

JURNAL

**IMPLEMENTASI *PROJECT-BASED LEARNING*
DALAM KELAS TEYL PENDIDIKAN BAHASA INGGRIS
UNIVERSITAS NUSANTARA PGRI KEDIRI**

***THE IMPLEMENTATION OF PROJECT-BASED LEARNING
IN TEYL CLASS AT ENGLISH EDUCATION DEPARTMENT
OF UNIVERSITY OF NUSANTARA PGRI KEDIRI***



Oleh:

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ABSTRACT

Students in university level should have basic competencies – one of them is creativity and innovation – to face many problems, especially in education system, which occurs in the 21st Century. In the development of Teaching English for Young Learners (TEYL) recently, an appropriate a course-book as teacher's guidance does not available to be used. TEYL is a subject in English Education Department, UN PGRI Kediri, expected the students to create a final product in the form of course-book. Project-Based Learning used as teaching model in order to give a chance for the students to build these qualities – problem-solver, corporate with others, critical thinking, and having good communication –. TEYL has an aim to prepare the students to be designer and developer material. The researcher tries to observe and describe the following aspects: (1) The product is created by the students; (2) The process of creating the product; (3) The lecturer's roles during the implementation of Project-Based Learning in TEYL class.

In this research, the researcher used a case study of qualitative research approach. Observation, documentation, and interview are used as instruments to collect the data. The data had already collected from observation in the form of field-notes and video recording. Also, to support and complete the data the researcher conducted interview to some students and lecturer.

The product created by the students was course-book that contained manual activities for teaching young learners. Project-Based Learning (PBL) was used as teaching model in order to create the students' final product. In this case, the lecturer played important role during the process of creating the final product.

Keyword: The Implementation of PBL, TEYL, Project-Based Learning

I. BACKGROUND

In Teaching English for Young Learners (TEYL), understanding about young learner's characteristics has roles as a basic element and components. Teacher or tutor of pre-school or primary school students should understand the students' need. Halliwell (1992: 3) states,

“Intonation, gesture, facial expressions, actions and circumstances all help to tell young learners what the unknown words and phrases probably mean.” They have to deal with such kinds of activities within games covered in order to attract the students learn English.

Talking about classroom activities, it also discusses about teaching methods, materials, and media which suitable for young learners. Maxom (2009: 305) states that sorting out what young learners need. Shorter activities to match the shorter concentration span: Even games or role-plays need to be brief and punchy so that the kids don't get bored. In fact, many course-books are circulated not provided methods, materials, and media which suitable for young learner's characteristics and also do not covered students' needs. Many teachers or tutor do not have a basic to teach young English language learners, because of them are not graduated from English Education Department in university level.

To solve those problems, English Education Department of UN PGRI Kediri has a subject that is Teaching English to Young Learners (TEYL). TEYL is designed to prepare the students to be a teacher or tutor for young learners. Based on TEYL's Course Objective, English Education Department students are expected to create a course-book within provided manual activities to teach young learners. Byrne (1988: 96) explains, "The process- carrying out the project- is clearly important because of the activities the students have to undertake; but equally the product – some kind of document – will give them a great deal of satisfaction".

This course-book had already covered teaching methods, materials, and media which suitable for young learners. It covered two of four language skills; they are listening and speaking skills.

Course-book itself is created by the students in the form of final product or project. Here, Robinett (1978: 249-51) as cited in Brown (2000: 142) points out the textbook or course-book should have some criteria, they are: 1) Goals of the course (Will this textbook help to accomplish your course goals?); 2) Background of the students (Does the book fit the students' background?); 3) Approach (Does the theoretical approach reflected in the book reflect a philosophy that you and your institution and your students can easily identify with?); 4) Language skills (Does the book integrate the "four skills"? Is there a balanced approach toward the skills? Does the textbook emphasize skills which the curriculum also emphasized?); 5) General content (Does the book reflect what is now known about language and language learning?; and 6) Quality of practice material.

In addition, Robinett (1978: 249-51) as cited in Brown (2000: 142) also adds that the following criteria, they are: 7) Sequencing (How is the book sequenced?); 8) Vocabulary (Does the book pay sufficient attention to word and word study?); 9) General sociolinguistics

factors; 10) Format (Is the book attractive, usable, and durable?); 11) Accompanying materials (Are there useful supplementary materials?); 12) Teacher's guide (Is it useful?)

Beside that, to bring them into reality, the TEYL lecturer used Project-Based Learning as teaching model. Patton and Robin (2012: 13) declare, "We have chosen to focus on project-based learning because it incorporates enquiry, and because, in our experience, public exhibition is a tremendously powerful motivator for both students and staff". This teaching model attracted the students to work cooperatively in group, had a critical thinking and also able to set the classroom activities which related to course-objective.

The stages of applying Project-Based Learning was introduced by Laur (2013: 149-155), it stated as follow: 1) Entry Event; 2) Collaboration Is a Needed Skill; 3) Researching; 4) Scaffolding Is Not Differentiation; 5) Final Thoughts. Lecturer's role also played important role in the implementation of PBL in TEYL class. J. Harmer (2003) as cited in Sárosdy (2006: 27-28) adds that there are some lecturer's role that might be done in teaching learning process, they are: 1) The lecturer or teacher as controller; 2) The lecturer or teacher as organizer; 3) The lecturer or teacher as assessor;

4) The lecturer or teacher as prompter; 5) The lecturer or teacher as participant; and 6) The lecturer or teacher as resource.

Then the researcher wonders to observe some cases in the implementation of Project-Based Learning in TEYL class. The researcher found some problems that can be identified, there were: 1) What product is created by the students in the implementation of Project Based Learning model in TEYL class; 2) How is the process of creating the; 3) What are the lecturer's roles during the implementation of PBL in TEYL class at third year students in English Education Department at University of Nusantara PGRI Kediri in Academic Year 2016/2017?

II. METHOD

This research was classified as qualitative research and focused on case study. Case study focused on specific setting that acquired the researcher to measure and observes in detail about what the specific subject has done. It describes and explains about facts that happened in the field naturally. The researcher filters the data based on the observation, interview and document as the methods of collecting the data.

Those kinds of the data that had already collected were: (1) Document (the final product in the form of course-book); (2) Students' behavior; and (3) Lecturer's

behavior. The researcher wanted to know what the aim of this book was and what it was consisted of. Then, the sources of collected data about students' behavior and lecturer's behavior were observed during teaching-learning process.

The researcher played an important role as an observer who observed the teaching learning process. To get the reliable and proper the data, the researcher had to capture all of important data through writing some notes, did an interview guide and also recorded the situation happen in the classroom. The techniques which used by the researcher were through the observation, taking a field note, and documents using like lecturer's lesson plan and students' final product.

III. FINDINGS AND DISCUSSION

The lecturer had already done by giving explanation about course-book. Course-book would be the final product which submitted in the end of the lesson, a week after final exam held. The lecturer expected the students of English Education Department to create a course-book contained manual activities of teaching English for young learners. It was expected to solve the problems which occur in teaching English in pre-school or primary school students whether formal and informal education. One of those problems

was talking about the available book in teaching English for young learners. TEYL as a subject in English Education Department prepared the students to solve that problem through creating a course-book. To get the aim of creating this course-book it had to relate the criteria of good course-book or textbook.

Here, Robinett (1978: 249-51) as cited in Brown (2000: 142) explains the textbook or course-book criteria, this course-book basically suited the criteria of good textbook or course-book, but it was not covering yet about supplementary materials and variety of language (American or UK). Language skills are covered only listening and speaking which was not necessary to add materials and young learners focused on one language

The stages was conducting Project-Based Learning was proper well. PBL attracted the students to create a final product. It was suitable for course objective of TEYL subject. The steps that had been done by the lecturer already helped the students to finish their final product. The students cooperatively worked together in a group discussion in order to finish the product. The lecturer delivered the steps sequence so that it would be easy by the students to understand what they would be done. The concept of implementation of PBL which done by the lecturer was similar but not the

same. Indeed, both of them had the same aim that was creating a final product which would be useful in operational situation. Nurhajati (2016: 55) declares about the strength of Project-Based Learning, "It is suitable to teach writing skill as the students are expected to create a product. This research proves that it helps the students write a simple text. They are good at the structure of the text and developing ideas." When the students were difficult to answer or silent, the lecturer could give them an example of classroom activities by giving some role plays in teaching young learners. They would be motivated in learning the materials.

It means that the lecturer or the teacher has to change their behavior or role based on the classroom activity in order to make the students comfort and study without being anxiety or discouraged. Nurhajati and Widiarini (2014: 541) point out that, "Change is considered as the result of self correction and self reflection due to reach better result. Teachers are used to change how they teach to get better learning outcomes for their students." It is proved that the lecturer's and teacher's role hold an important part in setting classroom atmosphere. Without their contribution, teaching-learning process cannot reach the goal of the lesson and be passive class.

IV. CONCLUSION

The researcher identified on the students' final product or project in the form of course-book. Based on the observation, the course-book contained manual activities for teaching listening and speaking in pre-school or primary school. Second, the process of creating the final product was basically running well, started to planning up to final thought (final product). The stages or steps of creating the product were Entry Event, Collaboration, Researching, Scaffolding, and Final Thoughts.

Thus, the lecturer's role is needed in order to motivate and guide the students to learn new things. In TEYL class, PBL as teaching model, lecturer's role plays important role in teaching activities. For instance, the lecturer guided the students to create final product in the form of course-book. The lecturer took the roles as organiser, controller, assessor, and prompter. Finally, Project-Based Learning as teaching model which used by TEYL lecturer in order to create final product in the form of course-book was basically running well and the students had already understand about how to teach English for young learners.

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