STUDENTS' PERCEPTIONS ON THE USE OF TEAM-BASED PROJECT IN ENGLISH VOCABULARY LESSON AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR

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ABSTRACT

Students' Perceptions to the Team-Based Project in English Vocabulary Lesson at SMA Muhammadiyah 1 Unismuh Makassar. A Thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.Supervisors: Nurdevi Bte Abdul and Andi Asri Jumiaty.This research aimed to determine how are students' perceptions of the Team-Based Project function in English vocabulary lessons at SMA Muhammadiyah 1 Unismuh Makassar. The subject of this research is 56 students in class XII. The research method used was descriptive qualitative with questionnaires and interviews. The questionnaire aimed to determine students' perceptions of the Team-Based Project by distributing questionnaires in the form of a Google-form via smartphones, and interview was used as supporters in collecting data to determine students' perceptions of the Team-Based Project.The results of the data indicate that, the students give positive perceptions on the use of Team-Based Project. In this case most the students give agree statement on the questionnaire given. Then from the results of interviews, several students said that having a Team-Based Project was very helpful in the learning process, especially in English lessons. It can be concluded that students' perceptions on the use of Team-Based Projects, on the results of questionnaires and student interviews gives positive perceptions to be used in English subjects because they can improve students' self-development and help in the learning process.

Keywords: Team-Based Project, English Vocabulary, Perceptions

INTRODUCTION

The changing times that require students to master the 21st century have an impact on education, the impact is leading to education, where students must learn in the 21st century and have good cooperation and communication skills so that they can move forward in life plans so that they lead to life success**.** Trilling & Fadel, 2009 R. D. Anazifa, 2017 Said learning activities must ensure that students have (1) learning and innovation skills including critical thinking skills and problem solving, communication and collaboration, creativity and innovation; (2) information, media, and technology skills; and (3) life and career skills. In addition, group-based projects can be used to develop 21st century skills, where students will face real problems in learning. Sawyer, 2014 R. D. Anazifa, 2017 Said Problems encourage students to share knowledge, negotiate alternative ideas, seek information, and construct arguments to support established solutions.

Team-Based Project is a pedagogic strategy that uses groups of students working together in teams to create a project to solve problems that will be encountered in a subject. This Team-Based Project is almost the same as project-based learning because it is the same as creating a project in learning, solving problems by finding solutions, it's just that the project-based learning learning process focuses on increasing the ability of individual students in solving real problems they face in a different learning with a team. based project focuses on how students can collaborate in teams to each express ideas and then combine them by analyzing each individual idea to be able to create a learning project such as interesting learning materials and media. In addition, this Team-Based Project focuses on vocabulary lessons to find out how students' views when Team-Based Projects are applied in the English learning process.

Firstly, in the learning English, vocabulary plays an important role. Can be considered as a component major of language learning. Laufer 1997 M.A Nguyen, 2021 says that learning vocabulary is the essence of language learning and language use. In fact, vocabulary learning plays an important role in triggering good and correct communication so that the message you want to convey can be conveyed clearly. Without vocabulary, speakers cannot convey meaning and communicate with each other in a particular language. According to Tawali 2018, vocabulary is the most important aspect in acquiring a second or foreign language. English is an international language that is used almost all over the world as a first or second language. In Indonesia, English has become the basis for students as the beginning of understanding foreign languages and even studied in children's study groups from an early age. Students who have more vocabulary will be more adept at communicating in English compared to students who have limited vocabulary. Luppesu & Hari 1993 M.A Nguyen, 2021 stated that a person's level of language proficiency has a close relationship with his knowledge of vocabulary language.

Vocabulary lessons in English play an important role which is considered to have a learning component that connects elements of speaking, listening, reading and writing skills, in this case Team-based projects play a role in vocabulary learning to train students in solving problems and provide learning solutions in the form of projects in learning vocabulary. Vocabulary is a collection of familiar words that are mastered by someone. The more vocabulary one has, the wider the horizons and the more knowledge, through vocabulary one can also establish good communication with others. Glowacki, et al. 2001 Masri, 2017 Saying vocabulary has an important role in achieving English. There is also a relationship between vocabulary and reading comprehension and that relationship affects students' performance and level.

Some of the explanations in the theory above are related to Team-Based Projects in English vocabulary lessons at SMA 1 Muhammadiyah Makassar, after students understand and experience the learning process for themselves using the Team-Based Project learning model. Students can provide perceptions about the use of Team-Based Projects, whether they can improve vocabulary, and are effective in the learning process.

In light of the reason over, the current examination tries to address the accompanying exploration question, what are students' perceptions on the use of Team-Based Project learning method in vocabulary lessons. Engaged to the research question, the objective of this research is to explain students' perceptions of the function of Team-Based Project learning method in vocabulary lessons. This study focuses on how students' perceptions of group-based projects in active and passive vocabulary lessons in English, for example, active vocabulary students in class realize they are learning English subjects and passive vocabulary students do not realize they are using or pronouncing language vocabulary. English like "On they way and Sorry".

REVIEW OF LITERATURE
Team-Based Project

A team is a dynamic entity of two or more interdependent individuals who work together towards a common goal (Peralta, 2018; Kozlowski & Bell, 2003). As time goes by, the development model in the team will change from time to time, although having several development models in the team the most important thing is to be able to achieve common goals. There are two approaches in the team, namely the integrated stage approach and the interrupted balance approach. Based Project is a learning model that creates a project from a problem given to the teacher. Based project is similar to based project Learning is a form of situational learning (Greeno, this volume) and is based on the constructivist finding that students gain a deeper understanding of material when they actively build their understanding by working with and using ideas (Krajcik, 2006).

This Team-Based Project can provide solutions to problems in the surrounding environment faced by students so that it becomes a trigger material in creating projects within a group so that there is an agreement to achieve common goals. Whitley, 2006 said that in a learning process, student achievement is strongly influenced by many factors. One of the factors is the learning model applied by teachers in schools. some students sometimes have difficulty understanding the material explained by the teacher, therefore there is a need for mutual communication with friends because not all students have the same grasping power, the existence of Team-Based Project students can communicate much more closely with their friends, exchange ideas and understand each others so as to achieve common goals in a group.

According to Jehi 2018 A "concept" refers to what is in the mind as a representation (as in something understood) or as a formulation (as in a plan). This suggests that the concept is fundamental in designing everything that will be done by the executor, an idea must be represented through a concept design, therefore an idea cannot be defined as a rigid thought to each individual, through someone's idea a concept will emerge. The usefulness of a concept is to align one's abilities with the design and can adapt to the needs of current conditions.

English Vocabulary

Vocabulary is defined as the best way to convey meaning to the recipient. Nation defines it as the ability to understand, fully understand, and understand a word when it is experienced in a particular setting, not just speculating on its meaning (Nation.2009; Deham, 2021). Vocabulary growth occurs in spoken and written contexts. The spoken context seems to favor easier vocabulary, given the natural opportunities for multiple use and repetition of words as well as the presence of concrete references. In the case of written contexts, vocabulary mastery involves engaging in more sophisticated language, especially as students move up grades (Harmon, 2018).

Vocabulary is knowledge of meaning words consisting of active vocabulary and passive vocabulary. According to Jackson 2002; Wahyuni, 2020, there are two kinds of vocabulary, namely:

1) Active vocabulary that is recognized as working vocabulary or functional vocabulary. Consists of words a person uses for speech or writing as he fully understands the meaning of those words. This type of vocabulary allows students to perform in either spoken or written form of English proficiency.

2) Passive vocabulary consists of the words a person encounters in the speech or writing of other people and people. Furthermore (Sarosdy at al, 2006; Wahyuni, 2020) promote that with passive knowledge we mean students are able to recognize words but they cannot produce them. That is why passive vocabulary is also known as recognition vocabulary.

In any language, vocabulary plays an important role in developing good fluency. That is why lexical competence is considered a central part of language learning. Vocabulary is an important factor for language learning because inadequate vocabulary knowledge causes students to have difficulty in learning language. By developing the ability to use vocabulary learning strategies students can significantly improve their general English level (Surmanov, 2020). Through increasing vocabulary, students can make it easier in all things in subjects, vocabulary is the main basis in improving the ability to communicate with others, with vocabulary students it is easier to get a wider network of friends through good communication, that's why vocabulary word is very important to always be improved.

Perceptions

Perception according to Fadila and Lestari (2013:45); (Silviani T, 2021) perception is all processes of selecting, organizing and interpreting information input, sensations received through sight, feeling, hearing, smell and touch to produce meaning. According to Boyd, Walker and Larreche in (Silviani T, 2021) perception is the process by which a person selects, organizes and interprets information. Meanwhile, according to Kotler (2013: 179); (Silviani T, 2021) perception is where we select, organize, and interpret information input to create a meaningful picture of the world. So it can be concluded from the understanding of perception above that perception is a process of using something that is received

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through the five senses so that each individual can choose, organize and translate information to create a meaningful picture of the world.

According to (Mola M, 2021) perception is when a person sees a letter, then assembles it in a sentence, and understands from what he reads, there is perception. Perception is formed because the mind of the perpetrator interprets and integrates his present experience and the experience he already has, resulting in a better experience of something being observed (Garrett in Nasirun, 1991: 28); (Mola M, 2021).

According to Sarwono 2009:24; Weya & Ince 2021, general perceptions is the process of obtaining interpretation, selection, and arrangement of sensory information. Consciousness occurs when a person receives a stimulus from the outside world that is captured by the auxiliary organs which then enters the brain. Sarwono 2009:24 also states that consciousness is the process of seeking information to be understood by using sensing devices.

Perceptions is a person's idea when he has seen and done something so that he can conclude what he feels. Through perceptions we can know what is the result of something that has been captured by the five senses. According to Sarlito W. Sarwono 2010:103-106 The factors that influence perceptions are:

a. Attention, usually does not capture all the stimuli that are around us at once, but focuses attention on one or two objects only. Differences in the focus of attention between one another will cause differences in perception.
b. A person's mental readiness for stimuli that will arise.
c. Needs are temporary or permanent needs in the individual that will affect the person's perception. Different needs will cause perception for each individual.
d. The value system, namely the value system that applies in a society also affects perception.
e. Personality type, which is where the personality patterns possessed by individuals will produce different perceptions. In connection with that, the process of forming consciousness is influenced by one's self, perception between one person and another are different or also between one group and another.

According to Robbin in Fatah Hanurawan, 2010: 37-40 suggests that several main factors that influence the formation of a person's social perceptions and those factors are the recipient factor, the situation, and the target object.

METHODS

This research is qualitative research that uses a qualitative descriptive approach to find out what are students' perceptions a Team-Based Project in learning vocabulary in English. the respondents were students of SMA Muhammadiyah 1 Unismuh Makassar class XII with a total of 56 students. The research location is in SMA Muhammadiyah 1 Unisnuh Makassar. Particularly the researcher used a questionnaireas instruments of the reseach. Likert-Scale was

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used to measure the data from the questionnaire of perception. Interview was used to find more information of students' perceptions on Team-Based Project.

FINDINGS AND DISCUSSION

The whole statement must be able to be concluded as a final result that can draw the conclusion that the Team-Based Project is good in the learning process. The method used by the researcher is to add up the overall average from statements 1 to 10 and then divide by the number of respondents, namely 56 people.

Tabel 1 skala likert

Category	Scale
a. Strongly Agree	4
b. Agree	3
c. Disagree	2
d. Strongly Disagree	1

In using the Likert scale, there are two forms of questions, namely the form of positive questions to measure the positive scale, and the form of negative questions to measure the negative scale.

Resulted were converted to descriptive analysis in terms of its goodness as proposed by soeharto (2006:52-53).

Table 2. Data Conversion table (soeharto (2006:52-53)

Sales	Interval	Descriptive Category
4	$3.25 \leq x \leq 4$	Very Good
3	$2.25 \leq x \leq 3.24$	Good
2	$1.75 \leq x \leq 2.24$	Fair
1	$1 \leq x \leq 1.74$	Poor

Tabel 3. likert scale calculation 10 statment

1	2	3	4	5	6	7	8	9	10	Interval	Deskriptive Category
3.3	1.9	2.8	3.2	3.0	2.6	2.8	2.8	2.8	2.8	$\frac{28}{10} = 2.8$	Good

Based on the sum of the Likert scale of all statements, it is entered at intervals of 2.8 indicating the descriptive category is Good. So, it can be said that students' perceptions on the use of Team-Based Project in English lessons are good, judging from the questionnaire and interview data. So, it can be said

that students' perceptions on the use of Team-Based Project in English lessons are good, judging from the questionnaire and interview data.

From interview data, the students gave following perception on the use of Team-Based Project by asking 5 questions. Then it can be concluded from some students who have been interviewed tend to say that having a Team-Based Project is very helpful in the learning process, especially in English lessons, they can also train themselves to be more active in communicating, can express ideas to create a project in learning.

CONCLUSION

The calculation of the Likert scale makes the results of positive statements conclude into a descriptive category of very good, good, fair, poor. When it was concluded it was found that all statements based on the results of the student questionnaires were included in the good category. This is also reinforced by the results of interviews with students who stated that there were advantages and disadvantages of team-based projects, but apart from that, team-based projects were able to become a forum for self-development. Differences in the focus of attention between one another will cause differences in perception. However, with the Likert scale, the perception can be concluded as an illustration that the team-based project on vocabulary learning at SMA Muhammadiyah 1 Unismuh Makassar is still in the good category so that this method is very good to continue in supporting the learning process in the classroom that is able to produce certain learning products.

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