

## APPLYING PROJECT BASED LEARNING (PBL) MODEL FOR STUDENTS OF ENGLISH FOR YOUNG LEARNERS COURSE

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### Abstract

This article aims to explain the use of Project Based learning (PBL) in the task given to the students of English Study Program for English for Young Learners Course. The research design applied in this study is descriptive qualitative. The subject of the study were eight students taking English for Young Learner Course. The data were collected through observation, documentation, questionnaire, and interview. The data were analyzed descriptively. The steps in applying PBL model are selecting the topic, planning for the project, conducting the project, presenting, and evaluating.

The results of the implementation of PBL model showed that the students were able to be actively involved in discussing their project, presenting it, and enthusiastically involving their classmates acting as their students. In addition, the result showed that the students gave positive responses towards the task and the activities applied in the class.

Keywords: English for young learners Course, Project Based Learning Model, student active learning

### INTRODUCTION

Teaching English as a foreign language for young learners is different from teaching English for adult learners because young learners have not got urgent need for English for communication in their daily life. Compared with adults who have many reasons to learn English whether to read their English textbooks or to communicate orally in their wider interaction with other people academically or in their work environment. Young learners are still in their development physically, mentally, including in their language development. Moreover, as young learners, some of their characters are: they are active physically, and they have high curiosity, so it is necessary young learners learn through experience and activity (Moon, 2005). They also have unique characteristics and best player seeker because they learn everything by playing. Based on the reasons, English teachers should understand the student's characteristics, needs, and motivation of learning English in order to teach this subject successfully. In teaching English for young learners teaching materials, activities, teaching techniques, and media should be well prepared by considering their needs and characteristics. Teachers who teach English for young learners should have special knowledge and skills (Cameron, 2001). They have to deal with certain activities such as games to attract the students to learn English. It is important to create fun activities to make English course interesting for the students so that they do not get bored (Suharsih & Hamidiyah, 2012). In addition, choosing the right media related to their characteristics may influence the effectiveness and efficiency of learning (Reftyawati, 2017).

English Education Department at University of Ronggolawe PGRI Tuban provides a course which is called Teaching English for Young Learners (EYL) in order to equip the

students with the knowledge and skills to apply in teaching EYL. Through this course the students are able to understand the concept of teaching EYL, to design teaching materials, teaching techniques and activities, instructional media, and evaluation based on theories in Second Language Acquisition (SLA) and Teaching English as a Foreign Language (TEFL). Teachers need to consider carefully teaching techniques, materials, and media which are suitable for young learners. EYL is designed to prepare the students to be a teacher or tutor for young learners. Based on EYL's Course Objective, English Education Department students are expected to create a lesson plan with learning media and provide manual activities to teach young learners to apply the four language skills: listening, speaking, reading, and writing. To provide the students with ability to teach English for young learners, Project Based Learning (PBL) as teaching model is applied in teaching them so that the students are able to teach young learner after graduation.

PBL is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation models (Curtis-Bey, 2009). In English, PBL is known as a project work that is done in groups and then they present the project individually. There are steps in applying it: selecting the topic, planning for the project, conducting the project, presenting, and evaluation (Fragoulis & Tsiplakides, 2009). The advantages of PBL can motivate students to be fully engaged in the process of learning and gives them a feeling of satisfaction (Bell, 2010). In PBL the students should actively participate and collaborate with each other in problem solving, so the students will be more responsible in their learning (Ibna Seraj & Oteir, 2022). First, the lecturer provides the material course and choose a topic to be used as a project. The students prepare the material project to be made by discussing in groups with other classmates, then they work on the project by themselves. They make lesson plan, provide teaching materials and media that will be used in their teaching to young learners. After the project was ready, the students presented it to their classmates. In presenting the project, their classmates acted as young learners. Meanwhile, the teacher evaluated their project. This method is interesting and easy to use (Triassanti & Sampurno, 2018) because the students can work cooperatively to complete the project from the lecturer.

In some previous studies the researcher found some researchers conducted this method in The Implementation of Project-Based Learning in TEYL Class at English Education Department of University of Nusantara PGRI Kediri (SAHRONI, n.d.) and Creating English Student Book Through Project Based Learning in TEYL Subject (Nurhajati, 2018). They found that the learners had good motivation to work in their project and were more confident to think what they wanted to create in teaching English for young learner. In *ELT Learning Media For Young Learners: Family-Themed Pictures Stories* by (Inharjanto & Lisnani, 2021) he found that pictures stories could improve students' knowledge to think abilities and pictures series media is regarded as significant to improve English skills of young learners. In this article, the objectives are to explain 1) the process of creating the project; 2) the lecturer's roles in implementing PBL in the students' task, and 3) the students' responses towards the implementation of PBL in English for Young Learner Course.

## **RESEARCH METHODOLOGY**

This research is descriptive qualitative research that uses data in the form of a description of words from the result of observation, interviews and a questionnaire distributed to eight students of English study program who took English for Young Learners Course, and documents of the project. The data were analyzed descriptively to describe and explain about

facts that happened in the field naturally (Creswell et al., 2007). The aim of descriptive research is to answer question concerning to the current situation of the research (Gregar, n.d.). And in this situation students have to work together with each other in solving problem.

## RESULTS

From the analysis of the data based on the objectives of the study The process of creating the project by applying PBL is as follows: the lecturer giving material explanation about theme of teaching English Young Learner then to final exam the lecturer gives the project to students to find Indonesian children's stories then make lesson plan and media which suitable to teach young learners. The students make a lesson plan because it must be arranged before entering classroom (Jalongo et al., 2007) so the students would find difficulties in learning English if they do not know method and learning model that is suitable for young learners (Laila et al., 2022), and it can helps a teacher to utilize time, resources, materials and techniques to teach. In lesson plan, the students made a media to create manual activities when the students teaching young learning by face to face because if the activities are interesting can makes the class more enjoyable. In this situation the students can share their knowledger with each other (Muthmainnah, 2023). The lecturer's role is needed to motivate and guide the students to learn a new thing. In teaching EYL class, PBL as teaching model, lecturer's role plays important role in teaching activities. For instance, the lecturer guided the students to create final project (Patton, 2012).

The roles of the lecture is developing students idea, if the students were difficult and silent with lecture explanation, the lecture can manage the classroom and could give them an example of classroom activities by giving some role plays in teaching young learners, it would be motivated them in learning materials, so it can be make the students comfort and study without insecure and worried. Lecturer and teacher's role is important part in setting classroom atmosphere because without their contribution teaching learning process cannot reach the goal.

To get the aim of creating this lesson plan and media it had to relate the criteria of good lesson plan. In the lesson plan the students create four language skills, for example for reading skill the young learner be able read the simple vocabulary then can say it according to the pronoun for speaking skill. The young learner be able to mention the characters in the story after the teacher reads the text for listening skill, and for writing skill the young learner able to write simple vocabulary in the text. When the young learners were difficult to answer or silent, the lecture could give them an example of classroom activities by giving some role plays in teaching young learners. They would be motivated in learning the materials. It means that the lecturer or the teacher has to change their behaviour or role based on the classroom activity in order to make the students comfort. For this step, the students cooperatively worked together in a group discussion then each students determines the theme of the lesson plan to be made which later be discussed during individual presentation.

The students' responses are very positive can be seen in questionnaire of student perceptions on learning. Almost all students give the opinion that learning through PBL is easier and they feel more active, more motivated to learn and more enjoyable in the teaching learning process. Besides that, teaching EYL as a subject in English Education Department prepared the students to solve that the problem through creating a lesson plan and media to learn it, because PBL attracted the students to create a final project. It was suitable for course objective of teaching EYL subject.

After the students present the project, the lecturer gave feedback and the evaluation towards the project organization, the problem during process of working includes evaluation

from other classmates and self-evaluation. Then, all the students had got the feedback, they revised the project and then finally submitted to the lecturer as the final project. PBL is a teaching model which is appropriate for subjects which goal is creating products. Through this model the students have various learning experience which build their quality, such as cooperation, creativity, and critical thinking. This model has been applied to enhance students' self-confidence by changing the behaviour of the lecturer (Nurhajati, 2014).

## CONCLUSION

In the final product, the students were able to create lesson plan, teaching materials, activities, and media for teaching the four language skills and were able to apply it in teaching English for young learners. In teaching English for Young Learner Course, the lecturer's role is important and needed in order to motivate the students to learn new things and to evaluate the result of the students' project so that the final result which still needed improvement could be better. The students had positive responses toward the project they created. The implementation of PBL in the English for Young Learners Course provide them with activities that they can apply later in real class when teaching English for young learners.

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