

THE IMPLEMENTATION OF PROJECT BASED LEARNING IN INTRODUCTION TO LITERATURE SUBJECT TO THE STUDENTS AT UNP KEDIRI

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Abstract

Introduction to Literature is a subject which objectives are that the students are able to appreciate a literary work and have soft skills. The lecturer chose Project Based Learning in which the students were assigned to perform drama for the final project. Therefore, this study aims to describe the stages of Project Based Learning and to describe the advantages and disadvantages of the learning activities. This research used a case study with a qualitative research approach. There were some techniques to collect the data, namely observation, interview, and documentation. The subjects of the research were the lecturer and three students as the representatives. In implementing Project Based Learning, the lecturer followed the following steps: 1) Start with an Essential Question; 2) Design Projects; 3) Create a Schedule; 4) Monitoring the Students and Progress of the Project; 5) Assess the Outcome; 6) Evaluate the Experience. The advantages of the learning activities are that the students learn how to collaborate with their peers, feel free to create the performance, and practice to communicate their ideas with their peers. The disadvantages the lecturer should design the learning activities carefully in order to reach the learning objectives.

Keyword: *Drama, Introduction to Literature, Project Based Learning*

INTRODUCTION

Students are expected to be equipped with soft skills in the 21st century. The soft skills cover communication, collaborative, critical thinking, and creativity and innovation Bell (2010). According to (Zubaidah, 2010), critical thinking is essential competency in fixing problems. Creativity is competency associated with using new approaches to solve a trouble. Communication skills are competencies to express new mind, ideas, knowledge or fact possessed both in writing and orally. Collaboration competencies are the skills to work collectively correctly and display appreciate for numerous teams, training fluency and willingness to make selection necessary to acquire common goals. In relation to the above description, the researchers conclude that in the world of education it should not only focus on mastering core subject knowledge but but also to higher educational knowledge by means of integrated the 21st century skills into learning activities.

Based on the previous observation, there were some problems in teaching and learning process in English Education Department, at University of Nusantara PGRI Kediri (UNP Kediri). Firstly, the students were passive and less collaboration in class. Many of them just kept silent in the classroom when their lecturer asked questions and in group discussion. When they were asked, they admitted that they had difficulties to express ideas. They were shy if they made mistakes. In other words, they were lack of self-confidence. Another problem was the impact of the Covid Pandemic in which the learning process was carried online. They felt inhibited to express themselves.

To solve the above problem, one of the lecturers did many efforts. She taught Introduction to Literature which is designed to provide experience and equip students to learn the basic skills needed to become acquainted with literature. The objectives of the subject, therefore, are that the students are expected to appreciate literary works, such as poems, short stories, and drama.

One of the genres in literary works is drama. According to Budianta (2002), drama is a literary genre whose physical appearance shows verbally the existence of dialogue between existing figures. In the drama, what must be considered is the dialogue that occurs on stage because the dialogue determines the content of the drama story that is shown. Drama describes an act committed by the storyteller to achieve a certain goal, in which in his efforts to achieve that goal he faces obstacles and obstacles; shown through movement and dialogue.

One of the ways to appreciate literary works is by performing drama.

Therefore, the objectives of the subject are that the students are able to create a drama musical performance with the aim of entertaining. It involves four language skills: listening, writing, reading and speaking. Besides, they have to practice to control intonation, gestures, facial expressions, actions and circumstances. Those skills must be mastered by actors/actresses.

The lecturer decided to assign the students to perform a musical drama. They had to work in groups to create the script of the drama which the stories taken from the Indonesian folklore. Musical drama in English is made by students within the form of a very last product or assignment. In addition, to make this happen, the Introduction to Literature lecturer uses Project Based Learning as a learning model.

According to Fried-Booth (2002) Project Based Learning is a popular approach used to develop students' language learning at various levels and contexts. Project work is student-centered and focuses on the end product so it is useful for developing students' language skills. Project Based Learning is also an alternative learning model that supports the improvement of 21st century skills. In addition, in the process of producing the final product students are required to work together on different assignments according to authentic contexts, have critical thinking and be able to organize related class activities with learning objectives. the stages of implementing Project Based Learning were introduced by George Lucas Educational Foundation (2005) which are stated as follows: 1) Start with an Essential Question; 2) Design Projects; 3) Create a Schedule; 4) Monitoring the Students and Progress of the Project; 5) Assess the Outcome; 6) Evaluate the Experience.

Furthermore, Project Based Learning has many advantages. Aldabbus (2018) states the advantages of this model are as follows:

- 1) Acquire new knowledge and skills in learning
- 2) Improve problem solving skills
- 3) Build students collaborate to design their own learning process
- 4) Train to do it yourself

Realizing those facts, this research was carried out to describe 1) the stages of Project Based Learning implementation; and 2) the advantages and disadvantages of Project Based Learning.

THEORETICAL REVIEW

A. Introduction to Literature

Introduction to Literature is one of the courses at the second odd semester of the academic year 2021/2022, English Language Education Study Program, Universitas Nusantara PGRI Kediri. This lecture is filled with a description of the basic theory of literature; Which includes the types of literary works and their elements, analyzing, creating, and appreciating English-language literary works in the form of poetry, short stories, and drama by staging the literary work in a play.

A literary work is an imaginative work that depicts human life, which has the characteristic to entertain the reader or audience both from the text and visuals. According to Sumardjo & Saini in Basri and Tamrin (2022) , literature is an expression of the human person in the form of experiences, thoughts, feelings, ideas, passions, beliefs in a form of concrete images that evoke charm with language tools. This is reinforced by Saryono in Manugerren (2018) that literature also can record all empirical-natural experiences and non-supernatural experiences, in other words, literature is able to be a witness and commenter of human life.

In the view of Sugihastuti in Wijayanti & Laba (2020). literary works are media used by the author to convey his ideas and experiences. In addition, reading literary works can entertain, increase knowledge, convey aesthetic value, teach social values, and enrich insights uniquely, namely conveying messages or lessons through the staging of dramas. So that the message is conveyed to the audience without effectively patronizing it.

B. Drama

Drama is a story that brings a certain theme with dialogue and motion as its expression. In agreement with, Reaske (1966: 5), in his book *How to Analyze Drama* states as follows: A drama is a work of literature or composition which delineates life and human activity using presenting various actions of-and dialogues between a group of characters.

The definition is strengthened by, Budianta et al (2002: 95), drama is a literary genre whose physical appearance shows verbally the existence of dialogue between existing figures. In the drama, what must be considered is the dialogue that occurs on stage because the dialogue determines the content of the drama

story that is shown.

From the above opinion, it is concluded that the drama describes an action done by its characters by the story, and in doing these deeds some goals must be fulfilled and there are also things that hinder achieving these goals. Drama is a medium to convey the story through motion and dialogue carried out by the character. The main purpose of drama is to be performed on stage, but drama can also be read like poetry, prose, or novels. In the process of reading a play, thoughts and feelings will imagine how the dialogues read are expressed in performance. Therefore, drama includes a type of imaginative literary work.

In general, the script of the drama is divided into several chapters. The act is part of a play script that summarizes all the events that occur somewhere in a given order of time. Drama consisting of three or five acts is called a long drama, while a drama consisting of one-act is called a short drama or often called a one-act drama, a chapter is usually further divided into scenes. The scene is an event related to the coming or going of the story character to the stage. Sumardjo & Saini in Basri and Tamrin (2022) said that drama scripts are incorporated into a type of literary work and are called actual dramas when the literary script has been staged. The drama script contains dialogue and monologues that describe the story of the drama. The characters or performers of the drama are required to master the contents of the script so that in the show the audience can understand what is conveyed in the drama.

Kabisch in Sirait, Had & Ambarita (2019) argues that drama is a form of performance that is divided into several parts, the division of the drama is called the act. In addition to the act, in the drama, there is also a plot or storyline that must be outlined so that the audience can understand what the content of the story is shown. In addition, it is also necessary to stage as a venue for performances and audiences who enjoy or observe the story of the drama performed. The form of round performances; The plot unravels in dialogue and monologues in conflict and requires the existence of an audience and stage. So, drama is a literary work that has various types such as theater, radio plays, soap operas, and films on television. All of them are staged shows and there is dialogue or monologue in the show.

C. Project Based Learning

Project Based Learning is one of the innovative learning models that can provide active student learning conditions. Project Based Learning is a model that

emphasizes students to be able to learn independently by solving problems faced, and students can produce a real project or work (Dewi, et al., 2013)

Project Based Learning is a learning model that is widespread in developed countries such as the United States. According to The George Lucas Educational Foundation (2005), the broader definition of Project Based Learning is:

1. Project Based Learning is curriculum fueled and standards based. Project Based Learning is a learning approach that requires a standard of content in the curriculum. Through Project Based Learning, the inquiry process begins by asking a guiding question and guiding learners in a collaborative project that integrates various subjects (materials) in the curriculum. When the question is answered, students can see directly the various major elements as well as various principles in a discipline that is being studied.
2. Project Based Learning asks a question or poses a problem that each student can answer. Project Based Learning is a learning model that requires teachers and/or learners to develop guiding questions. Given that each learner has a different learning style, Project Based Learning provides opportunities for learners to explore content (material) using various ways that are meaningful to themselves, and conduct experiments collaboratively. This allows each learner to finally be able to answer guiding questions.
3. Project Based Learning asks students to investigate issues and topics addressing real-world problems while integrating subjects across the curriculum. Project Based Learning is a learning approach that requires learners to create a "bridge" that connects between various subjects of material. Through this path, learners can view knowledge holistically. More than that, Project Based Learning is an in-depth investigation of a real-world topic, which will be valuable to the attention and effort of learners
4. Project-based learning is a method that fosters abstract, intellectual tasks to explore complex issues. Project Based Learning is a learning approach that pays attention to understanding. Learners conduct exploration, assessment, interpretation and synthesize information through meaningful means.

METHOD

This research focuses on implementation in the Introduction to Literature class at the English Education Department students, UNP Kediri. This study used a qualitative approach, the subjects were Introduction to Literature lecturer and three students. To collect data, the researchers conducted observations, documentation, and interviews during the teaching and learning process at the English Education Department Students, UNP Kediri. The types of data are: 1) documents (lecturers' syllabus and student final reports); 2) results of student interviews; 3) field notes.

To obtain reliable and precise data, the researchers collected all important data by recording all activities during the process, carrying out interview guides, and taking documentation of situations that occur in the classroom. The techniques used are observation, making field notes, and documents used such as lecturer's syllabus and student final reports.

FINDINGS AND DISCUSSION

The Introduction to Literature course is given to level 2 students for the 2021/2022 academic year. The lecturer assigned the students to create the final product by performing one of the Indonesian folklores in English. They had to write the script of the drama as the final product and submitted it at the end of the semester. The Introduction to Literature course is expected to help the lecturer to make students more active, confident, creative, collaborative, communicative and improve critical thinking, so that students have experience in solving their own problems. In addition, the lecturer in the class applied a teaching method that could make the class atmosphere more relaxed and enjoyable. She applied Project Based Learning.

In this implementation, the researchers focused on reviewing the Project Based Learning stages applied in class. Here the lecturer taught using interesting, reflective, innovative, collaborative, and effective method.

The researchers present the findings by describing the stages of Project Based Method and the advantages and disadvantages of each stage.

Project Based Learning stages applied by the lecturer are as follows:

- 1) Start with an Essential Question, At the beginning of the teaching and learning process, the lecturer explained the objectives of the Introduction to Literature course, SAP (Lecture Program Unit) and lecture contracts. In this case Introduction to Literature as a subject at the English Education

Department Student UNP Kediri expects students to be able to make the final product in the form of an English drama performance. After the lecturer had finished explaining the lecture contract, the next activity was to introduce the topic to students by way of question and answer, so that the students could be more active in class. The goal was that the students could identify about the projects and the activities to be carried out as well as to know the basic theory of literature which includes the types types of literary works and their elements, analyze, create, and appreciate English literary works in the form of poetry, short stories, and plays.

- 2) Designing Project. At this stage students and lecturer arranged a schedule of activities to be carried out, starting from the initial preparation to the performance. She divided the class into 4 groups consisting of 12 students. After that they determined the deadline for staging and submitting reports. Besides that, the first task that each group had to determine the title of the drama and compose the dialogue. The finished dialogue was submitted to the lecturer for correction.
- 3) Creating a Schedule. At this stage the students had made the plans for supporting elements of the drama performance such as props, costumes, make up, staging venues, instruments, and cameras. They had to think the supporting elements in the drama must be in accordance with the nuances of the theme chosen, so that it can support the role players to enter into the story. In addition to design preparation, group members also prepare themselves in mastering characters, English grammar used, and body language. All of these activities are coordinated by the group in discussion. This stage the students got creativity skills. They had to think the costume, the music, and many other things in order to make their performance better.
- 4) Monitoring the Students and Progress of the Project. In this stage the lecturer monitored the students when they did the practicing. Practice in the sense of processing for the preparation of the performance to be performed is an exercise full of thinking or playing concentration and imagination, each student is required to contribute thoughts in the form of new ideas and ideas to develop an interesting storyline. The lecturer taught the students how to work together in groups in order to carry out effective practice. At the same time, they had to be punctual and not

buy prolonged time to sit down, relax, chat or less important things to discuss.

- 5) **Assessing the Outcome.** Assessment was done to measure the students' competence as well as evaluate project progress. The lecturer assessed the drama-making process, starting from the first meeting which reviews material planning to the last meeting. This assessment step is carried out in 7 meetings. Lecturers will provide objective comments, criticisms and suggestions that have been given are intended to improve students' skills, especially if they make some mistakes in using grammar so that students do not repeat the same mistakes at the next meeting. With this assessment the students could find out a number of things that need to be fixed and improved.
- 6) **Evaluation the Experience.** Evaluation was done to know the strength and weaknesses of the teaching learning process, especially the drama performance. The lecturer asked the students to give their opinion dealing with the process of preparing the drama up to the performance. They could also give their opinion about the atmosphere of the class. They admitted that they felt relax during the process, they did not feel bored.

During the process of making the project, the students did not feel there was a shortage, but students got several advantages during the process. They were able to actively express their creative ideas into group discussions, the collaboratively solved problems, increase their confidence in speaking English, and can hone 4C competencies simultaneously in one subject.

The steps of Project Based Learning implemented by the lecturer follow the ones from The George Lucas Educational Foundation (2005): 1) Starting with an Essential Question; 2) Designing Projects; 3) Creating a Schedule; 4) Monitoring the Students and Progress of the Project; 5) Assessing the Outcome; 6) Evaluating the Experience. The steps of implementing Project Based Learning have been going well. Project Based Learning attracts students' interest in making a final product that matches the objectives of the Introduction to Literature course.

The steps taken by the lecturer have helped students in completing the final product, besides that the lecturer also conveyed the steps sequentially so that students could understand what they were going to do. Here, students cooperatively work together in group discussions to complete products, by conducting these discussions students indirectly apply collaborative, communication, critical

thinking and creative competence. However, the concept of implementing Project Based Learning carried out by lecturers is similar but not the same. Indeed, both have the same goal of creating a final product that is useful in operational situations.

The findings of the research support previous studies. Firstly, a research by Adzima (2016) proved that Project Based Learning helps students to get better critical thinking. Furthermore, Nugroho et al (2018) say that the implementation of Project Based Learning, students show their creativity, and the results of students' understanding of the material presented produce maximum learning outcomes. While Setiawan and Nurhajati (2021) found that Project Based Learning provides various learning experiences for students. Besides, through the steps in Project Based Learning students' life skills are embedded. The life skills acquired are self-awareness and personal life, social skills, thinking skills, academic skills, and vocational skills.

Sahroni & Nurhajati (2017) stated that Project Based Learning as a teaching model that aims to make the final product in the form of textbooks basically works well and students already understand how to teach English to young students. This research proves that Project Based Learning helps students built some skills, such as communication, collaboration, and creativity.

CONCLUSION AND SUGGESTION

The implementation of Project Based Learning in the Introduction to Literature subject was successfully carried out in that class. The processes and steps used by lecturer using Project Based Learning consists of six steps, namely 1) Starting with an Essential Question; 2) Designing Projects; 3) Creating a Schedule; 4) Monitoring the Students and Progress of the Project; 5) Assessing the Outcome; 6) Evaluating the Experience. bring many advantages to the teaching and learning process, There are many advantages of the implementation of Project Based Learning. First, it encourage students' communication, creativity, critical thinking, and collaboration skills. The disadvantages the lecturer should design the learning activities carefully in order to reach the learning objectives.

Based on the conclusion above, it is suggested to teachers/lecturers that they should have clear instructions during the implementation of project activities. This makes it easy for students to understand what will be done and master the learning targets. Then, the researcher hopes that there will be other researchers

who can conduct better research by investigating other types of courses that can be applied using Project Based Learning.

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