

The Implementation of Project-Based Learning in English Class Academic Year 2019/2020 Mulawarman University

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Abstract

This study focused on the PBL implementation in English teaching for students at English department. The purposes of this study were: (1) to know how Project based-learning (PBL) is implemented in English teaching; (2) to know the problems faced by the lecturer during the implementation of Project based-learning method in English teaching. This research was a type of descriptive research, and the approach used is qualitative research. The research subject was an English lecturer from English Department Mulawarman University. The data collection techniques were observation sheet note and interview. The data were classified according to the identified problems and were analyzed by using descriptive analysis method. The result of this study showed that the lecturer implemented PBL which was relevant with step by step by expert, Lecturer have known it since she were in high school, but she are not sure if the method used by high school lecturers is Project Based Learning. As for the result of the second research question, technological problems (i.e: unstable connection, delay, display error) and pedagogical problems (i.e: time consuming in preparing a lesson plan, need to provide a lot of stimulation media, and unable to conduct collaborative work) occurred during PBL implementation. Based on the findings of the study, it was concluded that the lecturer used step by step according to the expert but the arrangement is diferent because it adapts to the situation in the classroom, and the lecturer used six PBL procedures, (1) stimulation (2) problem statement (3) data collection (4) data processing (5) verification (6) generalization in her English teaching although, during its implementation, she faced technological and pedagogical problems. It was suggested for the lecturer to keep practicing in using PBL in the teaching process, be more patient in creating creative activities, and discuss the lesson plan with other English lecturers. Meanwhile, for the next researcher, it is suggested to explore the use of PBL in other skills or in courses that use not too much theory such as microteaching courses and other courses, since the current study only focused on the implementation of PBL in English phonology course.

Keywords: Project-Based Learning, Problems, Teaching Strategy, Lecturers' Implementation

1. Introduction

Nowadays, lecturers have to deal with changes of students' mindset through their communication and strategy in studying at school. Lecturers must respond towards the changing of students' mindset in understanding materials. According to Valijarvi (2005), future lecturers are expected to have more knowledge and skills to deal and understand the challenges of changing society. They must respond to these changes and develop the school system. Thus, one task for existing lecturers is to future train lecturers who have skills and knowledge that future citizens will need. Kuuskorpi (2012) mentioned that future skills and knowledge include, among others, critical thinking and problem solving, collaboration, creativity, and the use of information technology in education and in learning environments. It means that to face the high changing society that is happening, students have to deal with those future skills and prepare those skills before they take a part in society.

Adamson & Darling-Hammond (2010) stated that trainers prefer traditional teaching and learning situations (for example lecturer centered teaching methods) over 21st century skills (future skills), and they consider future skills as the most demanding part of the curriculum. Some schools, which participated in their research, lack of understanding of what future skills (critical thinking and problem solving, collaboration, creativity, and the use of information technology in education and in learning environments) are and how they can be applied in teaching and learning situation. It means that some schools or some lecturers see those future skills are required for the students to face this changing society, however they still good form how to apply those skills in teaching and learning situation. Those are future skills can be learned through a variety of methods, and one of the methods is though project-based learning (Pacific Policy Research Center, 2010).

According to Moursund (2007) project-based learning is instructional approach that makes students undertake arranged and cooperative manner to find out and to solve certain problems. Moursund also defined that project-based learning is a self or team project that deals with time limit, a product result, and presentation or performance. Heitmann (1996) stated that a problem-centered learning approach does not only assist learners receiving knowledge, but also developing learners learning capabilities. Students must find out and solve any problem they face by themselves in order to make them more creative. This means that project-based learning is approaches that can make students master their academic aspect and some soft skills. Students will get a time limit project with less explanation. Project-based learning is one way for lecturer to develop all students' skills that current world's need as mentioned above.

Based on those explanations, The researcher would like to know deeper about how the implementation of learning strategy by using project-based learning in English teaching, is whether a or not in accordance with the theories presented by the experts. With that said, the researcher chose title: Lecturers' Implementation toward teaching strategy of using project-based learning in English class.

2. Methods

In this study, the result of observation and interview Lecturer using project-based learning will be used to gather the information which will be interpreted in narrative explanation. It means that the design of this research is qualitative research. According to Miles & Huberman (1994) qualitative research is usually in words form than number and concerns in some fields such as social science, history, notably anthropology, and political

science. In addition, quantitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem (Creswell, 2007).

In this study, the researcher had chosen purposive sampling. Purposive sampling has a certain purpose and is done intentionally. According to Yin (2011) purposive sampling is the selection of participants or sources of data to be used in a study, based on their anticipated richness and relevance on information in reflection to the study's research question. Purposive sampling is selected because the sample can give information which is relevant to a particular research question.

According to Creswell (2007) the key instrument of qualitative study is the researcher himself. The data are collected by the writer himself by examining observing, interviewing and field notes lecturer. In qualitative study, observation, interview, and field notes, by the researcher to gather and to detail the information (Creswell, 2012). Based on those statements, the researcher will be the main instrument of this study. The writer will collect the data through observing, interview, and field notes. These instruments will be used to help the writer making the data more detail. The researcher will observing and interview the subjects selected first to find out their implementation about project-based learning through three sections questions: implementing project-based learning on making the project in the class, strategy to implementing project-based learning in the class, and the challenges they face making the project when implementing project-based learning in the class. The researcher will also collect the research subjects' reflection to relate the observing and interview result.

3. Result

1. The step in implementing Project-Based Learning in English class.

In order to provide answer of research question, how does the lecturer implement project-based learning in English class.as for the step by step used by the expert there are several namely: starting with the essential question, designing a plan for the project, designing a fixed schedule, monitoring students project progress, assessing student outcomes, and the last is evaluating students experience. As for here, the lecturer almost has the same steps as what the experts do, but the difference is in the time of application because the lecturer has to adjust to class conditions and the time is limited in implementing these steps. In the evaluating students experience section, the lecturer does not apply the evaluating section because of the limited time, but the lecturer will only do mini feedback. Eight times of observation had done and completed with interview. The lecturer came to the class as an observer and recorded all activities by phone. During the observation, the researcher found that the lecturer implemented all stage of project-based learning and completed with interview.

There were some findings found by the researcher in eight times observation:

- a. First observation conducted in B 2017 class. The class started 8 am and ended at 9 am. In this meeting, the lecturer conducted 1 stage of project-based learning. In this meeting, the lecturer had done introduction section and lecturer sharing about the experiences how lecturer began to learning English, this activity the purpose to motivate his student. The lecturer gave the text display on power point slide and asked some students to read for a good. In this meeting, lecturer started the class with introduction himself by asking students to let them guessed anything about him.
- b. Second observation conducted in B 2017 class. The class started 7.45 am and ended at 9.00 am. In this meeting the lecturer conducted 1 stage of project-based learning. At

the beginning, to give questions to students like ‘what is consonant?’ and then lecturer also asked for students to be serving around here. The lecturer discussion them began a lesson about consonant and explained to details with consonant forms. In this meeting the lecturer introduced new subject material.

- c. Third observation conducted in B 2017 class. The class started at 9.00 am and ended 10.30 am. In this meeting the lecturer reviewed material at the previous meeting and it was done the lecturer gave exercise to the disciples in 20 minutes to answer the exercise. This session come into the material that is about the material of symbol, the lecturer explains and the students understand the material too slowly, then the lecturer provides the homework to be discussed next meeting. In this meeting the lecturer the class started by review material last week, introduced new subject material and asked students to answering exercises.
- d. Fourth observation conducted in B 2017 class. The class started at 9.00 am and ended 10.30 am. In this meeting specifically on meeting today lecturer will reviewed the material from the first meeting until now. The lecturer gave the students to ask questions about the material he didn’t understand, so this session is a discussion between the students and lecturer. After all the students get answers from the problems the face, the lecturer is along with the students correcting the homework they given by lecturer last week.
- e. Fifth observation conducted in B 2017 class. The class started at 9.00 am and ended 10.30 am. On this day without repeating the lesson last week the lecturer gave direct instructions to students to create 4 groups of 5 to 6 people. Then the lecturer gives an exercise on how to identify the shape and symbol of a consonant in English phonology. In this meeting the lecturer controls the progress of the students in doing some exercises in class.
- f. Sixth observation conducted in B 2017 class. The class started at 9.00 am and ended 10.30 am. Today's meeting discusses planning to make a project and divide groups for a project and determine the applications that will be used by each group, then the lecturer explain the stages in making a project and asks students to create their groups without being helped by the lecturer.
- g. Seventh observation conducted in B 2017 class. The class started at 9.00 am and ended 10.30 am. Today's meeting discusses repeating the material the lecturer gives a new picture of sound (graph). After finishing explaining the material, the lecturer asks students to submit application tutorial assignments before entering the final project. Previously, the lecturer asked several students to read with the rules of phonology. According to the lecturer more or less the students began to understand the techniques and procedures according to phonology. Entering the last session today, as usual, the lecturer asks students to give a reflection for the learning that just ended today.
- h. Eighth observation conducted in B 2017 class. The class started at 9.00 am and ended 10.30 am. Today's meeting discusses tips and tricks on how to understand learning materials, especially material about English Phonology. After that, the lecturer immediately gives the final project and here there are two final tasks given by the lecturer to students: (1). Individual assignments: Record your voice in reading the paragraph I gave in the wav / mp3 / mp4 file. Send to my email no later than Thursday, November 28, 2019, at 13:00. Make sure you record your full name in the

recording. (2). Group assignments: collected in word files no later than December 24, 2019, 2019 at 22:00 West Indonesia Time. (1). Determine the phonemes for each sound contained in the data and specify the distinctive features. (2). Give a phonetic analysis of your voice record by explaining the character of the sound contained in the application you are using. (3). Determine the phonology process that occurs in the data. (4). Determine the phonology process formula that you find. Based on the results of 8 observations, the PBL method does not work in the phonology class, because phonology is a subject that requires more explanation from the lecturer, and PBL is a project-based learning method, so more time is used in implementing project-based learning so that it can be a little more effective.

In order to answer the research questions: How is The Implementation of Project-based Learning in English Class Academic Year 2019/2020? And what are the challenges faced by the students when the project-based learning is applied? The researcher did the interview to take the data. In the implementation project-based learning process, the lecturer used mix language in Bahasa and English language as dominant language. The lecturer gave some reasons why he used Bahasa and English in the classes. The lecturer used Bahasa and English purposed to make students easy to understand about the lesson and sometimes the lecturer needs to illustrate something which was quite difficult to explain in English. the implementation strategy of Project-based learning lecturer said I do not use specific strategies in implementing project-based learning, more importantly, they must be understood by what material will be raised in making the project. the lecturer applies Project-based learning but does not follow step by step by the experts because in the phonology class it requires more explanation of the material than doing the project first because if you do not understand the material students will have difficulty in making the project.

R : In implementing the project-based learning strategy what do you use?

T : If in the implementation strategy of Project-based learning I do not use specific strategies in implementing project-based learning, eemm, perhaps, more importantly, they must be understood by what material will be raised in making the project.

R : In implementing the project-based learning strategy what do you use?

T : If in the implementation strategy of Project-based learning I do not use specific strategies in implementing project-based learning, eemm, perhaps, more importantly, they must be understood by what material will be raised in making the project.

(IT L8-L12)

This is the problem they don't understand the concept, so the success of the project depends on how well they know how to do the work, sometimes the concept is phonology, and they have to understand the basic concepts of phonology. When explaining the basic concepts of I asked the phonology themselves to form knowledge, but not by reading books, but by experiencing firsthand what was meant in the concept, because it happened that phonology could be practiced by them. So, for example, the concept of consonant, even though everyone already knows the sound of consonant and vocal sound is how, but when defining without looking at the books it is difficult. What I do is I ask them to say the consonant sounds and then identify what similarities they feel, when they say the sounds, so that in the process of understanding such concepts they do themselves.

T : This is the problem they don't understand the concept, so the success of the project depends on how well they know how to do the work, sometimes the concept is phonology, and they have to understand the basic concepts of phonology. When explaining the basic concepts of I asked the phonology themselves to form knowledge, but not by reading books, but by experiencing firsthand what was meant in the concept, because it happened that phonology could be practiced by them.

(IT L12-L18)

The challenges faced in implementation project-based learning are there are many courses that can be used. Project-based learning will take a lot of time to implement it, while in English phonology course we have to understand the materials before starting to implement Project-based learning, so the challenge is more about the duration and difficulty of the courses that will be used in implementation Project-Based learning.

R : Then seen from your experience in implementing project-based learning problems and what challenges do you find in implementing project-based learning?

T : Eem, project-based learning has a lot of courses that can be used in ok, projects, including phonology courses, but the challenge does take time to go to the concept of material which is discussed if for example just a project to make a video about this, for example, maybe a little It's easy, right, but because the project explains, eeee, the phonological elements that they can see from the source that has been determined, nahh, the provision of the concept must indeed be stronger, so if the phonology course is very complicated, but I will do it again next year.

(IT L61-L71)

The lecturer provided motivation for students. The way to provide motivation for students was telling about his life experiences. The lecturer also told about something that students gain if they graduate from English Department. The purpose of these motivations used to make students more interesting and have enthusiasm to learn English.

4. Discussion

Discussion on the findings of observation and interview data on the implementation of project-based learning problems and what challenges do you find in implementing project-based learning English class, based on the two main points of the questions used to answer the research questions: How The Implementation of Project-based Learning in English Class (lecturer strategy of implementing the project-based learning, step by step in implementing project-based learning), problems and challenges do you find in implementing project-based learning and effective the implementation of project-based learning.

The results of observations and interviews the Implementation of Project-Based Learning in the English Classroom for the 2019/2020 Academic Year. Researchers found that lecturers already know about Project Based Learning before becoming lecturers. Lecturers have known it since she were in high school, but she are not sure if the method used by high school lecturers is Project Based Learning. The basics of Project-Based Learning during high school are the same, the lecturer makes groups to work on projects, then the lecturer explains

what to do, but the technology used makes it different. In high school, they only used their hands to create projects, but in college, projects had to be completed using technology. This finding was bit different with Limbong's finding. Limbong (2016) mentioned that many of preservice EFL lecturers had seldom experienced project-based learning, not only when they were in the high school, but also during their lecturer training program.

The lecturer felt that Project-Based Learning in university level was harder than they faced when they were in high school. Technology and lecturer role different it. They only used simple method when they were in high school such as discussion and presentation; the use of technology in Project-Based Learning was seldom. Other students felt the same about Project-Based Learning from the first time they faced until in English phonology course. They were happy and enthusiastic when Project-Based Learning was applied. They could be more active in the class and could apply what they learned. This method gave them chance to work by themselves. Even they were pressed by the project given by lecturer when Project-Based Learning was applied, they were still enthusiastic with this method. With this method, they did not only get the theory or concept of the lesson, but also applied the theory they got when doing the project. This finding was almost same with

Limbong's finding. Limbong (2016) explained that pre-service EFL lecturers were not familiar with PBL approach, although the majority was happy with this approach because it allowed them to become active learners, with central roles in designing, planning and implementing by working together with other members when they were working on their own projects. The lecturer agreed if Project-Based Learning would be applied in all courses because they felt that Project-Based Learning could make the class more fun and easier to understand and to remember the lesson, but the lecturer mentioned that this method was not suitable if it was applied in courses that had many theories to explain such as in the English phonology course the lecturer needs a lot of time to explain the material to detail before allowing them to make the project because in this course there are very many details that must be understood and practiced individually or in groups. In line with Liu & Xu's finding, they (2010) argued that it was also expected that Project-Based Learning could be applied to other disciplines. In fact, some universities had attempted to apply similar methods in business disciplines, such as marketing. Majority of students liked with technology application. Because of it, they can remember the lesson easily. This finding was in line with Goodman's finding. Goodman (2010) explained that Project-Based Learning was effective in assisting learners understand, apply, and retain information.

According to Musa et.al (2011), Project-Based Learning demands students to heighten their level of self-confidence, motivation, and ability to organize their own work plans. Some students thought that indirectly, they got self-confidence, persistence, and discipline skills. Because of they would present what they had made, they had to be confidence when they delivered their topic. They had to be brave and be confidence when asking the lecturer about the lecturer thoughts on their project. Persistence and discipline skills were also gotten by students when making the project. If they could not be discipline with their own plan in making the project, the project would not be finished by students. They also had to be persistence to avoid the same mistake they got. In doing so, students were demanded by this project to increase their abilities level to finish the project that was given by the lecturer. Wurdinger (2016) found that Project-Based Learning has a positive effect on students' life skills development across 6-12 grade levels and helps prepare them to be successful in the 21st century global community and economy. All students mentioned that all knowledge and skills that they got from Project-Based Learning would be help them to prepare their professional life. Just in case if they would be lecturer after graduated, the students' character would be different definitely.

According to Musa et.al (2011), in Project-Based Learning, students also self-evaluate their own contributions, efforts, motivations, interests, and productivity levels. Students become critical friends by giving constructive feedback to each other, which helps them become aware of their own strengths and weaknesses. The main thing in implementing project-based learning is how the lecturer's strategy is to understand students about the concept of the material that they want to process as the main data in making the project. Very mature so easy for students to understand meanwhile, regarding project-based learning, they are given the freedom to use any application that is important. The results of the project are in accordance with what the lecturer wants. It meant that this finding was in line with Kartikasari's finding. It can be concluded that lecturers can apply PBL properly and correctly so that it can facilitate students to play an active role in the learning process, especially in terms of speaking which can be seen from.

From this study, the Project-based learning applied by the lecturer is not effective in the phonology class because in this course it is more in understanding the material but here there is a positive value that reserchers can get in this method, such as they are more confident in making projects, then they can complete their own problems without the help of a lecturer and motivate them more with their new learning methods. the results of the videos made by students. The skills also would help them if one day someone wants to implement project-based learning in their class.

5. Conclusion

The results of observations and interviews show that Project Based Learning is ineffective in the phonology class because in this course it is more in understanding the material, but students enjoy project-based learning even though the process is hard for them. Students agree to apply Project Based Learning to other courses as long as the course does not contain many theories for the lecturers to explain because it will be difficult for them to understand the material to be studied. Students also acquire some knowledge and skills that will help them in their professional life such as creativity, problem solving, communication, self-confidence, discipline, collaboration, persistence, and leadership skills. These skills are related to skills needed in the 21st century. Students can also share opinions, ideas, and suggestions with friends or lecturers when working on projects using this method. Students also face some challenges in working on this project such as they have to reduce their sleep time and have to find suitable facilities to use to complete the project. The lecturer asks students to make a final reflection at each final meeting about the project to evaluate them.

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