

STUDENTS' EXPERIENCES OF PROJECT-BASED LEARNING IN ENGLISH FOR SCIENCE AND TECHNOLOGY CLASS DURING COVID 19

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Abstract: The impact of the Covid-19 pandemic is the disruption of the learning process from face-to-face to online learning. In online learning, students are encouraged to use online media and use learning methods that are in accordance with online learning. There are several methods that can be used in online learning. One of which is project-based learning. It is a learning method that produces one project resulting from student work. The aim of this study is to analyze an English student's experience at Ciamis University in applying the project-based learning method in an English for Science and Technology class during the Covid-19 pandemic. This study uses the narrative method because it is analyzed by using sentences. This study collects data using interviews so that the data gets in-depth data. It was concluded, from the interview result, that students applies the project-based learning method during online learning resulting in students' more independent and creative in carrying out learning. In addition, the results of student projects could be used for discussion in subsequent learning. Yet, in online learning, there are many obstacles faced by students including an internet connection that is less stable, the lack of interaction between students and teachers, an error on the cellphone and being slow.

Keywords: English for science and technology, online learning, PjBL

INTRODUCTION

Today, Indonesia is having a severe condition because of a virus coming from Wuhan, China, namely Covid-19. This virus is very contagious and deadly. This virus assaults the infectious breathing area as coughs and colds but it's more dangerous. Consequently, the government put out new policies to stop the spread of Covid-19. They are applying the community's invitation to practice Physical Distancing or giving the distance from other people at least one meter and avoiding people gathering in any event or association (Covid-19, 2020). Furthermore, the government applies regulations of Home Only such as working at home or

Working from Home (WFH), and any other activities. All associations or meetings are replaced with online media. In 2020, Ministry of Education and Culture, put out a Circular on Online Learning and Work from Home to avoid the Spread of Covid-19. One of the policies is to replace teaching and learning activities with network-based learning (Online) by means of E-learning which can be applied by diverse educational institutions.

In this situation, even the teachers and also students cannot learn face-to-face but must be online learning. Therefore, we use technology for online learning such as google classroom, Edmodo, etc. because these applications are helpful and facilitate online learning. Especially for the student learning who leads in special fields like ESP (English for special purposes), this a new method of teaching English and English for specific fields and study is in line with the needs of the field of science and those who work using English. Strevens (1998) defined ESP as a general learning objective precisely for learning English. Hutchinson and Waters (1994) define ESP as an approach to learning English in which the things taught and the teaching methods are derived from the reasons why the learner demands to study English". ESP is usually used in learning English with the aim that someone can master English in their respective fields. In otherwords, ESP is a teaching approach and it uses English for specific fields and studies in line with the needs of those who work using English in the fields of science and professions.

One of the effective learning methods is project-based learning, which is an approach that makes students learn independently and produces a project at the end of their lesson. According to Okudan and Sarah (2004), "PjBL is a method for learning using projects/activities as a medium. Students carry out exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes". Project-based learning is a learning model or approach innovation focusing on contextual learning by means of complexity. Project-based learning focuses on the concepts and primary principles (core) of a field of study, engaging students to find the solution to problems and other meaningful tasks, giving students the opportunity to work autonomously to develop their own learning, and ultimately generate work outcomes so that students are valuable and realistic.

Project-based learning (PjBL) relates to experiential learning model. According to Savicki (2008) "Experiential learning model is a learning approach using student experience". This learning model provides students the chance to get success by letting students be free to determine what experiences they demand, what skills they want to improve, and how they hypothesize their experiences. The experiential learning model plays an important role in increasing sensitivity and intercultural competence. Learners are more critical of the information they receive and are able to absorb competencies that are different from the competencies they already have. Eventually, it will lead to a very strong and positive learning process.

Several studies has reported the use of Project Based Learning in ESP (Ananda, et al., 2019; Castenada, 2014; Eliyani, 2018; Gai Mali, 2016; Muhammad, 2019; Mukhlash, 219;). However, the study on students' experiences of project-based learning in English for Science and Technology class during Covid 19 is still rare. To fill this gap, the present study tries to analyze an English student's experience at a private university in West Java in applying the project-based learning method in an English for Science and Technology class during the Covid-19 pandemic. Furthermore, the researcher is interested in conducting the research and the title is "Students' Experiences of Project-Based Learning in English for Science and Technology Class during Covid 19" (A Narrative Inquiry to one of the students at Galuh Ciamis University). This study is focused on investigating student experiences through project-based learning in learning English.

METHOD

This study used the qualitative Narrative study method because the data were analyzed using sentences. According to Fraenkel, Wallen & Hellen (2012), “Qualitative approach is characterized by complex rich data focusing on meaning, understanding, interpretation, and explanatory” (p. 425). The research participant consisted of one student of the fourth-year English department at Galuh University. This study collected the data using interview and it was analyzed by transcribing the important point, translating into English, classifying the data, analyzing the data, interpreting the data and drawing the conclusion.

FINDINGS AND DISCUSSION

As previously mentioned, this study focuses on the experience of one English student in the English and Science and Technology class while studying online during the Covid-19 pandemic period. This study, therefore, is designed to answer questions: (1) “How do the students apply project-based learning in English for science and technology class during Covid- 19?” and (2) “What are the students' difficulties when applying project-based learning in English for science and technology class during Covid-19?”. This research uses a narrative, namely by collecting data through in-depth interviews to answer research questions number one and number two. The interview was conducted in Indonesian to make it easier and get good and appropriate answers. The participant was a student majoring English at one of the a private university in West Java. Researchers conducted in-depth interview research to obtain the desired data. After that, the data was analyzed and from the results of the interviews the researchers found the experiences of students when learning PjBL in the English for Science and Technology class. It indicates how he applied the method in online learning and the difficulty of applying the method during the covid 19 pandemic.

The findings show that during online English for science and technology classes, the students apply project-based learning methods in the learning process, and can be proven by the final project results in the form of power points and the videos in google classroom. Also, in the end, the result of the project is used for learning material in every online meeting in English for Science and Technology class. Furthermore, the difficulties in applying project-based learning methods in online learning have several factors, including drawbacks when the lecturer gives project assignments; consequently, the lecturer cannot directly monitor the students. It implied that there was the lack of interaction between lecturers and students. Another factor is when everything is related to technology, things sometimes happen like bad connections, limited quota, applications stopping working, and cellphone errors or hangs.

Applying the project-based learning method in English for science and technology classes during language online learning can make students more independent and creative, and also add new vocabulary. The drawback is the lack of interaction between lecturers and students which makes it less effective. This study's results are different from previous studies. Several previous studies have discussed project-based learning for learning courses. Meanwhile, the researcher discussed it with different purposes to identify the data from the previous studies.

According to the aforementioned research, the researcher concludes that project-based learning can uphold students to increase their independence and also increase their creativity in exploring the teaching materials provided by the lecturer. Then the researchers can conclude that engaging online classroom interaction in a situation like a pandemic where all classes shifted to online mode with instructor, content, and peers, especially in a language class, is crucial. Engaging

these three types of interaction help the learners in improving, enjoying, and mastering English in a fun, effective, and efficient way. The finding is supported by Blakey & Major (2019) that engaging online classroom interaction is critical for student learning, retention, persistence, and satisfaction.

CONCLUSIONS

The study aimed to analyze the student experience applying project-based learning methods in English for science and technology classes during online learning. From the research findings, the researcher concluded that there are some important points. There are several points obtained. Firstly, the practice of the project-based learning method can help students' independence to be more creative and further deepen the learning material. The second point is the difficulty of students in applying the method is the lack of interaction between lecturers because of online learning. It is suggested for further researchers to deepen the area of study using the rich method of data to get a rich result.

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