

---

## DESIGNING PROJECT-BASED LEARNING IN ESP CLASS

**Dian Arsitades Wiranegara**  
([dwiranegara@gmail.com](mailto:dwiranegara@gmail.com))

*English Language Centre (PKPBI)*  
*Universitas Negeri Maulana Malik Ibrahim Malang*

---

### ARTICLE

**Keywords:**  
*English for Specific  
Purposes,  
PBL,  
and collaborative  
learning*

### ABSTRACT

Project-Based Learning of ESP is developed to involve as well as to encourage students to be active in the process of teaching and learning. 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. This also means that the 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. Hence, at the end of teaching and learning process, learners reflect to the project that has been conducted. 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

---

## 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 with 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 (PBL) is a student-centered teaching method based on constructivism and constructionism theories developed by Gergen, (1995); Piaget and Inhelder (1969); Vygotsky, (1978). It 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 it is 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. This PBL (Pastor et al, 2018) is aimed to see how the different dimensions of the community's environment, how do people or community interact each other as they also need to find the issue related to the intra-organizational social capital – cognitive, affective and relational – facilitate knowledge integration in project-based organizations, and how knowledge integration, in turn, impacts explorative and exploitative learning.

As this project is developed and integrated within the curriculum standard, meaning the students 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 tasks 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 synthesising information contextually. As Global School Net (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 collaboratively 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.

### **English Program at Universitas Islam Negeri Malang**

There are two English programs applied at UIN Malang. First is, Regular English Class. This class was originated from the-so-called, Mata Kuliah Dasar Umum or can be said as Basic English course program. This course is marketed by the English Language Centre of UIN Malang; however, the schedules as well as the credit semester are managed by each faculty of UIN Malang. All students of Non-English department, started from the third semester and forth semester, are assigned and required to take this program. The aims of this program are to train students with the basic English course that is related to the student's background knowledge. The competences taught at this program are reading and writing. By the end of this regular program, it is hoped that students can actually develop their reading skills as well as their writing skills.

The second program is the Intensive English program of General English is the program managed and organized by English Language Center of UIN Malang. Same as the regular program, students of Non-English department are also assigned and required to take this program to practice students' mastery of English. The students taking this program are those from the third semester. This program is scheduled in the afternoon to evening after learners complete the regular class. The competences taught here are listening and speaking. The university requires that the intensive English program starts at 15.30 pm to 17.30 pm. Students learn general topics that have been offered by English

Language Center. The materials have been taken and adapted by the academic team of English Language center.

These two programs of English language class complete each other in accordance with the vision and mission of English language Centre. Therefore, in order to manage and organise the teaching and learning process, some strategies, planning, as well as design of the class activities are also applied to make the students participate in the program actively. One of it is through the-so-called project based learning.

### **1. 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 Ruenglertrpanyakul, 2012: 465 in [www.europeanjournalofsocialsciences.com](http://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. These questions can be based on the investigative question that can be formulated by both teacher and students.
- 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. Teacher can monitor the students frequently as well as flexibly once the students start to plan and design the process.
- 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.

## **2. Collaborative Learning**

Related to the nature of project-based learning, the terms of collaborative learning can be in line with the purpose of designing the task as this teaching and learning process and any occasion where a teacher works with or talks to another teacher to improve their own or others' understanding of any pedagogical issue. CPL encompasses a wide range of concepts and processes such as: mentoring or interaction with colleagues (Sandholtz, 2000); peer coaching (Lieberman 1996, cited in Day, 1999); critical friends (Day, 1999); collegiality (Fennessy, 1998); a whole range of activities such as observation, working on tasks together, sharing ideas or discussing the implementation of resources.

By doing this kind of collaborative way, active participation can be managed as it is a fact that both teacher and students can learn more if they participate. Some previous researchers have concerned on issues on students' participation in terms of relation the size of class (Abdullah, M.Y., Bakar, N.R.A., and Mahbob, M.H., 2012), role of learning methods (Debele, E. T. and Kelbisa, E.M.), and action plan (Gonzales –cuevas, et.all, 2017). In connection with the participation, Larsen-Freeman and Anderson (2010) have stressed out that teachers should or even must have both clear language objectives and content learning objectives for their lesson. These can actually help learners understand subject matter texts and learn to use the academic language associated with the subject. Oliviera (2015) mentions that there are four steps the teacher of language to follow; setting goals based on key concepts, selecting texts and images to work with students, analyzing the texts, and planning instruction for the English language learners.

Henceforth, these can actually involve different activities and processes; as a basic understanding of the value of collaborative learning seems to bring together the students.

This is founded on the assumption that every school contains expert and experienced teachers with a range of knowledge and experience that can be worked and shared.

Through this activity, both teacher and students can also enlarge as well as develop their ideas to formulate the project that can be presented. Therefore, the process, making the project, can be directly shared, discussed, and finally solved as the nature of collaborative learning cannot be separated by the involvement of the teacher's monitoring process. Each time the students start their project; this can be consulted with their teacher. The consultation during this process can actually help them to raise their participations as well as their strategies to prepare their projects.

### **3. Planning for The Project Activities**

Project description: Students will have a presentation about how to solve a social problem at their own communities. This means to involving and inviting students to see the reality of the country's social problem—poverty. At this phase, students are expected to understand and comprehend the social problem through the real situation in their neighborhood or their surroundings as a trigger their social awareness. This is conducted by presenting a solution given by the students to overcome the poverty in their respective community.

The presentation is divided into four parts and each member will have to give 2 or 3 minutes speech. At this phase, students have to memorize the reading material or scripts containing the topic they concern about the social problem—poverty. After doing it, students will present the paper by using Power Point presentation. They can have a rehearsal in front of their classmates, and if there is anything to be revised, the teacher can soon help revise the paper. In order to identify the social issue within the project the students can be directed to practice these eleven steps as follows:

1. Watch some videos concerning the social problem in our country. By doing this, the teacher needs to compile several videos from the news or other related news coverage; however, he or she can also watch the videos first before he or she shows them to the students so that the teacher can first know and prepare his or her teaching materials.

2. Listen to the teacher so that students can have a better start about the instruction. This is done when the students already watch and try to identify the issue discussed; it is time for them to pay attention carefully by listening to their teacher's instruction during the process.
3. Read the online article about the social issue or problem. This can be done during the teaching and learning process since all rooms in the class are hotspot area so that internet resources can be accessed easily and fast.
4. Try to make 10 groups of 5 members. Students can form their own group. Students are expected to know the paper they are going to present consisting: the introduction of social problems in their community, how and why does it occur, and giving ways to solve the problem.
5. Research. This step can be done by observing and coming to the location as well as experiencing by them.
6. Making an outline or draft and submit to the teacher so that the students can also consult it. This can be done once the students have mapped and identified the social issue surrounding them. Hence, both students and teacher can try to find the possible short term solutions.
7. Making a 10 or 15 minutes Power Point Presentation. This is done as they have prepared all the materials discussed along with their friends so that the students can work on their best preparation.
8. Understanding their presentation and memorizing followed by practicing the pronunciation along with the teacher and other members of the group. This is done by rehearsal in the class prior to the real presentation in front of the class so that during the latter presentation, all students can be well-prepared to present their project.
9. Revising the students' work. This is done once the students finish to present their project and the teacher can help them to correct their work.
11. Make presentation to the peer audience. This can be done during the preparation process. As the students already work on their presentation, other students can present their work each other so this can lead to giving feedback from the teacher and other students.

12. Giving feedback as well as assessing students from teachers, peer students. Through this process, feedbacks are given by the teacher as the students already finish their presentation along with all suggestions other students, peer assessing.

#### **4. Objectives of the Projects**

The objectives should be prepared in line with the students' interest towards the topic given by the teacher. Therefore, once the aims or objectives are discussed or formulated, the latter steps can be further observed and analyzed once all the data is collected. This can be a practice for students as they will also start to conduct their own research.

All media can be used to conduct a research of this project based learning. As technologies developed, students can easily start to search many resources related to their project. First all, they, students, can start to browse any related videos from YouTube, and they watch them carefully as well as attentively in order to identify their data. After watching the related videos, reading the articles, and discussing the topics, the students will be able to understand the social issue and able to define the social issue and recognize it as a problem to be solved and leads the students to come up with the project.

Next, the students can continue to search by observing as well as experiencing the situation so that teachers can be students to identify complex social problem such as: poverty and lack of education access (measured by rubrics, outlines and self and peer assessment). Then, through this process that can take under 2 or 3-week projects, the students can collaborate with others appropriately. Once the observation completed, the students can work on understanding and learning the scripts, the students can try to practice their presentation in 2-3 minutes. The practice can be in the form of how to present their project in line with the practicing the effectiveness of speaking publicly, the students can—at least—pronounce 80% correctly. Making and presenting their paper by using Power Point Presentation; hence the students can find ways to empower or—at least—inspire others to solve the social problems in their community. The steps and timeline can be in the table 1 as follows:



**Table 1:**  
**Steps and timeline schedule of implementing the project.**

1 <sup>st</sup> Meeting 3 credits semester ± 150 minutes	Watch videos related to the social issue Discussing and trying to come up with the ideas of social issue Reading an article of the social problems such as: poverty, degrading moral value, unemployment, etc. Understand the objectives and the procedure of the project and rubrics Share ideas by discussing the social issue happened to be the social problems Note: videos, reading material can help to come up with the ideas.
2 Meeting ± 150 minutes	Making groups done by the students on their own Selecting a particular social issue that they are concerned to discuss Brainstorming of how things work so that it can elicit students' idea (this can be done by mindmapping) Start observing and Start the investigation
3 <sup>rd</sup> Meeting ± 150 minutes	Investigating while others can prepare their investigation
4 <sup>th</sup> Meeting ± 150 minutes	Continue investigation
5 <sup>th</sup> Meeting ± 150 minutes	Continue investigation
6 <sup>th</sup> Meeting ± 150 minutes	Finish investigation Fill in outline sheet and submit to consult with the teacher

**Table 2:**  
**Social problem outline**

1. What is the social problem that the students' group will present?	
2. Who are they in the group	Leader:
3. Presentation outline (1) introduction/ why did the students choose the topic of social problem—e.g. poverty?	
4. Where does the problem happen? 5. How do the students observe or see it? 6. Why it is considered to be main problem in the community?	
7. What can be done in order to solve it?	
8. How do the students start to solve the problem?	

## 5. 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 browsing the social media, 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.

## REFERENCES:

- Abdullah, M.Y., Abu Bakar, N. R., and Mabob, M. H. (2012). Student's participation in classroom: what motivates them to speak up? *Procedia – Social and Behavioral Sciences* 51 (202) 516 – 522
- Debele, E. T., and Kelbisa, E. M. (2017). The role of active learning methods for classroom participation: the case of first year students of sociology in Samara University. *IOSR Journal of Humanities and Social Science*, Vol. 22, Issue 7, 2017.
- Day, C. (1999) *Developing Teachers: the challenges of lifelong learning*. London: Falmer Press.
- Fennessy, D. (1998) Teachers' Perceptions of the Effects of In-service Education and School Based Support on their Teaching, *paper presented at the BERA Annual Conference, Queen's University of Belfast, 27-30 August*
- Ha Le, Jeroen Janssen & Theo Wubbels. (2018). Collaborative learning practices: teacher and student perceived obstacles to effective student collaboration, *Cambridge Journal of Education*, 48:1, 103-122, DOI: 10.1080/0305764X.2016.1259389
- Oliveira, L. C. (2015). A language-based approach to content instruction (LACI) for English language learners. *Journal of Language and Literacy Education*. Retrieved from; <https://www.google.com/url?sa=t&source=web&rct=j&url=http://jolle.coe.uga.edu/wp-content/uploads/>.
- Sandholtz, J.H. (2000) Interdisciplinary Team Teaching as a Form of Professional Development, *Teacher Education Quarterly*, 27(3), pp. 39-54.
- Sari, Rina. (2012). "Project-Based Learning dalam Pembelajaran Bahasa Asing". Paper presented at UIN Malang
- Suyanto, Kasihani K.E. & Octaberlina L.R. (2011). "The Teaching Techniques to Encourage Students to Speak." Paper presented at the School of Humanity and Culture of UIN Malang.
- The George Lucas Educational Foundation. (2005). *Instructional Module Project-Based Learning*.
- Wringley, H.S. (1998). *Knowledge in Action: The Promise of Project-Based Learning*. <http://www.nesall.net/?id=384>.