PROJECT BASED LEARNING IN ENGLISH LANGUAGE TEACHING MANAGEMENT CLASSES: STUDENTS’ PERCEPTIONS

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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Liem Natasya Janet Setianto
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PROJECT BASED LEARNING IN ENGLISH LANGUAGE TEACHING MANAGEMENT CLASSES: STUDENTS‘ PERCEPTIONS

Liem Natasya Janet Setianto

ABSTRACT
Project Based Learning (PBL) is a student-centered method of teaching where the students are required to be active in completing the project. Lecturers in English Language Teaching Management classes (ELTM) at the English Language Education Program, Universitas Kristen Satya Wacana (ELE-UKSW) implement PBL in their classroom project called Expo-Project. This study described students’ experiences in doing an Expo-Project through an in-depth interview. The data analysis showed that the students’ language skills developed, students acquired communication and organization skills from teamwork, and the type of consultations that the lecturers’ gave did help the students. Finally, this study revealed that the implementation of the project in the classes continued the positive trends of PBL, particularly in English as a Foreign Language Context.

Keywords: project based learning, language skills, teamwork, and lecturers’ helps

INTRODUCTION
The popularity of Project Based Learning (PBL) in the past few decades has motivated schools to use this method. The implementation of PBL has reached a worldwide level. In Iraq, 33 campuses in Fezalar Educational Institutions have been using PBL since 2012 (Kavlu, 2015). Moreover, in Thailand, PBL is widely implemented as a method in EFL school settings (Ballantyne, 2016). The other countries such as China (Yiying, 2015) and School of Foreign Language at Selcuk University in Turkey also use PBL as a method in teaching and learning practices in classrooms (Guven, 2014). Basically, the students are given a group project where they are required to produce and present a product through planning,
organizing, and negotiating. Meanwhile, in Israel, PBL is applied in language learning supported by environmental technology (Doppelt, 2003). Furthermore, PBL is also used in a Taiwanese EFL context (Chang, 2014).

PBL is also often used as one of the teaching methods at the English Language Education Program, Universitas Kristen Satya Wacana (henceforth called ELE-UKSW). As a student of ELE-UKSW, I like the idea of group project rather than doing the written test. Therefore, in this research, I was interested in exploring the use of Expo-Project in English Language Teaching Management classes (henceforth called ELTM). More specifically, I aim to answer the research question: “What are students’ perceptions to the use of Expo-Project in their English Language Teaching Management classes?”

The result of this research would be very beneficial for ELE-UKSW teachers and students. By interviewing some students, it is expected that the information on how students’ perception about Expo-Project in ELTM classes could help teachers to develop and evaluate the lesson. At the same time, this research could be as a medium for students to reflect and discover the advantages and the challenges of PBL. Furthermore, in general, Expo-Project that is discussed in this study was hoped to be an alternative model of the project for EFL teachers as their teaching assessment in other similar courses.

**LITERATURE REVIEW**

This section discusses the literature review of students’ perception towards PBL in ELTM classes.
Definitions of Perceptions

The focus of this study is about students’ perceptions. Based on Mammadova (2017) perception is a process of reflecting a phenomenon that happens in their surroundings. Meanwhile, according to Ward, Grinstein, and Kiem (2015), perception is a process where people recognize, organize, and interpret something. Moreover, according to McBrayer (2010), perception “requires a causal connection between the perceived and the perceiver.” (p. 306). Based on definitions above, perception is a process when we recognize and reflect about phenomena in our surrounding and interpret it into something.

Definitions of Project Based Learning

PBL is a student-centered method of teaching (Grant, 2002). The focus of the instruction is shifted from teachers to students. In this way, students have an essential part because it requires students’ activeness in the learning process. In PBL, students are given group tasks which they could practice and involve about language, content, and skills in their product (Slater, Beckett, & Aufderhaar, 2006 as cited in Mali, 2016b). Moreover, students have the abilities to understand the new information or knowledge when they are “connected to meaningful problem-solving activities, and when students are helped to understand why, when, and how those facts and skills are relevant” (Bransford, Brown, & Cocking, 2000, p. 23).

From the above-mentioned theories on PBL, I could state that PBL is student-centered, and teachers are the facilitator. Through PBL, teachers give problem-solving group activities or tasks for students. Students are expected to solve the problem by using the theories or knowledge that they have already learned in class.
When students are involved in the process of doing the task with their group, they would be more engaged with the task and memorize the theory of the subject. Even though students have to do their work, as a facilitator for students, the teacher should help the students by giving feedback or consultations. Based on several definitions of PBL, this study defines PBL as a student-centered learning method where students are required to make a product from a problem-solving task with their group. Specifically, the type of project that will be discussed in this study is an Expo-Project.

**Advantages of Project Based Learning**

Lots of researchers reckon the benefits of PBL. According to Krajcik and Blumenfeld (2006), students can learn by doing and applying materials in real-world context through Project-based learning. Students do not only learn about the materials, but also need to produce real products such as presentation, field study report, and business plan. Sumarni (2015) stated that PBL develops students’ management skills, such as organizing projects and time management. A big project can be hard to be done by one person. Therefore, students need to work with their partner. They should understand the materials and equally divide the work. Students could learn together and organize their group member to work together on the project. Students also need to submit their work on time, and it requires a good time allotment in finishing the project. In the process of making the products, students will face a complex problem in their group. The problem can happen because every student has different personalities, characteristics, and opinions.
In order to solve the problem, students are required to be able to communicate and elaborate their different thoughts. Therefore, Yağcı, Turgut, and Büyükkasap (2009) mentioned that through PBL, students acquire the ability to communicate and organize a group or team. Moreover, PBL could improve students’ critical thinking and problem-solving skills (Mergendoller, Maxwell, & Bellisimo, 2006). Learning together with groups could decrease students’ anxiety (Erdem, 2012). Students feel more secure when they work with their partner because they think that they could overcome the difficulties together with their friends. This research was to investigate whether the students feel the advantages of PBL if it is used with the Expo-Project in ELTM classes or not.

**Challenges of Project Based Learning**

Despite its advantages, PBL suffers from several major drawbacks. The first, PBL requires students’ extra time to finish a complex task and might reduce the time for the teacher to explain the content of materials (Grant, 2002). Due to the long time for students to finish the task, teachers need to reduce their time in class for delivering the materials and use the meetings to make students discuss the task with their group. According to Bender (2012), students may feel uncomfortable if they could not choose their partner in doing PBL. Furthermore, PBL is a difficult assessment if the students lack compromising and negotiation skills (Grant, 2002). PBL may not be a suitable method for introvert students because they need to work with their group and discuss everything with their friends. Moreover, students find PBL challenging because they need to meet the standards of teaching, build a structure, and manage their groups and the project itself (Markham, Larmer, &
Ravitz, 2003). Therefore, it would cause a big problem for the group if they have different opinions and could not elaborate their thoughts. In this thesis, the researcher also investigated the students’ challenges in using PBL in their learning.

**Previous Studies on Project Based Learning in EFL Contexts**

Several researchers have already conducted their research related to PBL in EFL contexts. A study by Doppelt (2003) attempted to investigate the use of PBL in language learning. The researcher used qualitative and quantitative data to analyze the use of PBL. The participants were 54 students in the northern peripheral region of Israel from 5 schools. The result of the study showed that PBL could improve students’ motivation and increase the level of students’ achievement.

Another study about implementing the use of PBL in EFL context has been done by Fragoulis (2009). The researcher used 15 primary schools students of grade six in Greece and two primary school teachers as his participants. The result of his observation showed that Project Based Learning could develop students’ language skills and encourage students to learn.

Guven (2014) researched towards students’ opinion of implementation of PBL in Turkey. The participants of the study were 50 students in School of Foreign Languages at Selcuk University. The data was gathered by using face to face interviews and a semi-structured question with six open-ended questions. The study had shown that PBL brought innovations of traditional teaching method.

In Iraq, Kavlu (2015) conducted a study about implementation of PBL in EFL setting classrooms. The researcher conducted a semi-structured interview with the initiator of PBL in Fezalar Educational Institutions. The interviewee was a co-
The finding showed that PBL was more effective in improving students’ English proficiency than the traditional method.

In China, Yiying (2015) investigated the necessity and implementation of PBL. The researcher did an observation on Chinese college especially in English listening and speaking class. The kind of PBL that was conducted was ten-week semi-structured project with five stages which were planning, choosing a project, conducting a survey, doing a presentation, and evaluating the project. From the observation, the researcher found that PBL could increase the students’ motivation and balance students’ language skills.

A more recent study has been carried out by Mali (2016b) in Dunia University Indonesia (anonymous). The study was about the implementation of PBL in Creative Writing and Second Language Acquisition classes. The results had shown that PBL could increase students’ active participation and teachers’ ingenious teaching skills.

From the results of several studies, it showed that PBL gave positive impacts for students in learning English. However, there has been a limited study conducted in the use of PBL which is an Expo-Project in EFL context especially in ELTM classes. Therefore, I conducted this study to investigate the students’ perception to the Expo-Project.
THE STUDY

This study was aimed to investigate the students’ perceptions to the use of Expo-Project in their English Language Teaching Management (ELTM) classes. This data was gathered using a qualitative approach. There were several characteristics of the qualitative approach. The first, qualitative approach is conducted in a natural setting (Hatch, 2002). In this natural setting, the researcher did not interfere the phenomena in the process of collecting the data. The second, qualitative approach also could be called as a human instrument (Jackson, Drummond & Camara, 2007). It focused on the participants’ experiences. The third, qualitative approach emphasizes the participants’ perspectives (Hatch, 2002). The researcher asked about the participants’ opinion or point of view related to this study. The fourth, according to Denzin and Lincoln (2000), qualitative research requires interpretive approach. In this case, the researcher interpreted data from the interview in the research.

The characteristics of qualitative approach as mentioned above are in line with this study. The first, this study used the natural setting where the research did not interpose the students’ answers in the interview process. The second, the researcher used the human instrument such as the students’ personal experience in the ELTM classes. The third, in this study, the researcher asked about the perspective of participants towards the realities in completing the Expo-Project with their groups. The fourth, the researcher interpreted the interview data from the respondents. In the subsequent parts, this study explains about research design,
context of the study, research participants, data collection instrument, data collection procedures, and data analysis.

**Context of the Study**

This study was conducted in ELTM classes at ELE-UKSW where project-based learning is used as a method of teaching. Significantly, I chose Expo project in ELTM classes to be explored because Expo-Project is the final result of the students’ work in the ELTM classes. The students had to stay and work with the same group from the beginning of semester until the end. The purpose of selecting these classes was that when I took this class in the third year, I could see that students enjoyed working with their group. Therefore, I am interested in exploring their stories.

**Research Participants**

To select the research participants, I implemented quota sampling. According to Saunders, Lewis, and Thornhill (2007), quota sampling is “Non-probability sampling procedure that ensures that the sample represents certain characteristics of the population chosen by the researcher” (p. 608). The participants of this research were ten students from batch 2015. They were selected based on their lecturers in Expo-Project, ELTM classes. There were three lecturers (Lecturer A, B, and C) who taught ELTM classes. Specifically, I chose three students from Lecturer A, three students from Lecturer B, and four students from Lecturer C. By using those characteristics, I knew the students’ perceptions from varieties point of views. Moreover, those participants were chosen because they took ELTM classes in semester one. Under these circumstances, the participants were able to share and
easily recall their experiences in doing the Expo-Project so that I could get rich data to analyze in this study.

Data Collection Instrument

Interview was used as instruments in data collection. By using semi-structured interview, the students of ELE-UKSW were asked about their perceptions to the use of Expo-project in ELTM classes. According to Dawson (2009), a semi-structured interview is where the interviewer uses the same interview protocol for interviewing several participants with some flexibility in adding other follow up questions based on the participants’ answer.

The interview protocols were adapted from Shinde (2014); Munakata and Vaidya (2015); and Mali (2016a). The interviews were done in my participants’ first language which is Bahasa Indonesia to make the participants clearly understand the questions and deeply answer the questions in detail (Mali, 2016a). I divided the questions into three categories which were project work, teamwork, and roles of lecturers. Table 1 is the list of interview protocol used in this research.

Table 1
Questions of Interviews Protocol

<table>
<thead>
<tr>
<th>No.</th>
<th>Categories</th>
<th>Questions</th>
<th>Developed from</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Jelaskan kesulitan yang anda temui dalam pelaksanaan Expo-Project! (Explain your difficulties in doing the Expo-Project!)</td>
<td>Shinde (2014); Munakata and Vaidya (2015); Mali (2016a)</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Jelaskan cara anda dalam mengatasi kesulitan tersebut! (Explain how you handle them!)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Project work</td>
<td>Apakah manfaat yang kamu rasakan dari Expo-Project di kelas ELTM? (What are the benefits that you get from the project?)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Jelaskan sejauh mana Expo-Project memberi kesempatan bagimu untuk belajar Bahasa Inggris! (Explain how far the project can give you opportunities to learn English!)</td>
<td></td>
</tr>
</tbody>
</table>
5. Apakah kontribusi atau peran anda dalam mengerjakan tugas Expo-Project? (What are your contributions in doing the Expo-Project?)

6. Bagaimana pendapat anda mengenai kerjasama tim di kelompok anda? (What are your opinions about the teamwork in your group?)

7. Jika ada tugas Expo-Project lagi, apakah anda akan memilih untuk bekerja sama dalam kelompok yang sama atau tidak? Jelaskan! (If there is another Expo-Project, would you like to work in the same team or not? Please explain!)

8. Apakah anda mendapatkan cukup bantuan atau bimbingan dari dosen anda? (Did you get sufficient help/guidance from your lecturer?)

9. Apakah contoh bantuan dari dosen anda? (What are the help/guidance from your lecturer? Please explain!)

10. Jika tidak mendapat cukup bantuan dari dosen, tolong jelaskan alasannya! (If you think that your lecturer did not help you sufficiently, could you please explain the reasons?)

Data Collection Procedure

Several procedures were done in collecting the data. First, I asked the permission from the lecturers of ELTM classes to see the students’ grade in Expo-Project by giving them a formal letter. Originally, I wanted to interview students from different grades to gather all of the data from different point of views. However, since all the students got an A in their Expo-Project, I chose three students from Lecturer A, three students from Lecturer B, and four students from Lecturer C. Firstly, I did piloting to 3 students from batch 2015. I wanted to check whether my questions from interview protocol were complete and clear enough to be asked to the participants. As the result of the piloting, I had to change and add several questions. The interview was done one by one. Therefore, I asked their permission to be my respondents in this thesis and arranged the suitable time and the place with every participant. Second, the researcher conducted the interview using the ten questions of interview protocol. Additional questions beside the interview protocol
were added in the face-to-face interview to enrich or to clarify the participants’ answer. All interviews were recorded using the researcher’s smartphone.

Data Analysis

To analyze the interview data, I used thematic analysis. Based on Braun and Clarke (2006), thematic analysis is as “a method for identifying, analyzing and reporting patterns (themes) within data” (p.79). There were several procedures in analyzing the data. Firstly, I transcribed all of the recordings of the interviews. Secondly, I read and underlined the main points of my participants’ answers in the transcriptions. From the underlined points, I classified it into several groups that might have same significance matter. After that, I made a theme based on the data of each group. Then I analyzed all of the themes and interpreted the original data. On the last part, I deeply discussed the data using my personal interpretation (Denzin and Lincoln, 2000).

FINDINGS AND DISCUSSIONS

Ten students from ELTM classes had been interviewed regarding their perspectives about Expo-Project. The results of the interview data were categorized into three major themes (see Table 2). The findings of the three major themes consist of: (a) Skills Developments; (b) Teamwork; and (c) Lecturers’ Helps. Each point is discussed further below.

Table 2
The Themes Extracted from the Interview Data

<table>
<thead>
<tr>
<th>No</th>
<th>Themes</th>
<th>Details</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Skill developments</td>
<td>English skills</td>
<td>Students increase their speaking, writing, and listening skills</td>
</tr>
</tbody>
</table>
Skills Developments

The first theme that was extracted from the interview data was skill developments. The participants felt that the Expo-Project could make their skills developed. Specifically, there were two skills that were developed which were English skills and time management. Each skill is discussed further below.

Table 3
Students’ Perceptions towards the Developments of English Skills

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Speaking Skill</th>
<th>Writing Skill</th>
<th>Listening Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

English skills. From the students’ perceptions, the finding shows that students’ skills were developed through the process of completing the Expo-Project. Based on Slater, Beckett, and Aufderhaar (2006) as cited in Mali’s (2016b), students could practice and involve their language, content, and skills in their product through PBL. The product here refers to the project work which is the
Expo-Project. The skill development from the project work is English skills. Based on the respondents’ experiences, three English skills were developed such as Speaking Skill, Writing Skill, and Listening Skill. This interpretation is supported by Ravitz, Hixson, English, and Megendoller (2012) that PBL could make students organize and share their thoughts and data through a variety of media both of orally and in writing.

As detailed in Table 3, 6 participants stated that their speaking skill was developed, 2 participants stated that their writing skill was developed, and 5 participants stated that their listening skills were developed. The finding showed that speaking skills got the highest score of development skills. This supports the argument of Meyer (2015) that PBL curriculum increase students’ life skills such as public speaking.

(Excerpt 1)

If we see Expo-Project in terms of learning English, then I think that is for the preparation of the marketing itself. We have to master in public speaking. So we can promote our school in front of our future prospective students and prospective customers. (Interview, November 29, 2017, translated by the researcher)

Most of the respondents felt that their speaking skill was developed. When they were asked a question about the impact of Expo-Project towards their English, Respondent 3 agreed that Expo-Project helped him to develop his speaking skill. In the Expo-Project, they needed to do the marketing of their English school business in front of their target market using English Language. Certainly, it developed their speaking skills because they had to speak English (see Excerpt 1).

(Excerpt 2)

Usually, in PBI we only learn about the practice of teaching. We rarely learn about business. However, from this Expo-Project, we can learn business about how to make a
good English course, but the language is using English. And actually, it improves my listening and understanding in English because the teacher speaks English. (Interview, November 29, 2017, translated by the researcher)

The second most developed skill from the project work is listening skill. Respondent 2 stated that in the classroom, English is used in the teaching and learning process. All of the theories in ELTM classes before the students conducted Expo-Project as their final project were delivered in English. With this in mind, the respondents got exposure to English through the materials delivery, and it increased their listening skill (see Excerpt 2).

(Excerpt 3)

My contribution is in the promotion division. So I am in charge of making the banner, x banner, poster, leaflet, and website. And because of that, I can improve English. At first, I made mistakes and the lecturer helped me to revise it. After that, when I made other poster and brochure, I only made some minor mistakes. I am getting used to write in English, and as the result, my writing skill is improving. Because I have to make the leaflet and all of the things using English. (Interview, November 29, 2017, translated by the researcher)

The last skill development from the project work is writing skill. The Expo-Project increased the students’ writing skill. In the Expo-Project, they needed to make the real object of promotions such as a banner, poster, leaflet, brochure, and website. As seen by the statement of Respondent 5 (see excerpt 3), he emphasized that all of the promotions used English. Therefore, through making the promotions, students’ writing skill was improved.

(Excerpt 4)

There are several challenges, but the most challenging is the time management to work with the group. And Expo-Project is a big consuming time project. We should often meet and work on our project. Sometimes the other member could meet and work together, but some cannot. Therefore, I work it on with… we do the group project at night. So after… Actually, some of the member had a part-time, and some of them join in the organization. They often had meetings. So usually we work start at night until dawn. Sometimes we also divided the group work via LINE or WA. After that, we will meet and combine our work. (Interview, November 29, 2017, translated by the researcher)
Time management. The second skill development that was felt by the participants was time management. All of the participants mentioned that Expo-Project could make their time management skill increasing. This view is in line with Sumarni (2015) that through PBL, students’ time management could develop. According to Respondent 9 (see excerpt 4), it is true that completing the task through PBL method requires extra time (Grant, 2002). However, one of the challenges of PBL brings a good impact on the students. They could learn to manage their time and find the right time to meet. Respondent 9 also mentioned that he could learn about time management in completing the Expo-Project.

Teamwork

The second theme that was discovered in the interview data was teamwork. The participants learned about teamwork collaboration in doing the Expo-Project. The teamwork collaboration theme is divided into two subtopics which are organizing team and problem-solving.

(Excerpt 5)

From the teamwork itself, my group is really nice. Everyone has their own role and job. For example, A do this and this, B makes the website, and the other makes the flyer or brochure. But for the business plan and the other things, we do it together (Interview, November 29, 2017, translated by the researcher)

Organizing team. Expo-Project made the students learn about collaboration in team. They learn to elaborate their thoughts and organize their group. This condition is supported by Yalçın, et al’s statement (2009) that PBL make the students able to communicate and organize a group. As stated by Respondent 4 (see Excerpt 5), the Respondent 4’s answer was the evidence that the students could organize a group through PBL. He organized his group by arranging and dividing
the group work equally in the team. Moreover, this statement was supported by the argument of Sumarni (2015) that PBL develops students’ management skills. Respondent 4 was able to organize their group because he improved his management skill.

(Excerpt 6)

Great, I mean, my group is very open and honest with each other. If there are problems between us, we discuss it. For example, someone doesn’t want to do the project, and it makes other members feel irritated, we talk and discuss the problem right away before everything is getting worse. Our teamwork is also good, the job desks are divided equally. All of us have the same portion. (Interview, November 29, 2017, by the researcher)

Communicating. The Expo-Project made the students able to communicate to solve the problems that aroused in the group. This view is in line with Ravitz, et al (2012) that through PBL, students could get the opportunities to learn deep content knowledge and 21st-century skills which are collaboration, communication and critical thinking. Communication is the important key in collaboration of team. Without communication, the teamwork in the group would fail. As mentioned by Respondent 6 (see Excerpt 6), he faced different opinions and problems in the group. However, he could solve the problems by communicating their thoughts.

Lecturers’ Help

This section discusses the last theme which is lecturers’ help. Based on participants’ answers, they said that all of the lecturers gave them lots of help. PBL is a student-centered method of teaching and the teacher as the facilitator (Grant, 2002). As a facilitator, the teacher should give the students feedback or consultations. In this study, the lecturer of ELTM classes did their work very professionally. All of the respondents said that their lecturer gave them helps. The
lecturers’ attitude is in line with the argument of HMello-Silver and Barrows (2006) that in PBL, the teachers become guide rather than only provide information for students. The examples of lecturers’ supports were many such as giving inside-class consultations and outside-class consultations.

(Excerpt 7)

My teacher always gives idea in our consultations. For example, logo. First, we wanted to use logo with picture of car, but he said “Are you sure? Do all your employees use car?” So he criticized us but in a good way. We should have meaning for whatever that we make. (Interview, November 29, 2017, translated by the researcher)

**Inside-class consultations.** The lecturer gave the feedback right away inside the classroom. They called the group one by one and gave the students chance to ask. Based on Respondent 6 in Excerpt 7, the lecturer gave good feedback to the students. The lecturer criticized the students in order to make their work become better.

(Excerpt 8)

“If outside the classroom, usually, I met him in the church. He is willing to answer my difficulties related to ELTM even it is in the church.” (Interview, November 29, 2017, translated by the researcher)

**Outside-class consultations.** The lecturers not only helped the students inside the classroom, but also provided times to do consultation outside the classroom. The lecturer gave all his best to help his students. According to Respondent 1 (see Excerpt 8), the lecturer still helped the student even when it was not a formal meeting on the campus.

(Excerpt 9)

Hmm.. Actually, it was enough, but sometimes we did not prepare. So we did not know what the questions we should ask. Hehehe.. The lecturer already gave time for
consultations. Maybe if we already prepared it beforehand, it was enough. (Interview, November 29, 2017, translated by the researcher)

Some respondents felt that the help from the lecturer was not enough. She wished that they had more time for consultations. However, when she was asked about the reason, Respondent 7 (see Excerpt 9) admitted that the lecturer already gave time for consultation, but she was the one who did not use it well.

CONCLUSION

The purpose of this research is to investigate students’ perceptions to the use of Expo-Project in ELTM classes, ELE-UKSW. By interviewing ten students, referring to the findings, Expo-Project appears very beneficial for students in the ELTM classes. There are three major themes from the data analysis: (a) Skills Developments; (b) Teamwork; and (c) Lecturers’ Helps.

The first major category found out that from the Expo-Project, students’ skills especially English skills were developed. Through the Expo-Project, the students got lots of exposure of English and developed their speaking, listening, and writing skills. The second major category showed that the students could learn about collaboration in team. The students learned to communicate to each other and organize their group work. The third major category explained that lecturers gave their best to facilitate the students. The helps were varieties such as providing feedback, formal consultation, and informal consultations.

Thus, based on the findings and discussion, this study could be a medium for evaluating the ELTM classes. First, the lecturers should provide more time in doing the consultation since Expo-Project is a big consuming time project and the students
might face lots of problems in completing Expo-Project by themselves. Second, it
would be better to give the students chances to choose the group by themselves to
minimize the arguments that are caused by their different point of views. Third, to
make it fair, the lecturers need to set the number of each group.

This study is limited only in a small-scale. I believe this research can be
developed into a wider scale in the future. For the further research, dividing the
respondents into gender might enrich the data of the students’ point of view. In
addition, further researchers can include the lecturers’ perspectives on how far the
project can give language learning opportunities for the students. Finally, to give
more factual evidence of students’ developments, observations before and after the
students join the Expo-Project may be conducted.
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REFERENCES


Salatiga, 27 November 2017

No : 222/PBI/Projdi/08/XI/17
Hal : Uin permintaan nilai

Kepada Yth.
Bp/ibu Pengampu MK ELTM
PBI – FBS – UKSW
Salatiga.

Dengan hormat,


Mahasiswa tersebut saat ini sedang menulis skripsi dan akan mengambil data di kelas yang Bapak/Ibu ampu, untuk menunjang penulisannya. Adapun judul skripsinya adalah:

Project Based Learning in English Language Teaching Management

Demikian permohonan kami, dan atas bantuanannya kami mengucapkan banyak terima kasih.

Hormat kami,

[Signature]

Joseph Ernest Manthu, Ph.D
Kaprodi
APPENDIX B

Kepada Para Responden,


Pertanyaan ini bukanlah merupakan suatu tes sehingga tidak ada jawaban benar atau salah dalam wawancara ini. Selain itu, jawaban yang Anda berikan pada wawancara ini tidak akan mempengaruhi nilai Anda dalam kelas ELTM. Oleh karena itu, Anda diperkenankan untuk memberikan jawaban yang sesuai dengan apa yang Anda rasakan. Apabila Anda mempunyai pertanyaan lebih lanjut berkaitan dengan penelitian ini, Anda dapat menghubungi saya di nomor telepon berikut ini: 089 532 975 9396

Akhir kata, saya ucapkan terima kasih atas bantuan dan partisipasi Anda dalam penelitian ini.
APPENDIX C

Interviewer (J): Liem Natasya Janet Setianto
Interviewee: Anonymous (2)
November 29, 2017

J: Selamat Pagi..
2: Pagi kak..
J: Nama saya Janet dari angkatan 2014.. Jadi saya ingin mewawancari anda sebagai participant dalam thesis saya khususnya untuk kelas ELTM, Expo-Project.. Apakah anda bersedia untuk saya wawancarai?
2: Ya saya bersedia.. hehehe
J: Iyaa.. terimakasih.. Jadi selam melakukan expo-Project ini.. Apakah kesulitan yang anda temui?
2: Kalo kesulitan tu.. dalam kelompok ya mbak?
J: He’em..
2: Sebenernya aku tu dapat kelompok yang sisa sisa gitu loo. Jadi ki… Jadi tu ndak begitu kenal sama orang orangnya.. Jadinya tu jadinya beda.. gimana yaa.. beda pemikiran, terus beda.. beda waktu juga.. terus mungkin kesulitanya itu dalam.. mau ketemu, mau ketemu tu jemnya usah banget mau ketemu.. Terus.. terus orangnya tu pendedi mendemi gitu lo kak..
J: Ooo pasif ya?
2: He e pasif.. Harus akunya dulu yang memotivasi mereka begitu..
J: Lalu em bagaimana cara anda untuk mengatasi kesulitan kesulitan tersebut?
2: Kan ini group Project ya.. buat nyari nilai.. La aku memotivasi mereka untuk ikut kerjasama dalam project ini.. kan ini nilainya juga besar terus berpengaruh juga dalam nilai.. kalau kita nggak saling kerjasama nanti malah dapetnya jelek..
J: Ooo.. Ya.. Lalu manfaat apa yang kamu rasakan dari Expo-Project..
2: Banyak sih.. soalnya kita kan belum tentu kita jadi guru..
J: Ooo he e..
2: Hehehe. Jadikan kita bisa belajar bussines dalam leslesan.. terus yaa bisa belajar itu lah..
J: Kalau manfaat dari kerja kelompoknya sendiri?
2: Eee.. Kitakan belum begitu kenal tuh dulunya.. terus sekarang yaa jadi makin.. makin solid lah hehehe
J: Jadi lebih banyak ke komunikasi ya?
2: He e.. Komunikasinya lebih.. lebih banyak sekarang daripada dulu kita kan jarang ngomong ngomong.. terus sekarang kan kita jadi bisa kerjasama gitu..
J: Ooo.. Lalu sejauh mana Expo-Project memberi kesempatan bagimu untuk belajar Bahasa Inggris?
2: Yaa.. Kalo ELTM tukan belajar tentang bisnis kan.
J: He’em
2: Naa aku jadi tau gitu lo dalam PBI tu cuman khususnya cuman buat praktek ngajar, buat apa tu.. jarang gitu lo kalo belajar tentang bisnis tu.. dari expo ini kita bisa belajar tentang bisnis buat les lesan yang baik tu gimaana.. tapi ki.. tapi tu dalam konteks bahasa Inggris juga..dan sebenernya itu juga bikin listening ku tambah bagus sama pemahaman inggris dari dosen yang njelasin pake inggris
J: Ooo.. Bearti kaya theory theorrynya penyamaiannya pake bahasa inggris gitu?
J: Lalu kontribusi atau peran anda dalam mengerjakan tugas Expo-Project itu apa?
2: Kontribusi apa ini maksudnya?
J: Kontribusi di dalam kelompok.
2: Hmm.. Kita semua kerjasama siih.. Jadi perannya yaa sama.. ya saling ngshare pendapat ini.. terus kalo misalnya ada kekurangan nanti aku tambahin.. kalo misalnya aku ada salah mereka juga ngasi tau aku gimana gitu..
J: Ooo.. Terus kalo melakukan tugasnya ini gimana caranya? Misalnya ada yang bilang “Kamu ini ya.. ngerjain bagian yang ini”
2: He em.. Iyaa.. Kita bagi bagi di kelompokkan kan kalo dalam ELTM itu kita ada pembagian kaya completer terus sharper terus monitor, terus banyak lagi.. Jadi kita misalnya “Kamu jadi yang completer yaa.. yang apa tu… yang menambahkan ini ini ini kalo misal ada kekurangan gitu.”
J: Ini yang menyeruh kamu bearti?
2: Enggak sih.. aku jadi completer nya..
J: Lalu apa pendapat anda tentang kerjasama team di kelompok anda?
2: Yaa.. walaupun kurang hehehe.. Tapi yaa.. harus saling komunikasi lah penting.. komunikasi terus kerjasama.. Kalau ada apa diberitahukan kalo misalnya ada salah ada kekurangan gitu
J: Jika ada tugas Expo lagi, apakah anda akan memilih untuk bekerjasama dengan kelompok yang sama?
2: Kayanya enggak deh hehehehehehe
J: Hehehe.. Kenapa bisa begitu? Tolong dijelaskan
2: Soalnya eee.. orang orangnya tu emang pasif.. harus aku dulu gitu lo yang.. yang memulai..
J: Ooo
2: Jadi kalo nggak.. nggak aku kasi tau harus gini gini, mereka tu nggak bakalan gimana gitu.. diem diem aja gitu
J: Oo Oke deh.. kalo dari segi dosen ni.. Apakah anda mendapat cukup bantuan atau bimbingan?
2: Sangat sekali.. Jadi tu dosennya baik banget gitu lo.. Kalo misalnya program aku ada yang salah apa.. apa.. bussines planannya ada yang salah.. apa tu.. kan dosen aku Pak Wawan ni,, dia tu ngasi saran gitu lo.. buat gimana baiknya programnya, apa planningnya harus gimana gitu.. dia ngasi saran yang bagus..
J: Ooo iya iya.. terus apakah saran itu hanya kamu dapatkan di dalam kelas atau di luar kelas?
2: Dari Pak Wawan juga sih.. terus apa tu kan kita observe di berbagai les les an, kita juga tanya tanya gimana siih cara bikin les lesan yang baik buat student student gitu..
J: Jadi beliau juga memberikan waktu konsultasi di luar kelas?
2: He em.. Iyaa..
J: Oooo okee.. Terimakasih ya kalo gitu untuk waktunyaa
2: Iyaa.. Terimakasih kak.. huhuhuhu..
J: Sama sama.. hahaha
Interviewer (J): Liem Natasya Janet Setianto
Interviewee: Anonymous (6)
November 29, 2017
J: Selamat siang
6: Selamat siang
J: Nama saya Janet dari angkatan 2014.. Saya ingin mewawancarai anda sebagai participant dalam thesis saya.. dan thesis saya ini tentang Project Based Learning khususnya di ELTM dan salah satu projectnya adalah Expo-Project.. Apakah anda bersedia untuk saya wawancarai?
6: Iya boleh
J: Okee.. Jadi yang pertama ni, bisa jelaskan nggak kesulitannya yang anda temui dalam melaksanakan Expo-Project?
6: Ee.. yang pertama jelas persiapan nya.. itu soalnya makan banyak tenaga, waktu, pikiran sama ada dana juga sih.. cuman kan untungnya kelompok.. jadi untuk yang dana ya ga apa ya bagi.. Cuma yang preparationnya itu yang susah soalnya kita ada event.. maksudnya ada yang ikut panitia, ikut event, ya macem macemlah.. jadi penyetuan waktu nya yang susah.. terus kalo buat ee hari h nya sendiri tu.. mm.. nggak sih.. nggak ada yang susah.. kayak.. soalnya apa ya.. speaking kan.. banyak speaking nya, banyak njelasinnya.. Nah saya kebetulan kalo speaking nggak masalah.. Jadi kalo menurut saya lebih ke preparationnya..
J: Ooo.. Lalu bagaimana cara anda untuk mengatasi kesulitan tersebut?
6: Yaa.. karena kelompok jadi kita pasti otomatis komunikasi sama diskusi kelompok.. terus juga.. emm.. tanya dosen juga.. konsultasikan kita.. konsultasi dosen kita punya ide seperti ini dan lain lain itu dikonsultasikan.. terus habis itu apa lagi yaa.. emm.. yaa yang jelas komunikasi sih..
J: Hmm.. Kalau dari tugas Expo-Projectnya sendiri? Apakah menurut anda sulit? Mungkin materinya, atau apa gitu?
6: Mmm.. Nggak sih ya.. soalnya jelas.. menurut saya ya.. menurut saya jelas disuru apa.. dosennya juga menjelaskan.. pokoknya saya ngerti.. jadi yaa menurut saya nggak ada kesulitan dalam apapun itu.. pokoknya intinya lebih ke preparationnya..
J: Lalu manfaat apa yang kamu rasakan dari Project Expo ini?
6: Hmm.. Jadi tau.. apa sih.. inikan kaya Expo mbuka les lesan gitu kan ya.. Jadi tau kira kira kalo kita presentasi atau kita ditanyain atau misalnya kita nanti mbikin usaha ee.. english course kaya gini tu harus seperti apa persiapannya apa yang harus di ee.. siapkan dari awal baik system, terus barang, kaya property dan lain lain gitu tu menurut saya jadi ee.. kayak kira kita ingin mbuka bisnis di English course ini.. mbuka channel juga..
J: Dan sejauh mana Expo-Project memberi kesempatan belajar bahsaa inggris?
6: Sejauh mananya itu maksudnya gimana?
J: Emm.. Misalnya mungkin ada dalam mengikuti Expo-Project ini, inggris speaking anda itu bisa berkembang atau mungkin reading atau ya apapun itu lah..
6: Ooo.. Kalau sejauh mana kalau speaking jelas ya.. pasti.. malah menurutku kelas sebelum ini kaya speaking dan lain lain malah membantu disini.. itu yang peprtamakan karena presentasi.. terus kalo kedua ke idemu sebagai interpreneur tu di ini ee.. diuji.. maksudnya em.. kreativitas apa sih yang English coursemu itu mau dibuat seperti apa.. itu sih ya terasah disini.. sejauh mana sih kalo dibandingin sama
ekonomi ee fakultas ekonomi ya masih jauh ya.. cuman setidaknya kita sebagai ee.. apa sih.. gelarnya sebagai sarjana pendidikan istilahnya guru.. tapi dalam mata kuliah ini dan project ini tu skill interpreternya bisa terasah
J: Lalu apakah kontribusi atau peran anda dalam mengerjakaan Expo-Project?
6: Sorry gimana?
J: Apakah kontribusi atau peran anda dalam mengerjakan tugas Expo –Project di kelompok?
6: Kontribusi?
J: He em
6: Kontribusiku kaya menyumbang ide fasilitas yang ada dicantumkan di dalam ee.. English course kelompok kita ini.. terus emm.. system pembayarannya seperti apa.. terus yang terakhir sama saya yang presetasi..
J: Ooo,. jadi itu mbagian kelompoknya anda sendiri yang kaya volunteer atau ada yang menunjuk “km mengerjakan bagian ini ini “ atau yang lainnya begitu?
6: Kalau untuk presentasi dan lain lainnya itu emang aku ditunjuk ya.. cuman untuk yang ide dan yang lain lain konsepnya kita semua mimkir.. maksudnya kita punya ide apa dikeluarin.. terus kita kemas.. kita konsep dengan baik
J: Ooo.. Lal bagaimana tentang pendapat anda mengenai kerjasama team di kelompok anda?
6: Emm.. ya bagus. Emm maksudnya tu bagusnya tu kita sangat terbuka.. kalau ada apa ya diselesaikan secara besama.. ada yang misalnya nih dia nggak nggarap eh dia nggak ngerjain pokoknya ada y ang satu yang kita dia bikin jengkel, kita langsung ketemu terus selesai baik baik.. secara teamwork juga bagus.. terus bagi bagi tugasnya juga adil.. ee.. ya ada porsinya masing masing lah.. kita sesuai prosi..
J: Ooo.. Kalo dari manfaat kerja kelompok sendiri? Apakah anda dapat merasakan ini manfaat nya?
6: Yaa..
J: Bisa tolong disebutkan misalnya contohnya apa?
6: Manfaat dari kerja kelompok ini?
J: Iyaa
6: Ee.. yang jelas teamwork ya.. maksudnya kerja dalam emm kelompok dalam organisasi.. anggap aja ini organisasi kecil.. karena kalo besok memang mau mbuka English course kan nggak mungkin sendiri.. pasti harus dua tiga empat orangkan .. nah dari sini dilatih untuk bekerja bersama sama.. dengan orang lain.. pemikirannya beda beda.. itu yang pertama.. terus yang kedua. Ee ya itu tadi yang kedua hampir sama kaya yang pertama.. tau pola pikir orang orang kan masing masing disatuin.. itu dilatih disitu.. terus yang ketiga.. ee.. apa ya.. dari sini dilatih juga kalo aku ditunjuk sebagai yang presentasi jadi besok besok mungkin ketika membuat English course mungkin aku juga yang presentasi.. Jadi udah dilatih disini dulu
J: Jika misalnya ni ada tugas Expo-Project lagi, apakah anda akan memilih untuk bekerja sama dengan kelompok yang sama tau anda akan memilih mengganti kelompok anda?
6: Emm.. kalau saya sih suka hal baru ya.. yaa itu buat salah kelemanah sih suka hal baru.. tapi kenapa enggak.. maksudnya biar tambah wawasan tambah channel juga kan semakin banyak orang daripada stay in one group..
J: Oooo iyia iyia.. Kalau dari sisi dosennya sendiri, apakah anda mendapatkan cukup bantuan atau bimbingan dari dosen?
6: Dosenn lumayan. Ya pokoknya memang dosennya.. maksudnya enggak ngejar ya.. Dia cuma kasi tanggal atau hari kapan itu bisa konsultasi cuma ya emang kita yang aktif.. tapi ketika dia memang hari itu konsultasi, ya dia ada.. terus kita ada ide apa kita konsultasi diluar jam waktu itu paling chatting sih..
J: Ooo
6: Kalo chatting ga apa..
J: Apakah anda merasa bantuannya yang dari dosen itu cukup? Atau mungkin kurang kalau bisa dosen memberikan bantuan lebih lagi?
6: Kalau menurut saya itu udah lebih dari cukup sih.. yang penting chatting ajas udah mau tu udah bagus.. daripada sok sokan ketemu.. harus ketemu harus ketemu.. kalo jujur buat aku nggak suka sih.. mending kalo di chatting ajas dia udah mbales itu menurutku udah lebih dari cukup..
J: Ooo itu.. Ya sudah kalau begitu terimakasih ya utnuk waktunya yang sudah disediakan
6: Sama sama..
Interviewer (J): Liem Natasya Janet Setianto
Interviewee: Anonymous (7)
November 29, 2017
J: Selamat siang.. Nama saya Jaet dari angkatan 2014.. dan saya ingin mewawancari anda sebagai salah satu participant di thesis saya.. Jadi thesis saya ini tentang Project Based Learning di kelas ELTM.. khususnya Expo-Project.. Apakah anda bersedia untuk saya wawancarai?
7: Ya.. bersedia..
J: Terimakasih.. Jadi selama mengerjakan Expo-Project ini, apakah kamu megalami kesulitan kesulitan?
7: Kalo kesulitaann.. ada sih beberapaa.. paling cuma masalah pembagian waktu untuk kerja kelompok sama.. sama ituu.. apa.. anggota kelompok yang laen kadang ada yang bisa, kadang ada yang enggak buat kerja kelompok.. Tapi kalo buat persiapanannya lancar
J: terus bagaimana cara anda untuk mengatasi perbedaan waktu?
7: Kalo aku sendiri biasanya ngakalinya pak.. nganu.. apa.. kerja kelompoknya lebih ke malem.. Jadi setelah.. kan anggota kelompokku aada yang kerjaterus ada yang rapat rapat segala macem.. kan lagi banyak rapat untuk kepanitiaan.. jadi biasanya kerjanya malmem sampek hamper..hampir subuh gituu hehehe
J: Ooo.. hehehe.. totalitas yaa..
7: Iyaa heheh
J: Terus manfaat apa yang kamu rasakan dari expo project ini?
7: Kalo dari expo-project ini ya yang pasti pertama tau caraanya untuk membangun sebuah institusi.. habis ituuu.. ehm.. tau gmana mempersiapkan kaya initinyaakan kalo di expo inikan untuk maketing.. jaid kita tau cara strategi strategi untuk marketing kita untuk kedepannya tu gimana ituu..
J: Kalo manfaat dari kerja kelompoknya sendiri?
7: Kalo manfaat dari kerja kelompoknya yang pasti tau karakteristik temen temen kita sendiri kaya gimana kalo kerja kelompok.. terus sama lebih itu sih.. lebih mengakrabkan diri ajaa sih kalo dari kerja kelompoknya sendiri..
J: Lalu sejauh mana Expo-Project memberi kesempatan bagimu untuk belajar bahasa Inggris?
7: Kalau Expo-Project untuk belajar bahasa Inggrissyaa yang pasti itu mempersiap buat marketing nya sendiri soalnya kita harus ini initinya.. pinter dalam bidang public speaking gitu.. jadi kita berbicara di depan calon murid kita dan calon customer kita gitu
J: Terus untuk pembelajaran di kelas sendiri juga pakainya bahasa Indonesia atau bahasa inggris?
7: Pembelajaran di kelas pake Bahasa Inggris
J: Lalu kontribusi atau peran anda dalam mengerjakan tugas Expo-Project ini apa?
7: Kalau Expo-Project ini biasanya aku disuruh baut design brosur design x banner terus sama misalnya pembagian buat ehm kaya job desknnya mereka gitu lo.. Jadi misalnya “Nanti di waktu Expo kalian njelasin tentang ini tentang ini” gitu.. cuman pembagian itu
J: Ooo.. ceritane kaya ee.. inisiatornya.. kaya ya mbagi mbagi tugas..
7: Iyaa.. hehehe.. Mungkin begitu
J: Terus itu kamu memang inisiatif sendiri atau temen temen yang bilang “Kamu ajalah yang nentuin” gitu
7: Kalo itu sebetulnya juga bukan inisiatif juga bukan ditentuin soalnya terpaksa.. mereka nggak ada yang..
J: Hahaha
7: Hahaha.. mereka intinya nggak ada yang mau langsung mau mbagi gitu lo.. Biasanya kan kalo dikelompokku sendiri nggak ada langsung “Kamu ini ya kamu ini” nggak ada gitu.. Mereka cuman kadang diem dieman terus nanti tau tau suru ngerjain apaaa suru ngerjain apaa.. tanya gituu.. kan bearti kann..
J: Oooo Pasif gituu
7: He e..
J: Jadi sudah mau nggak mau kamu yang bertindak biar bekerja? hahaha
7: Iyaa hahaha
J: Okee deh.. terus bagaimana pendapat anda tentang kerjasama team di kelompok anda?
7: Kalo kerjasama team di kelompok itu pertama banyak yang pasif terus sama kaya.. mereka kurang ada kemauan untuk.. istilahnya mereka nggak membayankan kalo institusi kita bakal jadi beneran gitu loo hehehe.. Jadikan kadang memang apa.. kalo kita mbayangin ini buat institusi kita buat jadi.. maksunya kenyataan jadi beneran mungkin kerjanya bakal lebih.. lebih enak dan sepenuh hati. Wejian..
J: Ooo.. Lebih serius gituu.. Terus kalo ada tugas Expo lagi ni.. kamu akan memilih untuk bekerja sama dengan kelompok yang sama atau mungkkin ganti lagi ajaa..
7: Kalo ada kesempatan buat ganti mungkin ganti.. hehe
J: Karena apa? Hahaha
7: Yaa.. itu mungkin dari kelompok dan.. yang anggotanya bisa memberi ide.. sama bisa intinya juga bisa memimpin temannya gitu..
J: Soalnya ini terlalu pasif gitu ya?
7: Iyaa
J: Kalo dari sisi dosennya ini.. Apakah beliau ee.. memberikan cukup bantuan untuk anda?
7: Kalo dari dosen sendiri, memberi bantuan sangat banyak..
J: Mmm.. Bisa ini.. disebutkan contohnya apa aja?
7: Kalau misalnya yang di dalam kelas.. Kalo di dalam kelas itu biasanya cuman.. kita yang aktif tanya “Pak ini harusnya gimana? Ini harusnya gimana?” terus dia malah langsung njelasinnya.. langsung detail intinya gitu.. tentang isi misalnya konten banner atau konten brosur.. nanti dia juga bantuin bikin kalimatnya.. terus kalo diluar kelas.. biasanya kan ketemu di gereja,
J: Ooo
7: He e.. ya jadi dia ditanyain di gerejapun juga masih mau menjawab masalah perihal ELTM sendiri gitu..
J: Ooo iya iya.. bearti ni ya sangat cukup dari beliau
7: Cukup cukup..
J: Okee.. Kalau begitu terimakasih ya untuk waktu yang sudah disediakann..
7: Oookkee..