

## **HAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

##### **1. The implementation of Project-Based Learning in Fostering Students' Autonomy in Learning English.**

Project-Based Learning is one of good strategies in learning English. The purpose of using Project-Based Learning in this context is to fostering students' autonomy because Project-Based Learning is a production strategy that will demand students more learn by their selves, and in this class the students produced an article. The researcher will describe how the implementation of Project-Based Learning in fostering students' autonomy in learning English through class observation and interview with the lecturer and the students. Based on the first research question, the researcher will describe 2 points of the findings below.

- a. The procedure of the implementation Project-Based Learning in English for Academic Purposes class.

The first point is the procedures of the implementation Project-Based Learning in English for academic purposes class. The researcher got the data by observation and interview. This course took

online place because of the pandemic covid-19. The course used Implementations such as Zoom Meetings, WhatsApp and Google Classroom. The researcher started the observation on the first meeting of the course on 22<sup>nd</sup> of February 2022, the first meeting was important because in this meeting the lecturer explained the procedures detail to the students about what they did from the beginning until the end of the course. Then, in the next meetings the learning were done through WhatsApp chat group and Google Classroom. The researcher joined the four classes of English for Academic Purposes divided into A B C and D to do observation and at the end of the course the researcher also did interview with the lecturer and students to ensure the data that the researcher found while did the observation. The table below is the conclusion of procedures in the implementation Project-Based Learning in fostering students' autonomy in English for Academic Purposes classes for half semester because the project collection was done during the middle test.

**Table 1****The Procedures of Project-Based Learning In Fostering Students' Autonomy In English for Academic Purposes Class**

No	Procedures	Yes	No
1	The lecturer explained what the aims of the course.	✓	
2	The lecturer decided and explained the topic of the project	✓	
3	The lecturer and students arranged a schedule that is determining project work time	✓	
4	The lecturer divided students into some groups	✓	
5	The lecturer monitored students' actions to reduce the risk of project errors and do evaluation once a month	✓	
6	The lecturer gave the students a platform which contains everything related the project	✓	
7	The lecturer facilitated students to presented and published their work	✓	

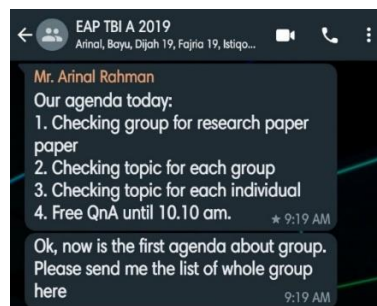
Based on the table above, the researcher will explain the result below:

- 1) Through Zoom apps in the first meeting the lecturer explained about the aims of EAP course, what students will learn in this class. The lecturer also told about the project. The project was writing an article as their middle project. The project made students be more responsible for managing the information that has been collected which had poured into writing and gave motivation about how important it is to be an independent student. The process on did the project, the students has been pushed to critical thinking, collaboration and solved problem.
- 2) This is still in the first meeting on Zoom apps. The lecturer decided and explained the topic and all about the project that students will do.

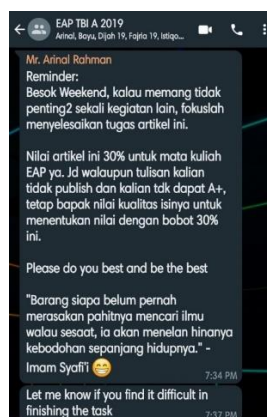
All classes of English for Academic Purposes have been collected in this meeting because all classes had same project and got same treatment by the lecturer.

- 3) The lecturer arranged schedule for project work time. The lecturer made a schedule for step by step about what should the students had to be finished in every week and always gave a reminder for the students in the chat group.

*Figure 1 The lecturer told the Agenda every week*



*Figure 2 The lecturer gave a reminder and motivation*



- 4) The lecturer divided students into some groups, 4 or 5 students in each group and they got same project to be finished. The researcher asked the reason of this through interview and the lecturer said that it will test their communication strategies, how they can do a collaboration with others and how to solve a problem that we know requires a high critical thinking level (Rahman, 2022).
- 5) The lecturer always monitored students' action through opened twenty four hours every day consultations with him to checked the students' progress and guided to solve their problems until the collection time of the project.
- 6) Because the project was writing an article so the lecturer use Google classroom to shared reading sources about writing, such as how to be good in paraphrasing, summarizing, synthesizing, about plagiarism and etc.

Figure 3 Materials on Google Classroom that related with the project



- 7) The lecturer helped and guided to published whose article with good quality and give them high score, see figure 4.

Figure 4

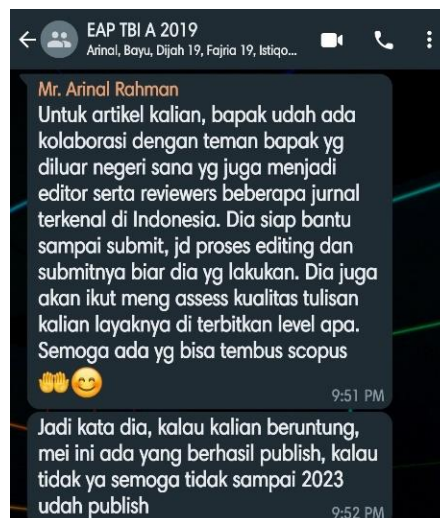


Figure 5 some articles of the groups that was successfully published



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**Foreign Influence Factors Affecting Language Change**

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<p><b>Article Info</b></p> <p>Article History:          Received: 2 March 2022          Revised: 8 March 2022          Published: March 2022          e-ISSN: 2623-2324          p-ISSN: 2654-2528          DOI: 10.5281/zenodo.6525992</p>	<p><b>Abstract:</b>          Language change is the phenomenon by which permanent alterations are made in a language's features and use over time. In this study, the method used is a literature review, wherein in this study, researchers take references from various reading sources such as books, journals, and others. This study aims to determine the influence of foreign on language change in a region. Interaction with other persons who speak a different language causes language shift. Language contact refers to interactions between languages that can be caused by a variety of causes such as social, technological, cultural, political, and foreign influences, either intentionally or unintentionally. People's idea that a country should have more than one language is weakened by outside influence. Depending on their demands, they will eventually speak more than one language. The level of foreign influence on a society's language evolution is measured by language borrowing. The term "language change" refers to a shift in a community's primary language that causes people to leave or change it (the mother tongue). As a result of foreign impact factors, this language change appears to be influenced.</p>
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**Keywords:** Language change, Language borrowing, Language shift, Foreign influence

#### INTRODUCTION


Language change is a phenomenon that occurs in a language over time. These changes can occur gradually and can be caused by the dominance of one dialect over another, official control, or the invasion of other language groups. While some languages have changed slightly over time, many more, such as English, are unrecognizable compared to older versions (Utami et al., 2021).

Language shift in linguistics is the ability of language to communicate about something that is not directly present spatially or temporally, something that is not in place or not in place at the present moment (Rahman & Ja'far, 2018). Language shift concerns the problem of using language by a speaker or a group of speakers that can occur due to moving from one

234



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#### EKSPLOKASI MINAT BACA MAHASISWA SELAMA PANDEMI COVID-19 EXPLORING STUDENTS' READING INTEREST DURING COVID-19 PANDEMIC

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**Abstrak:** Penelitian yang dilakukan di tengah wabah COVID-19 ini bertujuan untuk menguji minat baca anak. Penelitian dilakukan di Universitas Indonesia Antasari Banjarmasin, lebih tepatnya dalam konteks Program Studi Pendidikan Bahasa Inggris. Pendekatan kuantitatif diterapkan dengan desain survei, dan peserta terdiri dari 39 mahasiswa yang terdaftar di semester kedua, keempat, dan keenam. Item-item dalam kuesioner digunakan untuk mengumpulkan data, yang kemudian dianalisis secara deskriptif. Hasil penelitian ini menunjukkan bahwa sebagian besar responden menyukai membaca ketika mereka melakukan akademik di rumah. Jenis membaca yang sering dianggap paling menyenangkan adalah membaca di mana pembaca terlibat dalam proses membaca fiksi menggunakan alat baca tradisional. Menurut hasil penelitian yang dilakukan, jumlah waktu yang dibelikan siswa yang mengikuti pelajaran di rumah untuk membaca setiap hari bervariasi mulai dari 15 menit hingga lebih dari 1 jam. Sesuai dengan temuan penelitian ini, dosen hendaknya menyajikan materi perkuliahan agar mahasiswa tertarik untuk membacanya untuk kalangan akademisi tertentu. Selain itu, siswa harus membiasakan membaca untuk menumbuhkan daya tanggap, pengetahuan, dan pemikiran inovatif mereka.

**Kata kunci:** Minat membaca, Belajar dari rumah, Masa Covid-19

**Abstract:** The objective of this study, which is being conducted in the middle of the COVID-19 outbreak, was to explore children's interest in reading. The investigation was conducted at the University of Indonesian Antasari in Banjarmasin, more precisely within the English Education Study Program context. The quantitative approach was applied with a survey design, and the participants were made up of 39 students who were enrolled in the second, fourth, and sixth semesters respectively. The items on the questionnaire were used to gather data, which was then subjected to descriptive analysis. The outcomes of this study indicate that the vast majority of respondents like reading when they are doing their academics at home. The kind of reading that is often regarded as being the most delightful is one in which the reader engages in the process of reading fiction using traditional reading tools. According to the study results that were carried out, the amount of time that students who attended lessons at home spent reading daily varied anywhere from fifteen minutes to more than an hour. According to the findings of this research, professors should present lecture materials so that students will be interested in reading



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**PEMANFAATAN METODE DEBAT DALAM KELAS EFL UNTUK  
MENINGKATKAN KEMAMPUAN MENULIS ARGUMENTATIF PESERTA  
DIDIK**

**UTILIZING DEBATE METHOD IN EFL CLASS TO IMPROVE THE  
ARGUMENTATIVE WRITING ABILITY OF THE STUDENTS**

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**Abstrak:** Penulisan argumentatif adalah bagian penting dari proses pembelajaran bahasa. Namun demikian, banyak peserta didik menemukan masalah dalam menulis, terutama argumentatif dalam keterampilan Bahasa Inggris. Tujuan penelitian ini ingin mengidentifikasi penggunaan metode debat dalam meningkatkan kemampuan menulis argumentasi peserta didik di Pesantren. Desain penelitian ini adalah Kualitatif dan deskriptif. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah purposive sampling. Subjek penelitian ini adalah sepuluh alumni Pondok Pesantren modern yang terdiri dari tujuh perempuan dan tiga laki-laki yang telah mempelajari metode debat dalam penulisan argumentasi. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara dan dokumentasi. Temuan penelitian menunjukkan bahwa kemampuan peserta didik dalam menulis paragraf argumentatif dengan menerapkan teknik debat dapat meningkat. Peserta didik merasa dimudahkan dan termotivasi dalam proses pembelajaran, sehingga kemampuan mereka dalam menulis paragraf argumentatif. Dapat disimpulkan bahwa metode debat yang dilaksanakan dalam kelas EFL efektif untuk membantu peserta didik dalam menulis argumentatif.

**Kata kunci:** Debat, penulisan argumentatif, kemampuan

**Abstract:** Argumentative writing is a crucial part of the language learning process. Nevertheless, many students find writing, especially argumentative, a problematic English skill. Therefore, the researchers want to know the use of the debate method to improve students' argumentative writing ability in Islamic Boarding School. The objective of this research referring to the research problem is to find out the use of the debate method to improve argumentative writing ability. The design of this research is Qualitative and descriptive. The sampling technique used in this study is purposive sampling. The research subject is the ten alumni of modern Islamic Boarding Schools, consisting of 7 women and three men who had learned the debate method in argumentative writing. The data collection techniques used in this study are interview and documentation. The finding is that improving students' ability to write argumentative paragraphs by applying debate techniques. Students feel facilitated and motivated in the learning process, so students' ability to write argumentative paragraphs increases. It can be concluded that the debate method implemented in the EFL class is effective in helping students in argumentative writing.

**Keywords:** Debate, argumentative writing, ability

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**Investigating the Problem of Recast Feedback in Grammar Instructions**

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**Abstract**

Recast feedback is an example of feedback, which is an essential component of any educational experience. Feedback is an essential component of any educational experience. Recast is a kind of corrective feedback in which the instructor either explicitly demonstrates that the student's speech was erroneous, tacitly reformulates the student's mistake, or provides a proper answer. However, there is a potential issue with utilizing recast as a means of providing feedback. It is necessary to investigate the issue in order to locate it in order to determine what the problem is. A Grammar instruction and five students from the Antasari State Islamic University of Banjarmasin are the participants in this research. The university is located in Banjarmasin, Indonesia. Interviews with the participants will be conducted so that information may be gathered regarding their experiences with recast feedback. According to the findings of the inquiry carried out by the researcher, there are a number of issues with recasts feedback.

**Keywords:** Recasts Feedback, Grammar, English Language Teaching

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**INTRODUCTION**

According to Chaudron (1988), the term "corrective feedback" has a number of different meanings below its surface. According to Chaudron (1988), the term "treatment of error" might simply refer to "any teacher behavior following an error that attempts to inform the learner of the fact of error." The treatment might be imperceptibly invisible in its response, or it might make a concerted effort "to elicit a revised student response." Last but not least, there is "the right, which effectively alters the learner's interlanguage rule in such a way that it no longer produces the incorrect feedback, negative evidence, and negative feedback." are three terms that are used, respectively, in the fields of language education, language learning, and cognitive psychology (Schachter, 1991; Saputra et al., 2021). These two concepts are widely used spontaneously within the academic community. It is possible for feedback to be either clear or implicit. Some examples of explicit feedback include grammatical explanations and overt mistake repairs. Examples of implicit correction include things like asking for confirmation, repeating something,





Lecturer's guidance and students' responses during the implementation of Project-Based Learning in English for Academic Purposes. Student' response here means when a student make response by does or doesn't do lecturer's instructions and weekly task on Google Classroom.

This teaching and learning process did via online (via Zoom meeting, WhatsApp and Google classroom). Researcher observed all platforms that they used to see lecturer's guidance and students' autonomy from their responses. The researcher will explain the indication of the students' autonomy that the researcher found from students' responses to the lecturer's guidance on all platform during the implementation of Project-Based Learning.

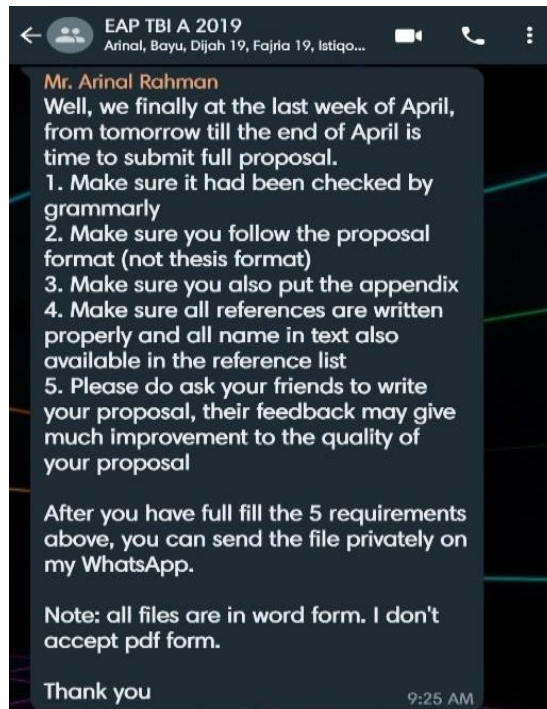
First, the researcher observed lecturer's guidance and students' responses through their teaching and learning process on Zoom Meeting. The teaching and learning process via zoom meeting is the first meeting to replace face to face or offline learning. The reason why did first meeting have used zoom apps because in Project-Based Learning method, first meeting needs or dominant of lecturer's guidance to introduced the course, explained the project and explained what students have to done from the beginning until the end. The result is the lecturer guided students well in this first meeting. Lecturer

guided students that they have to be independent student not dependent student. Then lecturer introduced about English for Academic course and told them that they will do a project that is write an article. Lecturer gave clear directions about the procedures, techniques to do the project, and system scoring for the article that they wrote. Besides that, students did not give many responses because the lecturer gave clear explanation and the students can understand what the lecturer said. Actually in this first meeting was intended for the lecturer to describe all about how was the course. So, the students just need to hear carefully and understand what the lecturer said and the students did it.

Second, the researcher observed lecturer's guidance and students' responses through their teaching and learning process on WhatsApp group and also did interview to get deeper information about it. There is no many activities on this chat group because almost things has explained by teacher on zoom meeting. The lecturer opened 24 hours chat for project paper consultation and just gave guidance and reminder in every week about what the students have to finish on the week, both project paper and weekly task on Google classroom. The students have thanked for the reminder, the guidance and did the task also weekly consultation. The lecturer also gave feedback once a

month about the most mistakes that he found on the article progress weekly consultation, see figure 6.

Figure 6



Based on the interview that the researcher did with some students, they said about consultation, they tried to solve the problem by their selves first and then asked friend in a group, if the problem still not solve, the last they asked the lecturer. They also be grateful because the lecturer give them 24 hours chance for consultation and sure they made good of use it (Rahimah, Halinda, & Fatimah, 2022). The researcher also did interview with lecture and they said the

students often did weekly consultation and made good progress every week (Rahman, 2022).

Last, the researcher observed the learning process on Google classroom. The lecturer's guidance on this platform in the form of instruction about weekly task, uploaded reading source and video explanation about writing skills. The students responded it with complete the task every week and learn all of the reading sources and the video explanation. The lecturer said that he gave additional scores for every task that the students completed so the students were diligent in did it all (Rahman, 2022).

## **2. Students' autonomy during the implementation of Project-Based Learning in Learning English**

This section deciphers students' autonomy and students' attitude on being autonomous students in the stage of Project-Based Learning. The data collected by observation and interview to get deeper information.

The results of this study shows that students made an indication of autonomous student during the implementation of Project-Based Learning. Students show positive attitudes toward Project-Based Learning, this gave them with learning environment where they could work in group together to cope with their difficulties

and interpret feedbacks to increase the quality of their writing. Students became highly motivated and was responsible for their own learning because they were put in an environment where achievement in learning was totally depended on their own willingness to be fully relevant in completing project. Below are also The Data found by observation and interview.

**Table 2**

<b>Students' Autonomy During Implimentation Of Project-Based Learning</b>			
<b>No</b>	<b>Students' Autonomy indication</b>	<b>Yes</b>	<b>No</b>
1	Students acquired new knowledge and skills in learning	✓	
2	Improved students ability in problem solving	✓	
3	Students have ability to research	✓	
4	Students made choices and unravel issues	✓	
5	Students have their claim character	✓	
6	Students improved their skill in managing time, resources, materials, tools to complete the project.	✓	
7	Improved students' collaboration, especially in Project-Based Learning which is in group.	✓	

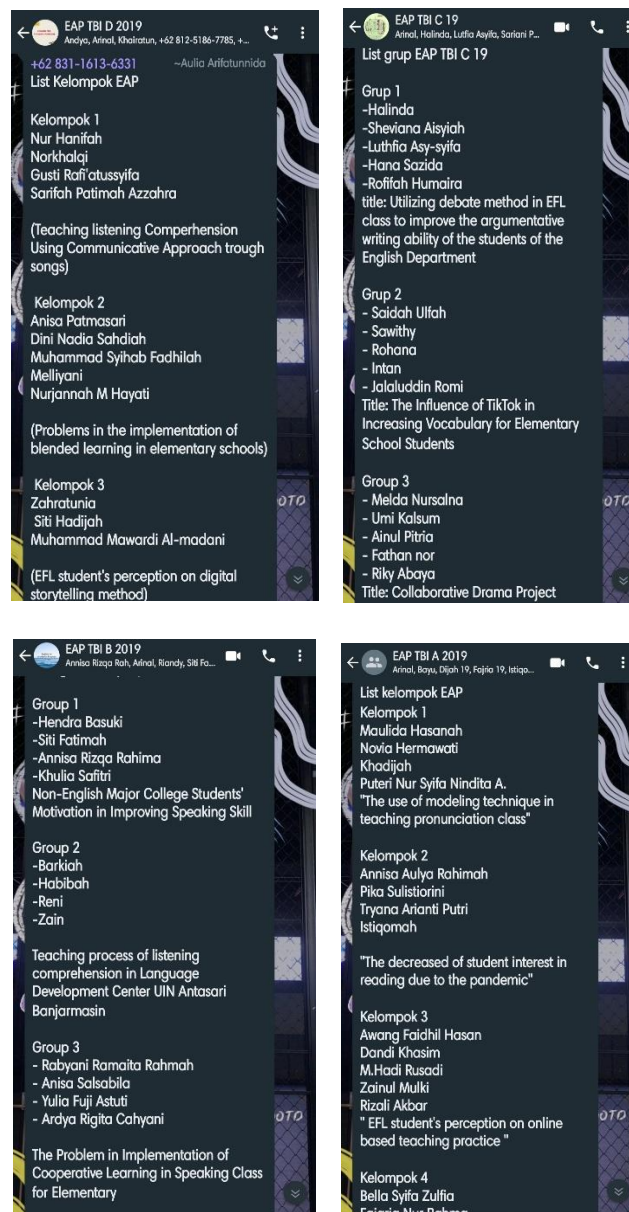
Based on the table, the researcher will explain the result below:

- 1) In the first indication, students acquired new knowledge and skills in learning, especially in writing skills. Students learned new knowledge about writing, such as paraphrasing, summarizing, quotation and etc. they learned all material about writing to support them in making their project paper well and according to authorship standards.

- 2) In the second indication, students improved their ability in problem solving. The project paper did in groups, so, the problem did not appear just from the individual but also in the group and students solved it independently by discussion with their friends in the class or in the group. Problems that have arisen such as each individual in the group found it difficult to find time to have joint discussion regarding the selection of topics to be written, but through this project indirectly they forced themselves to be able to manage their time, then the problem that almost arises in each group was about things in writing such as paraphrasing, summarizing and etc. for example, when all members did not understand how or where to look for international journals as the references for their articles, from that problems they each looked for ways then discuss and finally understood and find several websites such as Elsevier, Research Gate, Academia.edu, Google Scholar and etc. Through interview some students also said that they will try to solve the problem by themselves first. Then with friends, the last option asked the lecturer (Rahimah, Halinda, & Fatimah, 2022).
- 3) In the third indication, students get used to find out or to research things or materials they did not know / understand in context doing the project. Some students said they used Google and read some journal article to search the material (Rusadi, Khadijah, & Pamungkas, 2022).

- 4) In the fourth indication, Students made choices about their project paper topic and unravel issues about topic that they wrote.

Figure 7 topic choices of every group in class



- 5) In the fifth indication, Students have their claim character. Lecturer had have uploaded materials about writing on Google classroom, so, students could accessed it whenever they wanted and had already to study. Lecturer did not limit and determined how students learned. The lecturer was completely let students about how they learned. So, they did not felt regulated and constrained. All activities elaborated in group, such as searched the references, reviewed the references, and discussed the material, combining all member's group opinion. The students' autonomy here was seen in their self-direction and access that mostly shown as their motivation which applied in the form of their responsibility to fulfil their learning project.
- 6) In the sixth indication, Students improved their skill in managing time, resources, materials, tools to complete the project. Halinda (2022) said that during the project processed she tried not to procrastinate and had a mindset that everything be okay and finished at the time. Some students did it little by little, step by step and did it in their productive as Pamungkas (2022) said. They also tried to find their own material about the project before asked others.
- 7) In the seventh indication, students improved their collaboration. Students can control their emotions when one of the member of group did not do his or her job or did it late or did not complete it based on the agreed time, so that the other members settled it well and told it



over with the troubled member, so that cooperation in the group runs smoothly.

## **B. Discussion**

### 1. The implementation of Project-Based Learning in fostering students' autonomy in learning English

Based on what the researchers has written in the findings, it can be understood that the Project-Based Learning model can increase students' autonomy. According to Fathurrohman (2015) Project-Based Learning is a learning model that uses projects/activities as a means to achieve attitude, knowledge, and psychomotor competencies, where students are required to solve problems by applying researching, analyzing, creating and presenting learning products based on experience. In this case, students are required to produce a product in the form of a journal article. In which in the process students are divided into several groups and required to work in collaborative well, having group discussion and got a lot ideas, improved communication skills, solved problems that come from themselves and groups and strive to produce satisfactory products.

#### a. The procedures of the implementation Project-Based Learning in English for Academic Purposes class

According to the findings through observation, the procedures that the lecturer did in implementation Project-Based Learning in fostering students' autonomy in English for Academic Purposes class are the lecturer explained what the aims of the course. The lecturer decided and explained the topic of the project. The lecturer and students arranged a schedule that is determining project work time. The lecturer divided students into some groups. The lecturer monitored students' actions to reduce the risk of project errors. The lecturer gave the students a platform which contains everything related the project. The lecturer facilitated students to present and published their work. The procedures and directions of the lecturers during Project-Based Learning have been in accordance with the procedure that related to (Devi, Ismanto, & Kristin, 2019) and have been proven to be able to encourage student autonomous learning, these are

- 1) Fundamental Questions.
- 2) Designing project plans.
- 3) Arrange the schedule.
- 4) Monitor students.
- 5) Explore the ideas and challenge students through collaborative activities.

#### 6) Evaluation.

The researcher found little different between both of the procedures above because in this class the lecturer improve the basic procedures of Project-Based Learning and did little modify to support in increasing student learning autonomy and adjust to the project.

Lecturer's guidance and students' responses during the implementation of Project-Based Learning in English for Academic Purposes class Students autonomy is not students that no need lecturer's guidance but students that not depend on lecturer's present (Devi, Ismanto, & Kristin, 2019). Based on what the researcher saw during the observation, lecturer's guidance is needed by students because it seems that they will be stuck and confused about which project to work on. In this study, the researcher underlines several important points that the researcher observed from all platform used as learning media. The lecturer was clear in giving directions and ready to guide students who need help or want to ask something. Then, the students felt cared for, and the goal becomes clear and thoughts or ideas emerge. This lecturer's guidance can also be used as support felt by students. So the

response given to the lecturer is also good as good treated by lecturer to the students.

## 2. Students' autonomy during the implementation of Project-Based Learning in English for Academic Purposes class

Students' autonomy is a variable that is observed in the Implementation of Project-Based Learning. Based on the data that has been collected through observation and interview, Lecturer was really very concerned with every process that students do every week. Lecturer always provide direction and facilitate students with a lot of reading material related to the project. Because basically independent students are not students who do not need the direction of the lecturer but they do not depend on the presence of the lecturer, the important thing is that the lecturer facilitates and gives clear directions regarding the project being carried out (Trisdiono, 2014, p. 2). Based on the researcher's observations, the directions given by the lecturer are very clear. In the first meeting, the lecturer explained and provided an overview of the whole learning process using Project-Based Learning. It's just that the students are not used to this method so they still look confused and fortunately the lecturer guides them well. In addition, based on the results of observations and interviews regarding students' autonomy during the implementation of Project-Based Learning, it is

an indication that the students' attitudes have shown that their learning independence. This was also successfully carried out in research of (Yuliani & Lengkanawwati, 2017). Implementation of the Project-Based Learning model went well, seen from the activities of the lecturer (procedures and directions) in the Implementation of the Project-Based Learning model and the indications of independent learning seen in students who had met the criteria according to (Suphandee, et al., 2018) and (Reeve, 2018). According to Yuliani & Lengkanawwati (2017) that Project-Based Learning can increased students' autonomy.