APPLYING PROJECT BASED LEARNING METHOD TO PROMOTE STUDENTS' ENGLISH LEARNING MOTIVATION

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ABSTRACT

This study is conducted to explore how Project Based Learning (PBL) method implementation can promote students' English learning motivation, especially in the vocational higher education. PBL method is one of teaching methodology which has proven to useful because it creates an active learning environment where the students play an active role in their learning process. The participant of this study were 40 students from the accounting department, State Polytechnic of Ujung Pandang. This study applied a convergent design with two instruments: questionnaire and semi-interview in which the researcher collected both forms of data at roughly the same time and then integrated the information in the interpretation of the overall results to provide a comprehensive analysis of the research problems. The findings of this study show that the implementation of PBL method generates a good learning atmosphere which makes the students get motivated to actively participated in the learning activities and meet the objective of the learning process.

Keywords : project-based learning, collaborative learning, motivation

ABSTRAK

Penelitian ini dilakukan untuk mengeksplorasi bagaimana penerapan metode Project Based Learning (PBL) dapat meningkatkan motivasi belajar bahasa Inggris mahasiswa, khususnya di pendidikan tinggi vokasi. Metode PBL merupakan salah satu metode pengajaran yang terbukti bermanfaat karena menciptakan lingkungan belajar yang aktif dimana siswa berperan aktif dalam proses belajarnya. Partisipan dalam penelitian ini adalah 40 mahasiswa jurusan akuntansi Politeknik Negeri Ujung Pandang. Penelitian ini menerapkan desain konvergen dengan dua instrumen: kuesioner dan semi-wawancara dimana peneliti mengumpulkan data instumen pada waktu yang hampir bersamaan dan kemudian mengintegrasikan informasi dalam interpretasi hasil keseluruhan untuk memberikan analisis masalah penelitian yang komprehensif. Hasil penelitian ini menunjukkan bahwa penerapan metode PBL menghasilkan suasana belajar yang baik yang membuat siswa termotivasi untuk berpartisipasi aktif dalam kegiatan pembelajaran dan mencapai tujuan proses pembelajaran.

Kata Kunci: project-based learning, pembelajaran kolaboratif, motivasi

1. INTRODUCTION

The world of education's demands for professional graduates are aligned with the industrial world's rapid development; which means that the industrial world's rapid development is strengthening the world of education's needs for professional graduates [1]. Additionally, the workforce of the 21st century requires people who can think creatively and critically, as well as the capability to communicate effectively and interact with others, particularly in varied and multicultural environments [2]. In regard to this condition, the students must be equipped with the skills needed to manage the complexities of today's world, where education play a significant part in everyday life [3]. One of the concerns in preparing students for the 21st century is their capacity to successfully communicate their thoughts or ideas through oral and written communication skills, particularly in English [2]. In state Polytechnic of Ujung Pandang as one of vocational higher education which attempt to produce professional graduates, business English become one of the compulsory subjects that should be learnt by the students in Accounting Department. The main objective of this course is to provide students with communication skills, particularly in business situations, thus the students can prepare to deal with the industrial world's rapid development.

To generate professional graduates capable of communicating in English in a variety of situations, it is important to maintain and develop teaching methodologies. The most prominent change in language teaching methods is implementing students-centered-learning where the focus of the learning and teaching process is on the attempt to enhance students' activeness in their learning process. Moreover, for the 21st century educational foundation, one of the fundamental learning theories that has been widely considered is constructivism. Constructivism is a philosophy of education and learning that is predicated on the idea that

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cognition (learning) is the outcome of "mental building"[4]. In other words, students learn when new knowledge is provided in relation to prior knowledge in an appropriate instructional environment. According to this view, students acquire knowledge and meaning from their experiences. Thus, lecturers should consider what students already know and expand on students' past knowledge then provide opportunities for students to apply their knowledge.

In the midst of various methods that employ students-centered-learning, Project Based Learning (PBL) is one of alternative method which can build an active learning process and develop 21st century abilities [5]. It is also one of the practical teaching and learning frameworks based on constructivist learning theory that focuses on activities that seek to develop learning outcomes through project work. Project-based learning (PBL) is an active student-centred form of instruction which is characterised by students' autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices [6].

However, student motivation is also important in student centred learning [7]. The quality of the learning process influences students' high motivation. Inappropriate processes also influence students' low motivation for achievement. The process refers to the instructional process used by the lecturers in terms of the approach, method, strategy, and tools used by the lecturer to create an environment conducive to students' achievement motivation. Meanwhile, the achievement of motivation is a factor that must be considered in attention when delivering instruction in language teaching process [8]. The achievement motivation contributes to the improvement of the learning outcome, and thus has a significant effect on academic performance and is a necessary component of the teaching and learning process [9].

In the context of education, motivation exists to build a mutual relationship with the learning process. And they are complementary to one another, between the lecturer's goals and the learning process which they created. Motivation for learning also plays a significant role in determining whether learning objectives are met. Students with lack achievement motivation will have a negative impact on their learning process. By contrast, the learning process also influences the degree to which students are motivated to succeed [8].

In fact, there has long been a concern with students lacking motivation to learn. Although many students attended, it is not because they intended to join English class; rather, they are obliged to attend [10]. Whereas, motivation is crucial for improving the efficacy of English language teaching. Motivation is considered as a crucial aspect of second language acquisition and one of the most essential elements impacting language learners' success. It is widely accepted that the more motivated students are, the more effective they will be at learning a foreign language [11]. As a result, it is crucial to stimulate motivation among students in studying English [10].

Responding to the challenges faced by the world of education to produce professional graduates according to the needs of industry, the use of Project Based Learning (PBL) method to develop 21st century skills, and the importance of stimulating student's motivation in learning, it seems that empirical studies on these issues in vocational higher education, specifically in English language teaching appeared to exist only in limited scale. Therefore, *this study is urgent to fill the gap by exploring how Project Based Learning Method implementation can promote students' English learning motivation, especially in vocational higher education.*

2. RESEARCH METHODOLOGY

This study is a mixed method research and applied convergent design to determine whether the implementation of PBL method promotes the students' English learning motivation. In this design, the researcher collected both forms of data at roughly the same time and then integrated the information in the interpretation of the overall results to provide a comprehensive analysis of the research problems. The participants of this study were 40 students of Accounting Department, State Polytechnic of Ujung Pandang. The data gathered by means of two kinds of instruments: questionnaires (consists of closed and open-ended questions) and interview with the students. The students were given a questionnaire after implementing the method, while the interviews with the students was administered to support and explain the findings of questionnaire results.

Before collecting the data, pilot study was conducted to test the validity and reliability of all instruments. Internal validity: construct and content validity were conducted by using expert judgment and continued by testing the instrument to the sample. While to established reliability, Cronbach's Alpha test and Pearson Correlation Coefficient were used. The results of validity and reliability test for both instruments shows that the instruments are valid and reliable. Techniques of collecting data using these two instruments are explained

in the following setting: First, the researcher implemented the PBL method in the business English class, then administered a questionnaire to find out the how PBL method enhances the students' English learning motivation and their perceptions toward the use of PBL method in business English class. After that, interviewing the students by using semi-structured interview model to gain more information as an additional data to answer the research questions.

The steps in applying PBL method in this study: there was a performance project which apply technology. Participants in each 4 to 5 students were divided into group, engage in group activities, and produce a video, all without interference from the researcher as the lecturer of the subject. The topic of the project was "Business Meeting" in which students decided a topic that discussed in the meeting and made the script and story board for the meeting. When they finished making the script and story board, each student in the group did role play and record it in a video. The students in each group should work collaboratively to complete the given project in two weeks. This project is ideal chances for the students to practice using English by solving the real and meaningful problem which they have choose as the topic for their meeting.

Prior to class introduction, there were an explanation about the project. Students could contact the lecturer via e-mail, Facebook, or other network services when difficulties occur or when assistance is needed during the project activity. At least one week before the project should be submitted, a lecturer confirmed that the project should be uploaded on YouTube. On presentation day, each group must present their video work on YouTube. While the group was presenting, others group wrote a feedback worksheet. Students in each group also need to complete the English motivation and perception of project-based learning questionnaire.
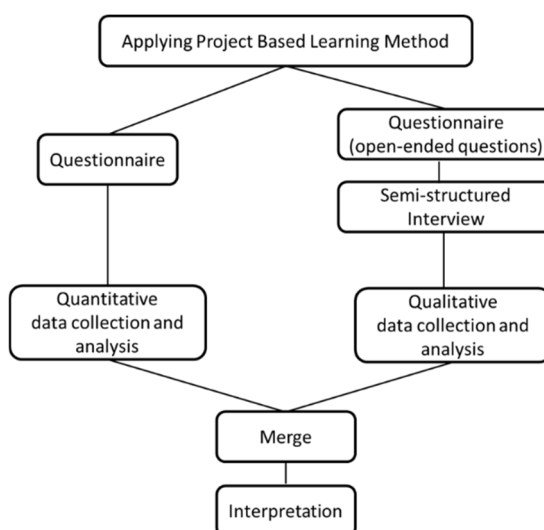

Figure 1. The convergent mixed-method design of the research

Figure 1 shows the road map of this study. The collected quantitative data from questionnaire were analyzed by using descriptive statistical analysis method. The collected data from questionnaire were rated by using Likert scale. Next, the data (scores) from questionnaire were computed in Statistical Package for the Social Science (SPSS) to be analysed. While to analyze the collected qualitative data, the researcher applied deductive approach which begin with a theory, developing hypotheses from the theory, and then collecting and analyzing the data to test the hypotheses. Further, narrative analysis method was also used to analyze the data in which the steps are: Firstly, the researcher documented and processed the collected data from open-ended question in the questionnaire and interview, then organized and categorized the data into a concept. Next, the researcher connected the data to show whether applying PBL method promotes students' English learning motivation and what are their perceptions toward the use of this method in business English class. The last is explaining the result by interpreting the data.

3. RESULTS AND DISCUSSION

In order to determine in what extent, the use of PBL method promotes students' English learning motivation, the researcher administered a questionnaire which consist of closed and open-ended questions

after the implementation of this method. The collected data of the closed ended questions as the quantitative data were analysed descriptively with SPSS program.

Table 1 shows the results of students' perception on the use of Project-based learning method to promote their English language learning motivation. Overall, the students have positive perceptions on the implementation of PBL method in business English class [12]. The highest score is in statement 10 (mean score = 4.68) which shows that the students generally strongly agree if learning by doing project with PBL method challenged them to develop their English skills. The students greatly agree that by doing the project (making a business meeting video), they get to know how to participate in business meeting (mean score = 4.60). Statement 6 indicates that the students also enjoyed to learn the lesson by doing the project so much that they want to know more about the lesson (mean score = 4.50). Statement 9 with mean score = 4.40 shows that the students agree if the project work activates their enthusiasm for participating in the class activities. It is in line with statement 8 where the students totally agree that since they must do the project work collaboratively, group members have learned and shared a lot of lessons (mean score = 4.38). The implementation of PBL method also can solve the students' anxiety in speaking during the project work (mean score = 4.30) and promotes an active learning environment (mean score = 4.25). Moreover, the statement 1 with mean score = 4.18 indicates that by doing the project, the students enthusiastic to learn about business meeting.

Table 1. Descriptive Statistical Analysis result of the questionnaire

Question	N	Mean	Std. Deviation
1. Doing the project makes me enthusiastic to learn about business meeting	40	4.18	.549
2. The use of Project-based learning method in the English class caught my attention.	40	4.15	.580
3. By doing the project (making a business meeting video), I get the learning outcomes (know how to participate in business meeting)	40	4.60	.496
4. By doing the project (making a business meeting video), I am sure I understand about business meeting	40	4.18	.501
5. I felt I could solve my anxiety in speaking during the project work (make a business meeting video)	40	4.30	.608
6. I enjoyed this lesson by doing the project so much that I want to know more about business meeting.	40	4.50	.599
7. I increased my responsibility and confidence level by working on this project (make a business meeting video)	40	4.23	.768
8. Our group members have learned and shared a lot of lessons from the project work (business meeting video)	40	4.38	.774
9. Project work activates my enthusiasm for participating in class activities	40	4.40	.591
10. Learning by doing this project challenged me to develop my English skills	40	4.68	.474
11. The Project work promotes an active learning environment	40	4.25	.630

Further, the collected qualitative data from the open-ended questions of questionnaire and the interview were analyzed narratively. There are three information collected from the open-ended questions in the questionnaire: 1) The students' perspective toward the use of PBL method; 2) The benefits which obtained

from working on the project; 3) The difficulties that the students experienced in working on the project. In general, the collected data shows that the students have positive perception to the implementation of the PBL method which supports the results of the quantitative data. The students state that they were motivated and confident to practice using English during the project since they ought to make a video as a project where they must practice and understand what they were said. The implementation of PBL method also increase their curiosity to learn about the subject and activeness to participate in the class because the classroom atmosphere is fun, they get easier to understand the material. By doing the project collaboratively in a group, they can give each other correction if there is a group member makes a mistake, especially in pronunciation.

The findings of the open-ended questions in the questionnaire revealed that there are some benefits which the students claim obtained by implementation of PBL method: a) they become confident and get motivated to be brave in speaking English; b) they get easier to understand about the material of business meeting and know how to participate in business meeting because in the project they must play their role in business situation setting; c) their English pronunciation be better (in group activity, when a group member do mispronunciation, the others correct it). However, the students also face some difficulties during the project work, such as get struggle in the beginning of the project, especially in making a concept for their business meeting project because they must decide the topic and the role of each member and then prepare their script. During the project working, some students also revealed that there is group member who not maximally participate in their group discussion. Furthermore, the students also state that they got difficulties during the video making and editing process, where they need to take and record the video several times.

Additionally, more information also gained through semi-interview collected data which showed that the implementation of PBL method influenced their motivation in English learning. The students admit that by doing the project, it allows them to learn through authentic situation which make them easier to understand the lesson. Since the students ought to do the project collaboratively, they were motivated to give opinions or ideas to carry out the project. The students' English pronunciation also be better because once a member group do mispronunciation, the other member will correct it. They also stated that the project working makes them practice a lot, therefore they get more confident and braver to speak English. The fun classroom atmosphere effects their motivation in English learning, especially about the lesson.

The findings of this study affirm that the improvement of learning outcomes is aided by motivation, which has a significant impact on academic performance and is an essential element of the teaching and learning process [9]. It is widely accepted that the more motivated students are, the more effective they will be at learning a foreign language [11].

4. CONCLUSION

PBL method has been highlighted as one of fundamental methodology to strengthen the students for the future. This method creates a good learning atmosphere where the students get motivated to participate in the learning activities and gain the objective of the learning process. The implementation of project-based learning activities enhancing better confidence of the students in speaking English, it provides opportunity for the students to experience a real-life situation with authentic use of language skills. According to the findings of this study, the students have positive perceptions on the implementation of PBL method in business English class. There are some benefits of the PBL method use in English class, such as: a) they become confident and get motivated to be brave in speaking English; b) they get easier to understand about the material of business meeting and know how to participate in business meeting because in the project they must play their role in business situation setting; c) their English pronunciation be better (in group activity, when group member do mispronunciation, the others correct it).

5. ACKNOWLEDGEMENT

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