
PROJECT BASED LEARNING IN DESIGNING ENGLISH FOR
WETLAND TO PROMOTE 21ST CENTURY EDUCATOR

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Abstract

21st century educators employ multirole in conducting the teaching and learning process such as being a leader, facilitator, model, communicator, adaptor, risk taker, and also learner. An effort to involve all those qualities as well as the role of teacher as a learner can be provided in a way that collaboration between teacher and learners exists in selected project based activities. This paper reflects project based activity in learning English for Wetland subject in a special (local) locus where this course is learned. The approach used in investigating the research objective is qualitative. Descriptive research is also chosen to explore and describe the existing phenomena. To get the data, researcher uses triangulation [observation, interview and document analysis]. Moreover, this study uses 35 subjects of research to collect the data. The findings of this study are in the forms of wetland vocabularies [flora and fauna] based on the selected areas investigated, certain English described phenomena in wetland area and informational media in which that two previous information is elaborated.

Keywords: Project Based Learning, English for Wetland, 21st Century Educator.

INTRODUCTION

It's inevitable that in the 21 century today a learning process has shifted from the learning which relies on teacher dependency to autonomous learning. This trend changes not only way how a learner learns in class but also techniques, input material, and media used to be more various, integrated and more attractive. As response to that movement, it needs considerable learning method that can accommodate the learner dynamicity and learner needs

toward both for the sake of comprehension and skill mastery required in the specific course learned in which the role of teacher can be fulfilled either as facilitator but also as leader, model, communicator as well as more importantly as learner that is through project based learning.

Thomas (2000) defined project based learning as model that organizes learning around project (1). As learning conducted through this way can create simultaneously atmosphere of learning community not only learning through the ones who is involved in that project but also learning with whom he interacted with and to.

In addition, Beckett (2002) put forth that PBL has variety of terms which one and another are interchangeably, such as pro project work, project method, project approach, project-oriented approach or project-based instruction. Considering in the myriad term of PBL, one that can highlight is how a learning process can provide the meaningful and sufficient experience to learners in mastering the knowledge of the learned course so that this essence meaning is in line with the definition of 'learning by doing' to acquire knowledge after having experienced and done something new (Kotti,2008:32).

As an educator, an English instructor generally is required to able to read new situation of teaching field in which he encountered the recent challenge to be solved. Taking for specific matter, English for Specific Purposes teacher, in terms of content and method used, should be able to find out relevancy to learners' reason for learning (Hutchinson and Water, 1987).

As one of variety of ESP courses, English for wetland is a new course designed to accommodate educational institution corresponding the various current needs to explore the ideas in developing English material as well as course design. Due to the fact that the lack references in English for wetland material, the appropriate approach in conducting this course is central for those in involve in it related to the expected goal in terms of both vocabulary mastery and thematic concept.

Related to this issue of designing English for wetland, either teacher who is not from the related knowledge discipline or learners who get involved with the course need to spend a serious toil to attain the expected objective in the form of English as medium of instruction in terms of understanding the material better and comprehend the sufficient wetland concept. To achieve the goal, the project based activities are chosen to provide students investigating the concept in a real atmosphere to learn from what there are familiar with besides the other activities that can prompt their material literacy be better in which reading activity with various materials is what they dealt with.

METHODOLOGY

The study employed qualitative case study methodology in which this methodology produced descriptive data. This type of case study was used to describe a phenomenon and the real-life context in which it occurred (Yin, 2003).

Descriptive analysis was used to describe the focus of the study. In this study, the focus was to describe the teaching learning process of ESP course by using PBL, the benefits, and the problems. It had three research questions, such as: (1) how is teaching ESP course by using PBL? (2) What are the benefits of using PBL in ESP course? The research was conducted on March – September 2018 in English Education Study Program of Lambung Mangkurat University.

The participants of this research were the third semester students of English Education Study Program of Lambung Mangkurat University in the Academic Year of 2017/2018. The English students in the third semester were 35 students.

Research Instrument

Data collection techniques used in case study mostly were observation, document analysis and interview. The data had been collected by observing the ESP course in the classroom to find appropriate information needed for obtaining the objectives of the study. While teaching, the writer observed the students' attitude towards the lesson, their comprehension of ESP course both theoretically and practically, their efforts while doing the project. The writer also observed the students' project in the end of the semester.

FINDINGS

1. Theoretical Layout And Project Based Learning Application

To discuss this finding, researcher used Patton (2012) in providing some basic steps in applying PBL in teaching learning process, such as:

1. Get an idea

The final outcome of a project might be a product (such as a machine or an artwork), a performance (such as a theatre piece or a debate), or a service (such as giving a lesson to younger students) that the outcome be something that students (as well as other people) value.

Other important point in getting the idea is the projects will be able to help students to master the content that they are required to learn and the students can learn something meaningful from the projects.

In order to prompt the ideas, the teacher invited students observe research, articles and papers related to wetland material written in English. Not only that, the after having discussion, students are assessed to measure range of coverage of comprehension toward various materials which have been screened over. After that, the series of assignments are given such as, observation, analysis, discussion and presentation in class.

2. Design the project

Backwards planning is a very simple way of working. To begin, the teachers write down everything that they expect their students to learn from doing this project. This could include all kinds of things: knowledge of course-specific content, generic skills like working in teams and critiquing drafts, specialist skills (which could range from statistical analysis to carving wood), and personal attributes such as self-confidence.

It is important to prepare project plan template for the students to ensure that they don't forget about anything important.

3. Tune the project

This means presenting the plans to a group of colleagues, who will give constructive feedback, come up with ideas that haven't thought of, and warn the potential problems that may not have anticipated.

4. Do the project

There are many ways to begin a project: one is to start by giving the students space to talk about what they are concerned about and interested in, and then talking about how the project can speak to these concerns and interests.

This is a good opportunity to show the students a model of the type of product they will be creating. During the process of doing the project, the teacher should monitor the students' works and give feedbacks. When project-based learning is working, teachers' roles are transformed. Once they cease to be the sole assessor of their students' work, they become less like referees at a sporting event, and more like coaches, every bit as invested in their success as the players are (and every bit as uncertain about the outcome).

5. Exhibit the project

This steps allows the students to promote their project go public. There are lots of possible venues for exhibitions: museums, galleries, parks, cafes, community centers, etc.

2. Project Work

Here are two main project work that they made in completing the instruction in this English for Wetland course which involve dictionary and infografic information about wetland sources in Banjarmasin

Here are sample of each that only be shown partially as representative samples

1. Dictionary

As indispensable sources to promote individual learning or self-directed learning (Bishop, 2000; Chan, 2011), dictionaries are of great significance to enable language learners to develop such language skills or knowledge as phonetics, pronunciation, word roots, grammar and register besides providing the meaning of the searched vocabulary item.

English For Wetlands *Nasrullah, M.Pd,B.I*

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No	Vocabulary	Translation	Glossary	
1.	Abandon		Stop the exploitation of oil or gas from a well by clogging the formation, whether producing or not producing; equipment that can be removed or removed is taken back	Menghentikan pengusahaan minyak atau gas dari suatu sumur dengan cara menyumbat formasi, baik yang menghasilkan ataupun yang tidak menghasilkan; peralatan yang dapat dicabut atau dilepas diambil kembali
2.	Abiotic		physical rather than biological; not derived from living organisms. 2 devoid of life. (Indonesian)	1 fisik daripada biologis; tidak berasal dari organisme hidup. 2 tanpa kehidupan
3.	Accrue		To increase in number or amount over a period of time.	Jumlah yang bertambah melebihi suatu waktu.
4.	Accumulation of peat		results, when the rate of dry matter production exceeds the rate of decay (Clymo, 1983); ² in ombrotrophic mires, peat accumulation depends on the amount of moss produced on the surface and the amount of peat decayed and compacted in the entire	1 hasil, ketika laju produksi bahan kering melebihi laju pembusukan (Clymo, 1983); ² dalam miras ombrotrofik, akumulasi gambut tergantung pada jumlah lumut yang dihasilkan di permukaan dan jumlah gambut yang membusuk dan dipadatkan di seluruh lumpur. Waktu tinggal dan tingkat pembusukan di

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