

ANALYSIS OF THE IMPLEMENTATION OF PROJECT-BASED LEARNING METHOD DURING THE PANDEMIC COVID-19

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ABSTRAK

Penelitian bertujuan untuk mendeskripsikan proses guru mengajar bahasa Inggris dengan menerapkan metode *project based learning* selama masa pandemi covid-19 dengan menggunakan *aplikasi whatsapp*. Penelitian ini menggunakan desain kualitatif dan teknik pengumpulan data menggunakan lembar observasi, dan wawancara. Analisis data menggunakan konsep Miles Huberman dan Saldana dan partisipan penelitian ini hanya satu orang guru yang mengajar di kelas 7 SMPN Kartika XX-6 Kendari. Hasil penelitian menunjukkan bahwa berdasarkan langkah-langkah pembelajaran berbasis proyek pada kurikulum 2013, guru hanya menerapkan 4 langkah yaitu: 1) membuat jadwal yang telah ditetapkan artinya guru menentukan waktu pengumpulan proyek siswa. 2) memantau proyek siswa, karena pembelajaran dilakukan secara online maka guru melibatkan orang tua dalam memantau siswa selama proses pembelajaran dan pengerjaan proyek, 3) menilai hasil siswa, guru memberikan nilai pada proyek siswa sesuai dengan rubrik penilaian yang dibuat, 4) mengevaluasi pengalaman siswa, guru memberikan umpan balik kepada siswa agar dapat memperbaiki kesalahan yang dilakukan pada proyek yang dikerjakan. Guru memberikan proyek berupa *video* tentang percakapan *greetings*, perkenalan diri (*self introduction*) dan menceritakan tentang kegiatan sehari-hari (*daily activities*) dengan tujuan agar siswa terbiasa berbicara dalam bahasa Inggris. Proyek dilakukan secara individu oleh siswa dan dikumpulkan digroup *WhatsApp* karena proses pembelajaran berlangsung online akibat dari pandemi *covid-19*.

Kata Kunci: *project-based learning; pandemic covid-19; whatsapp*

ABSTRACT

This study was conducted to describe the teacher's process of teaching English by implementing project-based learning method during the pandemic covid-19 by using Whatsapp. This study use qualitative design and the data collection techniques used observation sheet, and interview. The data analysis uses Miles Huberman and Saldana concept and the participant of this study only one teacher who teaches in the 7th grade at SMPN Kartika XX-6 Kendari. The results showed that based on the project-based learning steps in the 2013 curriculum, the teacher only applies 4 steps such as: 1) creating a set schedule means the teacher determines the time when student projects must be collected. 2) monitoring student projects because learning is done online, so teachers involve parents in monitoring students during the learning process and completing projects, 3) assessing student's outcomes, the teacher assigns a value to the student project according to the scoring rubric created, 4) evaluating students' experiences, the teacher provides feedback to students so they can correct the mistakes they made. The teacher gives a project in the form of a video regarding conversations about greetings, self-introductions and talking about daily activities with the aim that students get used to speaking in English. Project work is carried out individually by students due to the online learning process as a result of the covid-19 pandemic which was submitted by using WhatsApp.

Keyword: *project-based learning; pandemic covid-19; whatsapp*

INTRODUCTION

Project-Based Learning is a learning model that can allow students to develop ideas and improve their skills and abilities by doing project work that can train them to solve problems faced in the real world. Kokotsaki, Menzies, & Wiggins (2016) stated that Project-Based Learning is defined as an active student-centered teaching that includes student autonomy, constructive investigation, goal setting, collaboration, communication, and reflection in real-world practice. Simpson (2011), Rousová (2008), and Thomas (2000) said PjBL has the potential to be more effective than traditional instruction and is a viable method for improving English language proficiency. Moreover, Project-Based Learning can influence student motivation in learning by making students more active in exploring their skills and training in socializing with peers in doing joint projects. This approach encourages student-centered classes that focus on developing skills for lifelong learning and collaboration among students working in either small groups or a class (Eguchi & Eguchi 2006).

In Indonesia, the government released the curriculum 2013 in 2013, a new curriculum aligned with 21st century learning skills. This curriculum is intended to emphasize learners' creativity and morality. Students will be encouraged to express themselves creatively through a variety of learning activities. They collaborate to create a class project, learn collaboratively, critically discuss, and do a variety of other things. The goal of the teaching and learning process based on the curriculum 2013 is to achieve a balance of learning objectives in the cognitive, affective, and psychomotor domains and the project-based learning method is suitable to be applied to the 2013 curriculum. According to Kemendikbud (2013) project-based learning is a teaching method that uses projects or activities as the primary media to foster students' motivation in the classroom.

Based on preliminary observation at SMPS Kartika XX-6 Kendari at grade 7, English subject is carried out online through the WhatsApp application due to the covid-19 pandemic. Students' ability in English is still basic, when trying to introduce themselves using English they have difficulty pronouncing it due to lack of known vocabulary, another thing is that the pronunciation is still wrong, for example, the name should be read "*neim*" but they pronounce it according to the writing "*name*". Therefore, this is what makes researchers interested in this topic, because researchers want to know how the teacher teach English subject to students whose abilities are still basic by applying the Project-Based Learning method in online learning, so that students' abilities can further develop in pronunciation and vocabulary. The purpose of this study is to find out the teacher's process of teaching English by implementing Project-Based Learning Method through WhatsApp.

METHOD

This research uses qualitative design and participant of the study is an English teacher in grade 7 at SMPS Kartika XX-6 Kendari. The teacher was chosen because the type of teaching was following the research topic, so the selection of participants is categorized into a purposive sample. The instruments used of this

study are document study (observation sheet), and interview. The researcher analyze the data by using Miles, Huberman & Saldana (2014) concept Referring to Project-Based Learning in accordance with Kemendikbud in the 2013 curriculum, following as: 1) Data Display, 2) Data Reduction and 3) Conclusion.

FINDING AND DISCUSSION

FINDING

The results showed that based on the project-based learning steps in the 2013 curriculum, the teacher only applies 4 steps such as:

Creating a set schedule

In determining the project completion time the teacher adapts it to the topic form of the project. some are collected in a few hours and some are given a 3day completion time limit, as explained in the previous point.

Monitoring student projects

The teacher involving parents in monitoring their children. The teacher has a WhatsApp group with parents so that before learning begins the teacher always makes sure to convey to the parents of the students to ensure that their children are supervised and guided while they are doing the learning process or working on their projects.

Assessing student's outcomes

The teacher also gives a value according to the assessment rubric that has been made because project assignments are in the form of videos so pronunciation, intonation, fluency and accuracy are the most important to be assessed.,

Evaluating students' experiences

The teacher asks students what they find difficult when completing their project assignments. The teacher also provides input to students in the form of feedback so that students can find out what they need to improve. The teacher will send feedback after 1 or 2 days after the project is submitted.

Student Project

Title: Good morning. How are you? (greetings)

Meeting 1: At this meeting, the teacher has not given a project to be assessed, because this is the first meeting for new teaching students so the teacher only asks students to record their voices when saying greetings and responses as an initial practice in speaking.

Meeting 2: the teacher asked students to make a short dialogue related to greeting formally and greeting informally.

Title: This is me

Meeting 3: at this meeting, the teacher discussed the self-introduction, at the end of the lesson the teacher asked the students to make a self-introduction video according to the points determined by the teacher.

Meeting 4: the teacher asks students to write down their daily activities during the Weekend. The activities they have written was presented and recorded into video and collected by WhatsApp.

In addition, there are 2 steps for implementing the Project-Based Learning method based on the 2013 curriculum that is not carried out by teachers, such as:

Starting with the essential question

The teacher finds it difficult to make students ask questions or discuss certain topics with students if they are still not used to it and are not comfortable with the new language they are learning.

Designing a plan for the project

The teacher gives students the choice to choose the project to be made in the form of voice notes or videos, the teacher also gives students the freedom to determine how long the duration of the assignments they make and sources of examples for conversations will be. they made. but the students do not give any response so the teacher determines all the criteria for students to work on the project.

DISCUSSION

Based on the Project-Based Learning steps of the 2013 curriculum, the teacher only did 4 of the 6 steps, while the teacher did not take the 2 important steps, such as: 1) Starting with the essential question and 2) Designing a plan for the project. In the first point of starting with the essential question, the teacher tries to invite students to discuss and try to find a problem that can interest students but students do not give the expected response, so the teacher only explains each point and gives examples so they can understand the material. This problem can be solved if the teacher presents the material in an interesting way. Khoiriyah & Setyaningrum (2015) stated that to do the starting point with the essential question the teacher can brainstorming student's by showing video related to the learning topic, guiding students to discuss what they get from the video shown, and the teacher can also provide a re-explanation.

In the second point of designing a plan for the project, based on the observation only the teacher plans the project that must be made without involving students in planning. Meanwhile, according to Du & Han (2016), the steps for Project-Based Learning are planning, where teachers and students agree on what kind of project will be carried out, and where are the sources of information that students can use to assist their research in completing the project, in addition to the duration given by the students, which is a few days or it can be several weeks, and during the given duration students can consult with the teacher regarding the developments or difficulties they are experiencing before the appointed time to present their project arrives.

Moreover, the lack of understanding of students in English is also one of the causes of difficulties for teachers and doing these 2 steps because students are not familiar with the new language they are learning so they still have many mistakes in pronouncing English words and the vocabulary they know is still lacking, that is why they do not give the response and involvement as expected by the teacher when doing the Steps Starting with the essential question and Designing a plan for the project.

CONCLUSIONS

The implementation of Project-Based Learning is carried out online, so that the explanation of the material, giving examples, and giving assignments as directed by the teacher by sending voice notes through the WhatsApp application. The

teacher uses Project-Based Learning in learning as a project exercise. This project exercise is in the form of a video with the aim that students can speak words in English and increasing the vocabulary they know. In addition, there are still several steps that have not been added by the teacher such as starting with the essential question and designing a plan for the project. Moreover, the teacher still lacking in encouraging students to be more critical, creative and innovative in working on their projects.

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