

Project-Based Learning (PBL) for Teaching English in SMA

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ABSTRACT

Project-based learning (PBL) is used to make learning like acquisition so that it is more natural and interesting and the students are interested and motivated in learning English. The objective of the research is to develop a model for teaching English using PBL which is feasible to develop the students' four English skills. The research method used is Educational Research and Development by designing a prototype consisting of the following steps: determining basic questions, designing a project, making a schedule, conducting the project, monitoring the project, examining the results, and evaluating the experience. The prototype was tried out for teaching English to SMA students, the weaknesses were revised, it was tried out again and revised until it became a feasible model. The result of the research shows that the model is feasible for the teacher to teach English and for the students to study and develop their four English skills (listening, reading, speaking, and writing). It implies that project-based learning can be used by the English teachers to teach English to develop the students' four English skills.

Keywords: *developing, four English skills, PBL*

1. INTRODUCTION

Besides scientific approach, English teachers may use the other approaches; one of them is project-based learning (PBL). PBL is used to make learning like acquisition so that learning is more natural and interesting and the students are interested and motivated in learning English. PBL is a learning strategy which is organized around projects in the form of complex tasks based on challenging questions or problems. In teaching and learning process using PBL, the students conduct an exploration, interpretation, and synthesis to achieve the learning objectives.

The objective of the research is to design an English teaching model using project-based learning which is feasible for the teacher to teach English and for the students to study and develop their four English skills simultaneously. Based on the problems/weaknesses and need analysis, a prototype of English teaching model had been designed. The prototype was then tried out and revised based on the result of observation and FGD. The revised model was tried out again and revised until it became a feasible model for the teacher to teach English and for the students to study and develop their four English skills.

The development of an English teaching model was carried out through Research and Development. The findings of the research in the first year are: (1) the weaknesses of the existing teaching model; and (2) the prototype of an English teaching model using project-based learning. The finding of the research in the second year is the feasible model for the teacher to teach English, for the students to study English and develop their four English skills. The research findings can be used by English teachers of SMA to teach English and develop the students' four English skills simultaneously.

To support the implementation of the research, it is necessary to conduct literature review. Based on Permendikbud (Ministry of Education and Culture) No. 65/2013, teaching and learning process uses learning models, media, and resources which are appropriate with the students' characteristics and the lesson. The approaches chosen by the teachers whether thematic and/or integrated thematic, discovery, or project-based learning are based on the students' characteristics, the lesson, competency, and education levels. Project-based learning (PBL) is one of them which is used in this research.

PBL is defined as a learning strategy which is organized around projects (Bell, 2010). Thomas (2000)

stated that PBL is a model that organizes learning around projects which are complex tasks based on challenging questions or problems. Based on Permendikbud (Ministry of Education and Culture), PBL is a teaching model using a project. The students conduct an exploration, interpretation, and synthesis to achieve the learning objectives. It is initiated by the problems to get and integrate the new knowledge based on their experience in real life activities. PBL is designed to solve the complex problems, and inquiry process is conducted based on a guiding question for the students to conduct collaborative project by integrating various subjects in a curriculum. PBL is a deep investigation of the real world topic which is useful for the students.

Project-based learning has been increasingly popular in education mainstream (Greenier & Greenier, 2018). It is a kind of teaching method which allows the students to learn something through conducting a project designed by the teacher. It creates a situation in which the learning process is more interesting and real-world focus than having teacher's explanation such as in traditional way of teaching (Lee et al., 2014). The teacher here takes role as a facilitator guiding the students doing their projects (King & Smith, 2020).

In English classroom, some studies were conducted for different purposes. Azman & Shin (2012) examined the students' perspectives of implementing PBL in learning English as a second language. Othman & Shah (2013) investigated the course content and language development of learning English using PBL. The study was conducted in the form of experimental study. Meanwhile, Wang (2016) applied PBL to enhance students' motivation using survey. In 2015, Kavlu (2015) found that there was a significant positive improvement in the class using PBL as the teaching method.

There are five criteria of PBL according to Thomas (2000): (1) The project is central to the curriculum; (2) It is focused on questions or problems of the central concepts and principles of a discipline; (3) It involves the students in a constructive investigation; (4) It is student-driven to some significant degree; and (5) Projects are realistic. According to Ministry of Education and Culture, the main characteristics of PBL are: (1) it is student-centered; (2) it is communicative because they must communicate in conducting the project; (3) it is contextual; and (4) it develops their soft skill.

PBL offers many opportunities to promote language use and acquisition in real-life contexts because the basic premise of PBL is that learning begins with a problem presented in the same context as it will be encountered in real life (Kumaravadivelu, 2001). According to Ministry of Education and Culture, the benefits of PBL for the students are: (1) increasing their learning motivation and encouraging them to conduct an important work; (2) improving their ability to solve the problem; (3) making them more active and successful in solving complex

problems; (4) improving collaboration; (5) encouraging them to develop and practice their communication skill; (6) improving their skill to manage the resources; (7) giving them experiences in learning and organizing the projects, especially in allocating the time and other resources to finish the projects; (8) providing learning experience for living in the real world; (9) activating them to implement their knowledge in the real world; and (10) making learning more interesting so that both students and the teacher enjoy the teaching and learning process.

In real-life contexts, it rarely happens to communicate with only one language skill. The person tends to use two or more language skills to interact with other persons. It also happens in learning English using project-based learning. According to Kumaravadivelu (2003) project-based activities emphasize on interactive language use of various language skills and various language components". Imtiaz and Asif (2012) proved that PBL played an important role in improving students' language skills. Stoller (2006) stated that PBL provides opportunities for the natural integration of all four skills: listening, reading, speaking, and writing.

Brown (2000) mentioned some characteristics of integrated learning: (1) Production and reception are quite simply two sides of the coin: one cannot split the coin into two; (2) Interaction is sending and receiving information; (3) There is a relationship between written and spoken language; (4) The four skills are relevant into the classroom arena; (5) One skill will reinforce another skill; and (6) The real language use involves the integration of one or more skills.

Kumaravadivelu (2003) mentioned the teaching steps of integrated learning: (1) try to understand the teacher's directions, seek clarifications, and take notes (listening, speaking, and writing); (2) brainstorm, in pairs or in small groups, and decide to use library resources or the internet to collect additional information (listening, speaking, reading, and writing); (3) engage in a decision-making process about how to use the collected information and proceed with the activities (listening, speaking, and reading); (4) carry out their plan of actions (reading, writing, speaking, and listening); (5) use the notes taken during their group discussion and present to class what they have accomplished (reading, speaking, and listening); and (6) finish the activity with a whole class discussion (listening and speaking).

Stix and Hrbek (2004) stated that there are some teaching steps of PBL: (1) The teacher sets the stage for students with real-life samples of the projects they will be doing; (2) Students are project designers; (3) Students activate their background knowledge; (4) The teacher and students negotiate the criteria for evaluating; (5) Students study the materials; (6) Students create the projects; (7) Students present their projects; and (8) Students conduct a reflection.

Stoller (2002) stated that there are some teaching steps of PBL: (1) Students and teacher agree on a theme; (2) Students and teacher determine the outcome; (3) Students and teacher arrange the project; (4) The students gather information; (5) Students compile and analyse information; (6) Students present the final product; and (7) Students evaluate the project.

According to Ministry of Education and Culture, the teaching steps of PBL are: (1) The teacher determines the competence which will be developed; (3) The teacher explains the project; (4) The students conduct the project; (5) The students present the result of the project in front of the class; and (6) The teacher gives feedback and correction.

By using PBL which is also integrative learning, the English teacher integrates the four English skills and develops the indicators of each skill (Joko Nurkamto, et al., 2012). The indicators of listening skill are: (1) finding the main idea of a text or paragraph; (2) determining the communicative purpose; (3) finding the explicit information; (4) finding the implicit information; (5) explaining the meaning of words or expressions in a text (contextual meaning); and (6) explaining the reference of a pronoun in a text.

The indicators of reading skill are: (1) finding the main idea of a text or paragraph; (2) determining the communicative purpose; (3) finding the explicit information; (4) finding the implicit information; (5) explaining the contextual meaning of words or expressions; and (6) explaining the reference of a pronoun.

The indicators of speaking skill are: (1) stating the main idea of the speech; (2) providing supporting details of the topic; (3) using appropriate words, phrases, or utterances to express the idea; (4) using certain language system (grammar) to make well-formed utterances; and (5) performing acceptable pronunciation to express understandable utterances.

The indicators of writing skill are: (1) stating the main idea of the text; (2) providing supporting details of the topic/idea; (3) using appropriate words and phrases to express the idea; (4) using certain language system (grammar) to make well-formed sentences; (5) making use of appropriate cohesive devices to create a well-organized text; and (6) using appropriate mechanics (spelling, punctuation, and capitalization) to accomplish the purpose of writing.

2. MATERIALS AND METHODS

The research method was Educational Research and Development. Gall, Gall, and Borg (2003) stated the steps of R & are: studying research findings, developing the product based on these findings, field testing them in the setting, and revising to correct the weaknesses. This

cycle is repeated until the field-tested data indicate that the product meets its behaviorally defined objectives. As stated by Gall, Gall, and Borg (2003: 772), the term *product* refers to not only material objects (textbooks, films, etc.) but also procedure and process (teaching steps).

After studying the stages and cycles of R & D stated by Gall, Gall, and Borg (2003), the researchers used three stages as follows: (1) exploration stage, (2) development stage, and (3) experiment stage. All the three stages were conducted in three years as follows: (1) the first stage was conducted in 2018 to find out the weaknesses of the existing model used in teaching English in SMA Surakarta and to conduct need analyses to develop the prototype of teaching English using project-based learning; (2) the second stage was conducted in 2019 to try out the prototype until it became a feasible model for the teacher to teach English, for the students to study English and develop their four English skills; and (3) the third stage was conducted in 2020 to compare the existing model and the developed model of teaching English using project-based learning and to find out which one is more effective to develop the students' four English skills.

The research participants were three English teachers and their students. The data were collected using observation, questionnaire, interview, and FGD; validated using prolonged engagement, researchers' alertness, member checking, and triangulation; and analysed using constant comparative method consisting of: (1) determining units of information; (2) making information categories based on the similarities; (3) determining the relationship among categories; and (4) developing theories based on the relationship types among information categories.

3. RESULTS AND DISCUSSION

The research finding is a feasible model of teaching English using project-based learning which is feasible for the teacher to teach English and for the students to study and develop their four English skills (listening, reading, speaking, and writing).

Based on the existing condition and weaknesses, the researcher designed the prototype of teaching English using project-based learning to develop the students' four English skills: (1) The teacher sets the stage for the students with real-life samples of the projects they will be doing; (2) The students and teacher agree on a theme for the project; (3) the students and the teacher determine the final outcome of the project; (4) The teacher prepares the students for the language demands of the final activity; (5) The teacher and the students negotiate the criteria for evaluating the projects; (6) The students and the teacher structure the project; (7) The teacher prepares the students for the demands of information gathering;

(8) The students design the project designers; (9) The students use their background information; (10) The students accumulate the materials necessary for the project; (11) The teacher prepares the students to compile and analyse data; (12) The students compile and analyse the data; (13) The students create their projects; (14) Students prepare to present their projects; (15) The students present their projects; (16) The students evaluate the final product of the project; and (17) The students reflect on the process.

The prototype of teaching English using project-based learning was elaborated in the form of lesson plan for teaching English covering the following steps: (1) determining basic questions; (2) designing a project; (3) making a schedule; (4) conducting the project; (5) monitoring the project; (6) examining the results by asking the students to present the results of the project in front of the class; and (7) evaluating the experience.

The prototype was tried out in an English class of SMA Diponegoro Surakarta which was observed by the researchers and followed by FGD and revision. The revised prototype was then tried out in an English class of SMAN 1 Surakarta which was observed by the researchers and followed by FGD and revision. The revised prototype was tried out again in an English class of SMAN 7 Surakarta which was observed by the researchers and followed by FGD and revision. After the data were analysed using constant comparative method, it shows that the prototype is feasible for the teacher to teach English and for the students to study and develop their four English skills (listening, reading, speaking, and writing).

PBL is used to develop the students' listening skill when the students watch the video, listen to the teachers, and answer the questions about the video covering all indicators of listening skill. PBL is used to develop the students' reading skill when the students read the explanation how to do the project and examples of the project and answer the questions to check their comprehension covering all indicators of reading skill. PBL is used to develop the students' writing skill when they write the results of the project by paying attention to all indicators of writing skill. PBL is used to develop the students' speaking skill when they discuss and conduct the project and when they present the results of the project in front of the class which is followed by questions and answers and respond to the comments. It is in line with the statements of Imtiaz and Asif (2012) that PBL plays an important role in improving students' language skills and Stoller (2006) that PBL provides opportunities for the natural integration of all four skills: listening, reading, speaking, and writing. The indicators of each of four English skills are in line with the indicators stated by Joko Nurkamto, et al. (2012, pp. 46-48) and Brown (2000, pp. 247-360).

4. CONCLUSIONS

The conclusion which can be drawn from the research findings is that the developed model for teaching English using project-based learning is feasible for the teacher to teach English and for the students to study and develop their four English skills (listening, reading, speaking, and writing) simultaneously after it was tried out and revised based on the results of observation and FGD. Project-based learning can be used by the English teachers to teach English to develop the students' four English skills.

AUTHORS' CONTRIBUTIONS

The authors are the researchers conducting the research and resulting a model of teaching English using Project-based learning which can be used by English teachers of SMA.

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