THE IMPLEMENTANTION OF PROJECT BASED LEARNING DURING THE LEARNING PROCESS AT SMA NEGERI 2 SUKOHARJO

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ABSTRAK

Project based Learning merupakan metode yang memiliki karaktersitik yang berbeda yang mana menggunakan student centered dalam pembelajaran. Untuk mengembangkan metode ini guru menggunakan pembelajaran writing dalam penerapan projeck based learning ini.Tujuan dari penelitian ini adalah (1) untuk mengetahui penerapan project based learning selama prosess pembelajaran, (2) untuk mengetahui kendala apa saja yang dihadapi oleh guru selama proses pembelajaran dan (3) untuk mengetahui bagaimana percepsi guru tentang penerapan project based learning selama proses pembelajaran di SMA Negeri 2 Sukoharjo. Penelitian ini menggunakan metode diskriptif kualitatif dengan observasi, wawancara dan dokumentasi pengumpulan data. Hasil penelitian ini mengungkapkan bahwa guru dengan menerapkan Projeck based learning ini dapat membantu siswa dalam meningkat keterampilan menulis mereka dengan mengembangkan ide ide siswa kedalam sebuah tulisan yang unik dan kreatif dan juga untuk mendorong motivasi siswa dalam belajar bahasa Inggris.

Kata kunci: Penerapan, Project Based learning, Pembelajaran bahasa Inggris, kemampuan menulis

ABSTRACT

Project based learning is a method that has different characteristics which uses student centered learning. To develop this method the teacher uses writing learning in implementing this project based learning. The aims of this study are (1) to find out the Implementation of project based learning during the learning process, (2) to find out what problem faced by the teacher during the learning process and (3) to find out perception of English teacher in implementing project based learning during in learning process at SMA Negeri 2 Sukoharjo. This study uses a qualitative descriptive method with observation, interviews and documentation as data collection. The results of this study reveal that teachers by implementing Project based learning can help students improve their writing skills by developing students' ideas into a unique and creative writing and also to encourage students' motivation in learning English.

Key Word: Implementation, Project Based Learning, Learning English, Writing skill

1. INTRODUCTION

Education has a major contribution in creating intelligent and moral individuals, including during the pandemic where all learning activities are carried out formally. Education is something that is specifically planned to prepare students to be more productive and have readiness to face high competition in the future in a competitive

and professional manner. The education system implemented must reflect the process of humanizing humans; which means that students are given the opportunity to learn to actualize their full potential into professional abilities. Related to the education system, the role of the teacher is also very important which in the development of learning the teacher is able to provide optimal learning even in a situation where all learning activities are carried out in formal education.

Formal education is an organized model of education structured and administered according to laws and standart, following rigorous educational objectives, methods and content. Generally, this form of teaching involves the instructor, the students and the institution. Participants in formal education are expected to attend classes, subject themselves to assessment that is meant to take learning to the next stage and it results in the attainment of diplomas and degrees (Todaro, 1995). Unfortunately this system blames students for failures but it takes no account of students' standards and subjectivities. Furthermore, in most cases, student are not actively involved in the learning process.The teaching methodology is not creative, it fails to consider basic learning principles and the personal growth objectives of students are neglected (Dib, 1988). The method used is Project-Based Learning (PBL) with the application of a scientific approach in the formal education learning process.

Project Based Learning (PBL) is a teaching method that is assessed to have different characteristics compared to traditional teaching method. PBL is a student-centered teaching method. Project-based Learning (PBL) is one of the recommended methods. Project-based learning (PBL) is learning designed for complex problems, emphasizing long learning activities, assignments given to students are multidisciplinary, product-oriented (Guerra and Kolmos, 2011; Mihardi et al., 2013). According Fauziati (2014) mentioned that PBL allows the student to work on the project that gives the students chances not only to learn and practice English but also to develop varied important skills such as teamwork, critical thinking, and presentation.

In learning English, students must be able to create and understand spoken and written texts using the four skills, which are listening, reading, writing, and speaking. Writing has become a problem for students in high school. The problem faced by students is the lack of developing ideas and vocabulary (Natalia, 2016). Since writing is a complex activity, students tend to find writing difficult and it make them feel bored while writin. Teaching students to write fluently is a challenge for the teacher. Its mission is to increase student participation during the teaching and learning process. PjBL is rooted in the process of inquiry, students can: solve problems during learning, make decisions in their learning, and have scientific actions so they can think and act critically (Ndraka, 1985:20).

This research is limited to the implementation of Project based learning that is used by English teacher at SMA Negeri 2 Sukoharjo during the learning process. The researcher used the theory of George Lucas (2005) which has been revised in conducting the investigation. The specific purpose of this research isto find out how teachers implementing of project based learning during the learning process, the

problems faced by teachers implementing project based learning and teacher perceptions about implementing project based learning.

2. METHOD

In this study the researcher used a qualitative descriptive method. According Ary,et.al. (2010) stated qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The object of this study is the implementation used by teacher to learning process project based learning process in teaching English writing to the XI language – grade at SMA Negeri 2 Sukoharjo. The subject is XI language-Grade English teacher at SMA Negeri 2 Sukoharjo.

The researcher collected data through observations, interviews and documentation. After collecting of research data, the data was analyzed using the technique of Miles and Huberman in Sugiyono (2016), who stated that analyzing the data analysis consisted of several steps, namely data reduction, data display and verification or conclusion drawing. The technique used by the researcher to check the validity of the result was the triangulation technique. According to Denzin and Lincoln (2017), triangulation is divided into four, namely method triangulation, inter-researher triangulation, data source triangulation, and theory triangulation. Based on the four types of triangales , this study uses the triangulation method as the researcher collects data through direct observation of teaching and learning activities is English writing lessons and then supported by interviews were asked to respondents. The researcher also includes documentation as a form of evidence that the respondent is suitable research subject. The ensure the data validity of this study, the observation sheet would be carefully constructed on the basis of reliable references and approved by the experts.

3. FINDING

In section, the researcher devides the research findings into three parts, namely 1) The implemention Project based learning during the learning process at SMA Negeri 2 Sukoharjo, 2) the problems faced by teacher at the implementation project based learning during learning process, and 3) The perception of the English teacher in implementing project based learning in learning process at SMA Negeri 2 Sukoharjo.

3.1 The Implemention of Project Based Learning Based Learning During the Learning Process.

In this section, the researcher present the finding on implementation of project based learning at SMA Negeri 2 Sukoharjo. The researcher found that the teacher used syntax based on George Lucas' (2005) theory based on the data observation that was obtained.

3.1.1 The essential question

The teacher gave a little explanation about the narrative text itself. In short, such as the definition of narrative text, types of narrative text, for example narrative text, and finally the generic structure of narrative text. In this case, the teacher gave good knowledge to remind students to repeat the material they had learned in junior high school. The teacher forgot that fact that not each student has the same abilities and to qualifications understand this knowledge. That is seen in the conversation between the teacher and students. few of the students remember and understand narrative text. So the teacher has to help students by making storyboards first so they can bring up a picture of what narrative text is like. Based on the data analysis that the researcher did, the researcher found that the implementation of project based learning was applied by the teacher in writing material, which carried the theme of narrative text.

3.1.2 Designing of plan for the present

The data shows that teachers have a preference for tutoring and direct teaching strategies when guiding students.. In implementing project based learning, the teacher applies a strategy in which students want to work with the teacher. So students who are already active will be more enthusiastic in learning, as well as students who are passive like it or not they also have to be enthusiastic in doing the task. After the teacher implements strategies in which the teacher works with students. The teacher does not directly give a paper based story project. However, the teacher helps them with the way they have to know in advance what it is like to write in narrative text, both individually and in groups.

3.1.3 Creating schedule

Teacher and student make an agreement about the deadline. This activity must have been collected before the national exam took place or one week before their midterm exam.

3.1.4 Monitoring the student and facilitating the progress of the project

At this stage the teacher does not only monitor students. But the teacher must also be a facilitator who can help students who are having difficulty paraphrasing words into the right words. Based on the observation, the teacher was monitoring student activities in making paper-based stories. The teacher also becomes a facilitator for students who don't understand the teacher; the teacher helps them in explaining what steps they have to take in making these paper based stories.

3.1.5 Assessing outcome

The teacher is important to provide assessment and feedback to students. This way, it helps teachers strategize in the next meeting, students can see how they are behaving in class, and students can determine if they understand the course material. .However, the teacher gave students a little assessment to find out their evaluation and feedback. So teachers know whether they understand or not about this material. The teacher focuses on the material presented and the results

3.1.6 Evaluating the experience

In the last stape, there is a reflection section on the activity tha was done by the students. But the teacher provides student evaluations either individually or in group work. So that this application is optimal, because students know the obstacles they face in writing material.

3.2 The problems faced by teacher at the implementation project based learning during learning process.

Based on observational data that has been done in class the problems faced by the teacher in implementing this project based learning is the lack of time to explain writing material and lack of vocabulary in learning language.

The lack of time to explain the material is very influential. Because in one semester not only one material was studied but various material that students must understand in learning English.

The lack of vocabulary in the class because there were still many students who had to first translate from Indonesian to English, so that it could add to the children's thinking work. So the teacher must lower the language level so that it is easy for

students to digest by luring them to use language so that they can come up with a new story idea directed to English.

3.3 The perception of the English teacher in implementing project based learning in learning process.

Based on the interview data, the researcher found that teachers' perceptions of project based learning. The teacher said that this project based learning is a method that takes a long time. Although it requires a long process, this implementation is not very effective but can be done with careful planning. So that the teacher has delivered the material at the beginning of the semester, so that students are ready for what is being done in one semester.

3.4 Discussion

Based on the research findings presented by the researcher above, the findings will be discussed in this section: The implemention Project based learning during the learning process at SMA Negeri 2 Sukoharjo, the problems faced by teacher at the implementation project based learning during learning process, and the perception of English teacher in implementing project based learning in learning process.

3.4.1 The implemention of project based learning during the learnin process at SMA negeri 2 Sukoharjo

In the implementation of project based learning the teacher used the syntax of George Lucas (2001) as a guideline for the steps. Based on the result of the first finding namely the essential question. The researcher compares the result of this reasearch with the statement of Dale and Tanner (2012). Dale and Tanner (2012) stated that it is important to give the detail information to the students. The finding is in line with Dale and tanner's (2012) because the teacher gives some part information about the material with this student can remember to repeat the material they have been learned.

According to Rosenshine (2012) repetition of the material through practicing is needed as the student memory and connects to the student's brain. The finding is suitable to Rosenshine's (2012) because the teacher helps them with the way they have to know in advance what it is like to write in narrative text, both individually and in groups. So, students who have knowledge of the material, students can design the typ of story the want to create.

According to Beth werrel (2018), making the deadline is needed since it makes the goal during making project manageable. The finding is in line with Beth's (2018) because implementing project based learning takes a long time, so, the teacher and students make an agreement about deadlines. From this agreement, a time can be determined when students can submit the results of their assignments.

White (2001) stated the teachers' roles are both facilitators and monitoring. The finding is suitable with White's (2001) because the teacher not only monitors student work but also the teacher becomes a student facilitator so that the teacher can help students to explain what steps they should make. Therefore, according to this theory, the teacher must be monitor and faculitator of student to assist them ini complementing their assignment.

According to HolmValls- Barreda (2016) one of the rules of the teacher is that he/she generally serves as guidance in student performance, providing evaluation and feedback to student is very important. The finding was relevant with Holm's (2016) because the teacher gives this assessment to students to find out their must be corrected

According to Srichayantachon (2012) stated giving evaluation can be served as powerful tool to motivate students in the writing process if done well. The finding is relevant with Srichayantachon's (2012) because the teacher provides student evaluations either individually or in group work. So this application is optimal for the Project Based learning method.

3.5 The problems faced by teacher at the implementation of project based learning during learning process.

Based on the research findings, the researcher found two problems faced by teacher, namely lack of time to explain material and lack of vocabulary in learning English. The researcher compared the results of this study with theory used. Rosenshine (2012) stated repetition of the material through practicing is needed as the student memory and connects to the student's brain.This finding is in line with Rosenshine (2012) because with repetition of material can help students to bring up their memory to relearn the material.

Thomas (2001) describes project-based learning as a sort of teaching methodology that focuses on the project for the learner. This finding is consistent with Thomas (2001) because, in order to implement this project-based learning, the teacher must not only create a thorough plan but also invest a significant amount of time..

3.6 The perception of the English teacher in implementing project based learning process.

Based on research findings, teacher perceive that this based learning project takes a long of time and careful planning. The reseacher compares the result of this research with theory of Beth werrel (2018), making the deadline is needed since it makes the goal during making project manageable. The finding is in line with Beth's (2018) theory because managing to prepare careful planning and also requiring a long time process can produce good and attractive products.

4. CONCLUSION

Based on the findings of the study, the researcher concludes about the implementation of project based learning during learning process the teacher used learning steps that are in accordance with the learning steps of project-based learning based on the George Lucas method, the problems faced by the teacher the researcher found two problems namely the lack of time to explain the material and lack of vocabulary in learning English, and the perception of the English teacher in implementing project- based learning in learning process is is not very effective because the method that takes a long time.

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