TEACHING TEYL USING PROJECT-BASED LEARNING

by Diani Nurhajati

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Abstract

Teaching English to Young Learners (TEYL) is a subject in English Education Department, Universitas Nusantara PGRI Kediri, which expects the students to create a final product in the form of course-book. The aim of TEYL is to prepare the students to be designer and developer material. The activities should be designed in such a way to facilitate the students to reach the course-objective. The lecturer of this subject decided to choose Project-Based Learning in order to give learning activities in creating English course book. Therefore, this research aims at describing: 1) the steps of the application of Project-Based Learning in TEYL class; and 2) the product created by the students in TEYL class. This study used a case study of qualitative research approach. In applying Project-Based Learning, the lecturer followed the steps introduced by Laur (2013): 1) Entry Event; 2) Collaboration; 3) Researching; 4) Scaffolding; 5) Final Thoughts. The product created by the students was course-book which contains of manual activities for teaching listening and speaking skills for young learners.

Keyword: English course book, Project-Based Learning, TEYL

INTRODUCTION

In 21st century, students are expected to master four competencies they are critical thinking, communication, collaboration, and creativity and innovation. According to Ministry of Education of Ontario (2016: 13), creativity is identified as the activity of producing new ideas, concepts, or even products in order to fill the need in this era. Innovation deals with elements of creativity and is often discussed as the application of a new idea in case to produce a valuable contribution to a particular field. Producing ideas and concepts is not something unfamiliar for students in university level. Most of lecturers in university level expect the students to master the competencies.

University students should have a critical thinking, logic, and systematic to develop what kind of knowledge that they get during

teaching-learning process. They should implement what they get and what they learn in the classroom. Nowadays, problem solving is the current issue in education system. In university level, the students are expected to solve such kind of problem about trending issue. Teaching English to Young Learners (TEYL) is one of English Education Department subjects in University of Nusantara PGRI Kediri which provides problem solver for those issues. English Education Department students, UN PGRI Kediri, are expected to solve problem that is for being a teacher whatever they will be, elementary school, junior high-school, or even senior high-school.

In elementary school English is not a main subject that the schools provide. This subject is as *Muatan Lokal* (Local content). Badan Standar Nasional Pendidikan (2007: 14) states: "*Muatan lokal adalah kegiatan kurikuler yang bertujuan untuk meningkatkan kompetensi berdasarkan dengan ciri khas, potensi, dan keunggulan daerah, materi yang diajarkan tidak termasuk dalam mata pelajaran yang ada.*" English subject depends on that school, its potential, characteristics which develop students' competencies.

Many questions will appear in this case. Take for example: Who will take over as a teacher? Who will teach English in elementary school level? Is it possible for students who do not graduate from English Education Department to teach English in elementary school? Those questions are complicated to answer or discuss. It is also related to who actually the elementary school student is. Teaching English for young learner is the complicated issue, here the problem is the basic of teaching English in elementary school not required well. Meanwhile, the educator is not a person who graduated from English Education Department. Therefore, Saukah (2003: 26-27) argues that the stages of improving successful teaching English in Indonesia, as follows:

> *… perlu dipikirkan upaya meningkatkan kualifikasi pengajar bahasa Inggris di Sekolah Dasar. Dari segi administrasi kepegawaian, perlu dilonggarkan aturan untuk memungkinkan direkrutnya guru tetap mata pelajaran bahasa Inggris lulusan S1 Jurusan Pendidikan Bahasa Inggris dengan kategori golongan III. Dengan cara ini, lulusan Jurusan Pendidikan Bahasa Inggris S1 yang memiliki potensi*

> untuk mengajar bahasa Inggris bagi kelompok usia muda (English for Young Learners) akan termotivasi menjadi guru bahasa Inggris di SD. Dari segi sistem pendidikan guru, kurikulum Jurusan Pendidikan Bahasa Inggris di seluruh Indonesia harus memberi peluang (paling tidak berupa sekelompok mata kuliah pilihan) mahasiswanya memperdalam prinsip pengajaran bahasa Inggris bagi kelompok usia muda.

English Education Department graduates have the right to teach young learner. They will have an opportunity to deliver their knowledge and apply the model of teaching that have done in university.

Who will overcome and solve all of the problems? One of the problems, an appropriate course-book, can be solved by English Education Department students, University of Nusantara PGRI Kediri. In English education Department has an aim to prepare graduate students for being material designer and developer in solving problem which occur in teaching learning process. One of lectures in English education Department is Teaching English to Young Learner (TEYL). TEYL is designed to prepare the students in developing material and designing it into appropriate course-book that will use in teaching English at elementary school.

Elementary school students have an abiliity to get ideas or concepts which also quite different from adults. They are learning English through their own unique ways. Thomson (2011: 3) argues, "The way YELLs process information in their native language (L1) as well as in the foreign language (L2) differs from adults. From an early age, children first begin to sort out words involving concrete objects." When introduced into the L2 classroom, they "need very concrete vocabulary that connects with objects they can handle or see" (Cameron 2001: 81 as cited in Thomson 2011: 3).

The important thing is children or young learners like to do an activity which attract and make them comfortable in learning English. Maxom (2009: 305) states that sorting out what young learners need. Shorter activities to match the shorter concentration span: Even games or role-plays need to be brief and punchy so that the kids do not get bored.

Meanwhile, we will consider what the children need with such kind of activity in short time.

To solve those problems, English Education Department of UN PGRI Kediri has a subject that is Teaching English to Young Learners (TEYL). TEYL is designed to prepare the students to be a teacher or tutor for young learners. Based on TEYL's Course Objective, English Education Department students are expected to create a course-book within provided manual activities to teach young learners. Course-book itself is created by the students in the form of final product or project.

Robinett (1978: 249-51) as cited in Brown (2000: 142) explains the textbook or course-book criteria, this course-book basically suited the criteria of good textbook or course-book, but it was not covering yet about supplementary materials and variety of language (American or UK). Language skills are covered only listening and speaking which was not necessary to add materials and young learners focused on one language.

Here, Robinett (1978: 249-51) as cited in Brown (2000: 142) points out the textbook or course-book should have some criteria, they are: 1) Goals of the course (Will this textbook help to accomplish your course goals?); 2) Background of the students (Does the book fit the students' background?); 3) Approach (Does the theoretical approach reflected in the book reflect a philosophy that you and your institution and your students can easily identify with?); 4) Language skills (Does the book integrate the "four skills"? Is there a balanced approach toward the skills? Does the textbook emphasize skills which the curriculum also emphasized?; 5) General content (Does the book reflect what is now known about language and language learning?; and 6) Quality of practice material.

Furthermore, Robinett (1978: 249-51) as cited in Brown (2000: 142) also adds that the following criteria, they are: 1) Sequencing (How is the book sequenced?); 2) Vocabulary (Does the book pay sufficient attention to word and word study?); 3) General sociolinguistics factors; 4) Format (Is the book attractive, usable, and durable?); 5) Accompanying materials

(Are there useful su/pplementary materials?); 6) Teacher's guide (Is it useful?)

Besides, to bring them into reality, the TEYL lecturer used Project-Based Learning as teaching model. Patton and Robin (2012: 13) declare, "We have chosen to focus on project-based learning because it incorporates enquiry, and because, in our experience, public exhibition is a tremendously powerful motivator for both students and staff". This teaching model attracted the students to work cooperatively in group, had a critical thinking and also able to set the classroom activities which related to course-objective. The stages of applying Project-Based Learning was introduced by Laur (2013: 149-155), it stated as follow: 1) Entry Event; 2) Collaboration; 3) Researching; 4) Scaffolding; 5) Final Thoughts.

This research describes: 1) the steps of the application of Project-Based Learning in TEYL class; and 2) the product created by the students in TEYL class. This study used a case study of qualitative research approach.

METHOD

This research focused on the implementation in TEYL class in English Education Department at UN PGRI Kediri. This study used Qualitative approach. The subjects of are the TEYL lecturer and the students. To collect the data, the researcher did the informal observation during the teaching and learning process in English Education Department of University of Nusantara PGRI Kediri. The types of the data were: (1) Document (the final product in the form of course-book); (2) Students' behavior; and (3) Lecturer's behavior.

To get the reliable and proper the data, the researcher had to capture all of important data through writing some notes, did an interview guide and also recorded the situation happen in the classroom. The techniques which used by the researcher were through the observation, taking a field

note, and documents using like lecturer's lesson plan and students' final product.

FINDINGS AND DISCUSSION

TEYL subject was given to the fifth semester students. The lecturer assigned the students to create an English Course Book for elementary school students.. Course-book would be the final product which submitted in the end of the lesson, a week after final exam held. The course-book contained manual activities of teaching English for young learners. It was expected to solve the problems which occur in teaching English in pre-school or primary school students whether formal and informal education. One of those problems was talking about the available book in teaching English for young learners. TEYL as a subject in English Education Department prepared the students to solve that problem through creating a course-book. To get the aim of creating this course-book it had to relate the criteria of good course-book or textbook.

The first problem of the research is the stages of Project-based Learning in TEYL classes. PBL attracted the students to create a final product. It was suitable for course objective of TEYL subject. The steps that had been done by the lecturer already helped the students to finish their final product. The students cooperatively worked together in a group discussion in order to finish the product. The lecturer delivered the steps sequence so that it would be easy by the students to understand what they would be done. The concept of implementation of PBL which done by the lecturer was similar but not the same. Indeed, both of them had the same aim that was creating a final product which would be useful in operational situation. Nurhajati (2016: 55) declares about the strength of Project-Based Learning, "It is suitable to teach writing skill as the students are expected to create a product. This research proves that it helps the students write a simple text. They are good at the structure of the text and developing ideas." When the students were difficult to answer or silent, the lecture could give them an example of classroom activities by giving some

role plays in teaching young learners. They would be motivated in learning the materials.

Findings ditambahi dengan penjelasan/deskripsi langkah-langkah PBL dan deskripsi buku yang dibuat mahasiswa.

CONCLUSION AND SUGGESTION

First, the researcher focused on the students' final product or project in the form of course-book. Based on the observation, the course-book works in education system and also available to use in teaching pre-school or primary school students. It suit to some criteria, they are: 1) Goals of the course; 2) Background of the students; 3) Approach; 4) Language skills; 5) General content; 6) Quality of practice material; 7) Sequencing; 8) Vocabulary; 9) Format; 10) Teacher's guide. In other side, this course-book still has many weaknesses. It hadn't covered the supplementary materials and variety of language (American or UK). Meanwhile, this course-book was created by the students of English Education Department gives a new concept in teaching English for young learners.

Second, the process of creating the final product was basically running well, started to planning up to final thought (final product). Project-Based Learning was used as teaching model. The lecturer had to adjust the teaching model to suit the course-objective, schedule, and also students' capability.The stages or steps of creating the product were Entry Event, Collaboration, Researching, Scaffolding, and Final Thoughts. Thus, PBL attracted the students to work cooperatively in group, had a critical thinking to decide what materials should be done related to young learners, and also able to set the classroom activities which related to young learner's characteristics.

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