PROJECT-BASED LEARNING IN TEACHING ESP'S STUDENTS CREATIVELY

By Dian Arsitades Wiranegara

dwiranegara@gmail.com

A. Introduction

ESP or English for Specific Purposes is focused on specific needs of (commonly) adult learners to be used in their specific fields, such as law, economics, science and academic learning (Dudley-Evans, 2001 in Suyato & Octoberlina). The specific refers to the specific purposes of learning English. It will equip the learners wth advanced level of competence of using English in particular field of knowledge. Hence, all material of English language teaching is designed specifically in accordance with their field subject as English is needed by a particular group of learners or learners of specialist domain. For this reason, the collaboration or the practice of Project-Based Learning is also practical and purposeful to encourage its students to learn creatively based on their field of interest.

Project-Based Learning is curriculum fueled and standard based, The George Lucas Educational Foundation (2005). It has been developed in developed countries, one of them, is in United States of America, as well as in developing countries such as in Indonesia, Malaysia, and throughout South East Asia countries. If is it translated literally, means learning aimed to have a final project in the end of teaching and learning process. Nonetheless, this process does not stop just the time the students present and submit their task.

As this project is developed and integrated within the curriculum standard, meaning the sudents are involved in the project. Students can fully contribute in the project once they are asked in the inquiry process by giving a guiding question and the teacher guides them into a collaborative project integrated in curriculum. A guiding question here, must be based on the issues and topics addressing the real world problems (The George Lucas Educational Foundation 2005). This can be done by exploring and investigating those complex issues, around their neighborhood, that can concern the students' awareness.

Project-based learning is a method fostering abstract, intellectual taks to explore complex issues (The George Lucas Educational Foundation 2005 in Rina Sari's paper presented at UIN's School of Humanity and Culture). This aims to encourage students

to explore, judgment, interpretation, and sythesising information contextually. As Global SchoolNet (2000) (in Rina Sari's paper) reporting the research of the AutoDesk Foundation dealing with the characteristics of PBL, is that, it is an approach which characterizes: students making a decision about work frame, the rising issue that can be observed by the students, designing the process to find out the solution of the problem or issue discussed, students colloboratively responsible to access and manage the information for the solution, continuing evaluation, reflection of what has been conducted, the product will be qualitatively evaluated, and finally, the learning situation is tolerant to faults and changes.

Based on those arguments above, it can be captured that PBL approach is developed based on the constructivism philosophy in learning as well as enhancing the teaching and learning strategy that foster the students to construct or build their own knowledge (Bell, 1995: 28). Project Based Learning can give the students's opportunity and freedom to plan learning activity, execute the project collaboratively, and finally, this product can be delivered and presented to others.

B. Designing Project Based Learning

The teacher and the students have the same point of view that using PBL to teach Communication could help the students understand the lesson easily and make them more interested in learning Communication (Vicheanpant and Ruenglertpanyakul, 2012: 465 in www.europeanjournalofsocialsciences.com) . Moreover, teacher is a facilitator for students. The class is designed to work collaboratively with authentic judgment, hence the teaching material can be developed or improved based on students' interest.

Below are steps in Project-Based Learning as developed by The George Lucas Foundation (2005):

a. Start with the Essential Question. Students are asked to choose topics based on the reality by investigating the social issue or problem.

b. Designing Plan for the Project. After being asked the essential question, students can come up with many different ideas as well as the draft of a plan they intend to act.

c. Create a Schedule. Making a timeline to complete the project, deciding the deadline, preparing a new strategy, and guiding students to act accordingly as they plan.

d. Monitor the Students and the Progress of the Project.

e. Assess the Outcome. Scoring or giving judgment is done to help teacher measure the outcome, standard, in evaluating the progress of learners. This process can also give students and teacher to plan a new strategy.

f. Evaluate the Experience. At the end of teaching and learning process, learners reflect to project that has been conducted. This is done individually and in group. At this phase, all learners are asked to share their experiences as well as their feeling during the project. Teacher and learners can share and develop it into a discussion in order to improve their performance.

C. Closing

Heide Spruck Wringley (1998) in (Rina Sari, 2012: 4) in his research concluded that the practice of project based learning has shown that this project learning can help learners experience a meaningful learning, based on constructivism philosophy. Learners are given chance to explore and find any source of information by reading books, then communicate it to others or presenting their ideas. This is in line with Neumont University (2006) research report shows that learners retain significantly more of what they learn and when they learn by doing or from teaching others than learners retain when they learn from lectures or reading.

Some researches have also shown that the project based learning approach can be applied and practised as alternative to problem solving within the improvement of educational success. As a result, the PBL can also be used as a key for improving and developing learners' knowledge independently as well as creatively.

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