



A Study on the Process of Using Project Based Learning in *RELT* Classroom at English Department IAIN Padangsidimpuan

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ABSTRACT

The main purpose of this research is to observe and investigate how is the process of learning research in English Language Teaching by using project based learning at English Department IAIN Padangsidimpuan. The formulation of problems in this research were; 1) How is the process of using project based learning method in *RELT* classroom? 2) What are the difficulties of using project based learning method in *RELT* classroom? This research was designed with descriptive qualitative approach. The informants of the research were 15 students of TBI 6th semester. The data were collected by doing observation and interview. The findings revealed that learning activities had been running well, systematically and actively in a class by using PjBL method. The result of this research showed that project based learning can support and enhance students' motivation and their creativity in the classroom in order to make students easier to understand the explanation by the lecturer.

Keywords : *Learning Process, Project Based Learning, RELT*

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INTRODUCTION

Research is defined as systematic, creative and detailed process that involves the collection of object or problems then take a carefull consideration of a study into a specific problem. In addition, research refers to the process of creation to gain new knowledge develop something new or such an applications. According to Dixit,ⁱ Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way as to expand and generate new concept, methodologies and understandings. This could include synthesis and analysis of previous research to the extent that it leads to new and creative outcomes.

Research is very closely associated and correlated with university students. Research occupies a major and important position for every student that will be

continued to the next level. Absolutely, every student is required to be able to understand the significance of a study. Due to the standard requirement of education as a condition for a students' graduation from institution to a college degree.

State Institute for Islamic Studies provides lots of majors, one of it is English Education Department. This subject consists of some focuses in different subject, one of it is RELT. Subject RELT will be learned on the sixth semester. This subject as the resource of research learning in common. Including; kind of reserach, steps to do research, analyze element of the research or maybe review the research that taken from some articles or journal.

RELT as the subject has to be taught by an appropriate and interesting learning method. Of course, the learning method will directly guide the students how the process of doing the research exactly. Model of learning method or strategies both are essential aspect that affect to student and also the lecturer.

Here are excerpts from several interviews with students for questions about learning process in RELT Classroom. The first informant said, "I think RELT is one of subject that is categorized in difficult stage. It is because in this subject there are many topics and subtopics related to the research. Sometimes, I get some difficulties in understanding a certain part such as kind of research, how is the procedure, what are the elements of research and the characteristic of each kind of research"ⁱⁱ. The next informant said, "The problem for me is sometimes I am lack of knowledge about research. I often feel hard to distinguish some kind of research which belongs to quantitative and qualitative research. In addition, while learning process in online platform such as by google meeting classroom I feel hard to catch the explanation from the group presentation, cause some of them are just explain it briefly or incomplete"ⁱⁱⁱ

The main point is also about the language teaching that used by the teacher while teaching.^{iv} The teacher must be able to teach english subject in interesting way, effectively, properly and also using the time efficiently. The process of teaching should be conducted for the sake of reaching the standard of learning outcome which is considered as the goal of teaching learning process^v. During the learning process the teacher has to choose an appropriate approach, strategies, methods and also learning techniques.

We know that the English lecturer as the key or central role in succeeding English education and be able to upgrade and maximize teaching learning process in the classroom effectively. So that, in order to get the target the lecturer need to use the suitable collaborative learning strategies for teaching process.

However, based on fact mostly students are used to receiving step by steps instruction from the lecturer which is full of teacher centered instruction. Some of students are lazy to follow the class as well, hard to understand the material at the time, seems uninterested in learning English and others. From all those problems, it is concluded that the main problem was in inappropriate teaching method applied during the learning process. The same problem often comes while learning *RELT*. This can be done by applying an instructional approach namely students centered pedagogy that focuses on students centre learning, students autonomy and learning process.

A growing body of academic research support the use of project based learning in school to engage students, cut absenteeism, boost cooperative learning skill, improve academic performance.^{vi} In short, this method will lead the student to be more creative and can develop innovation skills by using project. Project Based Learning offers wide range of benefit to both students and teachers.

Moreover, this learning method absolutely may compose and organize students' ability so that they will get a significant self confidence in following the class especially *RELT* classroom. By using project based learning the researcher believed that the students will feel enjoyed and get a fun learning classroom then easily to understand the task or given material from the lecturer. Project Based Learning will guide the students integrated to the real world concerns. The outcome from the learning by using this method is to build up the communication skill, motivation, independence, the capability of the students in following the lesson and expand their ideas or creativity through a work project.

In short, Project Based Learning may boost and develop students' participation while the learning process and teachers' learning innovation. This kind of teaching learning method, indicated as a recommended teaching method and effective to be applied in the classroom.

LITERATURE REVIEW

1. Review of Project Based Learning

a. Project Based Learning

Project Based Learning is defined by Foss that: Project Based Learning is a teaching and learning model (curriculum development and instructional approach) that emphasizes student-centered instruction by assigning project.^{vii} PjBL (Project Based Learning) is called as a learning method that can build students' autonomy to do the work project, such as an assignment or complex task based on some questions or problem needed to be solved. The students will give more contribute, active, creative while learning. In addition, PjBL (Project Based Learning) has an important role that may influence students initiate, goal driven, and to be independent in following the learning process in the classroom. At this time, project based learning is the popular one and has been applied in some institution in a certain school and also university. In short, project based learning make students collectively construct and develop their own knowledge through reflection on their experience.

Meanwhile, Solomon^{viii} stated that PjBL (Project Based Learning) is an approach to learning and in the process made to develop several skill successively at the same time as they work on challenging project. Actually, this learning approach aimed to find out and explore deeply students's capability and also mastering one of English skill could be listening, speaking, reading and writing. This one may invite all the students actively participate in every single learning activities in the classroom.^{ix} So that, Project Based Learning may stimulate student to know the concept that they have learned. If so, we call this one as a student centered pedagogy.

According to Wong et al,^x this approach also relies significantly on students initiated inquiry and interaction, resulting in the creation of knowledge. This is also looked from some of departments in schools and also some universities have implemented PjBL that engaged the students to build the new knowledge or new perception related to the material given by the teacher.^{xi}

So that, project based learning become an appropriate and effective learning model especially in teaching English in order to accomodate the students intelligence in the classroom. The previous study defined Project Based Learning as an instructional approach which the students act as a central of learning process in order to increase English Productive Skills and also can promotes teaching motivation and satisfaction.

b. The Steps of Using Project Based Learning

Steps are quite needed for the teaching process. Steps consist of how is the way to implement that method in order to support the learning goals as good as possible. The good steps will lead the class into fun learning classroom then it will make the students easier to make a sense of what they are learning about. Both teacher and students must follow every step systematically.^{xii} Here are the following steps of implementing PjBL (Project Based Learning):

However, Stoller has shown that there three main stages or process of Project Based Learning for language learning that composed in eight learning activities as follows^{xiii}:

a. Planning

Planning consist of five activities, which are choosing project topic, pre-communicative activities, asking essential questions, designing project plan and creating project timeline. Every student allows to explore and develop their ideas, creating a creative learning project as good as possible through the work project.

b. Implementation:

The implementation comprises of one activities, namely finishing the project. In this stage, the students practice or use Project Based Learning (PjBL) while learning process in *RELT* (Research in English Language Teaching) classroom. In this process, students still accept some instruction relate to the procedures how is project based learning implement in the classroom.

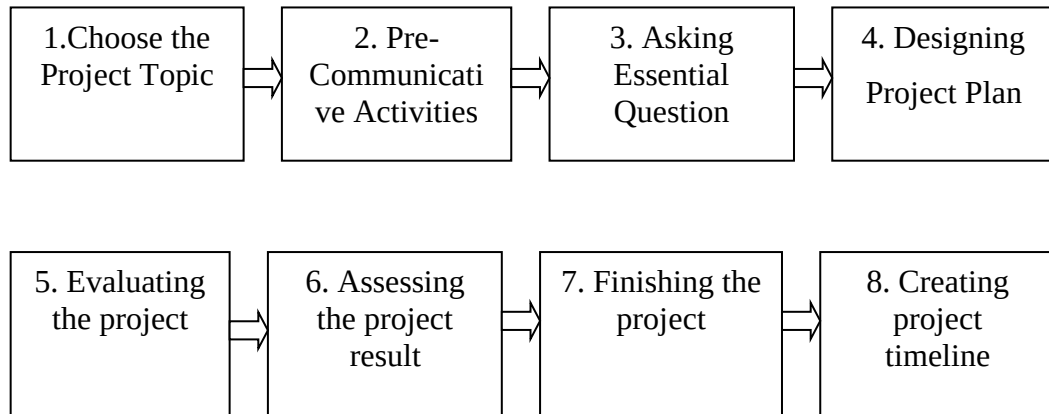
c. Reporting

There are two activities in this stage, namely assessing the project result and evaluating the project as well as evaluating project result and learning activity. This step as the last process in project based learning which the teacher will give such an evaluation or score to students' work. Then the teacher also give the time for discuss the topic at the time related to their work project that have been done.

The following scheme is the stages of the project-based learning model in sequence:

Chart 1.

The Stage of Project Based Learning



c. The Advantages of Project Based Learning

Project Based Learning has lots of benefit or advantages for students and also the teacher. Project Based Learning is not only use for research problems but also applicable in others aspect or subject in education. Solomon defines there are some benefit that we get by applying this learning method it is Project Based Learning (PjBL) in learning RELT, they include the following:

1. Project based learning gives a clear naration or explanation for the student related to the material.
2. Project based learning can support the students to be more active and talkative in following the lesson.
3. Project based learning can also create a good atmosphere to raise up the students' interest during the learning process.
4. Project based learning guide the students in solving some problem when they get difficulties in certian part of the given material by the lecturer.
5. Project based learning absolutely train the students to have critical thingking and also enhancing their collabarative skills in the classroom
6. Project based learning may support the teacher and give a significant impact for achieving the learning goals.

7. Project Based Learning may boost collaboration and communication skill in managing learning sources.
8. A dynamic classroom approach in Project based learning may give a deeper understanding through active exploration related to the material.
9. Improving students' final result or academic achievement.
10. Developing communication skill, information processing, self - management, problem solving and teamwork.
11. Train the capability of the student while studying actively and collaborative with their own teamwork.
12. Give some positive vibes for both student and lecturer in implementing in PjBL.^{xiv}

d. Disadvantages of Project Based Learning

Project Based Learning (PjBL) giving two side impact it is advantages and disadvantages for teachers and students. Here are some disadvantages of project based learning for students including:

1. Some of students are difficult to make such a project because there are many projects come in the same time.
2. Students can not finish the project maximal due to the time for collecting the project.
3. Students do not catch the point of material will be difficult to create the project.^{xv}
4. Students are lack of understanding for making a creative work project.
5. The teacher is lack of knowledge in incorporating project based learning into learning material or topic that going to be learned.
6. Project Based Learning takes significant time to plan and execute. Hence, the teacher face some barrier to choose the right or suitable topic.
7. The students have limited consultation time to consult about the difficulties while finishing the project.

Beside the positive side, Project Based Learning gives disadvantages for both students and also the teacher. In the implementation, Project Based Learning spend a long time to plan, design, and execute the work project. Moreover, some of lecturers lack of knowledge in associating Project Based Learning (PjBL) into certain learning subject. So that, sometimes student will get some difficulties to create a good project.

e. Challenges of Project Based Learning

Applying Project Based Learning (PjBL) in the classroom certainly give a certain challenge to the teacher who use that learning style. Even if now we are in digital era 4.0 but based on fact we still found some teachers lack of knowledge about IT (Information and Technology). Thomas stated that One of the basic challenge to the teacher is the conflict PjBL (Project Based Learning) lead or guide the students to the deep-seated belief of teachers in their approach to teach a specific part of english subject and the degree of balance between students participation and teacher control over the activities in the classroom^{xvi}. In short, teacher and students must work together and contribute actively to the learning process in order to get the best outcomes optimally.

As the teacher, they have to get introduced to PjBL method, they tend initially to expand on the tranmission of the kearning approach.. Additionally, the teacher must be able to accept all the dimension of dynamic activity created by the students-centered^{xvii}. Every student must be active, fast response during the learning process.

f. Elements that Influence Project Based Learning

To make a good performance of work project, the students need to provide the necessary skills and competencies both in context research and knowledge. Therefore, teacher also need to fulfill both in the suitable pedagogical proficiency. As the part of facilitator and also guidance the teacher should provide regularly indicator to monitor the students' work progress. This may take the regular session among mentor and student

project group to check on achievement and whether the group doing the task or not.

The students and the teacher are encourage to build a good collaboration. Furthermore, nice collaboration would determinaine the outcome and progression of the students. Thomas defines other aspects of school wide support and aspect of school based such as take a role and to be an active participant in the classroom.^{xviii} Here are some factors that motivate and stimulate students in the context of Project Based Learning (PjBL). Barron et.al, recommend the following basic principles as follows:

- 1) Explain the learning obejctive clearly that will product a deep understanding to the students.
- 2) Scaffold learning to make sure that the learning progress for the students keep stabil.
- 3) Have a suitable regular assesments to monitor studets' changes or progress and to get a feedback to be better in the next.
- 4) Work in team and do such a collaboration with each other absolutely can expand their critical thinking and contribute and also review others work and eventually can complete the task successfully.

Moreover, students also need to find the relevance project to be motivated to another student. Here, the teacher takes a role to monitor the progress of the students' project. So that, the teacher can assest and give an evaluation of their work project.

2. Review of Research in English Language Teaching

a. Definition of RELT

Research in English Language Teaching is the format, systematic application of the scientific method to the study of problems, educational to the study of educational problems. The effectiveness of project based learning has been investigated in various studies. The teacher who applied the project based learning becomes more concern on the understanding of the students of the concept. ^{xix} RELT is a subject that focuses on research theory which applied in teaching process. In learning RELT, there are many subtopics related to research discussion such as kind of

research, characteristic of research, and the procedure how to do the research.

Research on Project Based Learning may take some forms. Research can suggest to (a) make a value or as an indicator to measure the effectiveness of project based learning (summative evaluation), (b) describe or assess how success associated between Research and PjBL (formative evaluation), (c) assess the role of students' characteristic factor in PjBL effectiveness or its possible to do test some proposal feature of project based learning.

b. RELT in English Education Department

RELT (Research in English Language Teaching) subject at English Education Department in IAIN Padangsidempuan is guided by Dr. Eka Sustri Harida, M.Pd.^{xx}. As for the material that was taught consist of several subtopics. Every topic is divided into some meetings. RELT subject go through blended learning.

At the previous semester the lecturer only discussed the scope of research, what is research and the essential of the research for students. Then continue in the next semester, on the sixth semester RELT subject discussed more specifically and details about the types of the research, characteristics, steps or procedure and guide the students to make such a research formulation. As the result, students can do with education, learning, and English teaching. If so, RELT gives detail description related to the research systematically.

c. Learning Method of RELT

On learning process, the lecturer often uses group discussion and question answer method while learning. Other commonly method that usually use are direct instruction and problem solving but the implementation of PjBL method have not work optimally. All of student of English education department in three classes TBI-1 till TBI-3 have passed six meetings learning RELT.

As the first meeting the lecturer presented the learning contract and give an explicit explanation of the basic title or subtopic of the RELT subject or schemata about all of them. After doing the presentation, the group opens the second session it is question and answer time^{xxi}. In this session, every single group or team must prepare can be two or more question at least one question to the group presentation related to the material or what they have explained. One or two people as a vice to deliver the questions. So, that is the sequence learning method in learning RELT.

d. Learning Purpose of RELT

Learning RELT (Research in English Language Teaching) in English Education Department has many purposes especially for students. RELT take a main part or position to the next journey of the students. So, here are the following purposes of learning RELT.

1. Gives the specific knowledge for student about the various kinds of research that deals with English learning and teaching whether by quantitative, qualitative or mixed.
2. Prepare the student to research proposal, because in this subject students are required to be able to make a mini proposal at the end of the study.
3. Guiding students to be able to do research with good and proper procedure.
4. Enhancing students' analytical capability in to be problem solver
5. Train the student to think logical and systematically.
6. It is easier for student to understand how research works from research goal, research design, to research data collection.
7. To assist students in solving some problems related to research.¹

In sum up, there are many learning purposes of learning RELT as mentioned above. The learning purposes mostly for students' progress in understanding all about research and the problem inside it. This is also will give a big impact for students' achievement to be better.

¹ Eka Sustri Harida, *Private Interview about RELT in English Education Department Padangsidempuan* on July 2022.

e. Learning Material of RELT

Here are the some materials or topics that will be studied in RELT study^{xxii}:

1. Descriptive Quantitative
2. Descriptive Qualitative
3. Experimental Research
4. Correlational Research
5. Classroom Action Research (CAR)
6. Case Study Research
7. Phenomenology
8. Mixed Research
9. Language Research
10. Comparative Research

The topics above are the main topics in *RELT* subject. The lecturer will give and choose a certain topic to each group or it can be for individually. The task project related to those topics depends on the instruction and lecturers' procedures that delivered to the students. Bu giving the topic to the students, the lecturer also provides some supporting resources to help the student in doing their task project as well.

3. Review of Related Findings

There are several research that support this research. The first research was conducted by Widyastuti^{xxiii} which is aimed to know how PjBL (Project Based Learning) is applied in the classroom then the impact of work project to students progress in learning process. The result of this research told that PjBL also may improve students' critical thinking to be an active, independent learner and may built their motivation of developing their creativity. The findings proved that PjBL (Project Based Learning) were give a number of positive effect for achieving learning goals maximal.

The second research, done by Karyawadi^{xxiv} and friends. It is the research about innovation in the classroom by implementing project based learning. This research was conducted at International Class Program (ICP) in one of university Salatiga. The participant of this study an English drama lecturer and 20 students of International Class Program (ICP). The result of

this research indicated that students and teacher provide new learning atmosphere by using some activities which contain communication, critical thinking, collaboration, and creativity or 4C skills

The next research was done by, Maltini^{xxv}. It is about Project Based Learning in Indonesian EFL Classrooms: from Theory to Practice. This study describe and provide some detail information about pedagogical practice and also the implementation of PjBL EFL Classroom. The discussion is used to indicate the use of Project Based Learning in creating the high level of students' participation in learning and teachers' innovative while learning process.

Next research is done by Rubrica.^{xxvi} The result of the research showed that Project Based Learning has positive impact to the students especially. The students underwent PjBL had significantly higher achievement than those who still continue a traditional learning method. It was clearly proved that PjBL (Project Based Learning) is more effective teaching method. The statistical difference has proven the effectiveness of PjBL (Project Based Learning) is applicable use in process of learning.

METHODOLOGY

This research used descriptive qualitative method. The informants of the research were 15 students of TBI 6th semester IAIN Padangsidimpuan. In this research the sample took by using random sampling where the informant were taken randomly. In this study, the analysis of the data consisted of 4 steps, they were reading or memoing, describing, classifying, and interpreting. The data of this research were collected through observation sheet and interview. Observation sheet was given to students to observe the series of learning process in RELT classroom by using PjBL. Then. interview did to the RELT lecturer to investigate the difficulties while implement this learning method in the classrroom.

RESULT AND DISCUSSION

This research took 15 informants by doing observation and interview. The researcher analyzed the process of using project based learning in *RELT* classroom.

The process of implementing project based learning that adopted from Stoller theory. The indicator of process consisted of three stages or steps they are: planning, implementing or practicing and the last is reporting and closing.

Based on the research findings, the researcher found that the process of using project based learning had been applied as well in *RELT* classroom. The lecturer used and practiced all the stages of the process of using project based learning in a class also the student have been followed and done all the procedures made by the lecturer. Teacher and lecturer have their own responsibilities during the learning process, which the lecturer acts as a manager, facilitator, and instructor. Whereas the students a main position, doing such action in the classroom, then play an important role while learning process.

Students act as a center of learning. In practicing project based learning lecturer use project based learning to deliver and explain the topic but also use various kinds of learning method such as direct method, discussion, problem based learning, and others. The lecturer combined two or more methods to teach research in English language teaching. That is purposed to make the class to be more active, fun, and interesting. So that, the students was not bored in following the lesson. By using project based learning method, students got a lot of advantages in many aspects for instance, self-confidence, communication skill, critical thinking, internship, intelligence and so on.

Relating to the previous studies with relevant to this study. Widyastuti's^{xxvii} study, project based learning gave a big impact to the students' progress in learning process. By implementing that learning method, students' critical thinking may improve by the time. In addition, students become an independent learner, boost their creativity and share idea through a work project.

Another research is from Karyawadi^{xxviii}, project based learning has been applied in some class program not only in Indonesia but also in another country. The result showed that project based learning provided fun learning atmosphere by doing some interest learning activities consisted of communication, critical thinking, collaboration, and creativity.

Relating to the previous studies, project base learning may provide some detail information depend on what the learner needed, then that learning method also invited and increased students' participation or contribution in many of learning

activities in classroom. Hence, the students become students' center. Furthermore, relate to the Tamim^{xxix} theory at the previous study. In fact, project Based learning (PjBL) is quite affect to the students' character and personality include learning interest, motivation and open minded in following the class then solve some problems and troubles during the learning process.

CONCLUSION

Based on the result from observation and interview that done by the researcher about the process of using PjBL in research in English language teaching (RELT) at English department IAIN Padangsidimpuan. The researcher can conclude as follow:

1. Based on the result of observation, it found that step or the process of using Project Based Learning is running well. Students can follow all the instruction from the *RELT* lecturer, and doing the work project as good as possible depend on the given topic about research. In fact, project based learning. Absolutely this learning method train students become more active, boost their participation and enthusiasm while the learning process. Step by step had been done as well. Lecturer lead the discussion and explained the material briefly then student comprehend, take a gist of what they read or listen, write their ideas into a creative work project.
2. Based on the result of interview, the *RELT* lecturer still found some troubles and difficulties in implementing project based learning. It could be seen from some aspects such as timing, and understanding the task project. Those are the difficulties that faced by the lecturer during the process of learning in practicing project based learning. Based on the statement of the lecturer that showed that some of students are difficult to understand the material or explanation of the lecturer. As the result, they have to make or finish the project. They have to memorize and comprehend the material before doing the project. In fact, students also are limited for managing the time in finishing the task project then use the time efficiently. All problem or difficulties had been solved by opening Q and A (Question and Answer) session and followed by

discussion activities in WhatsApp group, Google classroom or maybe ask directly to the lecturer.

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