ENHANCING MULTIMEDIA STUDENTS' INVOLVEMENT THROUGH PROJECT-BASED LEARNING MODEL

Titi Lestari[1,a], Imam Gozali[1,b]

[1]Pendidikan Bahasa Inggris, Universitas Sarjanawiyata tamansiswa
Email: titilestari@ustjogja.ac.id[a]; imamghozali@ustjogja.ac.id[b]

ABSTRAK

Masih terbatasnya guru yang menerapkan pembelajaran yang berpusat pada siswa disebabkan bukan karena pembelajaran tersebut tidak dapat diimplementasikan, melainkan pembelajaran yang berpusat pada siswa memiliki tantangan akademik tersendiri yang memerlukan tekad dan usaha dari guru. Artikel ini mengungkapkan hasil pengembangan model pembelajaran berbasis proyek (PBL) untuk siswa SMK jurusan Multimedia untuk mengetahui seberapa jauh model pembelajaran tersebut meningkatkan keterlibatan siswa dalam kegiatan pembelajaran bahasa Inggris. Penelitian ini merupakan Penelitian dan Pengembangan (Borg dan Gall, 2003) dengan model modifikasi Sukmadinata (2010). Data diperoleh melalui observasi, analisis dokumen dan wawancara mendalam, serta dianalisis menggunakan model analisis kualitiatif Miles, Huberman dan Saldana (2014). Model yang dikembangkan divalidasi melalui diskusi kolaboratif dan penilaian ahli. Model (course grid) yang dikembangkan mencakup kompetensi dasar, indikator, tujuan pembelajaran, materi, aktivitas pembelajaran, penilaian dan media. Tahapan PBL meliputi spekulasi, perancangan proyek, pelaksanaan proyek, dan evaluasi. Alat penilaian berupa tugas individu, lembar progres dan rubrik proyek. Hasil ujicoba model mengungkapkan bahwa siswa terlibat secara signifikan selama proses pengerjaan proyek dan presentasi. Tantangan dari PBL adalah siswa memerlukan waktu yang relatif panjang untuk menyelesaikan produk proyek mereka.

Kata kunci: model pembelajaran, pembelajaran berpusat pada siswa, proyek

A. INTRODUCTION

The implementation of 2013 Curriulum in Vocational High Schools serves as the Government's efforts to provide better education to prepare so called golden Indonesian generation. By design, such condition could be achieved efficiently by means of deleloping an appropriate curriculum and implementing it the best way Nation (2010). However, the observed English classroom practices in Multimedia Study Program has not reflected the pedagogic values of the 2013 Curriculum. There are so many factors contributing such conditions. Some of them are the quality of human resources involved, the available facilities and also the clarity of the curriculum and all neccessary document accompanying it. Brown as cited in Storey (2007) mentions that the series of curriculum activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities most suitable for the students.In context of Multimedia Study Program, the learning activities shold follow suit the needs and areas possibly faced by practinioners in the field of Multimedia.

The success of any foreign language teaching, as is true in any foreign language classes, is dependent on several

factors.Dick, Carey, & Carey (2005) point out that the availability of good curriculum,competent teachers, highly-motivated students, quality learning materials or textbook contributes to the success of the learning program. All of those factors of course interrelate in bringing the success of the educational practice. In case of the teacher's role, it is then inferred that they are the active agents in policy making process and have the responsibility for deciding how their classrooms teaching and learning activities will be.

One of the teachers'determining roles in the classroom teaching and learning practices isdefining the learning model because an appropriate learning model will definitely motivate the students to develop their language and other skills. Whenever the students are motivated, the success of English teaching is possible.

Wina (2011) contends that in defining a learning model, the relevance to the objectives should be deeply considered. Nation (2007) emphasizes that the activities in a language course can be classified into the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development. In a well designed course there should be an even balance of these strands with relatively equal amounts of time given to each strand.

Resulted from the limited observation, the researcher revealed that there is a need of designing a Project-Based Learning (PBL) which is viewed as the model to help the students maximize their learning by involving themselves, maximizing their language skills and activating their specific i.e. technological skill during the project doing. This article presents how the PBL model is developed, what the strengths and limitations it brings.

B. METHOD

This research is a Research and Development (R n D) designed to develop and validate products utilized in education and learning (Borg and Gall, 2003). The researcher adapted Sukmadinata's (2010) model of R and D which is divided into three main stages: preliminary study, development stageand field testing.

The study involved XI MM1 of SMKN 1 Bantul. The preliminary study covered classroom observation, document analysis, and interviews. The development stage covered drafting the model, bringing the draft to the internal experts and giving the draft necessary revision to get the prototype of the PBL model. The field testing involved try-out, doing reflection and asking for the external expert's judgment and finally giving revision to the prototype to get the final version of the PBL model. The data were validated by member checking and triangulation, and analyzed using Miles, Huberman, and Saldana's (2014) model of qualitative data analysis. The developed PBL model was validated through collaborative discussion and internal also external experts' judgment.

C. RESULTS AND DISCUSSION
Preliminary Study

The result of the classroom observation showed that the five stages of the Scientific Approach in the English teaching-learning process in XI MM1 class were executed at a relatively superficial level. The insufficiency dealt with the simple and monotonous activities or tasks and limited sources of learning. This led the teaching and learning activities to be conventional and teacher-centered.

From the results of the documents analysis it was revealed that the curriculum guideline offers the teacher a room to do any modification or adaption to suit the

learners. However, the guideline was not deeply comprehended; it was executed as it is.

Two English teachers were interviewed and they informed that they have still been in the process of adapting their English classes to the curriculum. They said they have never tried modified learning model activities and materials as suggested. From the interview with 5 Multimedia students, it was revealed that the English class activities were monotonous; they want a more lively class in which they can do something outside the classroom. They also want to know about English for computation because they think English is very important in Multimedia Study Program.

The results of the preliminary study then became the guidelines to design the PBL model, addressing the employment of the already well implemented practices and the needs of problem solving to the existing English teaching and learning activities of Multimedia class, particularly of XI MM1 SMK N 1 Bantul.

Development Phase

The draft of the Project-Based Learning model was developed in the form of course grid and the lesson plan, adapting Brown's (2001) idea of components in a course covering KD or basic competence, indicators, learning objectives, materials, teaching and learning activities, assessment and media.

The researcher took one basic competence on procedural text with reading and writing as the main skills. To best accommodate and bring the topic, e.g. procedural text into classroom activities, the researcher used some Multimedia icons and various procedural texts to deliver the focuses of the learning which covered the social function, generic structure and language features of the text. The activities were implemented in three big stages: pre-, main and post- activities. Within the main

activities, the five stages of scientific approach i.e. observing, questioning, exploring, associating ad communicating were designed. Within those five stages, the PBL stages (Kriwas, 1999) i.e. speculation, designing the project, conducting the project activities and evaluation were included.

On the first draft, the first consultant's suggestion dealt with the process of defining the project that should be clear, while the suggestion from the second consultant dealt with: 1) the text given as the first model and example should used in the next discussion, 2)Inductive teaching was suggested in the beginning of the generic structure explanation, and 3) all the types of procedural texts giveni.e. how *to make*, *to do* and *to use* something should be included and discussed.

Field Testing

PBL Stage 1: Speculation

Through answering questions on Multimedia icons procedural texts, the students could produce *action verb* and *imperative sentence*. Activating the students' previous knowledge on the text was employed to discuss the social function, generic structure and language features.In the questioning stage, through sharing self experiences, the students were not able to pose questions but could appropriately answer the teacher's guiding questions. This stage turned out to be difficult to execute. Observation by the collaborator noted the absence of the students' asking questions in this stage. The next exercise required the students to share their daily routine connected to computation and express their experiences in the form of imperative sentences.

PBL Stage 2: Designing the Project

In this stage the researcher started to get the students closer to the project, including formation of groups. Two types of project were then offered: 1) Video

project: producing a video of manual or tips about how to use, make or do something concerning Multimedia world, and 2) Book project: using computer software to design and produce printed manual or tips about how to use, make or do something related to Multimedia world.

PBL Stage 3: Conducting the project activities

During the week of the projects doing, the students had to keep working with their groups in an organized way. From the project report sheets, it was revealed that the students made use some sources such as their Multimedia module, blogs and video-sharing websites. The students turned their reading skills to a good account, because they needed to comprehend the texts well before giving them some editing.

The next step or editing process required the students to activate their writing skills because it dealt a lot with the students' ability to manage to fulfill the criteria of good procedural texts. From the project report sheets it was also known that the groups that worked with the translation employed some strategies. Some chose to consult their dictionary, while the others found online translation service more effective, although they needed to fix some inappropriate results of translation.

In managing the projects, the researcher provided some possible access to be the forum of information sharing among the groups. The access was provided through email, social media group, and short message service. Some students made much use of the forum to consult their text. Some of the students' texts were carefully written, exhibiting almost all the language features of a procedural text, how a procedural text should be.

Going on to the presentation, most of the students tried to use the target language. However, the point to appreciate was their attempt to speak as naturally as they could. They also had to make their speaking and their friend's demonstration in harmony. This process did show the activation of the students' language and social skill. The unplanned speaking also occurred when the presenters were talking about the tips they provided. The audiences were free to give comment and pose questions. The question on the tip showed the students' interest and or at least attention to the presentation, and it was worth appreciation. The groups that did not provide tips were asked to give some. In their eagerness to ask for tips, the audiences made the presentation more alive.

Stage 4: Evaluation

Accounting for the results of the try-out, or, more precisely, the execution of PBL stages, some points were to be evaluated: 1) the unfinished project, it was quite understood when the students ran out of time to burn the CD or bind the manual. A week seemed too short, 2) the incomplete documents, that the students wrote little on the project report sheets, although they put the most important information and 3) the students' textswhich contained some grammatical errors or wrong spelling. Regardless the grammatical errors or wrong spelling or missing features in the texts, the researcher valued the students' involvement in conducting, presenting or demonstrating the projects.

Counting all the results of all the stages executed, the researcher came to a statement that the PBL model yields some strengths: 1) the students' involvement in learning process, 2) improvement in students' language and work skill, which is in line with the principle of the 21st century skills, that the students include technological literacy in their works (Paige, 2009). However, there are also some limitations of the PBL model developed: 1)

the need of sufficient time allotment for doing the projects, 2) the need of adequate management from the teacher, to make sure that the projects do not go off the track, 3) its unsuitability for other topics of discussion.

Self-reflection and the suggestion from the collaborator and the external expert dealt with the time allocation given to the students in doing the projects. The longer time aimed for a better project monitoring process, which then could lead to well-done projects.

Discussion

Finally, the above activities implemented in the context of project work serve as a starting point for teachers to reflect in relation to their students' needs and interests, and to expose them to classroom activities which can encourage them to communicate better and collaborate more, by trying out some modification on the learning materials and incorporating technology into the students' learning experiences, as suggested by the 2013 Curriculum.

As long as the teachers always keep a check and have a reflection on how the things go in the class, improvement in the classroom practices is always possible. Comprehending the guideline of the demanded educational practices will lead to the higher educational objectives. Specifically in implementing the 2013 Curriculum, English teachers have a great opportunity to help the students achieve a lot of educational benefit when the learning experiences are sufficiently implemented.

D. CONCLUSION AND SUGGESTION

As an effort to initiate the implementation of PBL in teaching English in secondary school, the researcher conducted an R & D to develop a model of PBL for Multimedia classroom.The results of the preliminary studyemphasized the

need of a more suitable English learning model.The development of the learning model adapted relevant principles of designing a course, i.e. Brown's ideas of components in an ideal course and Nation's four strands which should be equally considered in a lesson.Analyzing the results of the try-out, the PBL model developed brings some strengths covering the students' involvement and skill improvement, while the limitations dealt a lot with the relatively longer time allocation needed.

The results of this research underline that the English teachers of secondary school, i.e. vocational high school should not have conservative views of their teaching practices. By deeply comprehending the guideline of the curriculum applied, they will be aware of the various parts of the curriculum design which offers great opportunity of doing modification they have to draw, which then can result in the students' higher learning objectives.

Suggestions

Dealing with the limitations of the model, thus, the other researchers are suggested to consider reasonable length of time when defining the project, in order that the students can finish the projects sufficiently. They also should deeply consider defining the kinds of projects that suit the students well. Other fields of study may need other types of activities and products.

E. REFERENCES

Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy second edition.* New York: Addison Wesley Longman, Inc.

Dick, W., L. Carey, dan J. O. Carey. 2005. *The Systematic Design of*

Instruction. 6th edition. Pearson. Boston

Gall, M.D., J. P. Gall, dan W. Borg. 2003. *Educational Research: An Introduction*. Pearson, Boston.

Kriwas, S. 1999. *Environmental Education, a Handbook for Educators*. Athens: Ministry of Education. (in Greek).

Miles, M.B., Huberman, A.M. & Saldana, J. 2014.*Qualitative Data Analysis. A methods source book*. 3rd ed. USA: Sage.

Nation, P. 2007. The Four Strands. *Journal of the Innovation in Language Teaching and Learning. Vol (1), No. 1.*

Nation, I.S. P& Macalister, J. 2010. *Language Curriculum Design.* New York:Routledge.

Paige, J. 2009. The 21st Century Skills Movement. *Education Leadership Journal. Vol (67), No. 1.*

Storey, C. W. 2007. *Insight Into Language Curriculum Development.* Japan: The University of Kitakyushu.

Sukmadinata, Nana Syaodih. 2010. *Metode Penelitian Pendidikan.* Bandung: Rosdakarya.

Wina, Made. 2011. *Strategi Pembelajaran Inovatif.* Jakarta: PT. Bumi Aksara.