



Students' Acceptance through the Using of Project Based Learning Model in Learning RELT Subject

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ABSTRACT

Project based learning is a method that focusing on students centered by using project as the way of practicing knowledge. RELT subject is a subject learnt about research in English framework. This research aim is to know students' acceptance of using project based learning in learning RELT subject. The researched also gain the feedback after using this method. This research using quantitative method by (Creswell 2014). Technique sampling was purposive sampling. The sample were sixty students from sixth semester. Instrument of the research was questionnaire. The data analysis using Likert scale. Using Project based learning in different level of students also give the difference result. Using PjBL in learning RELT subject was effective. It can be shown from the data result, the mean score was 76% students agree with the using of project based learning metjod in learning RELT subject. The data shown each statements answer was only 2-3 students who answered disagre. Students felt comfortable. Here researcher can know that the using of projects based learning accepted.

Keywords: Students, Respond, PjBL Method, RELT Subject, English Student

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INTRODUCTION

There were so many learning model used to teach students. It is always developed time by time cause of students need and the developing of learning system. Learning using experience, solving problems will activate their critical thinking. Project based learning model was not a new learning model. Project based learning model was found by John Dewey in 1916. John Dewey stated that students must be active in learning based on experience, learning activity based on students need and students interest (Utari 2018). Project based learning give the emphasizing for students to finish he project, task or even problem as the practicing time of learning. it hopes to give more experience for students to feel the real activity of what they learn about.

Project based learning model is a model that actively need students respond individually or team in reaching learning goal or to creating the project (Dinda and Sukma 2021). This model emphasize students to give an output in learning. students not only ask to remember the theory or the conceptual materials but also to prove them in a practice. Bell (2010) stated that Project based learning is a key strategy to make students independently solve the problems, practicing their understanding, find the way of solving the challenge, and increasing students multitasking skill.

Nadia (Dinda and Sukma 2021)stated there were eight steps in learning using project based learning model:

1. Project Plan

In project plan, teachers are free to decide the projects based on learning goal. It can be a small project, big project, solving problem and so on. Teacher must be consider the time, and also the facility. Here teacher were asking to be carefully to decide the projects. The projects must be appropriate at their level.

2. Information Sources

Teacher had to consider about the information sources. It is very important because of student can't be finishing the project if the information was not complete. Teachers have to share more knowledge, and information to provide the projects.

3. Making Projects Plan

Students can make the steps to finish the project given. Students may prepare the things that will be need for it. It will be helpful if students prepare for the material that need in the project.

4. Make Timeline

Making the timeline is very important. it is about how to make your steps in finishing project effective and in order. Simply an effective steps will affect the result. Doing the project in order would makes the project look perfect.

5. Finishing Project

In this stage, students will execute the project based on the timeline. Teacher must always look them up. It needs to help where students getting difficulties. Teacher should always see the progress of students project.

6. Makes the report and presentation

After the project finish and create a product or outcome. Students need to write a report and present it in the discussion time. It will give students time to reveal the process they did. Also to give them time to show up the result. It is not always about showing up, moreover it is about to see the whole process and later can be scoring and evaluating.

7. Scoring

After presenting the project, teacher would have a scoring time. it is to count or classify the project was it successful or not. it also give teacher time to remember whereas the project was good or not.

8. Evaluation

At the end of the stages, one of the most important stage is evaluation. teachers have to evaluate students project since students making plan until the presentation. Teachers have to be respect students project. it was not always easy

in finishing the projects for students. it is important to give the critical evaluation but it also important to appreciate them.

Aslanides et al.(2016) states that PPA has a number of benefits for students including: The project helps students better understand the material. Students can apply all knowledge. This motivates students to learn and acquire knowledge in their own way. Disadvantages of project-based learning; It is difficult for students to complete projects because there are many projects coming at the same time. The students did not carry out the projects to the maximum extent because the time period was not enough. Students who do not understand the material will find it difficult to complete the project.

RELT Subject was a special subject use Research in English Language Teaching (RELT) here deals with the subject of the Faculty of English, Syekh Ali Hasan Ahmad Addary Islamic State University of Padangsidempuan. Many universities make the study of teaching English a subject that students must study, such as the University of North Sumatra or the University of Education in Indonesia. This topic also arose at the State Institute of Islamic Studies in Padangsisimpuan. The English Language Teaching Study took place to help English department students study research in English. The Study of English Education is designed to help students understand theoretical and practical research, particularly research in the Department of English.

There are several studies that support this research. Kartika(2021) found that the results demonstrated that by implementing PjBL, students felt they appreciated and loved their teamwork, they learned to cooperate. They also show that they learn to read critically. The results also show that students only focus on completing the task but not on the process of completing the task. The results also show that students in this study believe that PBL is appropriate to conduct in the classroom.

The second study, conducted by Susanti and friends (2020) The results show that teachers have had a positive experience when implementing PBL in teaching English. When students think they have fun learning, use PBL. Teachers and students say that APP is also an effective way to learn English in professional high school.

The following study, by Mihic and Zavrski (2017) it shows that students enjoy the benefits of project-based learning. Students answer questions regarding the usefulness of project-based learning. Research results can determine which aspect of APP is suitable for students, especially for maximum knowledge gain. Last but not least, it also points out the advantages and disadvantages of adopting a project-based learning approach.

The following study by Miller and his friends(2017) conducted research on the application of PjBL in online distance learning. It shows that the students of this course are happy to share their work not only with tutors but also with other friends in a large audience on the YouTube platform. Research has proven that applying project-based learning improves students' language skills. Here they see that students become a network generation. By applying PBL, students gain a positive experience.

METHOD

This research used quantitative approach with the design descriptive research . It chosen based on the goal of this research to find the general percentages, and to describe them. This research conducted in States Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan in the class of RELT Subject a sixth semester. It decided to use all the classroom as the subject of the research.

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This research used three classes consist of 60 students as the respondents. The data collected by spreading the online questionnaire. The questionnaire design with close-ended question to obtain the data. the question designed in 10 questions. it will used Likert Scale The question classified into the proses, evaluation and the acceptance. Likert Scale chosen cause it suitable for taking data about perception and social phenomenon. This scale has five different scale and score as follow (Sugiyono 2010):

Strongly Agree : 5
 Agree : 4
 Neutral : 3
 Disagree : 2
 Strongly Disagree : 1

The data collected in using online platform because of the learning system still in online time. It helped to collect the respondents in a time. After collecting the data, it analyzed by counting the percentages, and the average. The data will be explain in order.

FINDING

After collected the data and analyze it. The result of the data will be display bellow:

No.	Statements	SA	A	N	D	SD
1	Pjbl was effective model in learning RELT Subject	41%	53,3%	5%	0	0
2	the model used trained us to solve the projects	21%	58,3%	16,7%	3,3%	0
3	The model motivated student's to learn research	21,7%	65%	6,7%	6,7%	0
4	The project given improve students understanding about RELT material	38,3%	50%	10%	1,7%	0
5	Pjbl model was comfortable learning model	15%	58,3%	25%	1,7%	0
6	The lecturer guides how to do the project.	25%	66,7%	8,3%	0	0
7	Students understand the material through the project.	10%	55%	30%	5%	0
8	Misunderstanding and misleading is fixed by the lecturer and discuss in the classroom.	13,3%	55%	25%	6,7%	0
9	The project result evaluated together in the classroom	11,7%	60%	25%	3,3%	0
10	Students are available to ask and have a discussion further to finish the project.	16,7%	56,7%	25%	1,7%	0

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Is it can be seen, the statements were indicates students thought about the model, students feeling, the process and the progress. 94.3% students were respond agree and strongly agree that project based learning model is effective model. It was amazed that this model get more attention as the way of students in learning RELT Subject.

The next statement found that there were 79.3% students agree and strongly agree that using pjbl model trained to solve the projects and the problems. 86.7% students' respond that this model was motivated them in learning about research. it also continuant with the next statements that 88.3% agree that the project improve students understanding.

Not only talks about the effectiveness, the next statement found that there were 73.3% students agree that learning using pjbl was comfortable. It sounds great, furthermore the data found that the questionnaire also contain about the proses and solve misunderstanding. Whereas it found that 91.7% students agreed that they were guided by the lecturer to finish the project. 83.3% students agreed that in the process of solving the problems misunderstanding and misleading would be fix by the lecturer. 73% students agreed that in learning process they were available to have discussion to finish the task.

The next statement showed that there were 71.7% agreed that the project evaluated the project. There were 75% students agree that their understanding also getting up because of the project. All the statements showed that there was no more that 10% students respond disagree and strongly disagree. It can be conclude that students accepted pjbl model as he model in learning RELT subject.

DISCUSSION

Based on the finding, it can be look that the using of project based learning model give that this model appropriate, It can be compared with Kartika's finding that said this model was also appropriate in learning critical reading. But the differences can be seen that in kartika's students only focusing to the project, but in this research students focus in the process. 94.3% students were respond agree and strongly agree that project based learning model is effective model.

The second study by Susanti and friends showed that teachers have had a positive experience when implementing PjBL in teaching English, they get fun learning. Teachers and students say that it is also an effective way to learn English in professional high school. it also happened with this research, students thought that the projects motivated them and also give them the comfortable model in learning model. it can be happen because of the lecturer also evaluate and follow the progress.

The following study by Miller and his friends. It shows that the students of this course are happy to share their work not only with tutors but also with other friends in a large audience on the YouTube platform. Research has proven that applying project-based learning improves students' language skills. Here they see that students become a network generation. By applying PBL, students gain a positive experience. it was important to show that students are h happy and enjoying the class, but here lecturer also get the evaluation and discussion to solve the problem that appear while they were finishing the projects. this model also used in online learning system cause of covid-19 but it still give the good effect because of teacher still can give enough information and good attention for students.

CONCLUSION

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The result of the research showed that the the using of project based learning model in learning RELT subject was accepted and get a positive respond. It was effective and appropriate to be used in RELT Subject class. it can be seen from the sixty students respond in questionnaire, generally there were only 3.3-7.5% students respond disagree and strongly disagree. it can be happen because of the stages or the process of using this model was good.

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