

The Implementation of Project-based Learning

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Abstrak

Tujuan artikel ini adalah untuk mengetahui implementasi pembelajaran berbasis proyek. Salah satu syarat yang harus dicapai oleh pelajar bahasa Inggris adalah untuk dapat berbicara dalam bahasa Inggris. Namun, meskipun siswa sudah belajar bahasa Inggris sejak di sekolah dasar tidak membuat mereka berbicara dengan lancar karena proses belajar mengajar lebih menekankan pada keterampilan membaca daripada berbicara. Akibatnya, siswa tidak terbiasa berbicara dalam bahasa Inggris dan memperbaiki kesalahan mereka. Sehingga para siswa perlu dilatih untuk berbicara dalam bahasa Inggris agar mereka dapat berkomunikasi baik tertulis maupun lisan menggunakan bahasa yang tepat. Salah satu metode yang mungkin dapat digunakan oleh guru adalah pembelajaran berbasis proyek. Pembelajaran berbasis proyek mengacu pada model pembelajaran berbasis proyek. Para siswa diminta untuk membuat proyek yang akan diperagakan di akhir pelajaran. Penelitian ini menggunakan desain kualitatif. Penelitian ini dilakukan di ruang kelas. Subjek penelitian ini adalah seorang guru SMA di sebuah kota besar. Data dikumpulkan melalui observasi dengan menggunakan catatan lapangan. Selanjutnya, data dianalisis melalui tiga langkah yaitu menyalin, mengategorikan, dan menafsirkan. Hasil penelitian ini menunjukkan bahwa ada enam langkah implementasi pembelajaran berbasis proyek yaitu memberikan pertanyaan penting, merancang rencana untuk proyek, membuat jadwal, memantau siswa dan kemajuan proyek, menilai hasil, dan mengevaluasi pengalaman.

Kata kunci: keterampilan berbicara, pembelajaran berbasis proyek.

Abstract

The aim of this article is to investigate the implementation of Project-based learning. One of the requirements that is needed to be achieved by English learners is to be able to speak in a target language. Nevertheless, even though the students have already learnt English since the elementary school, it cannot grant them to speak fluently. It is because the teaching learning process emphasizes a reading skill rather than a speaking ability. As a result, students are not accustomed to speaking in a target language. They never practice and correct their mistakes. Since there is no mistake corrected, they will never realize parts of their utterances that must be fixed. For this reason, the students need to be trained to speak in a target language in order that they can communicate both written and oral using a proper English. One of possible methods that can be used by the teacher is Project-based Learning. Project-Based learning refers to a model that organizes learning around a project. The students are required to create a project which will be demonstrated at the end of the lesson. To investigate the implementation of Project-based Learning for improvement of students' speaking ability, this research used a qualitative design and was conducted in the classroom. The subject of this study was a senior high school teacher in a big city. The data were collected through observation. After the data were collected, they were analyzed through three steps transcribing, categorizing, and interpreting. The result of this study showed that there are six steps of implementation of Project-based learning, namely: giving essential question, designing a plan for a project, creating a schedule, monitoring the students and progress of the project, assessing the outcome, and culminating in the evaluating experience.

Keywords: speaking skill, project-based learning.

INTRODUCTION

The goal of English education is to enable students to communicate both oral and written. Nevertheless, in the implementation, some schools still tend to emphasize reading ability to pass the national examination rather than to teach the students how to speak in English. It does not mean that reading is less important than speaking, but in second language learning speaking becomes the compulsory skill due to several reasons (Celik and Yavuz:

2015). One of the reasons is because "speaking becomes a parameter to show whether the people really speak using that language or not" (Celik and Yavuz: 2015).

As Celik and Yavuz (2015) cited on Krashen (1981) which promoted that the success of speaking relies on the students' internal and external factors. On the internal factor, students are afraid of making mistakes while speaking. This is supported by the result of study conducted by Khan and Ali (2010). It showed that 35 percent of the respondents said they are shy to speak in L2

because their friends will laugh at them if they make mistake since they do not have enough time to practice speaking with their friends. Meanwhile, by practicing a lot the learner language will develop over time. On the external factor, input plays as the important role in learner language development. It is because “language learning cannot occur without some input” (Ellis: 1997). Nevertheless, input is not always a sample of language that is exposed to the students, it can also be a students’ output from their sentence or utterance. “Krashen (1993) claimed that the only way learners can learn from their output is by treating it as auto-input” (Ellis: 1997). In addition, “english should not only be seen as learning but also as means of communication” (Salaberri: 1995). Consequently, students need to be taught through oral practice instead of written dialog on the textbook only. They should be given a chance to demonstrate their ability. Besides, the core of 2013 curriculum which is more students-centeredness also requires the students to be active learners. Hence, a teacher should implement an appropriate method to encourage the students to speak which engages them in real world issue. One of the possible methods which can be used by the teacher is Project-based learning.

Project-Based learning refers to “a model that organizes learning around project” (Thomas: 2000). Project-based learning is based on constructivism theory in which the students should construct their own knowledge based on their experience (Rochmawati: 2015 and Serafin, Dostal, & Havelka: 2014 as cited on Nezvalova: 2005). Hence, it shifts the way of teaching from the traditional, isolated, and teacher-centeredness to become students-centeredness and integrated with real world issue (Rochmawati: 2015). Students will engage and work collaboratively in complex activities such as planning, designing, and creating in period of times then finish it in real product or presentation (Thomas: 2000 and Patton: 2012). As a result, students can demonstrate their ability in many ways as creative as possible (Rochmawati: 2015 and Walsh: 2010). They will have much chance to practice speaking and receive feedback from teacher at the end of the project’s presentation to improve their performance. Furthermore, Kavlu (2015) reports on her study that “project-based learning does not only facilitate EFL learners with 21st century skills such as critical thinking, problem solving, life-long learning skills, creativity, innovation, collaboration, and real-life setting communication skill, but also with remarkable effects on enhancing learners’ skill of English”. There are six steps to implement Project-based learning beginning with giving the essential question, designing a plan for the project, creating a schedule, monitoring the students and the progress of the project, assessing the outcome, and

culminating in the evaluating the experience (Maulany: 2013).

Many researchers have been already investigated the use and effectiveness of Project-based learning. For instance, on the last five years studies conducted by Chu, et al., (2011) and Kavlu (2015) revealed that Project-Based learning shows positive effects on the students’ attitude and self-perceived on reading abilities enhancement. Hence, it also increases the students’ reading comprehension, reading speed, and vocabulary mastery. Then, a study conducted by Gaer (1998) also revealed that a population of Southeast Asian refugees who had been in their beginning-level ESOL (English for Speaker of Other Language) class could improve their speaking skill through PBL. In Indonesia context, similar studies have also been conducted by Humairoh (2013), Arisanti (2017), and Firmansyah (2017) who had investigated the use and effectiveness of Project-Based learning in speaking. The studies revealed that Project-based learning has positive effect on improving student’s motivation, confidence, and ability to speak. Nevertheless, their research focused on different subjects such as the teacher and the students. Mostly, they addressed the research question by focusing on the implementation of Project-based learning in the first research question and putting attention at the students’ language development in the second research question. As a result, their research subject must be different from the first and the second focus research question. Besides, when the researcher did a PPL (microteaching) in the most favorite and famous public school in Gresik, one of the teachers used Project-based learning as a learning model for the teaching. The school is known because of the students’ achievement and competence both in academic and non-academic. The teacher asked the students to make a project video based on the learning objectives. At the moment, the students are extremely enthusiastic and creative in making the video. Some of them even made the video like a vlogger (video blogger) and some of the others even went to Bali to present the project as good as possible. By asking them to make a video project, their language develops over a time. It is getting better because before recording the video they have lot of practice on how to speak in L2. Therefore, the present study is intended to examine the following problem: How does the teacher implement Project-based learning in speaking skill?

METHOD

The purpose of this study was to investigate the implementation of Project-based Learning including the step of giving essential question, designing a plan for the project, creating a schedule, monitoring the students and project progress, assessing the outcome, and culminating and evaluating in experiences. As a result the research design that was suitable for this study was qualitative.

“Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables” (Ary, et al., 2010).

The setting of this study was in a classroom of eleventh grade Senior High School in a big city. The class was chosen since the teacher had implemented Project-based learning in teaching. The class consisted of fourteen male students and twenty two female students. The subject of this study was a senior high school teacher in a big city who implemented Project-based learning. The subject chosen relied on the consideration that the teacher had already applied Project-based learning. Besides, according to Ary et al., (2010) qualitative research uses non –random or purposive selection of subject to get more accurate and better data. In order to answer the first up to the sixth research questions on the chapter one, the data of this research were verbal and nonverbal data. The verbal data were the teacher’s utterances in teaching while the nonverbal data were the teacher’s gesture, mimic, and body language during the implementation of Project-based learning. As a result, the source of data for this research was the teacher’s observable behavior during the implementation of Project-based learning including verbal and nonverbal action. The data for this research were collected through observation. The researcher recorded all of information happened during the learning process in the field notes. The field note contains the information about the observation including the date, class, and the topic. The data were analyzed in descriptive manner by employing a theory by Ary et al., (2010) which covered three stages namely organizing and familiarizing, coding and reducing, and interpreting and representing.

RESULTS AND DISCUSSIONS

In this part, the researcher presents the results of the study about the implementation of Project-based learning which are in the forms of teaching learning steps.

The Step of giving essential question

The step of giving essential question was the first step of Project-based learning. According to the field note, this step was only found in the first meeting when the teacher started to discuss a new topic. According to the field note that was taken during the observation, after greeting and checking the students’ attendance the teacher delivered a question which connected them both to the current material and the project task.

The questions aimed to trigger the students thus they could explore, think, and discuss about the upcoming topic that would be discussed in the meeting. Under this circumstance, the students were trained to think critically in early stage of lesson which lead to a deeper discussion. Therefore, it could be concluded that from a simple question the teacher could the students into a deeper discussion which required them using their critical

thinking skill and explore their ideas. Under this circumstance, from the beginning of the lesson, the teacher tried to build a conducive atmosphere thus the students would enjoy and engage with the lesson.

The Step of Designing a Plan for the Project

The step of designing a plan for the project was found in the first day of meeting after delivering the essential question. The second step of Project-based learning implementation was designing a plan for the project. The project referred to a task that was designed through a linking essential question given in the pre teaching activity. It required both students’ critical thinking skill and creativity and presented in the end of the lesson (Liao, Maulany: 2013, Patton: 2012, & Thomas: 2000). After the group was already divided, the students were required to choose a topic for the video which was about cause and effect. In this step, the teacher started to put the students as the center of the lesson. They were responsible to arrange and map out the project that they would make with a teacher’s help.

The Step of Creating a Schedule

After the concept including topic and rules of the project had been already agreed by the students, the next activity was creating the schedule. This step was actually the core of Project-Based learning activity because students began to work on their project. In this part, the teacher with the students defined the deadline on submitting the project. The teacher gave choices to the students about the deadline. Under this circumstance, the teacher limited their time to work to make them stay focus on the project and did their best. Besides, by defining the deadline the students could create a timeline and made a progress every meeting. Since the students were put as the center of the learning, they were allowed to decide the deadline. However, the teacher still gave a limitation thus the students would be serious in accomplishing the task. Besides, as a facilitator of the lesson, the teacher could give a good response when the students had a problem and question. Nevertheless, in the implementation based on the field note, the teacher with the students only defined the deadline on submitting the project by choosing the date. The teacher missed some meaningful stages in creating the schedule such as providing possible alternative to accomplish the task, reminding the students to stick with the project rules, and making a clear explanation related to the chosen alternative.

The Step of Monitoring the Students and the Progress of the Project

According to the field note that was taken during the second day of observation, the second meeting was used as a media to monitor the students’ progress in creating the project. This was the fourth step of implementation of Project-based Learning. They were instructed to prepare their half-done script and concept then the teacher would

check them by turns. In this part of activity, the teacher's role was as a facilitator that helped the students if they found any problem in making the project and put them as a center of the class (Iwamoto, et al., 2016). Even though students played as the center of learning, positive reinforcement, critical feedback, and more guidance were needed in order to lift students' motivation and to ensure that students did not find any obstacle in finishing the task. The problem could be in term of language features, media used, and the fixed concept. Since the teacher's role switched to facilitator, the teacher walked around the class to offer an assistance to the students when they need help. Besides, the teacher's job was also checking each group's progress and asking about their preparation.

The Step of Assessing the Outcome

According to the field note that was taken during the last day of observation, the teacher assessed the outcome which was the video project by watching all videos and giving comment. Each video was played in the classroom and the other students watched their friends' project. Moreover, in assessing the outcome, the teacher should give comment on both the video and the students' speaking performance. The comment and suggestions aimed to fix and improve the students' skill especially when the students made either error or mistake during conversation. Consequently, they would not make the same mistake in the next meeting. By receiving comments, the students would realize which part of their speaking that need to be improved. Nevertheless, the researcher did not notice that the teacher write down anything about their speaking performance on the video and evaluating the video project in a rubric to measure the conformity of the project with the learning objectives. Besides, the teacher also did not involve the students in

The Step of Culminating in the Evaluating the Experience

The step of culminating in the evaluating the experience was found on the last meeting. It was conducted after the students received comment and suggestion about their project from the teacher. It was the last step of Project-based learning. In the process of culminating and evaluating the experience the students were required to share their feelings, thoughts, and experiences during creating the project starting from the first thing they did up to the last step which was presenting the project. Each group was given a chance to speak up and share everything as the teacher gave instruction. Since the teacher gave the instruction in English, the students were motivated to speak in the target language and improve their skill. Besides, as the students were sharing their experience they could learn from each other's problem and could apply the problem solving for the further project.

CONCLUSION

According to the result and discussion in the previous chapter, several conclusions were drawn. First, the teacher started to implement project-based learning by giving essential question that could trigger the students' attention and interest. The question or problem given should meet the students' interest and the real life issues, thus the students were interested to take a part in a teaching learning process. The use of media such as pictures and video were good as teaching tools to give visualization for the students. Besides, by giving a question as a brainstorming before jumped to the material could train students to think critically. Second, the next activity was creating a plan for a project which involving the students' participation. In this activity, the students were put as the center of the class. They were instructed to define the concept of the project. As a result, the students' creativity was needed. They also learnt how to work in a group since all of the teaching learning process would be done in a group. After the concept and rules were agreed, they moved to the next activity. Third, schedule was arranged in order to give deadline of project collection. In this time, the teacher gave a choice when they were ready to submit the project. Even though the students' role was as the center of the teaching learning process, they still needed a help and guidance from a teacher to arrange the timetable. Fourth, the students and progress of the project was checked by teacher in order to remind them stayed focus on the project and the deadline as well. In this step, the teacher should facilitate the students if they need any help with the process of making the video. The students were also required to explain their progress during creating the task in a target language. They could share anything including about the project such as the topic, the venue election, the recording date, the media, and the problem they found. Fifth, the teacher assessed the students' project in order to evaluate whether or not the learning objective was accomplished. Finally, in the end of the lesson the students were required to share their feelings, opinion, and experiences during creating the project in a target language. Nevertheless, during the implementation the teacher missed some stages. First, the teacher missed some meaningful stages in creating the schedule. Second, the teacher did not use a certain rubric to assess the students' project. Third, the students did not involve in the process of assessing the project.

SUGGESTION

Based on the finding of the study, the researcher will give some suggestion and recommendations for teacher and future researcher who concerns on this study.

The first suggestion is addressed to the teacher. First of all, teacher can use printed media such as pictures or brochure or any reliable media in order to get students' attention. Second, the teacher should speak in a target

language during the whole teaching learning process, thus the students will receive more exposure. Third, the teacher should involve the students in a process of assessing the outcome. Fourth, the teacher should make a correct lesson plan and arrange timeline thus he would not miss the steps

The second suggestion is addressed to the next researcher who wants to conduct the similar study. It is suggested to focus on the problem that the teacher may face during the implementation of Project-based learning and the rubric assessment that used by the teacher in assessing the outcome since they are rarely discussed since in this field of study.

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