selecting content that was below their capability whereas the others chose not to do anything with the project. This produced low productivity and affected effectiveness of their study. Accordingly, before applying project-based learning, possibility analysis based on students' potential should be taken into consideration.

### Knowledge from the Research

An English project is one of appropriate pedagogy that enhances active learning of undergraduate students. The active learning appears in development of hard skills and soft skills. The undergraduate students whose hard skills are strengthened tend to have more interests in doing the English project as well as to increase confidence of producing the English language. The English project gives the obvious result in speaking skill, so it is useful to apply it in English speaking classes. With reference to the soft skills, the English project promotes collaborative work and comprehension of individual differences. The soft skills are worked out well when the English project is designed as group work. Under collaborative work, the undergraduate students learn how to adapt themselves, producing active learning which finally helps to prepare them for working in the future. Although the English project gives positive results, there are a few problems that should not be neglected. They consist of: weak Wi-Fi signal, different private time of undergraduate students and deficient writing skills. These problems are the reflection that mirrors weak point of the English project which finally would be reported to all teachers of the general English course in order to acquire development. Knowledge from the study could be simply visualized through the Figure 4.

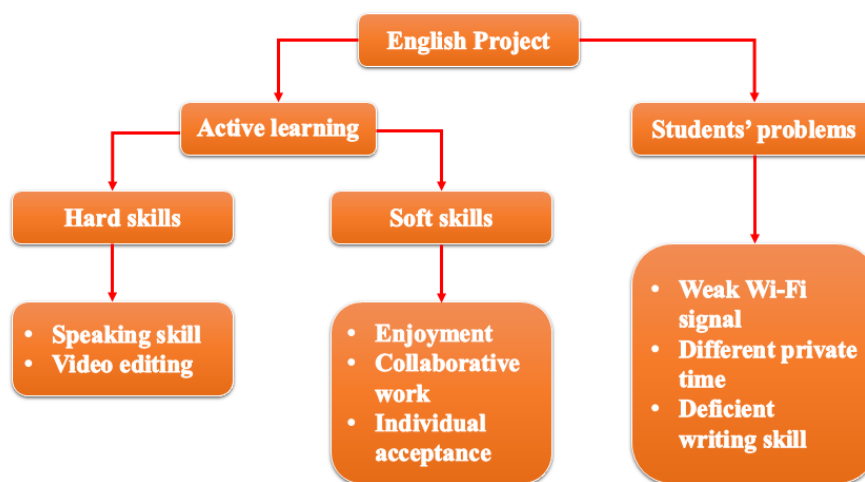


Fig. 4 Knowledge from the Study



## Conclusion

An English project promotes undergraduate students' active learning in aspect of hard skills and soft skills. In term of hard skills, the undergraduate students expressed that: (1) the English project helped to develop their speaking skill and (2) the English project supported their new knowledge about video editing. For the soft skills, the undergraduate students pointed out; (1) they enjoyed doing the English project and (2) the English project made them comprehend individual differences while working with team. There were three problems found from the English project; (1) weak Wi-Fi signal affected effectiveness of the English project (2) different private time of the undergraduate students affected collaborative work and (3) writing subtitles was a big problem of the undergraduate students whose writing skill was deficient. These results are as empirical evidence that would be reported to the general English course for further development.

## Suggestions

Due to the results of this study, there are some recommendations for further study; (1) interview should be applied in order to obtain different points of view (2) comparison of individual work and group work by making use of English project should be examined and (3) designing styles of English project different from this study is interesting.

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