



PROJECT BASED LEARNING IN PROMOTING LEARNER AUTONOMY

By

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Abstract

Students active learning in EFL Class is a necessity because language learning without practicing decrease the effectivity of learning achievement. In today curriculum no more teacher centered at class, the curriculum demand student active learning through teaching learning process. As a consequence, the teacher required to find the appropriate activity to make sure their students learning activity will always be continuing even beyond the class hour. This research tried to investigate the implementation of project-based learning on EFL Class and its effect on student learning autonomy. This study employs descriptive qualitative research design at University Students. The qualitative data collected through document analysis and observation. The result of data analysis shows that Project-based Learning improve students self-learning awareness, self-instruction, self-direction that reflect a learning autonomy activity. Due to the data result it can be concluded that Project-based Learning one of effective activity to be alternative to improve students learning autonomy.

Keywords: EFL Learner, Project-based Learning, Learner Autonomy

INTRODUCTION

Background

Language learning is not as simple as student got a high grade on their final examination and it seems the teaching learning process is success. It is more complicated, in language learning the real goals is the student can produce a spoken or written idea in a real interaction in their life. In accordance with Suherdi (2017) states English teachers in this century should be aware that they should successfully lead their students to master high standard of English.

Furthermore, to make sure the student got the real goals is complicated because they need enough space to improve their skill. The teacher should facilitate this kind of student's need on learning. Mardiani (2021) States that This skills of creating and managing a successful class can be the key to the whole success of learning, in line with Aminah & Maulida (2021) states that Learning is an active process that involves many components that determine learning

achievement. It can be concluded that student need to be proactive to produce 'something' during teaching learning process to get the real goals as an EFL Learner.

The term Project-based Learning, hereafter PJBL, Dilekli (2020) states Project-based learning is a teaching approach designed for active learning processes. It means this is one of the appropriate learning method for this era. Moreover, Project-based learning is a systematic teaching method in which the prime focus is on learning through projects, Thomas (2000). Based on the statement above it is clearly said that In a project-based learning classroom the teacher provides a topic for either individual or group learning, to be developed by the students through research or project work and monitored by the teacher, Bell (2010).

As a result of implementation of PJBL on teaching learning process is students' Learning autonomy. A commonly used definition of learner autonomy come from Holec (1981) learner's ability to take charge of his or her own



learning. Likewise Gould (2013) states Learner autonomy is when students take control and responsibility for their own learning, both in terms of what they learn and how they learn it. It takes as its starting point the idea that students are capable of self-direction and are able to develop an independent, proactive approach to their studies. In line with Ahmed (2020) states Learner autonomy is a capacity for the learner to be able to critically reflect on their language learning behavior and strategies used. Based on this critical reflection, learners are able to take decisions and act independently, adapting in ways that may help them learn better and transfer what has been learned to wider contexts. This greater learner control over the learning process, resources and language is achieved.

In conclusion, In project-based learning activities, students are asked to explore, negotiate, interpret, and create in an attempt to construct solutions (Lee, 2015). Moreover, In project-based learning aligned classrooms, both learners and teachers focus on the process of learning which involves developing language and content knowledge or completing the actual project work (Park & Hiver, 2017). Furthermore, (Blumenfeld and others, 1991; Erdem, 2002; Korkmaz and Kaptan, 2002; Schneider, Krajcik, Marx and Soloway, 2002; Solomon, 2003) consider the project-based learning method as an interdisciplinary technique by which students have the opportunity to examine, evaluate, and discuss solutions to real life problems in the familiar classroom environment, developing their knowledge through the process of designing and constructing their projects

METHOD

This research conducted descriptive qualitative research design. This method is generally aimed at revealing a comprehensive summary or complete description on phenomenon happening during the intended treatment (Thorne, 1997; Sandelowski, 2000;

Lambert and Lambert, 2012). The purposes of this research are to analyze the implementation of Project-based Learning and its effect on students' learning autonomy.

This research is expected to give a comprehensive explanation of how to implement PJBL on University Students and its effect on students' learning autonomy. The qualitative data collected through document analysis and observation. The enlightenment will be focus on Project-based Learning to students self-learning awareness, self-instruction, self-direction that reflect a learning autonomy activity.

Participants

This research was conducted on second semester of University students. It employed purposive sampling by selecting the participants from students on purpose (Gay, Mills, & Airasian, 2009; Silverman, 2005). The participants were taken from 3 stages of students' achievement, particularly the low, middle and high score students. Every degree consisted of 3 students. So there were 9 members. The selection of the participants was based totally on their achievement inside the ultimate semester. The quantity of individuals changed into decided based totally on the assumption that they represented each stage of competence and that they would supply enough facts for statistics accumulating cause. via choosing college students in each degree, this observe predicted that it may compare each other in analyzing the statistics, so it could draw end nicely.

Procedure of Collecting Data

This research used two kinds of data to analyze, the first data collected from the result of students' project and the second is observation. This project was conducted during a semester. The student activity in the divided into two types of activity, for the first eight meeting they were discussing about the concept of the project and how to finish it effectively. And the next eight weeks later they have to be "news agent" they were analyze the phenomena



around the campus environment, they were asking to write a news based on their observation. Their written product then reviewed by the reviewer, one of a group member, before submit on a platform.

The second analysis was taken from the students' observation after the treatment. This stage is needed to make find out the students perception through Project-based Learning and its effect to their learning autonomy.

Data Analysis

The data were collected during research conducted were analyze to find out the implementation of project-based learning and its effect on students' learning autonomy.

The data from the result of student project and the observation during the research conducted.

The result can be seen on the diagram below:

Students' Enthusiasm

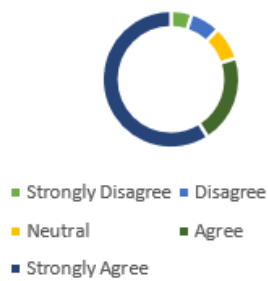


Figure 1: Students' Enthusiasm

Based on the figure above, it can be seen that students' enthusiasm to completed was high, it can be seen from their project submitted before due date that has been negotiated. Another indicator is they were enthusiasm for questioning whenever they feel doubtful about their perception about a discussion topic.

Students' Learning Autonomy



Figure 2: Students' Learning Autonomy

Based on figure above it can be seen that students' learning autonomy in a high category. The criteria is the student activity during planning, implementation and monitoring the project.

Learner Autonomy in The Planning Process



Figure 3: Learner Autonomy in The Planning Process

Based on figure 3, it can be concluded that students participate actively in process of planning to complete the project during a period of time. In this stage also the share role and concept of their project.

Learner Autonomy in The Implementation Process

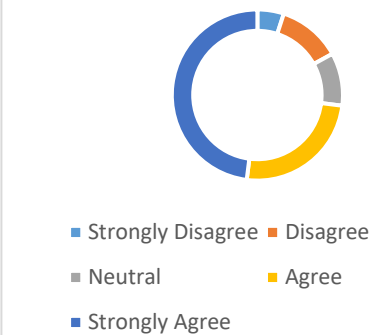


Figure 4: Learner Autonomy in The Implementation Process

Based on figure above, it can be interpreted that student learning autonomy during the implementation of the project is in high category. It is about 48% strongly agree and 25%, 10% Neutral, Disagree 12%, and



strongly disagree 5%. In this stage students start feel struggle with problem during process to complete the project, sometimes they feel disappointed with the absence of one or two of their group members.

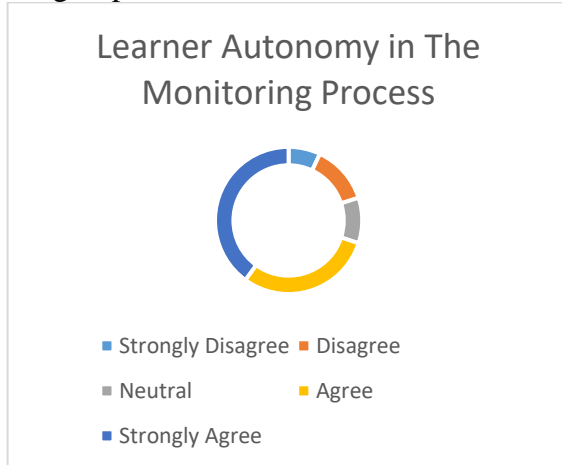


Figure 5: learner autonomy in the monitoring process

Based on figure 5, it can be concluded that student activeness during the process is good enough. Based on the observation data students were active to analyze and evaluate the result the strength and the weakness of their project.

FINDINGS AND DISCUSSION

To provide a clear explanation, the researcher divided the discussion based three sub heading: (1) Learner Autonomy in The Planning Process, (2) learner autonomy in the implementation process, and (3) learner autonomy in the monitoring process. Those three subheadings were analyzed during the implementation of Project-based Learning.

Learner Autonomy in The Planning Process, the students actively participated to discuss about their project, arrange time for workgroup and discuss role share for the project.

Learner autonomy in the implementation process, in this stage the students shows that they have to comply the criteria. During conduct Project-based Learning the students shows their self-instruction in a right way, it can

when they involved to choose a topic, arrange schedule and role sharing.

Learner autonomy in the monitoring process, in this stage students shows their independence to decided topic to be their writing project. Furthermore, they try to complete their project before the due date, they frequently searching for the material from various sources to make sure they understand how to finish the project correctly. It means they have a good self-instruction performance they find solution by themselves to make sure they got the goals of their project.

Learner autonomy in the monitoring process, in the last stages they monitor and evaluate the previous activity during the project as well, they analyze and evaluate the result the strength and the weakness of their project. They made list both of them and make sure the same mistake would not happen again for the next project.

CONCLUSION

Based on data on finding and discussion, it can be concluded that implementation of project-based learning promote students' learning autonomy. It can be seen from the observation data that show students were complete the criteria of learning autonomy during implementation of project-based learning.

This research also found positive attitude from students during the implementation of the project. Through the project they found enough space to show their best performance in writing.

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