

**THE IMPLEMENTATION OF PROJECT BASED LEARNING IN
INTRODUCTION TO LITERATURE SUBJECT TO THE ENGLISH
EDUCATION DEPARTMENT STUDENT AT UNP KEDIRI**

SKRIPSI

Presented as Partial Fulfillment of the Requirement of Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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MOTTO AND DEDICATION

MOTTO:

“Only you can change your life. Nobody else can do it for you”

Orang lain gak akan bisa paham *struggle* dan masa sulitnya kita, yang mereka ingin tahu hanya *success stories*. Berjuanglah untuk diri sendiri walaupun gak ada yang tepuk tangan. Kelak kita di masa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini.

DEDICATION:

1. My mother, thank you and sorry for everything. Even though mom can't read this writing but I'm sure mom is happy in heaven. I really love mom, I still do whatever makes you proud.
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ABSTRACT

Putri Diyah Rahayu Billy: The Implementation of Project Based Learning in Introduction to Literature Subject to the English Education Department Student at Unp Kediri, Skripsi, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University 2022.

Students at the tertiary level must have basic competencies, one of which is creativity and innovation to deal with various problems, especially in the education system that occurs in the 21st century. In the recent development of Introduction to Literature, not many lecturers have implemented creative and innovative learning. Introduction to Literature is one of the courses at the Department of English Education, University of Nusantara PGRI Kediri, where students are expected to be able to make the final product in the form of an English Drama performance that uses one of the folk tales from Indonesia, with the main objective being to provide experience and equip students in learning the basic skills necessary to acquaint literature with new innovations. In providing experience to students, one of the learning models that he applies to Introduction to Literature is Project Based Learning, because this learning model is able to provide opportunities for students to build qualities such as problem solving, working with other students, critical thinking, and improving student creativity. Researcher try to observe and describe the following aspects: (1) the stages of implementing Project Based Learning; (2) the advantages and disadvantages of Project Based Learning.

In this study, researcher used a case study with a qualitative research approach. The instruments used to collect data are observation, interviews and documentation. The data collected in the observation were in the form of field notes and photos. In addition, to support and complete the data, the researcher conducted interviews with several students.

By analyzing the data, it can be concluded that the processes and steps carried out by the lecturer using Project-Based Learning brings many advantages in the teaching and learning process, and students do not feel disadvantaged during the process. In the PBL process it helps students to be more confident in communicating in English, improve critical thinking skills, master the 4C competencies, and students are involved in every process of making the final product. With emotional support and knowledge from lecturer, students are able to achieve learning targets.

Based on the research conclusions, the researcher suggests 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.

Keyword: Project Based Learning, Introduction to Literature, Drama

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CHAPTER I

INTRODUCTION

This chapter presents background of the problem, scope of the problem, formulation of the problem, objective of the research, significance of the research, key word.

A. Background of the Problem

In the 21st century, students are expected to master four competencies or 4C, namely communication, collaborative, critical thinking, and creativity and innovation, Bell (2010). According to Zubaidah (2018), Critical thinking are essential competencies in fixing problems. Creativity are competencies associated with competencies 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, NEA (2010). 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, Greenstein (2012) and NEA (2012). In relation to the above description, researcher concluded that in the world of education should not only focus on mastering core subject knowledge but additionally need to pay attention to higher educational knowledge by means of integrated the 21st century skills into learning activities.

Based on the observation on English Education Department students at UNP Kediri, the problems faced by students is that a small number of students are less collaborative and passive in class. On the other hand, student had difficulty in speaking English so that their speaking skills were still lacking. Lack of student self-confidence was an inhibiting factor to improved communication competence.

To solve those problems, English Education Department Students of UNP Kediri has a subject, namely Introduction to Literature. Introduction to Literature is designed to provide experience and equip students to learn the basic skills needed to become acquainted with literature. Based on the objectives of the Introduction to Literature subject, students from English Education Department Students of UNP Kediri are expected to make English drama performances in manual activities provided to introduce literature in an interesting way, develop 4c competence, and practice students' speaking skills in using English with confidence. Drama performances are created and acted out by students in the form of final products or projects.

According to the objectives of the Introduction to Literature subject, students of the English Education Department at UNP Kediri are expected to create a drama musical performance with the aim of entertaining. It involved 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.

Musical drama in English is made by students within the form of a very last product or assignment. Right here, Reaske (1966) in his book *How to Analyze Drama* states the following: Drama is a literary work or composition that describes human life and activities by using supplying diverse actions and dialogues between a group of characters, Reaske (1966, p. 5)

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.

In supporting the urgency of the research to be carried out by the researcher, some researchers has conducted previous research studies that are relevant to the research topic prepared by the researcher. First, Prasetia 2011

found that Project Based Learning is a great model for teaching, especially on writing skills. Meanwhile, Sahroni and Nurhajati 2017 studied about Implentation of Project Based Learning in TEYL class. The aim of this research was to promote students to work cooperatively in groups, have the critical thinking to decide what materials to do related to young learners, and able to organize classroom activities related to the characteristics of young learners. Next, Adzima 2016 Conducting research entitled, The Implementation Of Project Based Learning In CCU Class. Finally, Setiawan and Nurhajati 2021 prove that Project Based Learning can be used to train students' life skills through the project making process. The life skills that students gain are networked, open-minded, confident, communication skills, and responsibilities.

From the research above, the researcher concludes that Project Based Learning is effectively used as a learning method in English classes because there are several benefits that can be developed by students such as improving critical thinking skills, life skills, confident, open minded, communication and responsibilities.

However, no one has researched about "The Implementation of Project Based Learning in Introduction to Literature" Therefore, the researcher raised the title as an object of research with interesting material and creative learning strategies, and it is hoped that Musical Drama In English can motivate students to acquire new knowledge and skills in learning, improving speaking skills

using English confidently and better, and building students to collaborate to design their own learning process.

B. Scope of the Problem

The researcher limits the research on how to apply Project Based Learning in Introduction to Literature subject at UNP Kediri. Researcher observed the lecturer and a student group consisting of 12 students in the Introduction to Literature class, this course assigns students to create a project in the form of a drama in English using one of the folklore in Indonesia, then the drama is staged to fulfill the final semester assignment. The subjects of the research were the lecturer and students of English Education Department UNP Kediri.

C. Formulation of the Problem

Based on the background of the study, here is the formulation of the problems:

1. What steps are used by lecturer in applying the Project Based Learning Method of the Introduction to Literature subject to the English Education Department Students at UNP Kediri?
2. What are the advantages and disadvantages for students in applying the Project Based Learning Method of the Introduction to Literature subject to the English Education Department Students at UNP Kediri?

D. Objective of the Research

The objectives of this study are:

1. To know and to explain the stages of the Introduction of Literature subject using Project Based Learning to the English Education Departments students at UNP Kediri.
2. To find and to explain the advantages and disadvantages of using the Project Based Learning model to the English Education Departments students at UNP Kediri.

E. Significance of the Research

The results of this study are expected to be used in experiments and practice: Hopefully the results of this study will be very important for English researcher, teachers, and students.

1. For the researcher, the end result of the research answered the question which is the basic of conducting this research and it is expected that it will be useful knowledge for the researcher whilst she starts her career as a teacher in the future time.
2. For the teachers, especially those who teach, they can use research results as a reference in language teaching activities or it can be an option to do in their classrooms.
3. For the students, hopefully, the research improves students' collaborative skills, develop their critical thinking, and explore their own knowledge, Provide opportunities for them to have experience in learning culture in Indonesia by taking an Introduction to Literature class.

F. KeyWord

The definition of keyword is used to avoid mines understanding of some term uses in this study. The key terms are following:

1. Project Based Learning

Project Based learning or PBL is a learning model that uses projects/activities as media. Learners do exploration, assessment, interpretation, synthesis, and information to provide various type of learning out comes.

2. Introduction to Literature

This lecture is filled with discussions on 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.

3. Drama

Drama is a show made and performed by the second year students who took Introduction to Literaturecourse. It is one of the folklores in Indonesia with the aim to entertain.

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