

TEACHING ENGLISH TO THE UNIVERSITY STUDENTS BY USING “WALL MAGAZINE” MEDIA AS A PROJECT BASED LEARNING

Tira Nur Fitria

STIE AAS Surakarta

tiranurfitria@gmail.com

Abstract: This research is to describe the implementation of Project-based Learning by using the media of wall magazine as the students' project in teaching English to the students of STIE AAS Surakarta. This study is descriptive qualitative research. From the result of this research, there are some steps in implementing project-based learning, they are 1) Setting the stage for students with real-life samples of the projects they will be doing. 2) Taking on the role of project designers, possibly establishing a forum for display or competition. 3) Discussing and accumulating the background information needed for their designs. 4). Negotiating the criteria for evaluating the projects. 5). Accumulating the materials necessary for the project. 6). Creating their projects. 7). Preparing to present their projects. 8). Presenting their projects. 9). Reflecting on the process and evaluating the projects based on the criteria established. By using wall magazine also bring some advantages for the students in their learning process. Project-based Learning shows the students' participation of their competitive work in class and gives the students opportunities to share their individual opinion and information with their group's members in order to arrange their ideas and achieve their projects. Project-based Learning creates a positive atmosphere which allows the students to be more creative in learning English.

Keywords: *Project-based Learning, writing, wall magazine*

INTRODUCTION

English as an international language for communication in the world. It is used for almost all aspects of human life, such as in education, mass media, business, sports, science, economy, law, technology, culture and many more. Many countries and including Indonesia realize that it is urgently needed by the people to be able to compete with other countries in a global context. Therefore, the knowledge and skills of English are highly valued in daily life. In the educational field, English also becomes the most important language that must be learned. Many people in many countries use English as their first foreign language, even their second language. Besides, the students need to master this language in order to be able to face the competition because English covers any fields.

As a result, some educational institutions in Indonesia have introduced English since the pre-elementary level up to university level. They are introduced as a basis of English as a language at the kindergarten level. Therefore, studying English is not a new thing for junior high school students, but the fact shows that

they still find some difficulties in using it. As we know that their first language is Indonesian which has a contrast difference with English such as the using of grammar, vocabulary, pronunciation, etc.

The central role in succeeding English education in Indonesia is an English teacher. An English teacher has to have adequate knowledge and ability to teach English and be able to maximize the teaching-learning process in the classroom because the students have a very limited opportunity to learn English. An effective teacher should also master English skills to be able to teach English properly, such as reading, writing, speaking and listening skill. It is known that English has four language skills which cover listening, speaking, reading, and writing. Each of those aspects must be mastered by the students.

In this case, the teacher must find some appropriate methods, approaches, techniques or strategies which can be applied for teaching writing in the classroom. Actually, there are many approaches including project-based learning which can be used by the teacher because many research findings say that this method is effective to use in teaching writing skill. In addition, project-based learning offers a directional method which grants authentic learning assignments grounded based on the learners' personal interest (Grant, 2011). Furthermore, Markham (2011) describes Project-based Learning as the application of knowing and doing. PBL does not emphasize education from the core of the curriculum but it focuses more on the education of the students which cannot be taught out of a textbook but must be activated through experience such as passion, creativity, empathy, etc. In this case, by bringing real-life context to the curriculum, students are encouraged to become independent workers, critical thinkers, and lifelong learners.

In this study, the researcher uses a wall magazine as students' project in English teaching writing. Nursisto (1999) explained that wall magazine is one of written communication media. It is called a wall magazine because it is presented on the wall. The visual presentation of wall magazine can be seen in a form of written, picture, or the combination of both. In-wall magazine, people can organize the content creatively and arrange it attractively.

Wall magazine usually tangible physical form sheets of plywood, cardboard, or other materials of diverse sizes. However, people can customize the size based on their need. Moreover, on the wall magazine, the students can add everything and decorate creatively as interesting as possible. In this case, the use of wall magazine as a students' project in the teaching writing descriptive text can give another experience to the students. By giving this such project, a teacher is not only promoting and developing the students' writing skill but also their creativity. The project in Project-based Learning emphasizes the learning by doing through experience which builds students' creativity, enthusiasm, empathy, etc.

In English teaching and learning context, there are many methods or techniques which offer solutions to the writing-related problem. It becomes a challenge for the teachers to implement Project-based Learning in the teaching and learning process. It is potentially in motivating, empowering and challenging for them since it offers an interesting teaching-learning process through project development. Therefore, the problem of the research is to describe the implementation Project-based Learning by using wall magazine as students' project in teaching writing to the students of S1 Accounting of STIE AAS

Surakarta in academic year 2017/2018. By considering the identification of the problems above, the researcher decides to only focus on the implementation of the method.

Definition Project-based Learning

Thomas (2000) states that Project is complex tasks based on problems encountered by students, conducted in certain periods of time and culminated in realistic products that might be in form of presentation, exhibition, publication, etc. Thomas (2000) adds that project-based learning requires complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations.

In Project-based Learning, the students are the ones designing the project and planning what needs to do to carry it out (Patton, 2012). It is a method in which the students are learning through a project that is decided by themselves with the help from teachers so that they can be actively engaged in the learning process. It is an instructional model that is based on the constructivist approach to learning, so the teachers find many advantages. They believe that it enables them in teaching skills beyond the content, making learning more personalized and more varied, and teaching academic content more effectively (Ravitz, 2008). In addition, they perceive Project-based Learning can build students' creative thinking skills as they acquire a deeper level of learning and understanding of the subject-matter (Akinoglu, 2008).

Project-based Learning is an instructional model which involves the students into activities culminating in an end product. It puts students in an active role. The activities are called project works (Fried-Booth: 2002). Furthermore, Harris and Katz (2001) state that it is student-centered learning which leads the students to investigate a topic worth through the process of learning outcomes both individually or cooperatively. It engages the students in gaining knowledge and skills through structured tasks and designing products carefully (Thomas et al: 2002).

Poonpon (2011) states that project-based learning is suitable with the English teaching and learning need as project-based learning is an instructional approach that contextualizes learning by presenting learners with problems to solve or product to develop. Furthermore, Solomon (2003) emphasizes that project-based learning focuses on learning through student-centered, interdisciplinary, and integrated activities in real-world situations. In project-based learning, students are responsible fully for their own learning. Project-based learning concerns on the learning activity based on real-world problems and challenges that require students to work as a team through meaningful activities and result in a final product (Simpson, 2011). Stoller (2002) also adds that project work is a part of cooperative learning. It allows students to work on their own, in a small group, or as a whole-class. Throughout the process, the students share their ideas, resources, and expertise.

Based on the definitions above, it can be concluded that project-based learning is a teaching method which involves the students both individually and collaboratively in a series of phases to develop the final product through which

the students have opportunities to construct their knowledge and practice their skills. It reinforces them to construct knowledge without reliance on rote memorization, it involves challenging activities to exert learners' sense of creativity, cooperation, and motivation, and provides a high frequency of interaction.

Characteristics of Project-Based Learning

There are some characteristics of Project-based learning, as follow:

1. Project-based learning is authentic learning.

Project-based learning enables students to experience relevant and real-world task. Through project-based learning, students are exposed to real-world situations while they complete their project (Markham et al., 2003). It makes students' learning meaningful as they link their prior knowledge to their current study based on the real situation.

2. Project-based learning is student-centered.

Project-based learning focuses on students to be an active learner. It gives students wide opportunities to discover the solutions of the project using their skills and knowledge. In project-based learning, the students are responsible for their own learning (Savery, 2006). Moreover, through project-based learning, students are urged to plan, complete, and present the task (Simpson, 2011).

3. Project-based learning is cooperative.

Through project-based learning, the students can work together as a group. Learning allows students to work collaboratively and cooperatively to solve problems and investigate what they learn. In project-based learning, students are exposed to motivating and challenging activities which require collaboration as well as motivation (Herrington and Herrington, 2006).

4. Project-based learning leads to the integration of skills.

Project-based learning assimilates students' skills and knowledge. Stoller (2002) states that through project-based learning, students need to process information from various sources. The tasks are given project-based learning also mirrors real-life tasks. Project-based learning entails students to merge their knowledge and skills to be able to complete the given task. The students need to learn, practice, apply, and extend these skills as part of the project design.

5. Project-based learning culminates in an end product.

Project-based learning results as a final product. The products can be in the form of presentation, poster, bulletin board, wall magazine, report, or performance. The value of the product lies both in the final product and in the process of making the product as the project work has a process and product orientation (Stoller, 2002). Through the final product that the students produce, the students will get the real sense of achievement as they have something which can be shown as the indication of the progress they make (Phillips et al., 1999).

Benefit of Project-Based Learning

Project-based learning has several advantages, particularly when it is conducted in the context of learning English as a foreign language. Here are some

benefits of implementing project-based learning in the English teaching and learning process:

1. Project-based learning increases autonomous learning.
Project-based learning asked the students to learn independently. In project-based learning, the students are asked to work on their own while the teacher's role is limited to students' facilitator.
2. Project-based learning develops higher order thinking skills.
In project-based learning, the students will have to deal with problem-solving activities which reflect the real-world situation. Project-based learning requires students to solve problems using a higher order critical thinking skill (Fragoulis, 2009). Project-based learning helps students to think critically to solve the problems as well as to produce the final product.
3. Project-based learning increases motivation.
Project-based learning increases the students' motivation to learn and to study. Through the project is given, they are stimulated to work hard to produce the final product. Stoller (2002) states that project work is potentially motivating, stimulating, empowering, and challenging. It builds the students' intrinsic motivation and commitment which leads students to get involved in the learning process (Simpson, 2011). Project-based learning usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities (Ponpoon, 2011).
4. Project-based learning based on authentic learning
Since project-based learning is based on the authentic learning and real-world situation, the students will find that the given project is meaningful to them. Hence, it can draw students' interest, motivation, engagement, and enjoyment of the activities and the learning process (Fragoulis, 2009).
5. Project-based learning is suitable for mixed-ability classes
A classroom may consist of students with different kinds of ability, interests, and needs. So, the project work is suited to the classroom with the variability of the students as it can bridge students to work together. By doing the project, each student will be able to take parts in the lesson and participate in the project.

The Steps of Conducting Project-Based Learning in a Language Classroom

Project-based learning has a procedure to carry out the project in the teaching-learning process. It functions as a project framework to help the teachers to guide the students in developing the project as well as to guide students with the project that they take. The procedure consists of the phases on how to implement project-based learning and functions as the foundation to carry out the project-based learning process in the classroom.

According to Layman (2009), there are nine steps in implementing Project Based Learning, as follows: 1) Setting the stage for students with real-life samples of the projects they will be doing. 2) Taking on the role of project designers, possibly establishing a forum for display or competition. 3) Discussing and accumulating the background information needed for their designs. 4). Negotiating the criteria for evaluating the projects. 5). Accumulating the materials necessary for the project. 6). Creating their projects. 7). Preparing to present their

projects. 8). Presenting their projects. 9). Reflecting on the process and evaluating the projects based on the criteria established. The last, the teacher and the students reflect every process in conducting the project by giving comment or feedback. Besides, the teacher must give the evaluation of the project based on the criteria given. So, the students can reflect their own ability and improve the lack of experiences.

Wall Magazine

Nursisto (1999) explained that wall magazine is one of the written communication media. It is called a wall magazine because it is usually presented on the wall. The visual presentation of wall magazine can be in the form of written, picture, or the combination of both. In-wall magazine, people can organize the content creatively and arrange it attractively. Wall magazine usually tangible physical form sheets of plywood, cardboard, or other materials with diverse sizes. They are a relatively large size is 120 cm x 240 cm. However, people can customize the size based on their need.

Moreover, on the wall magazine, the students can add everything and decorate creatively even uniquely as interesting as possible. In this case, the use of wall magazine as a students' project in the teaching writing descriptive text can give another experience to the students. By giving this such project, the teacher is not only promoting and developing the students' writing skill but also their creativity. Then Project-based learning emphasizes the learning by doing through experience which builds students' creativity, enthusiasm, empathy, etc.

METHOD

This study is designed as descriptive qualitative research. Qualitative research is focused on the description and explanation of the phenomenon which is happened in the environment. It is emphasized in descriptive data which is produced by using a qualitative approach. Basically, most part of qualitative research is collecting the data naturally. It means that the researchers do not manipulate the situation. In this case, this research describes the implementation of project-based learning that is used in teaching English. Moreover, the teacher used wall magazine as a project for the students to be done. This condition attracts the researcher to observe and report it in the study. It is about the implementation of project-based learning by using wall magazine as a students' project. The objectives of this study are observing and collecting information as many as possible of the phenomenon in the field.

The subjects of study are the students of S1 Accounting of STIE AAS Surakarta in academic year 2017/2018. There is a reason why the researcher chooses the class as the subject of this study because the researcher's attention to observe the implementation of project-based learning by using wall magazine as students' project in teaching English. The teacher was observed as the subject who implements project-based learning by using wall magazine as the students' project. The observation from the teacher's activity in the classroom is used to describe all the process during teaching and learning activity. Moreover, the researcher observes the students from their project of wall magazine. By doing this, the researcher can describe the students' ability after involves the implementation of Project-based Learning in the classroom.

According to Ary *et. al* (2010), there are three techniques in collecting the data; observation, interview, and document or artifact analysis. In this research, the researcher only uses an observation technique. The researcher here observes how the teacher/lecturer implements project-based learning in teaching English. During the implementation of the action, the researcher acted as a lecturer who implemented it as well as acted as an observer who observed the action. In identifying any possible change of behaviors during teaching and learning with this innovative approach, the observation was also undertaken. During the observation, some important behaviors happened noted during the activities. The documents or products made or collected by the students from the website are collected too for analysis.

To analyze the data in this study, the researcher followed Miles and Huberman's theory (1994) who broke down the analysis of qualitative data into three processes are namely data reduction, data display, and conclusion drawing/verification. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the field notes, transcription, or other raw data. The last, the researcher draws the conclusion of the findings.

RESULT AND DISCUSSION

The Implementation of Project-Based Learning

The problem of the research is to describe the implementation of Project-based Learning by using wall magazine as students' project in teaching writing to the students of S1 Accounting of STIE AAS Surakarta in academic year 2017/2018. By considering the identification of the problems above, the researcher decides to only focus on the implementation of project-based learning. Then, in this research, the researcher only uses an observation technique. Here, the researcher chooses Project-based Learning as the best technique or method in teaching English. The researcher acts as a lecturer uses wall magazine media as the project.

The teacher tries to stimulate the students by giving the real example of Part of Speech. After that, to enrich the students' comprehension of English. The researcher explains about material theoretically such as the example of Part of Speech such noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. Furthermore, the activity of writing is started when the researcher teaches the students how to arrange English learning material in sequences. The implementation of Project-based Learning wall magazine as the project based on the theory from Layman (2009) as follows:

The first step, the researcher sets the stage for the students with real-life samples of the projects "Part of Speech" they will be doing. In this case, the teacher gives the students a real example of wall magazine that is decorated and organized very well. Therefore, they are interested to see the example on that wall magazine.

The second step, the researcher takes on the role of project designers, possibly establishing a forum for display. The second stage is the researcher lets the students design their project. They have the opportunities to decide plan with their creativity in the project. The researcher lets the students took their role as project designer. They have a chance to plan and design their wall magazine with

their writings on it. At the same time, the researcher changes his role to become a facilitator who monitored and facilitated them. During the observation, the researcher finds that the students in their groups can involve their selves in this stage well.

The third step, the researcher discusses and collects the background information needed for the designs. In the third stage, the researcher asks the students to discuss and accumulates some information about the project. After designing the project, the students are allowed to discuss the plan of the project with their friends/member of the group. They need to collect as much as information needed for the design. The information is used to increase the students' understanding and knowledge to be developed with their creativity. By accumulated important background information, they have to read some sources as many as possible. Automatically, it increases their knowledge base and improved their writing skills.

Fourth step, the researcher negotiates the criteria for evaluation of project-based learning. Each project has the criteria to be evaluated for the assessment process. In this stage, the researcher and the students negotiate the criteria of the project. It means that the students have to fulfill the criteria given to reach perfection in finishing the project. Therefore, the competition atmosphere will be created between the students. The criteria are needed to assess the result of the project. Hence, the teacher needs to draw a brief requirement of the assessment. By giving them, it creates a competitive atmosphere in the classroom. Every student is motivated to present their final project.

In the fifth step, the researcher accumulates the materials necessary for the project to create a perfect result of the project. The students need to collect the necessary materials to conduct it. They have to be ready with all the important tools which help them in finishing the project. After given the criteria, the students are asked to collect the important material. It is needed to ensure that the students are ready for the project. In this stage, the teacher has a role to check the necessary materials which are brought by the students.

In the sixth stage, the researcher asks the students to start creating the project. Furthermore, on the next stage, the teacher asks the students to create the project immediately because of the limitation of time given All of them are looking busy in conducting the project. However, the teacher can handle the situation. In the process of creating the project, the students work together with their friends. Through this kind of activity, they can enhance professionalism and collaboration among colleagues, and opportunities to build relationships with the students (Thomas, 2000).

In the seventh step, the researcher gives a little time for the students to prepare their selves in presenting their final project in front of the class. They must ensure that the project is ready to be presented. Through the limitation of time, the teacher can handle the time management and can assess them by seeing the accuracy time needed for the group in finishing the project.

In this stage, the students must show the project and present it to their friends in front of the class by describing a brief description of the project. They can deliver their thought freely in the presentation. The students' turn to present their wall magazine. The presentation is a short description of the result of the project. Every member of the group has to give a short explanation and deliver

their thought about it. By doing this activity, it can build communication skill for the students as stated by Grant (2011).

The last step, the teacher and the students reflect and evaluate the project and every process in conducting the project by giving comments or feedbacks. Besides, the teacher gives the evaluation of the project based on the criteria given. By doing these, the students can reflect their own ability and improve the lack of experiences. The teacher gives a brief evaluation to show the lack and the excess of the students' project. The teacher gives suggestions, motivations, and advice before closing the class. By doing those things, the students would be more enthusiastic and responsible for what they had done.

From the implementation of project-based learning, the students' participation shows through their competitive work in class. They finish the project seriously and they are motivated to study. Project-based Learning gives the students opportunities to share their own opinion and information with their group's members in order to arrange their ideas and achieve their projects. Project-based Learning creates a positive atmosphere which allowed the students to be more creative in learning English, especially in writing. So, the teacher and the students agreed that project-based learning of communication help students learn communication more effectively with a positive attitude and the researcher is satisfied. However, there are weaknesses related to the implementation of Project-based Learning in teaching English especially writing skill. During the implementation of the project, some students still feel ashamed in presenting their project result in front of the class.

In conclusion, the stages of the implementation of project-based learning are completely done by the teacher. From the result of this research, the project of wall magazine brings advantages for the students in their learning process. Basically, they can learn writing from many sources such as from newspaper, magazines, internet source etc. Through this technique, the students are given a problem or challenge as a means of gaining new knowledge or skills. Because Project-based learning is a student-centered approach, it requires students to be an active learner and gives them a chance to explore knowledge and skills through the given project. It engages students in critical thinking and also enables students to work cooperatively with others.

CONCLUSION

Project-based learning is a teaching technique in which students are given a problem or challenge as a means of gaining new knowledge or skills. Project-based learning is a student-centered approach as it requires the students to be an active learner and gives them a chance to explore knowledge and skills through the given project. It engages the students in critical thinking and also enables the students to work cooperatively with others. The stages of the implementation of the project-based learning are completely done by the teacher.

From the result of this research, the project of wall magazine brings advantages for the students in their learning process. Basically, they learn writing from everything sources, but they need something to build their confidence. The group works and discussions during the project development positively influenced their involvement. Moreover, the group works and discussions which consisted of students' with divergent proficiency encouraged them to interact with one

another. In addition, it enhances their affective aspects in which they could build a positive relationship among students. The students' participation shows through their competitive work in class. Project-based Learning gives the students opportunities to share their individual opinions with their group's members in order to arrange their ideas and achieve their projects. Project-based Learning creates a positive atmosphere which allowed the students to be more creative in learning.

SUGGESTION

According to the conclusions above, there are some suggestions given. First, for the teacher, the findings give opportunities to the teachers to teach creative, and innovative in teaching English. The teacher must be a good facilitator, counselor, and resource. In the implementation of project-based learning, the teacher should manage the time for teaching English much better than before. The teacher tries to explore more about the project that can be used in another implementation of project-based learning in order to motivate the students to learn more. The teacher can use another kind of projects to give more opportunities to the students to explore their language competence. For the students, they can explore their selves in enriching their English skill. In conducting the project, the students should be more creative in developing their ideas and thinking through the project. For another researcher, it is also suggested to be able to conduct the same research. The researcher also hoped that this research can give a great contribution to deepen and widen the researcher's knowledge of the use of Project-Based learning approach.

REFERENCES

- Akinoglu, O. (2008). *Assessment of the Inquiry-Based Project Application in Science Education upon Turkish Science Teachers' Perspectives*. Education. 129(2), 202-215.
- Ary, Donal et al. (2010). *Introduction to Research in Education*. United States of America: Wadsworth.
- Bell, S. 2010. *Project-Based Learning for the 21th Century: Skill for the Future*. The Cleaning House, 83: 39-43.
- Fragoulis, L. (2009). *Project-Based Learning in Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to practice*. (A Journal). English Language Teaching. Vol. 2 September 2009.
- Fried-Booth, D. L. (2002). *Project Work*. Oxford: Oxford University Press.
- Grant, M.M. 2002. “Getting a Grip on Project-based Learning: Theory, Cases and Recommendations” Meridian: A Middle School Computer Technologies Journal, 5,1, pgs. 1-3
- Harmer, J. (2007). *The Practice of English Language Teaching (Fourth Edition)*. New York: Longman.
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Limited.

- Harris, J.H., and L. Katz. (2001). *Young Investigators: The Project Approach in the Early Years*. New York: Teachers College Press.
- Krauss, J. & Boss, S. (2013). *Thinking through Project-Based Learning: Guiding Deeper Inquiry*. Thousand Oaks, CA: Corwin.
- Markham, T. (2011). *Project Based Learning*. *Teacher Librarian*, 39(2), 38-42.
- Meyers, Allan. (2005). *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. New York: Longman.
- Patton, A. (2012). *Work That Matters: The Teacher's Guide to Project-Based Learning*. The Paul Hamlyn Foundation.
- Phillips, Dianne et al. (1999). *Project with Young Learners*. Oxford: Oxford University Press.
- Poonpon, Kornwipa. (2011). *Enhancing English Skill through Project Based Learning*. *The English Teacher Vol. XL: 1-10 Journal*. (pp. 1-10).
- Ravitz, J. (2008, March 27). Project Based Learning as a Catalyst in Reforming High Schools. Paper Presented at Annual Meetings of the American Educational Research Association. New York, NY.
- Simpson, J. (2011). *Integrating Project-based Learning in an English Language Tourism Classroom in a Thai University*. A Thesis. North Sydney: Faculty of Education, Australia Catholic University.
- Solomon, G. (2003). *Project-based learning: A primer*. *Technology & Learning*, 23, 20-27.
- Stoller, Frederica L. (2002). Project-Work: A Means to Promote Language and Content. In Richards J. C. & Renandya W. A. (eds.). *Methodology in language teaching: An anthology of current practice* (pp. 107-120). Cambridge: Cambridge University Press.
- Thomas, J. (2000). *A Review of the Research on Project-Based Learning*. The Autodesk Foundation.
- Thomas, J., A. Michaelson, and J. Mergendoller. (2002). *Project-based Learning: A Handbook for Middle and High School Teachers*. California: The Buck Institute for Education.