

Enacting Projects-Based Learning (PjBL) to Promote EFL Students' Reading Engagement In Online Academic Reading Class

Emy Sudarwati

{emoy_sanyoto@ub.ac.id}

Universitas Brawijaya

Abstract. Reading engagement is considered important to enhance reading success. There has been decreasing level of students' reading engagement in academic reading class due to the implementation of online reading class amid Covid-19 pandemic. Project-Based Learning (PjBL) is seen as one of the answers because it allows students to participate fully in the activities assigned and is regarded as one of the tactics considered acceptable to boost students' reading engagement. The results of this study show that PjBL can enhance the academic reading engagement, as seen by the positive attitude and active involvement students demonstrate during the learning process. The research is unique since there has been no previous research that examines how the PjBL may be utilized to overcome learning issues, particularly in this case, insufficient reading engagement in the AR class. Further study can investigate the agentic and cognitive aspect of involving PjBL into learning process.

Keywords: academic reading, reading engagement, Project based Learning (PjBL)

1 Introduction

This Word document can be used as a template for papers to be published in EAI Core Proceedings. Follow the text for further instructions on text formatting, tables, figures, citations and references.

Classroom learning must be switched to totally online learning due to the worldwide lockdown. Some teachers are being forced to reconsider not only their teaching techniques, but also their ideas about what constitutes effective student learning as a result of the necessary changes [1]. In favor of e-learning and remote instruction, all on-site teaching and learning was abolished. Many schools have introduced emergency remote instruction as well as digital information exchange systems [2]. However, focusing only on the e-platform instead of regular sessions erodes any instructor's or student's confidence, communication, bonding, and ability to deal with challenges that come in real life [3].

Regarding the current situation, Jan [2] emphasizes the significance of ensuring learning is accessible and facilitating communication between teachers, parents, and students via synchronous (real-time instructions via videoconferencing, Zoom, Microsoft Teams, instant messaging, and other media) and asynchronous (asynchronous instructions via videoconf (self-paced instructions via videos, lecture recordings, and other media). Scaffolding is the term for the teacher giving more individualized attention during online engagement, and it is seen as essential from a sociocultural perspective to enhance language learning among online learners [4].

How to maintain students' interest and engagement in an activity, as well as how to satisfy the expectations and demands of today's learners who grew up using and breathing technology, are two of the most difficult difficulties facing EFL teachers in 21st-century classrooms [5] [6]. Mishra et al. [7] discovered that the majority of the teachers had several common problems and difficulties. According to Yassin [8], the majority of EFL/ESL teachers worldwide encounter difficulties while attempting to teach English language learners (ELLs) a new language that is entirely distinct from their native tongue. Additionally, as we go into the digital era of education, Fitriah [9] notes in her research that students currently have influence over their education.

Besides the implementation of technology and ICT elements, the role of activities which can trigger students' active learning is need for students need activities enabling them to engage well in the classroom. Reading class is one of the language skill classroom where engagement is very much needed for this will be able to enhance reading success [10] [11]. Such engagement is useful for students to deal with academic reading in any levels of education because it will enable them to boost their spirit, spend longer time, and make more efforts in the act of reading. Reading engagement enables them to interact meaningfully with a text in terms of social aspect, behaviors, cognition and affect [12] [11]. However, preliminary study in Academic Reading class showed that students are less engaged into reading activity in online situation. The result of preliminary study found that students are less active into learning, are lacking in participation, are interested toward learning, and they do not enjoy the class. This situation may hinder learning for engagement in doing reading activities is very important to determine the learning success in AR class.

Project-based learning (PjBL) is one educational methodologies that promotes critical thinking and improves communication skills. It encourages students to broaden their minds by promoting learning based on real-life projects while motivating them and helping them improve their problem-solving and argumentation skills [13]. This entails working autonomously in groups to solve open-ended problems, from the research phase to developing a final product, enhancing their intellectual development. Project-based learning fosters collaboration by allowing students to learn from themselves and from one another [14]. Those who work in groups perform much better on critical thinking assessments than students who work alone. Similarly, project-based learning (PjBL) is one of the models that encourages students to participate actively in the learning process because it is a pedagogy with four main components: (1) a realistic problem, (2) group work, (3) multi-faceted assessment, and (4) participation in a professional learning network [15].

As a result, the Indonesian government wants PjBL to be incorporated in the teaching-learning process, which is specified as the number seven key performance indicator for team-based projects. Students gain essential knowledge, skills, and personalities through the PjBL model

by working in teams or groups to conduct an investigation that improves their interaction and collaboration to construct and develop their own knowledge because it emphasizes student-centered learning that encourages them to use their creativity to complete the project. The methods of PjBL in Indonesia are as follows, according to Regulation No. 103 of the Minister of Education and Culture of the Republic of Indonesia for the year 2014:

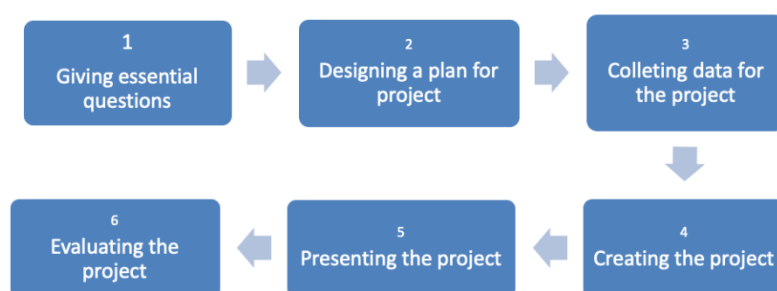


Fig. 1. Syntax of project-based learning

The teacher and students debate the subject of the project to be produced in the first stage by asking crucial questions. A project might be a final culminating event that focuses on the objectives of one teaching unit or skill. Learners must be involved in the project's decision-making process from the start. The next step is to create project plans. Following the selection of a specific project, students collaborate to determine what they will need to accomplish to complete the project. The students are carrying out research. They are expected to collect, evaluate, and arrange data in order to solve problems or complete tasks. As part of a team, learners with limited language competence may require structure and support throughout the project, therefore pre-project activities that provide problem-solving tactics, negotiation language, and planning approaches can be beneficial. Then students must complete or build the project using the knowledge they gained via the questioning process. Learners can use the interview strategy to obtain information, for example. They might occasionally practice asking questions and taking notes in order to acquire data that will help them improve their assignment or project. The final stage is to share your findings with others. Students must discuss project results in a variety of ways. Oral presentations can accompany written products within the virtual classroom or in other classes within the program. It can be said that project products can be disseminated in the larger community, for example, YouTube or IG TV. The aim of presenting the project is to have feedback from their classmates and their teacher for the better result. All stages enable students to be well engage into the learning process.

There have been numerous studies discussing the use of PjBL in teaching and learning process. Numerous studies have reported that PjBL can give positive impact on the students' content development and understanding, students' engagement and motivation, critical thinking, collaboration and problem solving [16]. Cholifah et al. [17] claim that online PjBL can be an alternative in the learning process to promote as well as the development of creative start-ups

Furthermore, some researches investigated the usefulness of many PjBL approaches in teaching English utilizing online learning [18]. Next, because students developed and constructed their own video blogs [19] and Instagram Vlog [20] during face-to-face and virtual courses, PjBL and video blogs could motivate and increase students' speaking abilities and confidence. However, among those aforementioned studies, none is done related to how PjBL can improve students' reading engagement. For that, the researcher aims to conduct a study focusing on improving students' reading engagement by using a Project based Learning (PjBL) as one of the strategies used to enhance students' reading engagement in online reading class.

To that end, this research attempts to address the issue of PjBL in improving students' reading engagement. To be more specific, the research questions are explicitly described as follows:

- (1) How is PjBL implemented to improve students' reading engagement?
- (2) How are EFL learners' reading engagement when involved in PjBL activities?

2 Literature Review

This part reviews related literature concerning the importance reading engagement to support reading success. This part covers the underpinning theories concerning the application of PjBL in ELT classroom and the consideration of implementing it to enhance reading success.

2.1 The Importance of Reading Engagement

Engagement represents the range of action students take to advance from not knowing, not understanding, not having skill, and not achieving to knowing, understanding, having skill, and achieving" [21]. Reeve's [21] proposed four-aspect conceptualization of student engagement namely behavioral, emotional, cognitive, and agentic engagement. First, behavioral engagement refers to students behavior of showing effective communication, a caring attitude toward students' learning. This high behavioral engagement will lead to learning process. Next, emotional behavior Therefore, the implementation of CGL framework could create emotional engagement, which will then lead to active learning. Students behavior like liking, disliking, being interested, being bored, being happy, being sad, or being anxious when they are in class can be used as the measurement [22]. Next, cognitive engagement refers to student willingness to engage was impacted by teacher attitudes and actions [21]. When questions were asked, students were cognitively engaged and had the confidence to answer the questions in class [23]. Therefore, this reveals that cognitive engagement by asking questions, either on the discussion. Last agentic engagement is a new pathway for student engagement in which students try to create a more motivational and supportive learning environment for themselves and which enables educators to support students' efforts to engage themselves [21]. Agentially, engaged students will gain increased levels of learning and greater motivational support [21].

2.2 Project based Learning (PjBL)

PjBL is different from conventional methods because it focuses on student-centered activities in real world situations [24]. The use of Project-based learning (PjBL) also has been widely recognized as one of effective teaching methods used in many speaking classes. The study conducted by Maulany found that the use of PjBL could improve young learners' speaking ability covering their comprehension, vocabulary, grammar, pronunciation and fluency [25]. Similarly, Kusumawati's study mentions that PjBL is interesting for the students [26]. PjBL can provide engagement activity covering their cognitive, emotional and psychomotor aspects. This strategy can create meaningful and contextual learning that promotes social learning and optimal circumstances. PjBL can be applied in many fields of study and any class situation. It covers seven components namely learned-centered environment, collaboration, curriculum content, authentic task, multiple presentation modes, time management and innovative assessment [27]. Students can drive their own learning process by examining the problem and generate projects that reflect their feeling and understanding [28] [29]. PjBL is particularly useful in an online learning setting since it may be supplemented by a digital environment that provides a wealth of materials and encourages collaborative learning.

3 Method

3.1 Research Design

Action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives [30]. It is open ended. It does not begin with a fixed hypothesis. It begins with an idea that you develop. The research process is the developmental process of following through the idea, seeing how it goes, and continually checking whether it is in line with what you wish to happen. Seen in this way, action research is a form of self-evaluation.

Action research has been characterized by two features [31]. First, researcher is reflective practitioner who is concerned with issues encountered in her practice, that is, in this study, how to implement CGL within the constraints of an EFL reading class to solve the problems. Second, researcher addresses these issues through a systematic investigation that is integrated within the teaching activities and that follows "a more 'subjective' approach" than the experimental model [32]. In other words, since CGL is conducted inside and outside the classroom, so it is very hard to control other variables, especially the ones done by the students outside the classroom, which might have influenced the results of the study if it is conducted using an experimental design.

Action research typically involves four broad phases in a research process that forms a continuing cycle or spiral of research and action:

1. **Planning:** a problem or issue is identified and a plan of action is developed in order to bring about improvements in specific areas of the research context. In this stage, the researcher sets the criteria of success by evaluating students' reading engagement through the questionnaire distributed to students which is developed based on Reeve's [21] two-aspect conceptualization of student engagement. The researcher limited her study on behavioural and emotional engagement aspects. The study was called successful if the students showed

positive and improved emotional and behavioural reading engagement compared to the state before the treatment was implemented.

2. Action: the plan is put into action over an agreed period of time; this step focuses on developing the broad procedures of the action on which the detailed learning scenarios in this study will be based. The selection of a teaching strategy is an effort to achieve the goals of the teaching-learning process.
3. Observation: the effects of the action are observed and data are collected. Observing the action is the process of recording and collecting data concerning the implementation of teaching learning process using PjBL. The instruments to collect data needed in this study are: field notes, open-ended questionnaire followed by in-depth interview, and engagement test using by Reeve [21].
4. Reflection: the effects of the action are evaluated and become the basis for further cycles of research. The researcher reflects on the implementation of action that has been carried out and evaluates the results.

3.2 Setting and participants

The study focuses on 23 EFL learners in Academic reading class in the Study Program of English language of Universitas Brawijaya, Malang, Indonesia. Critical reading is the highest level of reading course offered in English department while genre based reading class is also chosen as this class offer many chances for practicing cultural text. Due to the pandemic, the teaching and learning process is done online synchronously via zoom meeting and asynchronously via google class. This study is to improve students' reading engagement in Academic Reading class which are conducted virtually.

3.3 Data, data source, and data collection

The data collection process was conducted in online class via zoom. The followings were the instruments used to collect the data:

- a. Teacher-researcher's descriptive and reflective field notes were collected by focusing on EFL participants' thoughtful comments on the materials brought in the zoom meeting. The notes were taken right after each session in order to reflect students' engagement
- b. The next instrument is a questionnaire containing 4 category of reading engagement by Reeve [21] covering cognitive, behavioral, agentic, and emotional engagement that students show. The writer just investigated behavioural and emotional engagement that students show
- c. An interview was conducted as a follow up to ensure student's answer on the questionnaire engagement. The researcher uses WA to have in-depth interview with the selected respondents. Different respondents may be asked different questions in the interview depending on what answers of the questionnaires to be followed up.

3.4 Data analysis

Field notes were analyzed to help the researcher to discover patterns that emerge from the elected data to answer the research question. The data were read many times until repetitive patterns related to participants' similar reflections are recognized. Then, students' answer on cultural contents they have written on google classroom classwork are compared to their answer in the questionnaire and answer gotten from in-depth interview via WA.

4 Findings and Discussion

The following section presents and discusses the findings obtained from the data. It describes the PjBL procedures and how this PjBL affected students' reading engagement.

4.1 The PjBL Procedures in online Academic Reading Class

Planning. The first step of this study is planning where the teacher researcher prepared the necessary plan to get the project into its implementation. After identifying the problem faced, the teacher researcher set up the teaching strategy in the form of PjBL to help her easing the problem namely lack of reading engagement due to online learning. The criteria of success was also set up along with the instruments used in the form of questionnaires and in depth interview.

Implementation. The second step of implementation is basically the action needed to solve the problem faced. The process and procedure for implementing PBL is carried out by following the PjBL learning syntax as follows:

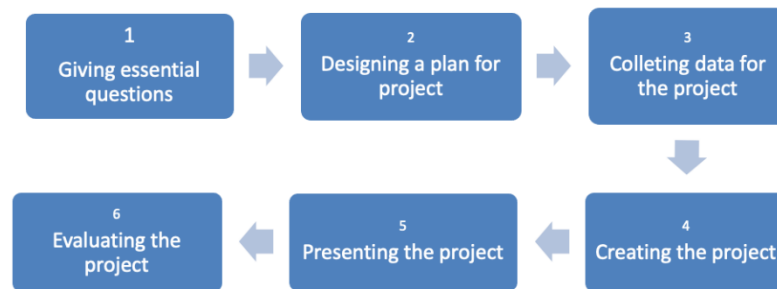


Fig. 1. Syntax of project-based learning

a. Giving Essential Questions

The teacher first provides feedback questions that contain questions regarding current issues in society that need to be resolved. Several students mentioned some phenomenal current issues that have become global concerns. The teacher gives students the opportunity to determine their

own group topic that they want to raise. There were four groups formed and each group chose a health theme, an environmental theme and a welfare theme. The themes carried by the students were the problem of Covid-19, global warming, the problem of waste, and the problem of war. Then the teacher sparks a discussion by asking the group what they can do to participate in solving this problem. Each group took the initiative to participate in this problem-solving effort to create a campaign project in the form of a digital video that will be used and shared with a wide audience. The followings are the essential questions raised by the lecturer.

- a. What are the phenomenon nowadays triggering your curiosity and concern
- b. What do you think about the phenomenon?
- c. How would you contribute to solve the problem?
- d. What sort of project do you think you can devise to help solving the problem?

b. Designing a plan for project

The campaign video was finally chosen as the project that the students would work on. Each group discusses in their respective groups to determine the work procedures and division of labor according to what they want. Each member in the group is given a task and the group reports its progress at each meeting in class to the teacher. Each group discussed in their group and came up with theme they would like to bring about.

c. Collecting data for the project

The data they need is sought in various sources, both print and online sources. They use an online research method to find sources of reading that support the research they do for their project. If they take the topic of Covid-19 then they will collect data about Covid-19 either from print or online media to support the video campaign project they want to make so that the data they present is accurate.

d. Creating the project

The process of making their projects is arranged systematically and periodically with reporting on zoom sessions and independent work videos that are recorded and given to the teacher. The following is one of the student's process in creating their project. Animation video creation process is as follows:

1. Make a list of the division of each animated video theme into several sections such as Opening, Cause, Effect, How to overcome, Ending.
2. Create a Storyboard that contains a sketch of each scene that will be animated according to the concept of the theme.
3. Draw an illustration of each scene according to the Storyboard starting from Sketch, Lineart, Coloring, and Shading. Divided into Objects/Characters, and Background.
4. Export the illustration files (.png) and sort the images to be animated as well.

5. Animating each image using an editing application, the feature used is the provision of keyframes.
6. Edit each scene into one video and give transitions.
7. Input and adjust audio from Voice Over and Background Music.
8. Export video to .mp4 files (1080p) with 30fps

e. Presenting the project

The presentation of this video campaign project was carried out in a zoom session, given comments by teachers and colleagues, been patented and then shared via social media. The following is one of the examples of student's presentation. Those projects can be seen in the following address: <https://youtu.be/JxjuyNUqSFo>, <https://youtu.be/bL7CCS2mdLY>, <https://youtu.be/urW5bghmpHY>

f. Evaluating the project

Projects are evaluated to provide feedback on their strengths and weaknesses so that they can be improved in the future. Students and teachers write a reflection journal about their experiences working on this project. The student reflection journal is used as the basis for the evaluation of this PjBL activity and the following is a summary of the evaluation results sourced in student and lecturer reflection journals. The followings are the summary of evaluation part:

Table 1. Summary of project-based learning evaluation results

| Aspects | Evaluation |
|-------------------------------------|---|
| Independence (learning autonomy) | The aspect of independence is one thing that is most highlighted when students are involved in working on this PjBL project because independence in doing project assignments in situations where each person does not meet in person certainly presents its own challenges. How cooperation is created between students with each other will later create good relationships not only in the aspects of communication and learning but also interpersonal aspects. |
| Creativity | Students in their reflection journals also write that PjBL stimulates their creativity to participate in efforts to solve global problems they face. How can knowledge and technology products be put together and used for the benefit of many people |
| Improvement on language skills | Students in their reflection journals generally write that this PjBL project makes them learn various language skills ranging from speaking, listening, speaking and writing, why is it because when they are involved in a project, all language skills will be integrated and used together. When making a video campaign, students can hone their third language skills well and that increases their level of confidence. |

Observing. This stage is actually in line with the PjBL syntax where the teacher researcher along with the project enactment actively observed what was going on and saw things here and there to count for things that needs to be managed. The teacher researcher observed deeply the process of project creation until it was ready to be presented. The teacher researcher actively asked, clarified, and confirmed things needed during the process.

Reflection. This stage is basically the same as the learning syntax stage in PjBL where the evaluation is carried out based also on the reflection of teachers and students after conducting PjBL activities in this Academic Reading class. All inputs, evaluations and even constructive suggestions are analyzed for future improvements. Therefore, interviews with students under study are considered important to explore aspects that have not been explained during the learning process.

4.2 Students' Engagement as Reflected in the PjBL Implementation

This research is also designed to see how engaged students are when working on this PjBL. Their engagement is focused on behavioral and emotional aspects. These two types of engagement are focused because PjBL-based learning is more focused on seeing the extent to which students feel like and enjoy the projects they are doing during this online learning period. Behavioral engagement refers to students behavior of showing effective communication, a caring attitude toward students' learning. This high behavioral engagement will lead to a learning process. Meanwhile, emotional behavior concerns with how implementation of PjBL could create emotional engagement, which will then lead to active learning. Students behavior like liking, disliking, being interested, being bored, being happy, being sad, or being anxious when they are in class can be used as the measurement.

The following table on table 4.1 describes students' engagement into PjBL in Academic Reading classroom taken from the questionnaire distributed to the students.

Table 2. Respondents' answer on Behavioral and Emotional Engagement

| Item | SA (7) | | A (6) | | SliA (5) | | nand (4) | | SliDis (3) | | Dis (2) | | SDis (1) | | Total |
|------|--------|------|-------|------|----------|-----|----------|-----|------------|-----|---------|-----|----------|-----|-------|
| | f | % | f | % | f | % | f | % | f | % | f | % | f | % | |
| B1 | 1 | 43.5 | 1 | 47.8 | 2 | 9.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 23 |
| | 0 | % | 1 | % | | % | | % | | % | | % | | % | |
| B2 | 1 | 47.8 | 1 | 52.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 23 |
| | 1 | % | 2 | % | | % | | % | | % | | % | | % | |
| B3 | 9 | 39.1 | 1 | 60.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 23 |
| | | % | 4 | % | | % | | % | | % | | % | | % | |
| B4 | 1 | 47.8 | 1 | 43.5 | 2 | 9.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 23 |
| | 1 | % | 0 | % | | % | | % | | % | | % | | % | |
| E5 | 5 | 21.7 | 1 | 81.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 23 |
| | | % | 8 | % | | % | | % | | % | | % | | % | |
| E6 | 6 | 26.1 | 1 | 68.2 | 1 | 4.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 23 |
| | | % | 6 | % | | % | | % | | % | | % | | % | |

| | | | | | | | | | | | | | | | |
|--------------|---|------|---|------|---|-----|---|-----|---|-----|---|-----|---|-----|----|
| E7 | 1 | 69.6 | 7 | 30.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 23 |
| | 6 | % | | % | | % | | % | | % | | % | | % | |
| E8 | 7 | 31.8 | 1 | 63.6 | 1 | 4.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 23 |
| | 5 | % | | % | | % | | % | | % | | % | | % | |
| E9 | 8 | 34.7 | 1 | 60.1 | 1 | 4.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 23 |
| | 4 | % | | % | | % | | % | | % | | % | | % | |
| Means | | | | | | | | | | | | | | | |

From the table above, we can see that there are 9 questions to examine these students' engagements. There are 4 questions about behavioral engagement, namely with codes B1-B4 while emotional engagement is delivered with questions E5-E9. Here is a description of the question:

E1: When I'm in this class, I listen very carefully and pay attention

E2: I try hard to do well in this class

E3: In this class, I work as hard as I can.

E4: When I'm in this class, I participate in class discussions.

E5: When we work on something in this class, I feel interested

E6: This class is fun

E7: I enjoy learning new things in this class

E8: When I'm in this class, I feel good

E9: When we work on something in this class, I get involved

The list of questions asked is all positive and leads to a positive attitude or shows student engagement in the learning process. From the table, we can see that the majority of respondents' answers are agree and strongly agree, which clearly shows that students show positive responses and behaviors to the implementation of PjBL in this Academic Reading class. The following is a detailed review of the contents of the questionnaire asked:

For statement number 1, namely when I'm in this class, I listen very carefully and pay, the results show that there are 10 people who strongly agree and 11 others agree. There are 2 people who disagree. For the second statement, namely I try hard to do well in this class, 11 people strongly agree and 12 others agree. As for the third statement, namely In this class, I work as hard as I can.

The results showed that there were 9 students who strongly agreed and 14 others agreed. For the 4th question, the same as before, there were 11 students who strongly agreed and 10 agreed and 2 others slightly agreed. For questions 5 to 9, all of them show good emotional engagement, meaning that they all enjoy and feel like the PjBL they do. In depth interviews were also conducted to dig deeper into student engagement with the implementation of PjBL in this AR course and how the engagement of students who participated in it was. The in-depth interview was done randomly to 10 students and the followings excerpts revealed their both behavioral and emotional engagement. The followings are some excerpts strengthened the statements they have on the questionnaire.

S1: Anyway, from the beginning I always try to position myself into learning things, that is why when the project is introduced I really into it and follow all its procedures. I really like being involved in the project of making this video campaign, it really makes us all work but still fun. The end result of the video is also good, we are satisfied with the result and we do hope that it will be beneficial not only to us but others out here.

The above excerpt showed that the student (S1) revealed that from the beginning he did show good learning behavior because he was interested in this project and wanted to see the final result because he hoped that what he got from this project was not only useful for himself but also for others other.

In addition, another student (S7) said that in this class he really enjoyed and felt fun because it was not only reading but also the aspect of communication and closeness, especially in the online era so this project was realized. She stated:

S7: I think it's just a matter of reading, but in this project we can implement and improve our communication skill and intimacy with other students moreover in online learning like this when physical contact is rare this project helped us to stay connected with our friend and do the work in a fun way.

The same thing was also expressed by S10 who said that he enjoyed the PjBL process in the AR class even though he previously doubted whether this reading course would be as boring as usual or not as he expressed as follows:

S10: a very fun class, just enjoy it, don't feel burdened and bored because we have goals to achieve. I though at the beginning reading is going to be boring but this project erases the assumption, I do enjoy it.

Most of the students reacted positively when asked about their feelings on the projects they have done. They are proud and happy when the project they are working on gets a good response from the audience, positive constructive comments and lots of views are indicators that their project can be well received. The students' feelings of pleasure are shown in the following excerpt:

S16: I am very happy when I know the video is successful and hopefully it will be of many benefits, because there are many views and positive comments.

S9: the audience gave positive comments on our project and we are happy and we want to make other projects that can inspire too.

4.3 Discussion

The results showed that PjBL was proven successful in increasing students' reading engagement. Students who were initially not active in class became active even though their learning was online. This is of course very helpful for lecturers in carrying out learning scenarios better so that learning objectives can be achieved properly. Online classes are very challenging because of the lack of physical contact between students and between students and lecturers. That's why the role of the lecturer in providing scenarios and effective learning methods. PjBL is considered

as one of the solutions to overcome the lack of reading engagement in the Academic Reading class. The results of the study prove that students experience an increase in behavioral and emotional engagement, which is known from the results of journal reflections, questionnaires, and in-depth interviews.

PjBL is implemented according to the PjBL syntax in a series of planned and structured processes starting with giving essential questions, designing a project, collecting the data, creating the project, and evaluating the project. The process is passed one by one sequentially until the beginning to the end. Projects are carried out by students in groups. In this PjBL process we will be able to see how students work together to find out solution for problems which is in line with research conducted by [24] [13] [15]. in life by creating such innovative video campaign the role of cooperation between groups and learning from each other is really needed so that this is in line with the findings of research conducted by [27] [14]. Consequently students also learn how to position themselves in one's place so they become more understanding [28] [29]. Next, Not only that, this PjBL also improve other language skills particularly speaking along with the reading class they have their speaking skill is very much improve and this is in line with the statement from [25]. In the emotional aspect, students involved in PjBL found that they feel fun and enjoy the PjBL process and this supports research by Kusumawati [33]. As a teaching and learning technique, Project-Based Learning (PjBL) provides activities that promote students' independent and collaborative learning skills. Thus, the students are required to express their ideas in their own.

They were excited not only to do the project but also to learn from one another about global issues they are doing with the project. Their excitement was especially visible when they talked about their perceptions and opinions related to the issues brought. By working with other students on specific projects, they not only improved their autonomous learning but also honed their collaborative learning skills. According to a number of academics, PjBL is a real-world experience-based teaching technique that connects to the contextual circumstances of the students and serves to develop their life skills, creative thinking, and collaborative work. They also stress how much fun and enjoyment this approach offers to the study of English communication. This means that, to a certain extent, incorporating PjBL into the online speaking course could positively affect the students' dopamine hormones, which provide pleasure and contentment.

Project-based learning is a novel learning opportunity for teachers as well as students in online reading classes. When instructors are interested in the project's results and ready to learn new things from them, they are more effective. When students run into roadblocks and dead ends, their instructional zeal is crucial and critical. Students won't be motivated to learn if an instructor responds indifferently to the findings. Knowing this, there are various factors that the teachers should take into account, such as tailoring the implementation of PjBL depending on the needs of the pupils according to their grade. Teachers are advised to use rewards and punishment as one of the tactics because PjBL was implemented in this case in higher education, where students favor more competition than collaboration. The expectation of being in first place will motivate the students to give their best effort.

Engagement is one of the factors lacking in during online learning and teacher researcher concerns on finding out the solution of this. PjBL is assumed to be able to contribute in improving students' engagement. The results of the study found that PjBL is able to enhance

students' reading engagement during online learning. Students involved in Academic Reading project were active and become well engaged into learning.

The insights from the teacher's practice on PjBL can contribute to the development of English learning around the world. This study has proven that one of the ways to enhance learners' engagement in reading can be done by exposing learners to project work in the form of PjBL. In addition, it also gives impact on students positive perception and engagement toward the PjBL practice done in the classroom. Although this study was conducted in an EFL setting, the findings might be applicable to be transferred to other contexts throughout the world in terms of how to improve students' engagement into the classroom. Despite the important data about English language learning, the researcher is aware on the limitations of the present study and offer suggestions for future studies.

5 Conclusion and Suggestion

Further researchers and teachers should further investigate the effectiveness of the PjBL in various contexts and settings. Different projects research method can be chosen to provide more insights on the application of PjBL in EFL setting. The more researches on PjBL be conducted, the more evidences we can get regarding the implementation of PjBL and how it benefits the students. The impacts of PjBL implementation with clear exposure to student engagement in the EFL and the development of language skills are also suggested in order to expand the findings of the current study.

The study helped to clarify certain problems with academic reading engagement. It painted a picture of how PjBL can help EFL student teachers' pupils become more interested in academic reading. The results will help EFL teacher educators in their campaigns to encourage reading engagement during online learning can be improved by the implementation of PjBL. Additional studies are required to determine the relationship between the cognitive and emotive aspects of academic reading engagement and reading competence and/or academic achievement. These studies may also address teacher educators' efforts to increase student teachers' motivation for reading and positive emotional responses to academic reading in content classes.

References

- [1] Livingston, K.: Multiple influences on teachers in changing environments. *European Journal of Teacher Education*, 41(2), pp.135–137 (2018)
- [2] Jan, A.: A phenomenological study of synchronous teaching during COVID-19: A case of an international school in Malaysia. *Social Sciences & Humanities Open*, 2(1), 100084 (2020) <https://doi.org/10.1016/j.ssaho.2020.100084>
- [3] Kumari, T. A., Hemalatha, C. H., Ali, M. S., & Naresh, R.: Survey on impact and learning's of the online courses on the present era. *Procedia Computer Science*, 172, pp.82-91 (2020)
- [4] Alamir, A. H.: Saudi EFL Students' Perceptions toward the Online Interactions of their Peers and Instructors. *Arab World English Journal (AWEJ)*, 6(3), pp.166–190 (2015) <https://doi.org/https://dx.doi.org/10.24093/awej/vol6no3.11>
- [5] Erguvan, D.: Comparing instructors' and students' perceptions towards CALL in higher education. *Procedia-Social and Behavioral Sciences*, 176, pp.1056-1062 (2015)

- [6] Naima, L.: Exploring the Status and Teachers' Perceptions of Technology Integration in EFL. Arab World English Journal (AWEJ), 8(2), pp.160–170 (2017)
- [7] Mishra, L., Gupta, T., & Shree, A.: Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. International Journal of Educational Research Open, 1(August), 100012 (2020) <https://doi.org/10.1016/j.ijedro.2020.100012>
- [8] Yassin, B.: Challenges of Teaching English Language to English language learners at Private Universities in Jordan. Arab World English Journal (AWEJ), 6(2), pp.265–274 (2015) <https://doi.org/https://dx.doi.org/10.24093/awej/vol6no2.19>
- [9] Fitriah.: The role of technology in teachers' creativity development in english teaching practices. Teflin Journal, 29(2), pp.177–193 (2018) <https://doi.org/10.15639/teflinjournal.v29i2/177-193>
- [10] Lee, C. D.: Worksheet Usage, Reading Achievement, Classes' Lack of Readiness, and Science Achievement: A Cross-Country Comparison. International Journal of Education in Mathematics, Science and Technology, 2(2), pp.96-106 (2014)
- [11] Rahim, P. R. M. A., & Hashim, F.: Facilitating Reading Engagement by Foregrounding Students' Voices through Epistolary Writing: A Case Study. {GEMA} Online Journal of Language Studies, 15(01), pp.57–75 (2015) <https://doi.org/10.17576/gema-2015-1501-04>
- [12] Guthrie, J. T., Wigfield, A., & Perencevich, K. C.: Scaffolding for motivation and engagement in reading. In Motivating reading comprehension, pp. 55-86. Routledge (2004)
- [13] Boss, S., & Krauss, J.: Reinventing project-based learning. Your Field Guide To (2007)
- [14] Alotaibi, M. G.: The Effect of Project-Based Learning Model on Persuasive Writing Skills of Saudi EFL Secondary School Students. English Language Teaching, 13(7), 19 (2020) <https://doi.org/10.5539/elt.v13n7p19>
- [15] Affandi, A., & Sukyadi, D.: Project-Based Learning and Problem-Based Learning for EFL Students' Writing Achievement at the Tertiary Level. Rangsit Journal of Educational Studies, 3(1), pp.23–40 (2016) <https://doi.org/10.14456/rjes.2016.2>
- [16] Abdalla, M. E., & Gaffar, A. M.: The seven steps of PBL implementation: Tutor's manual. Abdelrahim Mutwakel Gaffar (2011)
- [17] Cholifah, P. S., Oktaviani, H. I., Nuraini, N. L. S., Meidina, A. M., Wanodyaningtiyas, R. F., & Yafie, E.: Online Project-Based Learning for Improving the Innovative Initiation during Diffusion and Innovation Course. 2019 5th International Conference on Education and Technology, ICET 2019, pp.55–60 (2019) <https://doi.org/10.1109/ICET48172.2019.8987221>
- [18] Sa'diyah, I. H., & Cahyono, B. Y.: Effect of Project-Based Learning through blogging on EFL students' writing ability. Journal on English as a Foreign Language, 9(2), pp.199–216 (2019) <https://doi.org/10.23971/jefl.v9i2.1341>
- [19] Felipe, D., & Torres, E.: Vlogging Through Digital Lessons: Enhancing Speaking in an EFL Blended Learning Environment (2018)
- [20] Wulandari, M.: Improving EFL learners' speaking proficiency through instagram vlog. LLT Journal: A Journal on Language and Language Teaching, 22(1), pp.111–125 (2019)
- [21] Reeve, J.: How students create motivationally supportive learning environments for themselves: The concept of agentic engagement. Journal of Educational Psychology, 105(3), pp.579–595 (2013) <https://doi.org/10.1037/a0032690>
- [22] Willms, J. D.: Student engagement at school: A sense of belonging and participation: Results from PISA 2000. OECD (2003)
- [23] Barr, M. L.: Encouraging college student active engagement in learning: The influence of response methods. Innovative Higher Education (2013)
- [24] Poonpon, K.: Enhancing English skills through project-based learning. The English Teacher, 10 (2017)
- [25] Maulany, D. B.: The use of project-based learning in improving the students speaking skill (a classroom action research at one of primary schools in Bandung). Journal of English and Education, 1(1), pp.30-42 (2013)
- [26] Kusumawati, I.: The Implementation of Project-Based Learning's Speaking Skill for Tenth Grade Vocational High School Students. Celt: A Journal of Culture, English Language Teaching & Literature, 19(2), pp.377-392 (2021)

- [27] Barrows, H. S.: The tutorial process. Springfield, IL: Southern Illinois University School of Medicine (2001)
- [28] Bell, S.: Project-based learning for the 21th century: skill for the future. *The Cleaning House*, 83, pp.39-43 (2010)
- [29] Patton, A.: *Work That Matters: The Teacher's Guide to Project-Based Learning*. The Paul Hamlyn Foundation (2011)
- [30] Kemmis, S., McTaggart, R., & Nixon, R.: *The action research planner: Doing critical participatory action research*. Springer Science & Business Media (2013)
- [31] Burns, A.: Action research. *Qualitative Research in Applied Linguistics*, pp.112–134 (2009) <https://doi.org/10.1057/9780230239517>
- [32] Burns, A.: *Doing action research in English language teaching: A guide for practitioners*. Beijing: Foreign Language Teaching and Research Press (2011)
- [33] Kusumawati, I.: The Implementation of Project-Based Learning's Speaking Skill for Tenth Grade Vocational High School Students. *Celt: A Journal of Culture, English Language Teaching & Literature*, 19(2), pp.377-392 (2021)