

ABSTRACT

This present study on project-based learning was aimed at exploring how project-based learning integrated the four language skills and investigating the benefits and challenges encountered by the students of eleventh graders of an EFL classroom in one of SMK in Cimahi, West Java. With the qualitative descriptive design that employed observation, document analysis, and questionnaire as the methods of data collection, it can be reported that the project-based learning integrated the four language skills by providing activities in which the four language skills could occur in almost every stage of the implementation of the project-based learning: agreeing on theme for the project, determining the final outcome, structuring the project, preparing for information gathering, information gathering, preparing for information compilation and analysis, information compilation and analysis, preparing for information reporting, information reporting and evaluating the project. Also, the study showed that despite the challenges, the project-based learning benefited most of the students in terms of language skills, motivation, group work and social skill, knowledge, confidence, problem-solving skill and critical thinking, communication, presentation skill, independence, technology skill, and creativity. While, in terms of time, most of the students encountered a challenge that was to manage time in accomplishing the project. It was due to limited time. Nevertheless, some of the students gained benefit that was they learnt to have good time management or to be discipline. Thus, the project-based learning can train the students to the 21st century skills of critical thinking/problem solving, collaboration, creativity and communication.

Keywords: project-based learning, four language skills, cooperative learning