

Project-Based Learning In English As Foreign Language Teaching

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Abstract. This study aimed at finding out the implementation of project-based learning in language teaching especially in English as Foreign Language (EFL) students. This study used library-based research by reading, analysing and getting data from written form resources such as articles and books. In this study, some studies are reviewed to get picture of the implementation of project-based learning in language teaching. Moreover, this study also presents a design of project-based language teaching that modify Patton's teaching steps to teach English in tertiary level. As the result, project-based learning is a learning model that engages students in accomplishing project to improve their knowledge and skills and this learning model can be applied in language teaching. Project-based learning provides learners with opportunities to use language in a meaningful and authentic context. Project-based learning engages students in activities that improve their language skills and language components in target language. Project-based learning emphasizes students to accomplish project collaboratively and engages students on doing things done based on their own plan, idea, and creativity. Since project-based learning provides opportunity for student to develop their critical thinking, communicative, creative, and cooperative skills, it can be stated that project-based learning promotes students' 21 century skills. In addition, utilizing technology also can be plus point in implementing project-based learning effectively.

Keywords: project-based learning, language teaching, and English as Foreign Language

INTRODUCTION

Project-based learning stands under a constructivist approach (Coco, 2016) as a learning model through a project which focuses on student-centered, learner autonomy, collaborative learning, and learning through various tasks (Mali, 2016). In this approach, learning is organized around the project and engages students in authentic situations to explore and apply the knowledge gained to complex problems relevant to their professional practice (Hârtescu, 2014). In addition, Jacques, Bissey, and Martin (2016) stated that project-based learning assigned students to work in groups or individually in order to improve their knowledge and skills in analyzing several case or problems in their daily life. Based on those theories, we can conclude that project-based learning is a learning model that engages students in accomplishing group project or individual project to improve their knowledge and skills based on case or problems in their professional practice or daily life.

In project-based learning, it is important to provide a complex question, problem or challenge to be investigated by students collaboratively in order to promote active learning, engaging students, and allowing for higher order thinking (Savery, 2006). By doing project, students can improve their cooperation and responsibility, problem-solving ability, communication ability, creative thinking, critical thinking, and self-directed learning ability (Baillie & Fitzgerald, 2000). Activities in project-based learning, such as analyzing problem,

discussion in group discussion, and doing project in group work, can equip students with 21st century skills that are critical thinking, communication, collaboration, and creativity skills (4Cs) (Puspitasari, 2020). It is supported by Wurdinger, Haar, Hugg, and Bezon (2007) that stated when students engaging in the activities and involving themselves in social interaction, students will get meaningful hands-on experiences that strengthen their individual capabilities including critical thinking, communication, collaboration, and creativity skills. Here, teacher has important role as facilitator in order to promote active learners. Teacher has to prepare cases or problems and questions to be analyzed and discussed, design interesting and meaningful project, and also motivate students in learning, discussing, and doing the project.

Project-based learning can be implemented to the field of second and foreign language acquisition to develop teaching and learning. Moreover, it can be used to develop learners' language learning at different levels and contexts. Project-based learning provides learners with opportunities to use language in a meaningful and authentic context. It means that students' participation in meaningful activities encourages them to use EFL language skills authentically. Students do project work as an authentic task where the language input is more authentic (Gallacher, 2004). Through working on the projects, students' four skills are integrated with other skills such as developing interpersonal communication. In addition, Dewi (2016) explains that when learners work on projects, they are engaged in purposeful communication in a natural context.

Based on the explanations above, this study will review some articles related to the implementation of project-based learning in language teaching to obtain more knowledge and concept of project-based learning in language teaching. Furthermore, this study will discuss about implementation of project-based learning in language teaching especially for English as foreign language and also present a design of project-based language teaching to teach English in tertiary level.

METHOD

This study used library-based research by reading, analyzing and getting data from written form resources such as articles and books. In this study, some studies are reviewed to get picture of the implementation project-based learning. The focus of this study is how to implement the project-based learning in language teaching especially English. Moreover, this study also presents a design of project-based language teaching to teach English in tertiary level. In reviewing and discussing, theories and other findings that are related to project-based learning are checked and used for reference lists.

IMPLEMENTATION OF PROJECT-BASED LEARNING IN LANGUAGE TEACHING

Project-based learning is believed to have a high probability of succeeding when used to teach and learn languages, especially English as second or foreign language, at different levels and contexts. According to social constructivist theory, project-based learning conducts a language learning as a social and dynamic process of learning from students' interaction. This interaction happens when students work together in group to analyse and discuss the problem and design and create the project. Project-based learning integrates language skills when students use the language to negotiate an authentic and real-life problem and communicate to solve these problems in group work. It is in line with the statements of Imtiaz and Asif (2012) that project-based learning plays an important role in improving students' language skills and Stoller (2006) that project-based learning provides opportunities for the natural integration of all four skills: listening, reading, speaking, and writing. Students use their reading skill to read and analyze the materials related to the problem that can promote their critical thinking. Student

use their communicative skill, such as listening skills and speaking skills, in discussing to solve the problems and creating the project. It is in line with Sawamura (2010) that stated activities in group work can motivate students and create positive communication and collaboration as they develop language, content, and thinking skills. Students use their productive skills, such as speaking and writing, to create their project. Beside language skills, those activities also give students to improve their vocabulary and grammar. It is supported by Sukiawati (2021) that stated project-based learning can improve students' vocabulary and grammar. So, it can be said that project-based learning engages students in activities that improve their language skills and language components in target language.

Project-based learning emphasizes students to accomplish project collaboratively or individually as learning process. Making project in learning process and as learning result differentiates project-based learning from other forms of learning. This project is be able to engage students on doing things done based on their own plan, idea, and creativity (Argawati, 2020). Moreover, it helps learners to integrate and reconstruct their knowledge, discover and improve their professional skills, and increase their interest in the discipline and the ability to work with others. In addition, the involvement of students in doing project that requires them to interact to their friends provides opportunities to practice their language skills. The project can be as a product, a presentation, or a performance (Giao and Nguyen, 2021). In language teaching, project can be done in various ways with various purposes. In improving students speaking skills, students can be assigned to do project as performing drama, doing online presentation, or presenting products. In improving students writing skills, students can be assigned to do project as creating simple story book, holiday scrapbook, and wall magazine.

There are some theories about teaching steps of project-based learning. Generally, teaching steps of project-based learning consist of project preparation, project finalization, project presentation, and project evaluation. Here are some teaching steps of project-based learning that are proposed by experts:

1. Stix and Hrbek (2006)
 - The teacher explains the projects they will be doing
 - Students design the project
 - Students activate their background knowledge
 - The teacher and students negotiate the criteria for evaluating
 - Students study the materials
 - Students create the projects
 - Students present their projects
 - Students conduct a reflection.
2. Stoller (2006)
 - Deciding theme
 - Determining the outcome
 - Arranging the project
 - Gathering information
 - Compiling and analysing information
 - Presenting the final product
 - Evaluating the project.
3. Patton (2012)
 - Getting an idea
 - Designing the project
 - Tuning the project
 - Doing the project
 - Exhibiting the project

Those teaching steps are appropriate to be implemented in teaching language using project-based learning. All steps provide opportunity for students to practice their language that can promote their language skills improvement. However, teaching steps that are proposed by Patton (2012) are suitable to be implemented in teaching language. Exhibition of the project allows the students to promote their project go public such as in museums, galleries, parks, cafes, community centers, etc. By promoting their project to public, it can improve their confidence to use the language. Unfortunately, the steps that are proposed by Patton (2012) do not have step to evaluate students' project. So, it is better to complete the steps by adding evaluation step in order that teacher can assess student' project and students also can-do reflection to their project.

It is important to assess the students' project in order to find out students' learning progress and also students' ability in applying their knowledge and skills in their project. There are four aspects that must be considered by teachers in project-based assessment: management skills, relevancy, originality, innovation, and creativity (Ministry of Education and Culture, 2016 cited in Izzah, 2021). Management skills are skills in choosing the topic, searching for information, and managing the time in doing the project. Relevancy is about how combine knowledge, comprehension, and skills to reach the indicators of the required basic competencies. Originality is maintaining the originality of the project by presenting the work. Innovation and creativity are related to how to create something new or unique in doing the project. In assessing project in language teaching, it is better to emphasize the improvement in the language skills of students, so the weight of assessment should be more on the relevancy. Here the teacher finds out how language skills and language components are used well by students in the project.

Utilizing technology also important in implementing project-based learning. Based on study that was conducted by Sirisrimangkorn (2021), technology supports project-based learning to be implanted effectively. By utilizing technology, students can search various materials related to the problem being discussed in internet. Utilizing technology also give interesting experience and challenge in using technology to accomplishing the project that motivate students in learning process. By utilizing technology, the project can be varied and interesting. For example, when students are assigned to do presentation project, they can use technology to make their presentation more interesting. Not only using PPT, they also can make interesting animation to be put in their presentation and record and edit their presentation to be uploaded to YouTube.

From the discussion above, it can be concluded that implementing project-based learning in language teaching can improve students' language skills. Kinds of project, classroom activities, and also project assessment must be considered in teaching language through project-based learning.

TEACHING DESIGN OF PROJECT BASED LEARNING IN EFL CLASS

Based on discussion about project-based learning in language teaching, a teaching design is formulated for tertiary level.

1. Get an idea
 1. Teacher asks students to search materials related to argumentative essay in internet.
 2. Teacher asks students to read the materials that they got from internet
 3. Teacher and students discuss about argumentative essay.
 4. Teacher gives example of argumentative essay about "bullying".
 5. Teacher asks students to analyze the argumentative essay about "bullying".

6. Teacher and students discuss about "bullying"
2. Design the project
 1. Teachers assigned students to make group.
 2. Teacher introduce the topic of the project that is "cyber-bullying".
 3. Teacher assigned students to promoting anti-bullying by posting argumentative essay in their blog, share poster in their social media, and upload speech video in their YouTube channel.
 4. The teacher explains rules to create online argumentative essay, online poster, and speech video.
3. Tune the project
 1. Students gather materials from internet related to cyber-bullying.
 2. Students read and analyze materials that they got.
 3. Students discuss the information that they got about cyber-bullying.
 4. Students decide technology that they use to finish their projects.
4. Do the project
 1. Students write their argumentative essay.
 2. Students design their poster.
 3. Students create and edit their video.
5. Exhibit the project
 1. Students present their project in classroom.
 2. Students post their argumentative essay in their blog.
 3. Students share their poster in their social media.
 4. Students upload their speech in their YouTube channel.
6. Evaluation
 1. Teacher assesses students' project
 2. Students do reflection toward their project

This teaching design is based on teaching steps from Patton (2012) with modification. In this teaching design, evaluation step is added in order to ensure the way to assess students' project. This teaching design is purposed to enhance students' literacy skill (reading and writing). This teaching design is also intended to promote students' 21st century skills, that are creativity, critical thinking, collaboration, and communication. Creating original idea for their project can train their creativity. In the group works, students have to discuss, compromise, and negotiate before executing the ideas. Here students' collaborative, critical thinking, and communicative skills are promoted. Technology is inserted in this teaching design to encourage students' participation in creating the project and enhance students' understanding about the content being learn by doing the project.

CONCLUSION

Project-based learning is a learning model that engages students in accomplishing group project or individual project to improve their knowledge and skills. Project-based learning can be implemented to the field of second and foreign language acquisition to develop teaching and learning. Project-based learning provides learners with opportunities to use language in a meaningful and authentic context. It means that students' participation in meaningful activities encourages them to use EFL language skills authentically. Through working on the projects, project-based learning engages students in activities that improve their language skills and language components in target language. Students use their reading skill to read and analyse the materials related to the problem that can promote their critical thinking. Student use their communicative skill, such as listening skills and speaking skills, in discussing to solve the problems and creating the project. Project-based learning emphasizes students to accomplish project collaboratively and

engages students on doing things done based on their own plan, idea, and creativity. In regard to the 21st century skills, project-based learning promotes students' creativity, critical thinking, collaboration, and communication. Kinds of project, classroom activities, and also project assessment must be considered in teaching language through project-based learning in order that the implementation of project-based learning can be maximum. Utilizing technology also can be plus point in implementing project-based learning effectively.

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