# THE IMPLEMENTATION OF PROJECT BASED LEARNING IN CCU CLASS AT ENGLISH DEPARTMENT OF UN PGRI KEDIRI IN ACADEMIC YEAR 2015/ 2016

## SKRIPSI

Presented as a Partial Fulfillment of the Requirement to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

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## APPROVAL PAGE

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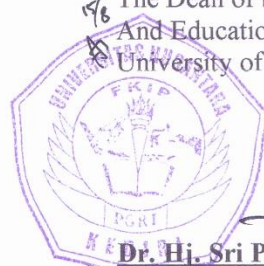Kediri, August 9th, 2016

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## ABSTRACT

Cross Cultural Understanding (CCU) is one of the subjects that must be learned by English department students. It is needed because when students learn English, they need to be familiar with cultures of English speaking countries. CCU is taught basically for making them ease to improve understanding about cultures. In giving experience to the students, one of teaching models which is appropriate to CCU class is Project Based Learning (PBL). The research problem of this study were: (1) What materials are developed by the lecturer in the implementation of Project-based Learning in CCU class at third year English Department students of University of Nusantara PGRI Kediri academic year 2015/2016? (2) What products are produced by the students in the implementation of Project-based Learning in CCU class at third year English Department students of University of Nusantara PGRI Kediri academic year 2015/2016? (3) What are the steps of the implementation of Project-based Learning in CCU class at third year English Department students of University of Nusantara PGRI Kediri academic year 2015/2016? (4) What are the lecturer's roles during the implementation of Project-based Learning in CCU class at third year English Department students of the University of Nusantara PGRI Kediri academic year 2015/2016?. This research used qualitative research design of case study. The instruments used to collect the data were observation, interview, and document. Observation used by the researcher to get the data during the implementation. Then, interview and documentation are used only to strengthen and support the data. The research was done in four meetings.By analysing the data, it can be concluded that PBL could help the lecturer to vary the activities along with the topic, each step of PBL gives an opportunity to the students to engage with real problems, the model of PBL could support and motivate the students to be more active and creative, and with PBL, the lecturer is not be much in handling the students because they will be much active and more dominant in the class to find information.Based on the conclusion result of the research, the researcher suggests a clear instruction during implementing the project activity. It makes the students easy to understand to what the will do and master the target learning.. Then, the researcher hoped that there will be other researchers who can conduct the better research by investigating the other kinds of lecture which can be applied with Project Based Learning.

**Keyword:** Project Based Learning (PBL), Cross Culture Understanding (CCU).

## I. INTRODUCTION

English in Indonesia is a first foreign language that is taught in every education level, included university. In some universities, English is one of the subjects that specifically learned by the undergraduate students which is called as English Department. English Department is built basically to answer the people's need in English, especially studying English in highest education level. The goal of English department principally is preparing students to be a teacher, journalist, or scientists who are professional and independent. Some goals above will not be reached without any lectures which indirectly form the department itself.

The lectures that are available in each semester should be followed by English department students in order to reach the goal. One of the examples is when the students in sixth semester, students must join some classes. One of the subjects that are needed to be learned is Cross-Culture Understanding because basically the position of English in Indonesia is not as a mother tongue but a foreign language. As a foreign language, English that learned should not only focus on the knowledge of the structures, phonology or expressions, but also it is needed to learn the features and characteristics of the cultures in where English is come and used. It means that teaching the ability of cross-cultural understanding should take the leading place in language studies, especially in English major. Moreover, In order to have the competences in understanding some cultures of English speaking countries, it is a must for the students who join CCU class to follow the rules and indicators made by the lecturer. In giving experience to the students, one of teaching models that may be apropriate to apply in CCU class is Project Based Learning (PBL).

PBL is aimed at helping to encourage students' activeness in their classroom with the possibility they can engage to the real world problems and helping them to create a final product. PBL is a comprehensive, deep learning approach to classroom teaching and learning that engages students in the investigation of authentic problems (Blumenfeld et al. 1991: 369). Further, according to Patton (2012: 13), it is said that Project Based Learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. These statements are supported by Strippling et, al. (2009: 8) PBL is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new

understandings through a variety of presentation modes. Because of the main goal of CCU class is creating a final product, PBL is a proper teaching model that may be conducted. Both CCU and PBL are aimed to help the students finishing a final product.

Based on the reasons above, the writer decides to conduct a research, entitled **"The Implementation of Project Based Learning in CCU Class at English Department of University of UN PGRI KEDIRI in Academic Year 2015/ 2016"**.

## II. RESEARCH METHOD

This study employs qualitative research case study as the research method. As cited from Creswell (2012:465), he explains that case study is a variation of an ethnography in that the researcher provides an in-depth exploration of a bounded system (e.g., an activity, an event, a process, or an individual) based on extensive data collection. Case study was chosen because in University of Nusantara PGRI Kediri, there is a lecturer who conduct Project Based Learning (PBL)

This study conducted for 4 meetings at English Department of UN PGRI KEDIRI. The participants of this study were 3A class consisting 37 students. Of the total number, only 34 students were included as participants. This was because of some considerations related to students'

absence and their participation in the implementation. In collecting the data, the researcher fully immersed as the complete observer. As a complete observer, you record observations passively in as uninvolved and detached a manner as possible (Lodico et. al, 2010:115). To collect the data, the researcher used observation, intervew, and documentation. Observation was conducted for four meetings in CCU class. As Creswell (2012:214) said that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The researcher observed the activities by using fieldnotes and video recording. Then, the researcher interviewed some students who joined some activities of PBL in CCU class to get additional informations about their experience. In this research, the researcher conducted free interview which questions is not prepared before. In documentation, the researcher collected the students' writing product as a approval and the lesson plan made by the lecturer was collected by the researcher to strengthen the data.

After the data were got, then researcher analyzed by using satges taken from Ary (2010:481), the stages are:

1. Organizing and Familiarizing

The first stage in analyzing qualitative data involves **familiarization** and **organization**

Here, the researcher should become familiar with the data through reading and rereading notes and transcripts, viewing and reviewing videotapes, and listening repeatedly to audiotapes. The data from observation, interview, and documentation were reread and reviewed by the researcher.

2. Coding and Reducing

After familiarizing yourself with the data and organizing them for easy retrieval, you can begin the **coding** and **reducing** process. In this step, the researcher collected the data from observation and analysed it. Then, the researcher reduced and rejected some meaningless data, so the researcher will get the important data. It is aimed to reduce the data without losing some important informations that needed to be analysed by the reseacher. After the all datas is reduced, the researcher will present the data that relate and suitable to what the researcher finds and needs.

3. Interpreting and Representing

Interpreting is followed by presenting the data; it means that the researcher presented about the data systematically and logically, so the meaning of every clear event can be seen briefly. According to Ary (2010:491), representation involves how the data are presented. This step helps the researcher to make the data more valid. The reseacher analysed the data from observation and interview. Then, the researcher wrote the results. The conclusion is expected to get a new finding that has not previously existed. In the end of collecting the data, before making a conclusion, the researcher checked the data based on reduction and interpretation. If the data was complete, the researcher stop the observation and then try to make the conclusion based on the finding that got during the implementation. Then, the researcher report her finding.

## III. RESULT AND CONCLUSION
## A. Results
## 1. Material Development

In developing the material, the lecturer took one of the materials that relate to "Value" in our culture. Here, he chose local wisdom and ritual or ceremonies in society as the topic. It is because he wanted to experience his students about value that also will be discussed in the next material that relate to "Family Value". By giving them material about "Value"especially local wisdom, he hoped that the students will early understand about what value isThe steps or procedures of material development included the design, implementation, and evaluation of language teaching materials.

Before conducting a teaching learning process, the main job of the lecturer of Cross Cultural Understanding class is had to design a material that suitable for his students. In designing the

material, the lecturer made suitable activities relate to the topic. The material would be done in three meetings. In each meeting, there are 100 minutes as the time allocation for its teaching learning process. As stated before, the topic of this implementation was about local wisdom and ritual or ceremonies in society. The goal of that material was students are able to make conclusion and write about local wisdom. It is hoped that students are able to make written report on local wisdom: definition, example, and value and the role of value in society. Also, he prepared what the materials that could be given to the students in order to experience them. He provided himself with some knowledge of culture, especially in Javanese culture because the topic related to the local culture in our society. The material of "Value" that he used stated in his own book. His book, entitled "Cross Culture Understanding " was made for the students' handbook at English Department in University of Nusantara PGRI Kediri.

The book that was used by the lecturer contains eight units. All of the units in this book are probably taken from a sourse which written by Morine Dresser in 1996, entitled *Multicultural Manner* and published by John Willley & son, Inc., Canada.

In this implemenatation the lecturer only focused on "Value" which is stated on page 4 until 5, before going to the topic of "Family Value" that stated on page 15. Here, the book explains that value is an especially important class of beliefs shared by the numbers of a society or by typical occupants of all the various positions in the society. This meaning is in line to the lecturer explained about value, he explained orally to the students as like this transcript:

*Lecturer: value is also abstract or personal society because it is society so you are talking about society belief which is good or which one is bad, in each society we got different.*

On the other hand, the lecturer thought that what he explained about "Value" was still poor to be understood by the students so that he decided to add and short the material into a specific topic that is local wisdom or local knowledge. He added the material by telling the story in front of the students.

Then, he tried to experience the students by telling story about some rituals and ceremonies that exist and develop in our society like telling about cleansing village in Siti Inggil.

*Lecturer: So, from features of ritual, you can look at one ritual or ceremony and each ritual they have local wisdom or value that they have to give it to next generation to generation. Some of areas are loosing their activities in a ritua. Such as Cleansing of the village. Do still have that one everybody?*

*Students: Yes...*
*Lecturer: On that area....*

> *Do you know Siti Inggil? There is a big hunger tree, they has thanksgiving underneath and do special rituals overthere. There are many values actually for young learners to learn the ritual. Like we have a certain days because the leader of the village will invite society and choose a day based on a good day that chosen by the elder of the society to hodl thanksgiving.*

It was done by the lecturer because it was aimed to explain more about what is value and what is ritual. He added it because he thought that the material stated in that book was not enough to understand by the students so that he explained about the ritual itself by giving them an example of cleansing village in Siti Inggil. If the students were provided with example, they will be easy to understand the material. He also used Power Point (PPT) and showed it to students relate with the topic and planning that should be done by the students, that is making a written product in the form of report text about local wisdom and rituals or ceremonies in society. Because the product is in the form of report text, he also explained about the generic structure of report text (General Classification, Description, and Conclusion). Then, he also asked the students to record every single data that the students got from the people source, like the elders or the government. It was done to help the students could engage to an

authentic issue among them. Thus, here means that the lecturer hoped that they can felt an experiential learning. To check students' comprehension and understanding about local wisdom, he always did a formative assessment in the class. It can be proven when the lecturer asked about the generic structure of report text, some of the students knew about its generic structure, but some of them were only silent without trying the answer. As a result, not all of the material that was developed by the lecturer was suitable to the goal of the target learners. So, he added some material during the implementation orally and reduced some of them that no need. Because the material who was served orally, means not stated in the book, contained an example so that the students were fast to understand because the addtitional material were very understandable.

The next procedure was evaluation stage. In this stage, to evaluate the material that had been developed, the lecturer did a revising in his book so that it will be suitable to the goal of the material based on the data that he obtained during he tried out his material. So, for the next, he would be well prepared about this material so that the students would be good in mastering the material that the lecturer served.

2. **Students' Product**

As told and instructed by the lecturer, the product that would be produced by the students is in the form of report text that related to the topic of local wisdom or local knowledge. So, the students were asked to decide what ritual or ceremonies that they would chose as the title of their product and what feature they would use in order to distinguish with other students work. So, the product of each students would be different. Also, they were asked to decide who would be the sources to get the data. Because the data were not only gained from the internet or in the written documentation, but they interview the sources or experts such as: local people, the leader of he village, the elders of the village, or someone who capable in answering the questions about the ritual. The interview would be audio-recorded and burned into CD. In this activity, The students seemed excited to start for creating the product. It could be said by some questions when they asked to their lecturer about should they write the report with all features. The lecturer answered and explained that it was no need to write all the features in their product; the students who used the same ritual should use different features and different areas. Here, the lecturer also informed that the would be compiled into book. He explained that the book included the cover and content. The cover itself included the name of the major, the topic, the name of the class, department, the faculty, the name of the university, the year, and a representative picture or logo. The product would be submitted in the fourth meeting which the first meeting had already been started on May 13th, 2016.

3. **Steps in the Implementation of Project Based Learning (PBL)**

Based on the observation that has been done by the researcher, there are some steps that have been done by the lecturer in implementing project based learning in Cross Culture Understanding (CCU) class started from May 13th until June 10th, 2016. The steps will be explained as follows:

a. Speculation

This activity started on May 13th, 2016, it started with introducing the topic to the students. The goal of the project question is to make the students recognize their own local knowledge or local wisdom that exist in the place where they live, especially for Javanese culture. First, to build the students' knowledge of local wisdom or local knowledge, the lecturer of CCU class asked the students and drove a question about it. He said, "What is local wisdom?" This question might be delivered to the students in order to check their knowledge about the topic, if there were some students who can answer the questions drove by the lecturer. But some

of the students were still silent so he motivated his students by saying, "Come on, and add your friend's idea so we can compile all the ideas to one. It relates to tradition, attitude, behaviour, and custom". By his motivation, a student was motivated to answer although she had a wrong answer. Then, the lecturer gave them the next questions to make them start to give more answer even tough in a short answer or aspect of local knowledge or local wisdom. He said, "Can you find local knowledge in every certain society?" Next, some answers started to appear. Then, the lecturer gives confirmation about the definition of local wisdom. Here, he explained its definition briefly so the students began to understand with what local wisdom is.

Furthermore, after the questions of local wisdom had been known by the students, then the lecturer reminded them about the project that should be finished by the students about local knowledge or local wisdom. This project would result a product. The result of the product would be used for the students' middle test score so there would be no a middle examination. The lecturer also explained that the project was the part of Project Based Learnng (PBL). To make them know about what they were doing, the lecturer asked the students about four features of culture by delivering this question, "What are features of culture?". Some students answered, "4F". So, the lecturer could conclude that they still remembered about the features. Then, he asked the students to mention its features (Festival, Fashon, Food, and Folklore). Soon after they knew about it, the lecturer continued to explain about the product that they should be done. Here, he informed them that the product is a written report text. To check their knowledge about report text, a question appeared, "Do you still remember the generic structure of report text?". Because some students still had a good thinking. The lecturer only reminded them about it.

b. Designing the Project

The lecturer along with the the students planned the activity of Project Based Learning was started on May 13$^{th}$, 2016. On that day, the students would chose one of Javanese rituals or ceremonies as their title of the product. The planning contained the rules that each student should have different focus as their content. The rules is if there is the same title or the same ritual among the students is still accepted. But, the students should use different area or different features Here, the lecturer informed that the students who used the same ritual should use different features and different areas. For example, if there were two person who had the same title of cleansing village, they can choose different place, one is cleansing

village in Nganjuk, another is cleansing village in Pare. Then, if they had the same ritual from the same place, they could choose one of the features of culture, they are: Food, Fashion, Festival, and Folklore. Food means telling about the food that served in the ritual. Fashion means the costumes that is worn in that ritual. Then, Festival is meant that the steps of the ritual itself. The last, Folklore is meant that the story under the ritual itself.

Someone who was rensponsible of the Cross Culture Understanding (CCU) lecture should list what her friends chose as their product and give it to the lecturer in the last session of the first meeting. So, after the lecturer informed them about the rule, soon after that they tried to browse and asked what local wisdom which now is still exist in Javanese culture.

This list would be the beginning of the project itself. Also, it became the first plan of the students in conducting the project about local wisdom or local knowledge in Javanese culture. There were so many kinds of local wisdom that was chosen by the students, some of them are: Bancakan Weton, Nyadran, Tingkeban, Cleansing Village, Wiwit Ceremony, Brokohan, Jaranan, Suroan, Kenduren, Pitonan, Slametan, Wedding Ceremony, Sugar Cane Bride, Baritan, Engangement.

Even though some of the students had the same title, but they noticed to what

the lecturer explained. So, among them had different places based on where they lived and different features of culture.

c. Conducting the Project

In this activity, students were given time how long they should finish their project. Actually, the lecturer the project in the class itself conducted for three meetings. But the project would be done in four meeting, because they had to submit it in the forth meeting during conducting the next material about "Family Value". The students would start collecting the data in the first meeting; it was on May 13th, 2016. In this meeting, the students asked to choose a ritual and a feature of local wisdom or local knowledge that was made of their project in the form of final product report text. Meanwhile, the lecturer had a job to help the students in choosing the title. He provided some informations about local wisdom in Javanese culture.

Then, the next meeting on May 20th, 2016 would be a first drafting day. The activity that conducted in first drafting was outlining. The student tried to write some informations that they got from the interview. The informations itself contained the purpose of why the ritual is conducted in that area, then the steps or the aspects of the ritual based on the features that they chose, and the value of the ritual itself. The value here is the main point of conducting the interview because some

area are loosing the ritual so only some of the people who know about the value of conducting the ritual or ceremony itself, especially for the elders of the village, they will know more about the ritual than the ordinary people. All of them are the students' job to get lots of information. After that, they should write that information into some sentences that Then, the lecturer was only facilitate them with some example of the rituals like by checking the students' recording in front of the class so that the students would know what informtion that they missed during the interview.

May 27th, 2016 was the third meeting of implementing Project Based Learning. On that day, the students should write their drafting or outlining in the form of report text. Because it was a second drafting and final editing of their final product. After all of the information be gotten by the students and they already had their outlining so in this meeting their job for making a report text. The report text here was developed by the data that they already got. First, in the first paragraph of report text, they would be stated the meaning and the purpose of the ritual. Then, in the next, in he description they would tell about the step or one of the feature of the ritual also included the value under it. The lecturer here tried to help the

students if they had an difficulties in some Javanese terms.

Last, Final writing would be submitted in the fourth meeting, on June 10th, 2016. In this meeting the project was end and continued to the next material that is "Family Value".

The schedule was early informed to the students in order to avoid that they would underestimate with the task and also in order to avoid them became careless with their work. So, it was hoped that the project would be finished on time.

d. Evaluation

The evaluation would be done by the lecturer during the implementation. For the first meeting until the forth meeting of the implementation, the lecturer always gave the students evaluation. Moreover, when the students did the first drafting and the second drafting. The lecturer moved around to each student in order to know their work. Because the written product was needed to evaluate so that the lecturer provided a rubric scoring. The rubric scoring would be the parameter of the students' written product. It included content, organization, vocabulary, grammar, and mechanics.

Both, in the first drafting and the second drafting, the lecturer gave a feedback in the students' product writtenly. In this step, the lecturer also was responsible for monitoring the students'

activities for completing the project. The lecturer let the students to give some questions for him if they had some problems or difficulies relate to the project. And some of the students used this chance for asking about the difficult term or vocabulary from the Javanese term to English term. For example, the term of "Manten Tebu", a student who could not translate this term asked the lecturer to help them in translating it. So, with his capabilty, he could answer and help the students difficulties. He said that Manten Tebu, if we translated into English will be "Sugar Cane Bride". And his help for a student who could not translate the term made some students were motivated to ask him.

### 4. Lecturer Roles

During the implementation, the lecturer got so many activities and jobs. First, he had to be an information provider. He had to enrich himself with the knowledge of Javanese culture, especially local wisdom or local knowledge. He explained about the definition of value and local wisdom, he provided examples about local wisdom or ritual in Javanese culture, like cleansing village and yellow rice cone.

Second, the lecturer had to be a facilitator. He had to facilitate the students with the examples or materials that could help the students to understand the topic by learning with their on way to get the

problem resolution. For example, the lecturer let the students to get information by themselves.

Third, the lecturer's role was a mentor and a tutor. Here, the lecturer gave some guidance to the students until the product was done. Then, he was also opened when the students wanted to consult their work to the lecturer like asking about their work wheter it was suitable with the correct grammatical order or not. Here made the students felt that the lecturer was very helpful in this project. they felt that there still was a control from the lecturer so that they could finish the project without any impediments.

### B. Conclusion

Based on the discussion stated in the previous chapter, the implementation of Project Based Learning (PBL) in Cross Culture Understanding (CCU) class could bring some advantages in teaching learning process, especially both to the students and the lecturer. First, PBL could help the lecturer to vary the activities along with the topic of the material that he developed. He realized that the material was limited so that he took a strategy to tell them directly in the class relate to the topic.

Second, each step of PBL, such as: speculation, designing project, conducting project, and evaluation gives an opportunity to the students to experience and engage themselves with real problems

that happened surround them which help them to get better critical thinking.

Third, the model of PBL could support and motivate the students to be more active and creative in the class project of local wisdom, like what they have done in CCU class last time, by making a product in the form of written report text.

The last, in this century, it is needed that nowadays lecturer or teacher should be multi-talented in teaching. He or she should be an information provider, motivator, facilitator, mentor, or tutor in the class. Along with PBL, the lecturer is not much in handling the class in teaching local wisdom. The students will be much active in the class to find informations about local wisdom to the valid sources or someone who capable in that field. Here, the lecturer only helps them to reach their target in learning Cross Culture Understanding (CCU) wheter they face some difficulties during the project.

All the fact above implies that PBL has helped the lecturer to provide the students who joined CCU class with activities that enable them to get a better critical thinking, engange with real world problems and allowed them to design, designing, planning, and carrying out a project by their own that need a resposibility to finish it in long period of time. It is in lined with the theory proposed by Patton (2012: 13).

There are still much kind of lectures which have to be learnt by English Department students. Hopefully, the next researcher can conduct the better research by investigating the other kinds of lectures which can be applied with Project Based Learning.

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