

## ABSTRACT

**Oktavia, Antin. 2015.** The Implementation of Project-Based Learning in Teaching English Instructional Evaluation (Case Study at Sixth Semester Students of English Department of STAIN Ponorogo in Academic Year 2014/ 2015). Thesis, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor: Dr. Harjali, M.Pd

**Key words:** Project-Based Learning, English Instructional Evaluation

Project-Based Learning (PBL) is one of many learning techniques offered by language practitioners to their learners. The use of projects in teaching English makes students active and student-centered language. Project-Based Learning (PBL) is a student-centered instructional approach promotes active and deep learning by involving students in investigating real-world issues in a collaborative environment. Project-Based Learning is the theory and practice of utilizing real world assignment on time limited project to achieve mandate performance objective and facilitate individual and collective learning. This paper describes the implementation of Project-Based Learning in teaching English instructional evaluation.

This research was qualitative research and the approach was case study. In this case study, the aim was to implement Project-Based Learning in teaching English Instructional Evaluation. The data collection was conducted through observation, interview and documentation. The subject was 30 students of English Department of T.I.C class. The data was analyzed by Miles and Huberman's manner. There are three techniques of analyzing data, namely data reduction, data display and verification. This research applied triangulation to check trustworthiness of result of data analysis.

The result of the study shows that (1) there was many reasons of implementing Project-Based Learning in teaching English instructional evaluation. Students become more active and enthusiastic in learning process. Besides that, the students were accustomed to be independent learner, built critical thinking of students and students could solve the problems. (2) The implementation of Project-Based Learning was divided into three steps, namely (a) preparation section (b) whilst activity which is divided into two term. There are pre-task and during-task (c) post-activity or closing. (3) The advantages of Project-Based Learning was very helpful the students to gain knowledge and skills. The students felt comfortable because they as active participants. PBL could enhance critical thinking, research, social and presentation skills. Project-Based Learning was applied to encourage and motivate students to develop student skills. The implementation of PBL in teaching English instructional evaluation is success and almost same with theory of Project-Based Learning. There are advantages of Project-Based Learning in teaching English instructional evaluation.

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English becomes the most essential language in the world. Almost all people from many different countries use it to communicate. The area of English has always become a special interest. With the emergence of today's role of English as an International Language (EIL), it is hardly surprising that English becomes important in many countries.

English is taught from elementary school till high education. In the implementation of teaching English, there are problems which are realized by teacher. Thus, Indonesia needs qualified teachers for succeed the process of teaching English.

Teacher as a facilitator of leaning should create comfortable environment in classroom. Laurence D. Hazkew and Jonathan C. Mc Lendon define teacher is professional person who conducts classes.<sup>1</sup> Another definition comes from Jean D. Grambs and C. Morris Mc Clare, teacher is those person who consciously direct the experiences and behavior of an individual so that education takes places.<sup>2</sup>

A teacher has given lessons if students know also understand science and achieve instructional objectives. By evaluation, a teacher can provide a good assessment for students and know how far the instructional objectives are achieved by students.

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<sup>1</sup> Hamzah B. Uno, *Profesi Kependidikan*,(Jakarta: PT. Bumi Aksara, 2012), 15

<sup>2</sup> *Ibid.*, 15

According to Glyn Rogers and Linda Badham, evaluation is the process of systematically collecting and analyzing information in order to form value judgments based on firm evidence.<sup>3</sup> It means evaluation process must be done systematically and continuously to obtain an overall picture of the student's changes.

Realize the importance of evaluation, as English teachers must understand the evaluation process of learning English well. In STAIN Ponorogo, there is a subject about English instructional evaluation. This subject is taken by the sixth semester students of English Department. The objective of English instructional evaluation is providing the students with the basic principle of language evaluation and the development of language assessment system.<sup>4</sup>

In order to achieve the objectives of English instructional evaluation, the lecturer should create a scenario to teach the target languages in a vibrant, active and interesting manner. One of them is using active learning method. The current trend of active learning method is Project-Based Learning.

Project-Based Learning is an instructional model that is based on the constructivist approach to learning which entails the construction of knowledge with multiple perspectives, within a social activity and allows for self awareness of learning and knowing while being context dependent.<sup>5</sup> According to Thomas, the issue about positive effects of Project-Based Learning for students as the

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<sup>3</sup> Glyn Rogers and Linda Badham, *Evaluation on Schools: Getting Started on Training and Implementation*, (London: Routledge, 1992), 2

<sup>4</sup> Documentation Transcript, 05/D/15-X/2015

<sup>5</sup> Suha R. Tamim, "Definitions and Uses: Case Study of Teachers Implementing Project Based Learning", *University of South Carolina: IJPBL (Interdisciplinary Journal of Problem Based Learning)*, 7,(5-16-2013), 73

development of positive attitudes toward their learning process, work routines, abilities on problem solving and self-esteem.<sup>6</sup> Green also emphasized that participants in Project-Based Learning learn better and more actively acting in their learning.<sup>7</sup> It means the implementation of Project-Based Learning has positive effects for students.

These data are supported by the observation result in TIC class was conducted on Friday, 13<sup>th</sup> of March, 2015 at first period/ 7.am till 8.40 am at BC Building. The researcher found interesting phenomena in classroom,

Students are presentation and discussion actively in classroom. They can explore their idea in presentation process then students almost active in discussion. It is supported by active presenter who were giving another students opportunity to include in explanation material and ask how far their understanding. More explanation from teacher was leading students to catch the point of material. So they get twice explanation both presenter and teacher, students understand easily. Students feel enjoy and enthusiastic in the classroom.<sup>8</sup>

Additional by the interview result with AFP, she is one of student in English instructional evaluation class. The interview was conducted on Thursday, 24<sup>th</sup> of March, 2015 at 12.30 pm till 1.pm at BL Building. The researcher asked the condition when learning English instructional evaluation, She stated:

Students are very enthusiasm in learning English instructional evaluation because the lecturer uses Project-Based Learning. By using Project-Based Learning, students could understand material easily. At first session, the students focus on study the theory of English instructional evaluation. Beside study theory students must construct appropriate assessment based on instructional objective or often called by project. Project is an assignment for students to work representative of the real world.<sup>9</sup>

Project-Based Learning is very important in teaching English because it gives students an opportunity to explore their knowledge and organizes learning

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<sup>6</sup>Yasemin Gulbahar et al., "Implementing Project-Based Learning and E-Portfolio Assessment in an Undergraduate Course," *Journal of Research on Technology in Education*, 38, (3, 2006), 310

<sup>7</sup> Ibid., 310

<sup>8</sup> Observation Transcript, Number 01/O/13-3/2015

<sup>9</sup> Interview Transcript, Number 02/I/24-3/2015

around projects. This data is supported by the interview with Mrs. Pryla Rachmawati, she is a lecturer of English instructional evaluation. Mrs.Pryla stated:

Recently teacher must teach students to build critical thinking, analyzer and synthesize information to solve the problems then work productively in groups. The real work and power of educational technology can support the development of those competences. In the process of teaching and learning, teacher needs to choose the appropriate method which is create qualified human resources. By facing those conditions, I use Project-Based Learning in teaching English instructional evaluation. The implementation Project-Based Learning, it can build the students critical thinking. This argument is supported by my research.<sup>10</sup>

For these reasons, the researcher is interesting in analyzing the implementation of Project-Based Learning in Teaching English Instructional Evaluation at Sixth Semester Students of English Department of STAIN Ponorogo.

## **B. Focus of Study**

The research is focused on the implementation of Project-Based Learning in teaching English instructional evaluation at the sixth semester students of English Department of STAIN Ponorogo in academic year 2014/ 2015.

## **C. Statements of Problem**

Depend on the statements about the background of study there are the statement of problems are formulated bellow:

1. Why does the lecturer use Project-Based Learning in teaching English instructional evaluation at sixth semester students of English Department of STAIN Ponorogo in academic year 2014/ 2015?

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<sup>10</sup> Interview Transcript, Number 01/I/15-3/2015

2. How is the implementation of Project-Based Learning in teaching English instructional evaluation at sixth semester students of English Department of STAIN Ponorogo in academic year 2014/ 2015?

3. What are the advantages of Project-Based Learning in teaching English instructional evaluation at sixth semester students of English Department of STAIN Ponorogo in academic year 2014/ 2015?

#### **D. Objectives of the Study**

Concerning with the problem statement, the objectives of research has described as follows:

1. To know the reasons of lecturer uses Project-Based Learning in teaching English instructional evaluation at sixth semester students of English Department of STAIN Ponorogo in academic year 2014/ 2015.

2. To describe the implementations of Project-Based Learning in teaching English instructional evaluation at sixth semester students of English Department of STAIN Ponorogo in academic year 2014/ 2015.

3. To know the advantages of Project-Based Learning in teaching English instructional evaluation at sixth semester students of English Department of STAIN Ponorogo in academic year 2014/ 2015.

#### **E. Significances of the Study**

The result of study is expected beneficial for:

1. Theoretically

The result of this research contributes to the theory and knowledge in the specific area which the research question is related and to what extend the

result will be useful in solving problems and developing the educational quality especially for English subject.

## 2. Practically

### a. Lecturer

This study is expected useful for lecturer, essentially English lecturer in teaching English instructional evaluation. It is expected could be reference for another lecturers in teaching English instructional evaluation.

### b. Students

This study is expected make students more excited in appreciating and enthusiastic in learning English instructional evaluation and students will know how they apply the subject in a real world that students gets for a several meeting in classroom to be best project.

### c. Readers

It is expected the reader interesting in this paper. The readers will get a new knowledge of teaching evaluation by using Project-Based Learning to improve their mind in education and enriching reference for the next research.

## **F. Research Methodology**

This chapter describes the research methodology that is applied in this research. Research methodology is a cover term for day-to-day practices which

are often less well formed than our final research reports suggest.<sup>11</sup> It means that research methodology is the study of ways to make observation then analyzing and concluding the data. Research methodology has existence goal of guiding the research as in order to work systematically. It involves research design, data sources, technique of collecting data, and technique of data analysis.

Based on the statements above, research methodology is a field of study concerning with the whole research activities. This research applies a qualitative research design.

### **1. Research Design**

Research designs are plans and the procedure for research that span the decision from broad assumption to detailed method of data collection and analysis. The design of the research was qualitative research.

Qualitative research seeks to understand the what, how, when, and where of an event or an action in order to establish, it meaning concepts, and definitions, characteristics, metaphors, symbols and description.<sup>12</sup> It means qualitative research is a process of inquiry aimed at understanding human behavior by building complex, pictures of the social and cultural settings in behavior occurs.

Qualitative researcher, then, are most interested in how humans arrange themselves and their settings and how inhabitants of these settings make sense of their surrounding through symbols, rituals, social structure,

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<sup>11</sup>Ron Scollon in Eli Hinkel, Handbook of Research in Second Language Teaching and Learning, (London: Lawrence Erlbaum Associates Publisher, 2005), 235

<sup>12</sup> Mohammad Adnan Latief, Research Methods on Language Learning, (Malang: Universitas Negeri Malang Press, 2012), 76

social roles and so forth.<sup>13</sup> It means qualitative research will give impact on person viewed because it uses human sense. Base on the statements, it can be concluded that qualitative research is a kind of research which is done based on the phenomenon condition (get information thoroughly direct interaction between the researcher and the research object) in the process of collecting data.

The characteristic of this research was qualitative descriptive research. The purpose of descriptive research was describing the process, condition, and characteristic of an event. And the approach of this research is case study.

Case study method involves systematically gathering enough information about a particular person, social setting, event, or group to permit the researcher to effectively understand how it operates or function.<sup>14</sup> It means case study investigated in depth phenomenon within its real-context. Thus the nature of case study is attempts to shed light on phenomena by studying in-depth a single case example of the phenomena.

The researcher wants to know deeply the implementation of Project-Based Learning in teaching English instructional evaluation.

## **2. Researcher Role**

In qualitative research, there are three types of researcher's role.

They are complete observer, observer as participant and complete

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<sup>13</sup> Bruce L. Berg, *Qualitative Research Method for the Social Sciences*, ed. 4<sup>th</sup> (California State University, Long Beach: Allyn & Bacon, 2001), 7

<sup>14</sup> Bruce L. Berg, *Qualitative Research Method for the Social Sciences*, ed. 4<sup>th</sup>, 225

participant.<sup>15</sup> The researcher took the role as participant observation because the researcher observed the teaching and learning process with participating or taking any active part in the situation. Then it supported by interview. The data which are collected and organized will be analyzed, interpretation and reported as a result of this research.

### **3. Research Location**

#### **a. Place of Research**

The research took place at STAIN Ponorogo. It is located at Jl. Pramuka 156 Ponorogo. The researcher takes the school as place of the study for some reasons:

- 1) The State Islamic College (STAIN) is reachable. It enable to conduct the research
- 2) The researcher finds interesting phenomena in teaching learning process of English instructional evaluation, so the researcher wants to know deeply the implementation of Project-Based Learning.

#### **b. Time of the Research**

The research conducted on 16 February- May 2015, at sixth semester students of English Department of STAIN Ponorogo in academic year 2014/ 2015. The research activities are presented in the following:

##### **1) Preparation**

The researcher proposes the title of study, plans the research, reviews references related to the research problems, observers the

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<sup>15</sup> Norman K.Denzim and Yonna S Lincoln, Handbook of Qualitative Research, (California: SAGE Publications,Inc, 1994), 248

place, gets the seminar on thesis proposal and arranges the research instrument and administrations.

## 2) Application

The researcher collects the data, code and analyzes the collected data, reduces the data, presents the data and then makes a conclusion of the data analysis. Then, researcher reports the result of the thesis.

## 4. Data Source

The data source of this research was taken from classroom interaction in English instructional evaluation class of the sixth semester students at English Department of STAIN Ponorogo lectured by Pryla Rochmawati, M.Pd. The researcher choice a social group or a class and adopt a social role then begin observing. In observation process, beside observe researcher also interact for a several time in teaching learning process. Data source include primary and secondary data sources,

### a. Primary Data

The primary data of this research is the subjects that were choosing to obtain the information about the implementation of Project-Based Learning in teaching English instructional evaluation. Example: the English instructional evaluation's teacher and students in English instructional evaluation class.

b. Secondary Data

The secondary data including non-human such as documentation, record, relevant books, and observation that are done when teaching English instructional evaluation was going on.

## 5. Technique of Data Collection

In conducting the research, the researcher used three data collection techniques, namely: observation, interview and documentation.

a. Observation

Observation involves watching, of course, but information from sight is supported by received through our other sense: hearing, smelling, touching and tasting (there are even more important for blind or partially sighted people).<sup>16</sup> It means observation is a great deal of what researcher do in the field is to pay attention, watch, and listen carefully. They use all the senses, noticing what is seen, heard, smelled, tasted or touched.<sup>17</sup>

Thus, it is directly research that focusing the attention to the specific object by using all senses. But observation used to collect data in qualitative research does not simply require the use of visual' senses, it requires the use of all senses in order to accurately perceive the whole picture.

In this case, the researcher took the role as participant observation. It means the researcher is conducting face to face interaction with the subject in real condition. By conduct observation, the researcher has information

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<sup>16</sup> Roger Sapsford and Victor Jupp, *Data Collection and Analysis*, (London: SAGE Publications, 2006), 57

<sup>17</sup>W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches*, (United States of America: Allyn & Bacon, 1999), 361

about the physical environment and human behavior can be recorded directly. Then the information from observation is usually combined, processed and interpreted in complex ways.

The observation is conducted at sixth semester of English instructional evaluation class in STAIN Ponorogo. The researcher not only looking and hearing but also interact directly in teaching and learning English instructional evaluation activity. So researcher knows the whole activity, human behavior and process of implementation project based learning in teaching English instructional evaluation.

#### b. Interview

The interview is a short-term, secondary social interaction between two strangers with the explicit purpose of one person's obtaining specific information from the other.<sup>18</sup> It means that interviewing is defined as a conversation with a purpose to get information. The main part of the interview consists of asking questions and recording answer.

The interviews are used for a number of purposes. For a qualitative research, perhaps the main purposes are 1) Obtaining unique information or interpretation held by the person interviewed, 2) Collecting a numerical aggregation of information from many persons, 3) Finding out about "a thing" that the researchers were unable to observe themselves.<sup>19</sup> This research uses in depth interview. It means that the researcher gives some question intensively about focus of the research. The interviewer asks to

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<sup>18</sup> Ibid., 274

<sup>19</sup> Robert E. Stake, *Qualitative Research, Studying How Things Work*, (New York: The Guilford press, 2010), 95

subject to responds each question. In interview process, information is obtained in a structured conversation in which the interview asks prearranged question and records answers and the respondent answers.

Thus, the researcher interviewed the lecturer and some students in order to find the related information dealing with teaching and learning process using Project-Based Learning.

c. Documentation

Documents involve any written record created by the subject that concerned his or her experiences. The common types of documents classified include autobiographies, diaries and journals, letters, and memos written by subject in a research investigation.<sup>20</sup> Thus document of technique used to collecting data from source not people. It is includes document and record. Document can be classified to analyze appropriate criteria of it.

The documents in this research are taken from the administration of STAIN Ponorogo, lesson plan and course outline of English instructional evaluation. Beside that another items of document that used is photographic and video. It will show the expression of implementation Project-Based Learning in teaching English instructional evaluation in the picture, to commemorate some situation or event and so forth.

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<sup>20</sup> Bruce L. Berg, *Qualitative Research Method for the Social Sciences*, ed. 4<sup>th</sup>, 227

## 6. Technique of Analyzing Data

Data analysis is a process whereby researchers systematically search and arrange their data in order to increase the understanding of the data and to enable them to present what they learned to others.<sup>21</sup> Miles and Huberman's view of qualitative data analysis consisting of data reduction, data display, and data verification<sup>22</sup> is employed in the research.

### a. Data reduction

In qualitative research, data reduction does not necessarily refer to quantifying nominal data.<sup>23</sup> Qualitative data needs to be reduced and transformed in order to make it more readily accessible, understandable and to draw out various themes and patterns.<sup>24</sup> Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.<sup>25</sup> Thus data reduction is a form of selecting, simplifying, focusing, summarizing, coding, and sorting of the themes. In the context of this research, data reduction refers to the process of selecting classroom interaction that using Project-Based Learning, focusing the activities/ steps in using Project-Based Learning and sorting the irrelevant data.

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<sup>21</sup> Robert E. Stake, *Qualitative Research, Studying How Things Work*, 480

<sup>22</sup> Marthew B. Miles and Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis*, (California: Sage Publication, 1994), 10

<sup>23</sup> L. Berg, *Qualitative Research Method for the Social Sciences*, ed. 4<sup>th</sup>, 35

<sup>24</sup> *Ibid.*, 35

<sup>25</sup> Marthew B. Miles and Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis*, 10

b. Data display

Data display is the process of demonstrating the data either in the form of narrative text, matrices, graphs, networks or charts. The notion of data display is intended to convey the idea that data are presented as an organized, compressed assembly of information that permits conclusions to be analytically drawn.<sup>26</sup> Displays involve tables of data, summaries of various statements. These displays assist the researcher in understanding and/ or observing certain pattern in the data, or determining what additional analysis or actions must be taken.<sup>27</sup> Thus, the data displayed are expected to ease the researcher to completely what happens in the field and come to the conclusion.

In the context of this research, the data were displayed in the form of conversational excerpts, classroom interaction and result of interview.

c. Verification/ Conclusion Drawing

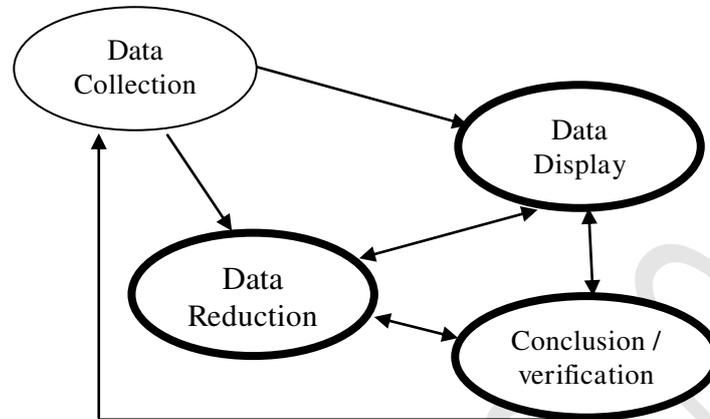
The last analysis activity is conclusion drawing and verification. The conclusion can be in a form of description and also verified the analysis proceeds. The researcher made a conclusion of the analysis which provided the researcher with information needed to come to more focused attention in the subsequent data collection. Thus, the conclusion was written based on the analysis of the observation, interview, and documentation in the relation to the research problems.

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<sup>26</sup> L. Berg, *Qualitative Research Method for the Social Sciences*, ed. 4<sup>th</sup>, 36

<sup>27</sup> *Ibid.*, 36

Based on the explanation, the stages of data analysis can be showed in this picture:



Picture 1.1 Miles and Huberman, the data analysis in qualitative research

## 7. Checking of Data Validity

The researcher applied triangulation to check trustworthiness of the result of data analysis. Triangulation is more a direct check on the validity of observations by cross checking them with other sources of data.<sup>28</sup> Triangulation has come to mean convergence among researchers (agreement between field notes of one investigator and observations of another) and convergence among theories.<sup>29</sup> It is technique used in checking the validity of the data through different tool and time in qualitative method.

Therefore triangulation can involve comparing data on same behavior from different researchers who possibly adopt different roles in the field. Example: comparing data produced of observation data with interview data.

<sup>28</sup> Roger Sapsford and Victor Jupp, *Data Collection and Analysis*, 89

<sup>29</sup> Norman K and Yvonna S. Lincoln, *Handbook of Qualitative Research*, (United States of America: SAGE Publication, 1994), 438

In this study, the researcher uses three kinds technique of collecting data, namely: observation, interview, and documentary. The researcher compares and checks the validity of collecting data among two perceptions from the teacher and students. Thus by checking data validity, the researcher may be able to access important knowledge about the behavior, such as motives of subject use project based learning, the perceptions of the behavior of others and soon.

## **8. Research Procedure**

In this research, there are four research procedures as below:

### a. Planning

This procedure includes arranging the research plan, choosing the research location, organizing permission, choosing the informants, and preparing the research equipment.

### b. Application

This procedure involve: understanding the research preparation, entering the field, and interact with the subject while collecting data.

### c. Data analysis

This procedure include of analyzing data after collecting data.

### d. Writing final research report

#### **d. Organization of the Thesis**

The organization of the thesis is formulated into:

Chapter I : Introduction.

This chapter is a global description about the content of the thesis. It is consist of background of the study, research focus and limitation, statements of the problems, objectives of the study, significance of the study, research methodology and organization of thesis.

Chapter II : Theoretical background/ literature

This chapter is contains of theoretical or literature as the basic of the study. It shows the explanation of project, learning, project based learning, English instructional evaluation and the component of evaluation. It also show the brave previous study that have relation with project based learning. Thus the reader getting understand the theory of the study.

Chapter III : Result

This chapter presents the data that includes general data that is connected with research location, vision, mission, the establishing history, geographical position, and organization structure. This chapter shows result of interview, observation nd documentation.

Chapter IV : Discussion

This chapter is analyzing of the reason, the implementation, the problem that faced by teacher when use project based learning in teaching English instructional evaluation at sixth semester students of English department STAIN Ponorogo in academic year 2014/ 2015

Chapter IV : Conclusion

This chapter is consisting of the whole conclusion and recommendation.

## CHAPTER II

### REVIEW OR RELATE LITERATURE

#### A. Project-Based Learning

##### 1. Definition of Project

The focus of education today is providing students with the necessary skills to enable them to carry out an effective role when they began their journey to world of work. Most students today are concerned with the generic skills, leadership skills and teamwork skills. It needs to implement the Project work.

For an engineer in industry, a project is a sequence of task required to reach an objective.<sup>30</sup> Projects are more representative of the real world.<sup>31</sup> It means projects will conduct students to the real world. Students can get something new when they are finishing the project. It will do after students have studied the material of subject. Project is effective to do in group or teamwork.

Team work will help to solve problems and elaborate ideas from each student to complete the project. Beside that project work allows students much more freedom than study normally has in the real world or traditional method. Students give liberty to choose students colleagues who share their interests.

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<sup>30</sup>Richard N. Savage, et al, "Integrating Project Based Learning Throughout the Undergraduate Engineering Curriculum," Journal of STEM Education, 8 (June-December, 2007), 15.

<sup>31</sup> Spencer Kagan and Miguel Kagan, Kagan Cooperative Learning, 354

Project work will help students in communication and become aware of communication as upon the production of the final product. A project is complex effort that necessitates an analysis of the target (problem analysis) and that must be planned and managed, because of desired changes that are to be carried out in people's surroundings, organization, knowledge, and attitude to life; it involves a new, complex task or problem; it extends beyond traditional organizations and knowledge, it must be completed at a point in time determined in advance.<sup>32</sup> It means, project work team will help students in communication and become aware of communication as upon the production of the final product.

Projects serve as the ideal setting for developing inquiry skills in all levels within the organization, to reveal deeper aspiration and constructs shared understandings.<sup>33</sup> A project is an in depth investigation of a real world topic conducted by a class, small groups. Then project work involves development as a social more than students do traditional types of classroom learning.

Thus project is a set of task with work in real world, design solution and developing inquiry skills to reach an objective of study.

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<sup>32</sup> Scott Barge, Principles of Problem and Project Based Learning (Harvard University: Aalborg, 2010), 7

<sup>33</sup> Yonjoo Cho, Project Based Learning in Education: Integrating Business Needs and Student Learning, 745

## 2. Definition of Learning

Learning is the development of new knowledge, skills, or attitudes when the individual interacts with information and environment.<sup>34</sup> Learning can do in all the time and everywhere which someone gets new knowledge is called learning. Learning can be defined as a relatively permanent influence on behavior, knowledge, and thinking skills that comes about through experience.<sup>35</sup>

Learning takes place through the active behavior of student, it is what he does that he learns, not what the teacher does.<sup>36</sup> It means Learning is an active, constructive process. In learning process students must active, students need to integrate new material, knowledge, information, ideas with what they already know or it's more learn to construct what students knew and thought.

Learning is a constructive process that occurs best when the learner is actively engaged in creating her or his own knowledge and understanding by connecting what is being learned with prior knowledge and experience (Lambert and McCombs, 1998: 10)<sup>37</sup> So learning is an activity of making meaning and not only receiving but also presents the social process, power and roles.

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<sup>34</sup> Heinich, et al, *Instructional Media and The New Technologies of Instruction*, Ed.4 (United State of America: Macmillan Publishing Company, 1993), 4

<sup>35</sup> John W.Santock, *Educational Psychology* (New York: McGraw-Hill, 2011), 258

<sup>36</sup> Lee Hong Sharon Yam, "Implementation a Project Based Learning Approach in an Introductory Property Course", (Centre for Accounting, Governance and Sustainability, University of South Australia, January 2010), 2

<sup>37</sup> Chris Watkins, et al., *Effective Learning in Classrooms* (London: SAGE Publications company, 2007), 72

Learning is what I do as a human, to become a better human.<sup>38</sup>

Thus learning is everything done by a human in every time, everywhere and gets new knowledge. Or learning is everything that you have things locked in your mind, other people can teach you and friends can teach you.

### **3. Definition and Elements of Project-Based Learning**

Teaching is not only a matter of transmitting knowledge, but requires students to construct knowledge with their activity. As early as 1900s, John Dewey, the father of progressive education supports “learning by doing”, he promotes teaching strategies that helped students actively engaged in learning about topics relevant their lives.<sup>39</sup> Learning by doing is very familiar for education circumstance. Learning by doing is same as active learning.

Active learning environment are characterized by meaningful or relevant activity that is directly related to the curriculum and supported by knowledge-building collaboration with peers and tutors and by expert guidance of a teacher.<sup>40</sup> Today’s active learning method as a trend in teaching. By active learning, students try to think critically; analyze and synthesize information to solve technical, social, and sciences problems. Simply word, active learning is crucial part in constructing knowledge. Students construct knowledge based on their own activities. Active

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<sup>38</sup> Chris Watkins, et al, *Effective Learning in Classroom* (London: Paul Chapman Publishing, 2007), 24

<sup>39</sup> Lee Hong Sharon Yam, “Implementation a Project Based Learning Approach in an Introductory Property Course”, 4

<sup>40</sup> Steven C. Mills, *Using the Internet for Active Teaching and Learning*, (The University Center of Southern Oklaboma: Pearson, 2006), 5

learning can be viewed as a process of building mental models that represent the key parts of the presented material and their relations (Mayer, 2001).<sup>41</sup> And to support the development of active learning, teacher needs any information resources and variant techniques for learning process.

One of active learning technique is Project-Based Learning. According to Hadim & Esche, Project-Based Learning is a teaching approach that emphasizes student participation in the learning process to construct their knowledge in an active learning environment.<sup>42</sup> The concept of Project-Based Learning was first developed in the medical field in the mid-1950'.<sup>43</sup> Traditionally, the educational process involves students first learning the fundamentals and then utilizing “total recall” to apply these facts to solve a problem; learning objectives are set by the instructor and principles are presented to the students through lectures.<sup>44</sup> Project-Based Learning is a comprehensive, deep learning approach to classroom teaching and learning that engaged students in the investigation of authentic problems.<sup>45</sup> Thus the concept of Project-Based Learning is based on the practice of problem solving and students can be investigator to know problem deeply.

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<sup>41</sup> Ibid., 28

<sup>42</sup> Lee Hong Sharon Yam, “Implementation a Project Based Learning Approach in an Introductory Property Course”, 3

<sup>43</sup> Richard N. Savage, et al, “Integrating Project Based Learning Throughout the Undergraduate Engineering Curriculum,” 16

<sup>44</sup> Ibid., 16

<sup>45</sup> Lee Hong Sharon Yam, “Implementation a Project Based Learning Approach in an Introductory Property Course”, 4

Problem solving is essential to the development of expertise, thus, students should be exposed to real world problems from the outset of tertiary education.<sup>46</sup> Assignments are given to reinforce students to application of the concepts, but usually students learn what is necessary. As defined by Krajcik, Czerniak & Berger, Project-Based Learning approach engages students in exploring important and meaningful question through a series of investigations and collaborative activities.<sup>47</sup> It means Project-Based Learning explore meaningful learning, active learning by constructing team work.

In contrast, the Project-Based Learning approach employs a problem as the driving force for learning the fundamental principles that are required to find a solution.<sup>48</sup> Defined simply, Project-Based Learning is the theory and practice of utilizing real world work assignments on time-limited projects to achieve mandated performance objectives and to facilitate individual and collective learning.<sup>49</sup> The explicit focus of Project-Based Learning is, therefore, an attempt to incorporate learning into project work such that project outcomes are both task and learning based.<sup>50</sup> It means the activity of Project-Based Learning studies theory and ask students to practice in real world that are focused on making task or project.

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<sup>46</sup> Ibid., 4

<sup>47</sup> Ibid., 4

<sup>48</sup>Richard N. Savage, et al, "Integrating Project Based Learning Throughout the Undergraduate Engineering Curriculum", 16

<sup>49</sup>Carl Rhodes and John Garrick, "Project-Based Learning and The Limits of Corporate Knowledge," *Journal of Management Education*, 4 (August, 2003), 451

<sup>50</sup> Ibid., 452

Beside that Project-Based Learning is student-centered instructional approach used to promote active and deep learning by involving students in investigating real world issues in a collaborative environment.<sup>51</sup> Collaborative or cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.<sup>52</sup>

In cooperative learning students work in a small group, each group consists of 3-4 students. Students help one another in learning academic content, share their ideas, and transmitted knowledge. Each member in group is responsible to help others teammates that have difficulty in understanding of a subject. In cooperative learning students are actively involved in constructing a solution, communication in groups in formal or informal environments. Project-Based Learning usually use cooperative method. Team members share, complete data, developing solution to a situation and constructing a resource to teach others about topic. Thus, cooperative learning will create a good atmosphere of achievement and togetherness for each teammate.

Project-Based Learning is derived from a teaching/ learning model that empowers students to be more creative and more receptive to

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<sup>51</sup> Lee Hong Sharon Yam, "Implementation a Project Based Learning Approach in an Introductory Property Course", 1

<sup>52</sup> Ornpropat Suwantarathip and Saovara Wichadee, The Impact Of Cooperative Learning on Anxiety and Proficiency in An EFL Class, Journal Of College Teaching and Learning, Vol.7 Number 11 (November, 2010), 51

becoming independent thinkers and problem solvers.<sup>53</sup> Project-Based Learning is a method that provides students to have opportunity to establish self- motivation, and set goals for their performance or task. Standards focused Project-Based Learning as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and task.<sup>54</sup>

Project-Based Learning is an instructional model that involves students in investigations of compelling problems. Project that make for stronger classroom learning opportunity vary significantly in subject matter and scope, and may be delivered at a wide range of grade levels.

Projects put students in an active role, such as:

- Problem solver
- Decision maker
- Investigator
- Documentation

Thus Project-Based Learning is an instructional technique that organizes learning in project which are working in a group or cooperative based on the practice of problem solving, involve students in critical thinking or construct knowledge and design solution for time limited. And projects are designed to be realistic, interesting and students discuss with

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<sup>53</sup> Darla Lee Gerlach, "Project-Based Learning as a Facilitator of Self-Regulation in a Middle School Curriculum," UMI, (April, 2007), 32

<sup>54</sup> Ibid., 32

other students in group, so they will think as an expert and transfer their knowledge to other context.

#### **4. Implementing Project-Based Learning**

##### **a. Team Selection and Brainstorming**

After briefing the students a week earlier, the students choose their group members and worked together for 2 meeting. By choosing their group members, the students also had the liberty to discuss and communicate with the group members. The rationale of giving them the freedom was because the students knew the knowledge, skills, and ability their colleagues possessed about how to function in a team. The team discussed the project, sharing their knowledge and suggesting possible team language games.

##### **b. Project Planning**

A project plan is usually developed to guide students through the process, support teamwork, focus communication and evaluate. Students were given 9 weeks to plan and later on execute the plan. To help the students achieve their goals, students must careful thinking and planning. Lecturers also played an important role during the planning stage as they monitored the students' work and progress. Students were asked to write down the planning process such as how they estimated

their time or schedule their project, and also how they worked with other students.<sup>55</sup>

### c. Project Implementation

After choose the team and brainstorming, then the students have main planning, the team continues to project implementation. In process of doing project, the team needs to discuss with the lecturer. The revisions required feedback from the lectures, and as the event drew closer, more monitoring was needed.<sup>56</sup>

There are three steps of implementation Project-Based Learning, the first is team selection and brainstorming, the second is project planning and the third is project implementation.

## 5. Common Features of Project-Based Learning<sup>57</sup>

- a. Learning activities are meaningful and relevant and involve students in complex situations that are challenging and highly motivating
- b. Learning is situated in contexts that simulate real world problems or questions
- c. Curricular outcomes are identified up front, but learning outcomes are not completely predictable
- d. Learning often relies on collaboration and communication among students for decision making and problem solving

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<sup>55</sup>Azura Omar, et Al, "Project-Based Learning: English Carnival in University Kuala Lumpur-Malaysia France Institute", University of Kuala Lumpur: Malaysia France Institute, vol. XLI ( August 2012), 35

<sup>56</sup> Ibid., 38

<sup>57</sup> Steven C. Mills, Using the Internet for Active Teaching and Learning, 36

- e. Teachers provide guidance as needed but encourage students to engage in meta cognitive thinking
- f. Students draw from multiple information sources and disciplines to solve problems and design solutions
- g. Students learn teamwork and skills for managing and allocating resources such as time and materials
- h. Students create complex, intellectual products that demonstrate their learning.

The basic characteristics of project based learning are involves meaningful and relevant learning activities, real world contexts and collaborative learning method. In Project-Based Learning, student work on real and meaningful problems.

#### **6. Advantages of Project-Based Learning<sup>58</sup>**

- 1. Students gain knowledge and skills through different activities and in a variety of domains.
- 2. The students develop dispositions or tendencies to act in a certain manner and they develop feeling such as self-esteem and confidence
- 3. Students interest, critical thinking abilities, presentation skill and communication skills, and their ability to work effectively on a team were enhanced

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<sup>58</sup> Suha R.Tamim, Definitions and Uses: Case Study of Teachers Implementing Project Based Learning, University of South Caroline: IJPBL ( Interdisciplinary Journal of Problem Based Learning, 7,(5-16-2013), 73

4. Students were able to move from novices to experts in the domain of knowledge and that they blended some of their learning abilities in the production of the artifacts.
5. Students learning through Project-Based Learning did not limit themselves to the reporting of facts but attempted to interpret the information, were more motivated about working collaboratively on their presentations, and expressed a more positive attitude toward learning history.

Moursdund (1999) is describe Project-Based Learning as learner centered, problem or task oriented and authentically assessed. He lists 10 positive outcomes of Project- Based Learning in the classroom:<sup>59</sup>

- 1) Developing expertise. Students often gain a high level of expertise on a specific topic
- 2) Improving research skills. Projects require students to use and develop research skills
- 3) Improving higher order thinking skills. Students must use critical thinking skills to accomplish the project
- 4) Participating in a project. Students learn to work with other students to successfully complete a project
- 5) Learning to use information technology. Students employ information technology to complete a project

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<sup>59</sup> Steven C. Mills, Using the Internet for Active Teaching and Learning, 35

- 6) Conducting self- assessment and peer assessment. With project students are accountable for their own work and performance
- 7) Developing a portfolio. Projects require students to produce a product that may become a part of the student's portfolio
- 8) Engaging in a project. Projects are highly motivational for students, causing them to become engaged in the learning tasks required to successfully complete the project
- 9) Being a part of a community of scholars. Projects allow students to contribute to the collective knowledge of the classroom and beyond
- 10) Working on important ideas. Projects allow students to work on relevant, real world activities or problems.

According to Project-Based Learning Handbook, in general the 21<sup>st</sup> century skills published by Secretary's Commission on Achieving Necessary Skills (SCANS) Project-Based Learning includes<sup>60</sup>:

- Personal and social responsibility
- Planning, critical thinking, reasoning and creativity
- Strong communication skills, both for interpersonal and presentation needs
- Cross-cultural understanding
- Visualizing and decision-making

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<sup>60</sup>Education Technology Division Ministry of Education, Project-Based Learning Handbook, (Kuala Lumpur: Communications and Training Sector Smart Education Development Educational Technology Division Ministry of Education, 2006), 7

- Knowing how and when to use technology and choosing the most appropriate tool for the task.

There are any advantages of implementation Project-Based Learning in instructional process. Commonly students gain knowledge and explore their ability to finish their project. As a teaching learning method, Project-Based Learning advantages and challenges in the implementation of Project-Based Learning.

### **7. Challenges to Implement Project-Based Learning<sup>61</sup>**

- a. Lack of clear definition of project typology and function in education process

However lecturer and tutors fail to explain in detail the development or results pursued by completing the assigned type of learning project.

- b. Insufficient preliminary preparation for using projects as learning methods and tools

To complete successfully their project assignments, teachers need some preliminary knowledge and skills. It can be done together with the main module subject curriculum.

- c. Wrongly defined driving question or problem

Every learning or practical project is based on a specific driving question or problem. In this respect, criteria such as

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<sup>61</sup> Silvia Nikolaeva, "Improving Initial Teacher Education by Using the Project Based Approach," Educational Research Universitas of Alicante, 1 (2012), 58-59

correspondence to authentic needs, goals and context, accessibility, clear articulation of the problem's background and function, real potential to be solved by students during their guided learning can help them with formulating the driving question.

d. Poor time and process management

Difficulties can be generated by poor planning and incomplete preliminary organization of the main project activities. Poor time and process management can also be the consequence of choosing a wrong driving question for the project, as well as of overestimating students' potential and competence for fulfilling the assignment.

e. Inadequate evaluation methods and procedures

In general, the selection of appropriate evaluation methods is one of the weakest elements in project based learning education models.

## **B. English Instructional Evaluation**

### **1. English**

English is very important as a tool of communication in globalization era. Without English we can't keep abreast of times. In order to improve the education quality, nowadays English becomes compulsorily taught at school especially in Junior High School and Senior High School. That's why teaching English belongs to compulsorily curriculum for the students.

English is increasingly being used as a tool for interaction among non-native speakers.<sup>62</sup> English is international language in the world. Therefore, that is why, it is important to master English language.<sup>63</sup> English so important because it is the only language that truly links the whole world together. English is used as a language in any parts of the world. The people around the world use English as the language interaction.

## 2. Language Teaching

Teaching is not only a job of work. Teaching is a complex activity. It is not merely an activity of transforming information to students. It is not merely an activity which a teacher and students sit together in a classroom. Teaching must include all teaching components, including teacher, students, subject matter, etc.

According to Sudjana, teaching is a process of arranging and organizing students' environment in order to motivate them to learn.<sup>64</sup> Another definition of teaching is recommended by Brown. He argues that teaching can be "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand."<sup>65</sup>

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<sup>62</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Fransisco, California: Longman, 2003), 118.

<sup>63</sup>Kathleen M. Bailey, *Practical English Language Teaching Speaking* (New York: McGraw-Hill, 2005), 3

<sup>64</sup>Nana Sudjana, *Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar*, (Bandung: Sinar Baru Algesindo, 1996), 45

<sup>65</sup>Ibid., 45

From those statements can be understood that teaching is process to help someone getting knowledge and learning to do something. Teaching is not merely an activity of transforming information or knowledge to students but teaching is a process of systematizing situations, conditions, task materials and opportunities in order to help students acquire and construct new knowledge.

The teaching of English has gone through many phases over the years, with various methods being hailed as the solution to improving literacy levels. Language teaching can be defined as the activities which are intended to bring about language learning.

### **3. Definition of Evaluation**

Evaluation plays an important role in the school. It is integral part of the instructional program, and provides basic information for a variety of educational decisions. Gronlund (1981:5-6) defines evaluation a 'systematic process of determining the extent to which instructional objectives are achieved by pupils.'<sup>66</sup> In other words, evaluation is a process of gathering information to make a value judgment about the students' performance. This process is necessary for school improvement planning.

Evaluation is an intrinsic part of teaching and learning.<sup>67</sup> The role of evaluation is so intrinsic to the teaching-learning situation that even

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<sup>66</sup>Norman E. Gronlund, *Measurement and Evaluation Teaching*, 4ed, (New York: Macmillan Publishing, 1976), 5

<sup>67</sup>Pauline Rea-Dickins and Kevin Germaine, *Evaluation* (New York: Oxford University Press, 1992), 3

hasty consideration seems to indicate the advantages of systematic use of planned evaluation data. Evaluation is important for the teacher because it can provide a wealth of information uses for the future direction of classroom practice, for the planning of course, and for the management of learning tasks and students. Evaluation is not restricted to the context of education, it is a part of our every lives.<sup>68</sup> It means evaluation not only conducts in education but in all of life context. It can do very formal and informal.

Evaluation can be defined as the systematic gathering of information for the purpose of making decisions.<sup>69</sup> Evaluation (Bloom) as we see it is the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students.<sup>70</sup> It means evaluation can show the student's change in learning process. Evaluation (Stufflebeam) is the process of delineating, obtaining, and providing useful information for judging decision alternatives.<sup>71</sup> According to definition above, evaluation is conducted by teacher for several times.

Teacher needs to collect of reliable and relevant information. A teacher-evaluation performance will also be structured differently from an analysis of learner performance. Moreover, in educational context the

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<sup>68</sup> Ibid., 3

<sup>69</sup> Lyle F. Bachman, *Fundamental Considerations in Language Testing*, (New York: Oxford University Press, 1990), 22

<sup>70</sup> Daryanto, *Evaluasi Pendidikan*, (Jakarta: PT. RINEKA CIPTA, 2010), 1

<sup>71</sup> Ibid., 1

results of a test may determine whether a learner moves into a higher class, or stays down and repeats a year. Another hand evaluation is as analyze, it intended to serve the learning process, continue and systematic to give general result of students ability.

Evaluation is one of the important elements in teaching and learning process. Carefully collected evaluation data help teachers understand the learners, plan learning experiences for them, and determine the extent to which the instructional objectives are being achieved. Thus evaluation is a process of determining the extent which instructional objectives are achieved by student. Because of context of evaluation is broadly, in this case the researcher wants to focus on educational evaluation, especially English instructional evaluation.

#### **4. General Principles of Evaluation**

In process of evaluation is most effective when it is based on operational principles. The following principles of evaluation provide a general framework, may be viewed:

- a.** Determining and clarifying what is to be evaluated always has priority in the evaluation process

The effectiveness of the evaluation process depends as much on a careful description of what to evaluate as it does on the technical qualities of the evaluation instruments used.

- b.** Evaluation techniques should be selected in terms of the purposes to be served

The evaluation techniques are selected on the basis of how accurately measure and how the objective. Objective tests are more effective for measuring some instructional objectives, and essays tests are more effective for others.

- c. Comprehensive evaluation requires a variety of evaluation techniques Proper use of evaluation

Combine the results from a variety of evaluation techniques to get a more complete picture of a pupil's achievement. If the techniques are selected in terms of the specific purpose they can best serve-as suggested previously- then our composite picture of the pupil will be as adequate as we can obtain with our present evaluation instruments.

- d. Proper use of evaluation requires an awareness of their limitations as well as their strengths

Many errors that commonly occur in the evaluation process can be eliminated by using care in constructing and selecting evaluation techniques.

- e. Evaluation is a means to an end, not an end in itself

The use of evaluation techniques implies that some useful propose will be served and that the user is clearly aware of the purpose. Most of the misuses of tests and other evaluation

techniques can be avoided by viewing evaluation as a process of obtaining information on which to base educational decision.<sup>72</sup>

According to Norman E. Gronlund the principles of evaluation are the processes which are determining to the objectives and getting complete picture of a student achievement.

## 5. Component of Evaluation

There are two components of the evaluation, namely:

### a. Measurement

Measurement in the social sciences is the process of quantifying the characteristics of person according to explicit procedures and rules.<sup>73</sup> Measurement refers to the process by which the attributes or dimensions of some physical object are determined. Measurement is the result of evaluation that gives information about the students' performance into number. Example: we measure how big a classroom is in terms of square feet, we measure the temperature of the room by using a thermometer.

In this case, evaluation is 'qualitative descriptions' and measurement is 'quantitative descriptions' of students' behavior.

### b. Assessment

Assessment is popular and sometimes misunderstood term in current educational practice. Assessment is more encompassing and includes the collection of information from multiple sources.

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<sup>72</sup> Norman E. Gronlund, *Measurement and Evaluation Teaching*, 4ed, 25

<sup>73</sup> Lyle F. Bachman, *Fundamental Considerations in Language Testing*, 18

Assessment on the other hand is an ongoing process that encompasses a much wider domain.<sup>74</sup>

Assessment includes rating scales, observation of student performance, portfolios, individual interviews and other procedures. Assessment is a broad term that includes testing. A test is a special form of assessment. In other word, all tests are assessment, but not at all assessments are tests.

Thus the components of evaluation are measurement and assessment. Both of measurement and assessment are the systematically process in learning.

## **6. Purposes for Evaluation**

The purposes of evaluation includes of three principal reasons<sup>75</sup>:

### a) Accountability

The main aim is to report on a product and give an evaluative judgment whether something is intrinsically a “good thing” or not. This type of evaluation know as summative evaluation, it has also tended to involve testing and measurement, an analysis of the statistical significance of result. It focused on the outcomes at the end of educational innovation.

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<sup>74</sup> H. Douglas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy, 4

<sup>75</sup> Pauline Rea-Dickins and Kevin Germaine, Evaluation, 23

b) Curriculum Development

It will involve information from teachers and other relevant ELT professionals. This evaluation intended to improve the curriculum will gather from different people over a period of time. This is known as formative evaluation. Such evaluations are control and monitor development by identifying the strengths and weaknesses of all aspects of teaching and learning.

c) Teacher Self-Development

This evaluation concerned about the teachers' professionalism. It known by the teacher's knowledge about teaching and learning in the classroom. It is called illuminate evaluation because it is used to know what actually happen in the language teaching classroom. This type evaluation is also developmental and formative evaluation.

Glyn Rogers and Linda Badham state that there are two main purposes for evaluation of performance:<sup>76</sup>

- a. Accountability to prove quality, for example, to demonstrate that funding is being properly deployed to maintain and improve standards
- b. Development to improve quality, for example, to assist in the process of improving curriculum development and delivery.

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<sup>76</sup> Glyn Rogers and Linda Badham, *Evaluation in Schools: Getting Started on Training and Implementation*, (London: Routledge, 1992), 3

Thus the purposes of evaluation are accountability, teacher development, teacher self development and development to improve quality.

## **7. Types of Classroom Evaluation**

### **a. Placement Evaluation**

The goal of placement evaluation to determine the position in the instructional sequence and the mode of instruction that is most likely to provide optimum achievement for each pupil.

### **b. Formative Evaluation**

Formative evaluation is used to monitor learning progress during instruction. Its purpose is provides continuous feedback to both pupil and teacher concerning learning successful and failure. Feedback to pupils provides reinforcement of successful learning and identifies the specific learning errors that are in need of correction. Formative evaluation is prepared tests for each segment of instruction.

### **c. Diagnostic Evaluation**

Diagnostic evaluation is concerned with the persistent or recurring learning difficulties that are left unresolved by the standard corrective prescriptions of formative evaluation. Diagnostic evaluation is much more comprehensive and detailed. The main aim of diagnostic evaluation is to determine the causes of learning problems and to formulate a plan for remedial action.

#### d. Summative Evaluation

Summative evaluation is designed to determine the extent to which the instructional objectives have been achieved and is used primarily for assigning course grades or for certifying pupil mastery of the intended learning outcomes. Summative evaluation also provides information for judging the appropriateness of the course objectives and the effectiveness of the instruction.<sup>77</sup>

According to the statements above, the types of evaluation are placement, formative, diagnostic and summative evaluation. The teacher can choose the types of evaluation to get the whole picture student's change in learning process.

### 8. Instrument of Evaluation

The common instrument of evaluation is test. Carroll define test as a psychological or educational test is a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual.<sup>78</sup> It means test is a measurement instrument designed to elicit a specific sample of an individual's behavior.

A test in simple terms is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>79</sup> It means there are four components of test. The first is method. To qualify a test, the method must be explicit and structured. The second is measure. Some tests measure

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<sup>77</sup> Norman E. Gronlund, *Measurement and Evaluation Teaching*, 4ed, 19

<sup>78</sup> Lyle F. Bachman, *Fundamental Considerations in Language Test*, (New York: Oxford University Press, 1990), 20

<sup>79</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: longman, 2003), 3

general ability, while others focus on very specific competencies or objectives. The third is measures an individual's ability, knowledge, or performance. Then a test measures a given domain. In the case of proficiency test, even though the actual performance on the test involves only a sampling of skills, that domain is overall proficiency in a language-general competence in all skills of a language.<sup>80</sup>

In short, test is an instrument or systematic procedure for measuring a sample of behavior. It usually refers to a specific set of questions or tasks that is administered to an individual or to all members of a group and measures a sample of behavior. It is highly structured and can be administered and scored consistently within and across groups of students, thus making it highly reliable. It requires a relatively limited period of time to administer.

The purpose of constructing language testing is as devices to reinforce learning and to motivate the student or primarily as a means of assessing the student's performance in the language. The test should also enable the teacher to ascertain which parts of the language program have been found difficult by the class.

## **9. Characteristics of Good Test**

There are three characteristics of good test in general are:

### **a. Practicality**

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<sup>80</sup> . Douglas Brown, Language Assessment Principle and Classroom Practices, 4

Harrison addresses the following questions (among others) concerning the practicality of a test.<sup>81</sup> In short, test should be as economical as possible in time and in costs (including hidden time of time spent)

b. Reliability

Reliability refers to the consistency of evaluation result. A reliable test is consistent and dependable. It means the test measures consistently. In other words, a reliable test will produce the same result if replicated. For example, the score of one student is similar regardless the time or day of the testing- assuming that there is no change in their ability.<sup>82</sup> Reliability is intimately related to the type of interpretation to be made.

c. Validity

Harrison defines validity as the extent to which the test measures what it is intended to measure.<sup>83</sup> Validity refers to the extent to which the results of an evaluation procedure serve the particular uses for which they are intended. Validity is always concerned with the specific use to be made of the results and with the soundness of our proposed interpretations.

There are three types of validity:

a) Content validity

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<sup>81</sup> Mansyur Bennu and Agus Purnomo, *Language Assessment*, (Jakarta: Ministry of National Education: 2009), 6

<sup>82</sup> Mansyur Bennu and Agus Purnomo, *Language Assessment*, (Jakarta: Ministry of National Education: 2009), 6

<sup>83</sup> *Ibid.*, 6

It is defined as the extent to which a test measures a representative sample of the domain of tasks under consideration. It means how well the sample of test tasks represents the domain of tasks to be measured. The procedure compares the test tasks to the test specifications describing the task domain under consideration.<sup>84</sup>

b) Criterion-related validity

Criterion- related validity defined as the extent to which test performance is related to some other valued measure of performance.<sup>85</sup> It means how well test performance predicts future performance or estimates current performance on some valued measures other than the test itself. The procedure compares test scores with another measure of performance obtained at a later date or with another measure of performance obtained concurrently. It is often called predictive validity.

c) Construct validity

Construct validity is defined as the extent to which test performance can be interpreted in terms of certain psychological constructs.<sup>86</sup> It means how test performance can be described psychologically. The procedure is experimentally determines what factors influence scores on the test.

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<sup>84</sup> Norman E. Gronlund, *Measurement and Evaluation Teaching*, 4ed, 68

<sup>85</sup> *Ibid.*, 73

<sup>86</sup> *Ibid.*, 82

## 10. English Instructional Evaluation

Instruction is the arrangement of information and environment to facilitate learning.<sup>87</sup> By environment not only where instruction takes place but also the methods, media and equipment needed to convey information and guide the learner's study. The instruction or learning process involves the selection, arrangement, and delivery of information in appropriate environment.

Thus English instruction evaluation is an instructional that used to collecting, analysis and interpreting information, how is the student achievement of instructional objective by use English in an appropriate environment. By evaluation get value a judgment from assessment in the end of semester and making an assessment of a student's growth. The goal of English instructional evaluation is providing the students with basic principle of language evaluation and the development of language assessment system. Lecturer teaches the basic of language evaluation. Lecturer always motivates students and guide to create project.

Based on statements above, it can be concluded that English instructional evaluation is one of important point to build the students to understand English evaluation and assess four English skills.

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<sup>87</sup> Heinich, Robert, et al., *Instructional Media and the New Technologies of Instruction* (New York: Macmillan Publishing Company, 1993),4

### C. Previous Study

The previous research finding is taken from journal. The first previous study is the journal written by Azura Omar, et al the students of university Kuala Lumpur-Malaysia France Institute by the title, “Project Based Learning: English Carnival in University Kuala Lumpur-Malaysia France Institute.”<sup>88</sup> The research is describing the learning and teaching process involved in organizing the English Carnival in University Kuala Lumpur Malaysia France Institute. The result of that research is students also exposed to organizational, research skills, develop better communication with peers and adults and often work within their community while seeing the positive effects of their work.

The second previous study is the journal written by Brian Corcoran and John Whelan in school of mechanical and manufacturing engineering, Dublin City University by the title, “A Project Based Approach to Learning for 1<sup>st</sup> Year Engineering Students”.<sup>89</sup> The research describes the implementation of project based learning for 1<sup>st</sup> year engineering students. The research result are the use of project based learning as an introduction to engineering for first year students at DCU has been a great success. This module has resulted in a very high level of technical output from first year undergraduate students. It is also encourage self learning, group interaction and high level of team work.

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<sup>88</sup> Azura Omar, et Al, “Project-Based Learning: English Carnival in University Kuala Lumpur-Malaysia France Institute”, University of Kuala Lumpur: Malaysia France Institute, vol. XLI ( August 2012), 35

<sup>89</sup> Brian Corcoran and John Whelan, “A Project Based Approach to Learning for 1<sup>st</sup> Year Engineering Students”, International Symposium for Engineering Educates, (2008), 3

The third previous study is the journal written by Saemah Rahman, et al in Faculty of Education, University Kebangsaan Malaysia by title, "Project-Based Approach at Preschool Setting."<sup>90</sup> The research describe the implement a new teaching method, project based learning approach. And the result of this study found the positive impact in terms of the learning outcome as well as the process of learning. The implementation of project based learning help to provide learning environment that are stimulating children's cognitive, social and emotional development in a fun and meaningful way. And the impact of implement project based learning for teachers are become clearer, and more comfortable, confidence in conducting the approach and recognize the benefit of this approach to children.

#### **D. Theoretical Framework**

Evaluation is the basic competences of teacher. Evaluation is important to know learning outcomes are achieved. Evaluation also plays an important role in many facets of the school program. It contributes directly to the teaching- learning process used in classroom instruction. One of the instructions is English.

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It

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<sup>90</sup> Saemah Rahman, et al., "Project Based Approach at Preschool Setting, (University Kebangsaan Malaysia, 16 (1), 2012, 106-112

is because of the importance of English in any scope of our lives. There are four skills of English, speaking, reading, listening and writing.

English skills must be mastered by English teacher. In STAIN Ponorogo, English instructional evaluation is one of subject lecture. In teaching English instructional evaluation, lecturer needs some strategy to build student's understanding. Because English students at university as candidate of teacher, they should be able to understand evaluation process. Almost it related with four English skills.

Thus lecture should be able to choose appropriate strategy in teaching English instructional evaluation. One of the strategies is Project-Based Learning.

Project-Based Learning is one of effective and appropriate strategy in teaching English instructional evaluation. This strategy encourages students to be active, creative, critical thinking and problem solver. The procedures of PBL in teaching English instructional evaluation are: students must understand theory of evaluation. Lecture divide students of team work which are presentation and active discussion in classroom. Then students analyze students result examination in junior or senior high school. It is as students project are collected in mid-test.

Project-Based Learning also has many advantages in teaching English instructional evaluation there are: improve the understanding of students to the material, make the students to be active participant, and build student's critical thinking.

## CHAPTER III

### RESULT

This chapter displays the result of research. In this research, data is collecting though observation, interview and documentation. The documentation is conducted to the data profiles about research's location of STAIN Ponorogo in academic year 2014/ 2015. The observation is conducted at the sixth semester students of English Department. The interview is conducted with the lecture of English instructional evaluation and some sixth semester students of English Department.

#### A. General Data

##### 1. The History of State Islamic College (STAIN) Ponorogo

The history of State Islamic College ( STAIN ) Ponorogo could not be separated from the history of IAIN Sunan Ampel of Surabaya. In the beginning of 1970, IAIN Sunan Ampel grew fast and succeeded to open 18 faculties, spreading in three provinces : East Java, East Kalimantan, and West Nusa Tenggara. One of the faculties of IAIN Sunan Ampel is *Syari'ah* Faculty of Ponorogo. On 6<sup>th</sup> Robiul Awal 1390 Hijriyah, exactly in 12<sup>th</sup> May 1970, it was handovered from Preparation Committe to Ministry of Religion of Indonesian Republic. At the same time it began to open the Program Sarjana Muda (SARMUD).

Started from academic year 1985/1986, Syariah faculty of IAIN Sunan Ampel of Ponorogo grew and amended. It operated the doctoral

program (S-1) by opening Qadha and Muamalah Jinayah Department. In addition, the President's decision number 11 about the founding of State of Islamic College (STAIN) have been released and ratified by Ministry of Religion on 25<sup>th</sup> Syafar 1418 H/30<sup>th</sup> June 1997.

Based on the President's decision above, on academic year 1997/1998 *Syari'ah* Faculty of Ponorogo changed its status from region faculty become STAIN. It was an organic unit under Religion Department and lead by the chairman who has a responsibility to Ministry of Religion. Whereas the construction functionally is operated by institutional general directorate of islamic religion. The change of status of *Syari'ah* Faculty of IAIN Sunan Ampel become STAIN Ponorogo was decided based on revolved letter of institutional General Directur of islamic religion number E/136/1997. Since this change of status, State of Islamic College (STAIN) Ponorogo operated educational academic and profesionalism by opening three departments; *Syari'ah*, Tarbiyah, and Usuluddin.

The table bellow is the brief history of State Islamic College of Ponorogo.

Time	Chronologist
1970	IAIN Sunan Ampel Ponorogo. It opened one faculty "Syari'ah faculty" with Bachelor program (SARMUD)
1985/ 1986	IAIN Sunan Ampel Ponorogo carried out the doctoral program (S-1) by opening Qodho' and

	Muamalah Department
1997	IAIN Sunan Ampel changed to be STAIN Ponorogo. It opened three department: Syari'ah (Islamic Law), Tarbiyah (Education) and Ushuluddin (Theology).

## 2. Vision, Mission and Goal of STAIN Ponorogo

### a. Vision of STAIN Ponorogo

State islamic college of Ponorogo is the study center of islamic knowledge development in order to create the madani societies.

### b. Mission of STAIN Ponorogo

Implemented the the learning process of islamic knowledge and develop the academic, religius, and humanist condition.

## 3. Geographical Position of State Islamic College of Ponorogo

State of Islamic College of Ponorogo is located on Pramuka street 156 Siman District Ponorogo Regency. It is the center of town. Thus the students can access this institution easily.

- a. Nort side : Jl. Let. Jend. Suprpto, 1 Alley
- b. South side : Menur Street
- c. East side : Settlement
- d. West side : Jl. Let. Jend. Suprpto

#### 4. The Organization Structure of State Islamic College of Ponorogo

No		Occupational
1.	Board advisor :	
2.	Head	1) Chairman of State Islamic College 2) Deputy Chairman of the Academic Affair 3) Deputy Chairman of Public Administration affair 4) Deputy Chairman of Students Affair
3.	Senate of State Islamic college of Ponorogo	
4.	Faculties	a. Islamic faculty (a) Akhwal Al Syakh-shiyah (b) <i>Mu'amalah</i> b. Education faculty (a) Islamic Education (PAI) (b) Arabic Education (PBA) (c) Lecturer Education of Madrasah Ibtidaiyah (PGMI) (d) Tadris of English Education (TBI) c. Theology faculty (a) Tafsir Hadist (b) Islamic Brodcaster Communication (KPI)
5.	Diploma program	

6.	The center of research and dedication society	<ul style="list-style-type: none"> <li>a. Research division</li> <li>b. Dedication of society</li> <li>c. Publishing division</li> </ul>
7.	Lecturer	<ul style="list-style-type: none"> <li>a. Faculty lecturer</li> <li>b. Honored lecturer</li> <li>c. Guest lecturer</li> </ul>
8.	Administration section	<ul style="list-style-type: none"> <li>a. Head of administration</li> <li>b. Subsection of general administration</li> <li>c. Subsection of academic and student</li> <li>d. Subsection of employer and finance</li> </ul>
9.	Supporting unsure	<ul style="list-style-type: none"> <li>a. Academic quality development</li> <li>b. Computer unit</li> <li>c. Library unit</li> <li>d. CEAD</li> </ul>
10.	Complete unsure	<ul style="list-style-type: none"> <li>a. IKOMA</li> <li>b. Alumnus</li> <li>c. STAIN. PO Press</li> <li>d. PSW</li> </ul>

## **B. Specific Data**

### **1. The Reasons of the Implementation of Project-Based Learning in Teaching English Instructional Evaluation to the Sixth Semester Students of English Department of STAIN Ponorogo**

English is very important as a tool of communication in globalization era. In order to improve the education quality, nowadays English becomes compulsorily subject taught at school especially in Junior High School and Senior High School. That's why teaching

English belongs to compulsory curriculum for the students. Thus, it is important for students to learn and understand this lesson.

Beside that English as an International language that uses in almost countries in world, so young learners must study English earlier. Many components support teaching and learning process. One of the success components in teaching and learning process is the method. By using appropriate method in teaching and learning process, it will give positive impact and enhance student English skills.

Besides the method, evaluation plays an important role in the school. It is integral part of the instructional program, and provides basic information for a variety of educational decisions. The role of evaluation is so intrinsic to the teaching-learning situation that even hasty consideration seems to indicate the advantages of systematic use of planned evaluation data. Evaluation is important for the teacher because it can provide a wealth of information uses for the future direction of classroom practice, for the planning of course, and for the management of learning tasks and students.

According to the statements above, teaching English process in STAIN Ponorogo, especially in English instructional evaluation is implemented varieties of teaching method. English instructional evaluation becomes the one of subjects at STAIN Ponorogo has taught to the sixth semester students of English Department. Besides that, English instructional evaluation is one of courses which teach

evaluation of English skills, such as speaking, listening, reading and writing. Each skill has different way in evaluation process.

Sixth semester is full challenging. Students struggle with keeping academically engaged during these years of tremendous change. By using Project-Based Learning, students will be able to do it. Because project builds on authentic tasks that engage and motivate students. Besides that Project-Based Learning give the opportunity to become expert which students work in-depth projects tend to learn even more about the subject. Thus at sixth semester is an ideal time to integrate Project-Based Learning.

Based on interview result with Mrs. Pryla Rachmawati, she is the lecturer of English instructional evaluation. The interview was conducted on Friday, 15<sup>th</sup> of March, 2015 at 1.30 pm till 2.15 pm in Islamic Department office room. The researcher asked the nature of use Project-Based Learning in teaching English instructional evaluation is presented in appendix 6.

Project-Based Learning isn't a new phenomenon. It was popular at the beginning of the 20<sup>th</sup> century. During 1970s, Project-Based Learning had experience for teachers. In standards-based Project-Based Learning, students are pulled through the curriculum by a driving question or authentic problem that creates a need to know the material. Similarly Project-Based Learning is sometimes equated with inquiry-based or experiential learning.

Experiential learning refers to the organization of the learning process on the basis of the pedagogical principle of learning by doing or often called by active learning. Active learning environments are characterized by meaningful or relevant activity that is directly related to the curriculum and supported by knowledge-building collaboration with peers and tutors and by expert guidance of a teacher.

Next, the researcher asked about overcomes of Project-Based Learning is presented in appendix 6.

Recently teachers need to develop the learning by doing or experiential learning. Experiential learning is related to the project method. The teacher needs to design projects for their students because students realize the nature of project work. When students are creating project, they will work creatively to create the best project.

Then, the researcher asked lecturer about to describe the student's equipment is shown in appendix 6.

Project-Based Learning forces the students to finish project based on time-limited. Projects lend students to students' working and learning collaboratively. Students must work in group or cooperative learning method in the process of finishing the project. Work in groups or often called Cooperative learning environment stimulate students in some aspect, such as social, intellectual, personal, and motivation. The purpose of work in groups is creating an answer to the big question and solving the problems. Besides that students are highly motivated

when they have frequent opportunities to talk over ideas with their peers. Students can work productively in groups and develop their competences.

Getting into the habit of creative and be an expert will create multiple drafts of work. It will impact on the thinking process or often called critical thinking.

Thus projects enable students to be active learners. They take question, make decisions, analyze, thinking critically, create, present- they become independent thinkers.

More important, the evidence shows that Project-Based Learning enhance the quality of learning and leads to higher level cognitive development through student's engagement with complex. Project-Based Learning allows focus on central ideas, challenging activities in the classroom and support self-directed learning among the students.

From explanation above, it can be concluded that the lecturer uses the Project-Based Learning in teaching English instructional evaluation because it is kind of active learning's method which is reinforce students to practice the concept or theory in real work. It can build the student's critical thinking. Students are active and creative to explore their ideas.

## **2. The Implementation of Project-Based Learning in Teaching English Instructional Evaluation to the Sixth Semester of TI. C Class of STAIN Ponorogo**

English instructional evaluation is taken by sixth semester students of English Department of STAIN Ponorogo.

Many components support this instructional process. Those components are used by lecturer to present innovative teaching which empowering the student's motivation and warm environment in instructional process.

From the first observation was conducted on Friday, 13<sup>th</sup> March, 2015 at first period/ 7.am till 8.40 am at BC Building. The result of observation is shown in appendix 2.

The second observation was conducted on Friday, 20<sup>th</sup> of March, 2015 at first period/ 7.am till 8.40 am at BC Building. There are 30 students were present. The result of second observation is presented in appendix 3.

The third observation was conducted on Friday, 27<sup>th</sup> of March, 2015 at first period/ 7.am till 8.40 am at BC Building. There were 27 students were present. The result of third observation is shown in appendix 4.

The fourth observation was conducted on Friday, 20<sup>th</sup> of March, 2015 at first period/ 7.am till 8.40 am at BC Building. There

were 27 students were present. The result of fourth observation is shown in appendix 5.

Based on the result of observations showed that students more active to create comfortable environment. By applying student-centered, students can handle the presentation process, although they get difficulties to understand the meaning. The purpose is to conduct students as critical thinker and active participant in classroom. Then the lecturer gave respond, suggestion and question after presentation process. This idea is supported by interview with Mrs. Pryla Rochmawati. The interview result is presented in appendix 6.

Project-Based Learning is student-centered environments. The classroom environment very help teachers and students in their project work. According to Mrs. Pryla

The physical condition in the classroom is influent the learning process. As a lecturer, I must set clear behavior and encourages and good atmosphere. Such as, manage the students sitting position and presentation. It is help me to know who are students participate actively in the discussion process<sup>91</sup>

Besides the condition of classroom, the teacher role is the greatest impact on successful; project design and implementation. The concept of Project-Based Learning is students-centered, students as a main actor in the learning process. According to the interview with Mrs.Pryla,

The lecturer's role in the implementation of Project-Based Learning isn't dominant, the lecturer as a guide, advisor, facilitator, and

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<sup>91</sup> Interview Transcript Number 01/I/15-3/2015

coordinator. It means in implementation of Project-Based Learning isn't focus on lecturer but moves from the lecturer to the learners.<sup>92</sup>

The results of interviews about the implementation of Project-Based Learning in teaching English instructional evaluation with students are following: the opinion of Lutfi A, he is one of students TIC class. The interview was conducted on Tuesday, 20<sup>th</sup> of March, 2015 at 8.40.am till 8.55 am in BC Building. The interview result is shown in appendix 10.

Based on LA' opinion, researcher concluded that the implementation of Project-Based Learning in teaching English instructional evaluation can develop students' critical thinking in English evaluation.

According to AFP, she is one of students TIC class. The interview was conducted on Tuesday, 24<sup>th</sup> of March, 2015 at 12.30.pm till 13.pm in BC Building. The result of interview with AFP is presented in appendix 7.

Based on AFP' opinion, it can be concluded that Project-Based Learning is effective method to build the student's understanding in English instructional evaluation and students be creative because they can use media in learning process.

According to DS, she is one of students TIC class. The interview was conducted on Tuesday, 24<sup>th</sup> of March, 2015 at 13.pm till 13.30 pm in BC Building. The interview result is shown in appendix 8.

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<sup>92</sup> Interview Transcript Number 01/I/15-3/2015

According to DS' opinion, it can be conclude that Project-Based Learning has positive effects for students in the learning process. Students deeply understand the theory of material and apply the theory in real-work or project.

Based on the interview with C, He is one of students Tl.C class. The interview was on Tuesday, 10<sup>th</sup> of April, 2015 at 8.am till 8.40 am in BC Building. The result of interview with C is shown in appendix 9.

According to C' opinion, Project-Based Learning can help students in the process of understanding the material. The project is the media to practice the theory in the real work.

The implementation of Project-Based Learning is divided into several steps. There are as following: a) opening b) activity c) closing

a. Opening

The lecturer started the study by greeting and asked about the student's condition. Before going to the lesson, the lecturer prepares the needs and equipments. Things that must be drawn up in preparation are as follows:

- 1) Preparing Lesson plan. Lesson plan was designed with the purpose of providing the teacher with guidelines of teaching and learning activities. The lesson plan was developed by Mrs. Pryla Rachmawati includes the following items:

- a) Instructional objectives

The objectives of English instructional evaluation course in STAIN Ponorogo are providing the students with basic principles of language evaluation and the development of language assessment system.<sup>93</sup>

b) The material from the relevant books. The topic includes the following<sup>94</sup>:

- (1) Evaluation, assessment and test
- (2) Approaches to language testing
- (3) Types of test
- (4) Criteria of good test
- (5) Alternative in assessment
- (6) Assessing language skills-listening, speaking, reading and writing

c) Teaching Technique

In the process of teaching English instructional evaluation, the lecturer use Project-Based Learning which supported by presentation and discussion process.

d) Teaching media

The using of media is very helpful both of the lecturer and the students in the process of presentation. The media which used in teaching and learning process of

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<sup>93</sup> Document transcript, 05/D/20-X/2015

<sup>94</sup> Document transcript, 05/D/20-X/2015

English instructional evaluation included power point, LCD, laptop and white board.

e) Teaching and Learning Activities

The activities are oriented to the understanding of basic principle of language evaluation and the development of language assessment system. Every student must<sup>95</sup>:

(1) Write a paper reporting the result of evaluating an authentic English test taken by students at SD, SMP or SMA levels. (MID-TEST)

(2) Construct language test based on the selected learning objective (FINAL PROJECT). The activity such<sup>96</sup>:

(a) Divide the class into 10 groups

(b) Find a language test for Elementary or Junior or Senior High students including the test result

(c) Analyze the result of the test in terms of reliability, validity, item difficulty and item discrimination as a mid-test project.

Then students must construct language based on the selected learning objective as final project. The activity such as<sup>97</sup>:

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<sup>95</sup> Document transcript, 05/D/20-X/2015

<sup>96</sup> Document transcript, 06/D/15-X/2015

<sup>97</sup> Document transcript, 07/D/15-X/2015

- (a) Construct appropriate assessment based on objective under main and basic competence and indicator for SMP and SMA provided by the lecturer
- (b) Write a paper dealing with your preferred assessment theoretical framework.

f) Assessment.

Students will be assessed on the basis of the following components: regular attendance and participation in classroom task (20%), the ability to do assignment (20%), middle test (30%) and final project (30%). Besides that the lecturer uses ongoing assessment. It means, the lecturer always assess each activity in the process of learning English instructional evaluation. See the appendix of rubric score.

b. Activity

The Whilst-activity section, the lecturer divides the activity into two terms. There are: pre-task and during-task. In pre-task, the lecturer greets and motivated the students to be active and creative in the English instructional evaluation class. The lecturer also brainstormed the material by show the correlation of Evaluation with language learning.

The lecturer gave the instructions and explains the activity in learning English instructional evaluation. The task-instructions are:

1) Divide the class into six group 2) Assign the students to get the topic based on the course outline 3) Ask the students discuss the topic in group 4) Ask the students to present in front of class for each meeting a presentation.

Then the students are presentation and discussion actively in the classroom. After presentation and discussion process, the lecturer explain and leading the students by giving question. Those activities are very helpful for students to understand the material. The students always give feedback and share their ideas, so it is shown the students very enthusiasm to join English instructional evaluation class.

At the sixth meeting, the students have understood the basic theory of English instructional evaluation. Then the lecturer gave the second instructions for finishing the project. The instructions are: 1) Divide the class into ten groups 2) Students fins a test and student's answer sheet (elementary school, junior or senior high school) 3) Analyze the test based on theory of English instructional evaluation. 4) Give a brief theory and collect it in a form of paper.

The lecturer reviews the materials which are presented by students. The lecturer shown the example of test and analyze it with the students by using whiteboard. This review process is very helpful the students to begin in design their project.

In post-activity section, the lecturer motivated the students to keep their study. The lecturer always controls the student's process in finishing the project.

c. Closing

The last activity is closing. In the last activity the lecturer reviewed the material that had been discussed before and the lecturer asked the students is there any difficulties in the material. After that, the lecturer asked the students to resume the material today and collected on next meeting.

**3. The Advantages of Project-Based Learning in Teaching English Instructional Evaluation to the Sixth Semester Students of English Department of STAIN Ponorogo**

Project-Based Learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. Project-Based Learning activity is designed to assist students in setting a purpose for make project. A useful process during the implementation of Project-Based Learning is has students cover up the section what they are doing for future.

Project-Based Learning employs a problem as the driving force for learning the fundamental principles that are required to find a solution. The explicit focus of Project-Based Learning is an attempt to incorporate learning into project work such that project outcomes are

both task and learning. It means the activity of Project-Based Learning is studying the theory in practice form. As a practitioner, students must create project by actions in the classroom.

Besides that Project-Based Learning engage students in the central concepts and principles in the classroom. Project-Based Learning also encourages collaboration in some form, either small groups or students-led presentations.

The students must be carefully planned before being implemented to clarify student learning goals, final products, timeline, and instructional activities.

There are positive advantages from the implementation of Project-Based Learning in teaching English instructional evaluation both for teacher and students.

Based on the interview with Mrs.Pryla Rachmawati was conducted on Friday, 15<sup>th</sup> of March, 2015 at 1.30 pm till 2.15 pm in Islamic Department office room.

In the implementation of Project-Based Learning, students can understand project based on the educational model. Besides that students are able to identify the ways which the project based on the academic purpose.<sup>98</sup>

The purpose of learning is students understand the material clearly. In fact, the lecturer is forced to creative in order to create a good environment in the classroom which helped the students to understand the material.

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<sup>98</sup> Interview Transcript Number 01/I/15-3/2015

In order to help the student's understanding, the main concept of Project-Based Learning is learning by doing. The concern activity of learning by doing is use student-centered approach. Students have opportunity to explore new skills such as social skill, personal skills and thinking skills. According to Mrs.Pryla,

The process of finishing the project is needed extra time, but the students will get the greatest impact from those long process. Besides work in groups, the students must meet the real people with the real problems and offer real solution.<sup>99</sup>

Furthermore, the result of student's project will give the students change to upgrade their knowledge which was getting in the classroom to the real work. During several weeks, students were working in group and discuss to create the best project at the end of semester. By the process of working in group, the students always share with their friends and try to find the solution of each problem. The Mrs. Pryla said,

The main advantage of Project-Based Learning is upgrading the social skill of students. The student can be problem solver, because they try to find the best solution of each problem. Besides that, the process of Project-Based Learning can eliminate the examination test of English instructional evaluation. Thus, it saves much time for students to focus on finishing their project.<sup>100</sup>

It is addition by the argument from AFP, she is one of students Tl.C class. The interview was conducted on Tuesday, 24<sup>th</sup> of March, 2015 at 12.30.pm till 13.pm in BC Building about The advantages of Project-Based learning in her achievement. The result is presented in appendix 7.

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<sup>99</sup> Interview Transcript Number 01/I/15-3/2015

<sup>100</sup> Interview Transcript Number 01/I/15-3/2015

According to DS, she is one of students of TIC class. The interview was conducted on Tuesday, 24<sup>th</sup> of March, 2015 at 13.pm till 13.30 pm in BC Building. The result is presented in appendix 8.

According the interview with C, he is one of students of TIC class. The interview was conducted on Tuesday, 10<sup>th</sup> of April, 2015 at 8.am till 8.40 am in BC Building. The interview result is shown in appendix 9.

Based on explanation above, researcher knows that the implementation of Project-Based Learning has positive contributions for students especially the student's achievement. Project-Based Learning process can upgrade the student's social skills.

## CHAPTER IV

### DISCUSSION

In this chapter, the researcher discusses the result of the research based on statement of the problem. The result of the research is taken from observation, interview, and documentation. The researcher discuss the result of the research which is done in TIC class of sixth semester students of English department of STAIN Ponorogo in academic year 2014/ 2015.

#### **A. Lecturer's Reason of Using Project-Based Learning in Teaching English Instructional Evaluation**

According to result of interview with Mrs.Pryla Rachmawati, she has explored the reasons of implementation Project-Based Learning in teaching English instructional evaluation. There are some reasons are done into the following:

1. The first reason, Project-Based Learning is task which work in real world. Student applies theory in practice area and they know how to evaluate all English skills. By active learning, students try to think critically; analyze and synthesize information to solve technical, social, and sciences problems. Simply word, active learning is crucial part in constructing knowledge.
2. The second reason is demanding students more creative. Students will try to explore theories that they have and apply it in real world

or project world. So that its need creativity of students to make good project.

3. The third reason, by using Project-Based Learning will increase student's enthusiasm in learning English.
4. The fourth reason, Project-based learning is asking students to work in group or cooperative learning method.

Cooperative learning is a strategy conducts the students to study with their group. The students will work together as a team to do their assignments. Cooperative environment stimulate students in some aspect, such as social, intellectual, personal, and motivation.

5. The sixth reason, project- based learning method very easy and it can give advantages both students and lecturer in teaching English instructional evaluation.

Based on the descriptive data above, the lecturer paid more attention the elements of Project-Based Learning for teaching process. It is showed in chapter II, the elements of Project-Based Learning are: active learning, real work, cooperative, meaningful and build the student's critical thinking. It means teacher must elaborate those elements on teaching process. According to theory, Project-Based Learning is derived from a teaching learning model that empowers students to be more creative and more receptive to becoming independent thinkers and problem solvers.<sup>101</sup>

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<sup>101</sup> Darla Lee Gerlach, "Project-Based Learning as a Facilitator of Self-Regulation in a Middle School Curriculum," UMI, (April, 2007), 32

Project-Based Learning is an instructional model that is based on the constructivism approach to learning, which entails the construction of knowledge with multiple perspectives, within a social activity and allows for self awareness of learning and knowing while being context dependent.<sup>102</sup>

Thus the roles of students in the implementation of Project-Based Learning are problem solver, decision maker, and investigator. According to that reasons the lecturer use Project-Based Learning in teaching English instructional evaluation. In order to upgrade the student's competences in any aspects, the students also understand the lesson easily and to be active participant in classroom.

## **B. The Implementation of Project-Based Learning in Teaching English Instructional Evaluation**

The implementation of Project-Based Learning in teaching English instructional evaluation to the sixth semester of TIC class of STAIN Ponorogo has three steps. According to the theory, the implementation of Project-Based Learning is presented into three steps<sup>103</sup>. They are:

### **1. Team Selection and Brainstorming**

After briefing the students a week earlier, the students choose their group members and worked together for 2 meeting. By choosing their group

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<sup>102</sup> Suha R. Tamim, "Definitions and Uses: Case Study of Teachers Implementing Project Based Learning", University of South Caroline: IJPBL (Interdisciplinary Journal of Problem Based Learning, 7,(5-16-2013), 73

<sup>103</sup> Azura Omar, et Al, "Project-Based Learning: English Carnival in University Kuala Lumpur-Malaysia France Institute", University of Kuala Lumpur: Malaysia France Institute, vol. XLI ( August 2012), 35

members, the students also had the liberty to discuss and communicate with the group members. The rationale of giving them the freedom was because the students knew the knowledge, skills, and ability their colleagues possessed about how to function in a team. The team discussed the project, sharing their knowledge and suggesting possible team language games.

## 2. Project Planning

A project plan is usually developed to guide students through the process, support teamwork, focus communication and evaluate. Students were given 9 weeks to plan and later on execute the plan. To help the students achieve their goals, students must careful thinking and planning. Lecturers also played an important role during the planning stage as they monitored the students' work and progress. Students were asked to write down the planning process such as how they estimated their time or schedule their project, and also how they worked with other students.

## 3. Project Implementation

After choose the team and brainstorming, then the students have main planning, the team continues to project implementation. In process of doing project, the team needs to discuss with the lecturer. The revisions required feedback from the lectures, and as the event drew closer, more monitoring was needed.

Based on the result of observation and interview, the implementation of Project-Based Learning in teaching English instructional evaluation to the sixth

semester students of English Department Tl.C class is divided into the following steps:

### **1. Preparation**

In preparation step, the lesson plan must be designed including the following items a. instructional objectives b. the material c. teaching technique d. teaching media e. teaching and learning activities and f. assessment. The lesson plan is different for every meeting, it must be appropriate to the topic discussed.

### **2. Implementation of Project-Based Learning**

The implementation refers to the teaching and learning process. In this stage, the implementation of Project-Based Learning in teaching English instructional evaluation is obviously seen. The activities are:

#### **a. Pre-Activity**

Pre-activity or often called opening is dealing with brainstorming activity. The lecturer activated the student's background knowledge in accordance with the topic discussed.

#### **b. Whilst-Activity**

Whilst-activity is the main activity in the classroom. It is divided into:

- 1) Pre-task
- 2) During-task

### **c. Post-Activity**

Post-activity is called the closing activity which the lecturer with students making reflection. The steps are supported by the result of observation and interview.

Based on four' times result of observation, the implementation of Project-Based Learning is divided into three activities. There are: 1) preparation 2) whilst-activity 3) post-activity.

In preparation section, the lecturer prepares the lesson plan. The lesson plan is designed including the following items a) instructional objectives b) the material c) teaching technique d) teaching media e) teaching and learning activities and f) assessment. The lesson plan is different for every meeting, it must be appropriate to the topic discussed.

In the whilst-activity section, the lecturer divides the activity into two terms. There are: pre-task and during-task. In pre-task, the lecturer greets and motivated the students to be active and creative in the English instructional evaluation class. The lecturer gave the instructions and explains the activity in learning English instructional evaluation. The task-instructions are: 1) Divide the class into six group 2) Assign the students to get the topic based on the course outline 3) Ask the students discuss the topic in group 4) Ask the students to present in front of class for each meeting a presentation.

Then the students are presentation and discussion actively in the classroom. After presentation and discussion process, the lecturer explain and leading the students by giving question. Those activities are very helpful for

students to understand the material. The students always give feedback and share their ideas, so it is shown the students very enthusiasm to join English instructional evaluation class.

At the sixth meeting, the students have understood the basic theory of English instructional evaluation. Then the lecturer gave the second instructions for finishing the project. The instructions are: 1) Divide the class into ten groups 2) Students find a test and student's answer sheet (elementary school, junior or senior high school) 3) Analyze the test based on theory of English instructional evaluation. 4) Give a brief theory and collect it in a form of paper.

The lecturer reviews the materials which are presented by students. The lecturer shown the example of test and analyze it with the students by using whiteboard. This review process is very helpful the students to begin in design their project.

In post-activity section, the lecturer motivated the students to keep their study. The lecturer always controls the student's process in finishing the project.

From the explanation above, it can conclude that the implementation of Project-Based Learning on teaching English instructional evaluation at the sixth semester students of English department of STAIN Ponorogo give the students to upgrade their knowledge by designing the project. The students are very enthusiasm to join the English instructional evaluation because the learning process is done by active learning method which is centered on students.

### C. The Advantages of Project-Based Learning in Teaching English Instructional Evaluation

Each teaching technique always has advantages, both of for the lecturer and the students. Project-Based Learning is a teaching approach that emphasized the student participation in the learning process to construct their knowledge in an active learning environment.

The advantages of Project-Based Learning are<sup>104</sup>:

6. Students gain knowledge and skills through different activities and in a variety of domains.
7. The students develop dispositions or tendencies to act in a certain manner and they develop feeling such as self-esteem and confidence
8. Students interest, critical thinking abilities, presentation skill and communication skills, and their ability to work effectively on a team were enhanced
9. Students were able to move from novices to experts in the domain of knowledge and that they blended some of their learning abilities in the production of the artifacts.
10. Students learning through Project-Based Learning did not limit themselves to the reporting of facts but attempted to interpret the information, were more motivated about working collaboratively on their presentations, and expressed a more positive attitude toward learning history.

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<sup>104</sup> Suha R.Tamim, Definitions and Uses: Case Study of Teachers Implementing Project Based Learning, University of South Caroline: IJPBL ( Interdisciplinary Journal of Problem Based Learning, 7,(5-16-2013), 73

Moursdund (1999) is describe Project-Based Learning as learner centered, problem or task oriented and authentically assessed. He lists 10 positive outcomes of Project- Based Learning in the classroom:<sup>105</sup>

- 11) Developing expertise. Students often gain a high level of expertise on a specific topic
- 12) Improving research skills. Projects require students to use and develop research skills
- 13) Improving higher order thinking skills. Students must use critical thinking skills to accomplish the project
- 14) Participating in a project. Students learn to work with other students to successfully complete a project
- 15) Learning to use information technology. Students employ information technology to complete a project
- 16) Conducting self-assessment and peer assessment. With project students are accountable for their own work and performance
- 17) Developing a portfolio. Projects require students to produce a product that may become a part of the student's portfolio
- 18) Engaging in a project. Projects are highly motivational for students, causing them to become engaged in the learning tasks required to successfully complete the project
- 19) Being a part of a community of scholars. Projects allow students to contribute to the collective knowledge of the classroom and beyond

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<sup>105</sup> Steven C. Mills, Using the Internet for Active Teaching and Learning, 35

20) Working on important ideas. Projects allow students to work on relevant, real world activities or problems

According to result of observation and interview there are advantages of Project-Based Learning in teaching English instructional evaluation.

Based on the interview with the lecturer and students, the researcher gets information that Project-Based Learning is very helpful. Students can understand project based on the educational model. Students are also able to identify the ways which the project based on the academic purpose. Beside in term of the material, the main contributions of Project-Based Learning are upgrading the social skill of students and build student's critical thinking.

The student's critical thinking needs to empower. When the students discuss the topic of evaluation, the lecturer used Project-Based Learning. The task instruction is not only presentation and discussion but the students must create project. Then, during the process, students upgrade their ideas till give best and brief argument or often called critical thinking. Critical thinking has been defined as a set of independent cognitive abilities which can be taught in relation to any propositional content.

Actually, critical thinking is the process that challenges an individual to use reasonable and rational thinking to gather and evaluate information. Thus it is obvious important for students to have critical thinking.

Then, students can be problem solver, because they try to find the best solution of each problem. Then the process of Project-Based Learning can

eliminate the examination test of English instructional evaluation. Thus, it saves much time for students to focus on finishing their project.

Further, from the interview with the students, the researcher gets information the advantages of Project-Based Learning in teaching English instructional evaluation, such as:

- a. Project-Based Learning is very helpful the students to gain the knowledge and theory of English instructional evaluation.
- b. The students feel comfortable and happy in English instructional evaluation class because in the process of the implementation Project-Based Learning, the students as an active participant.
- c. The students have critical thinking ability, presentation skills and communication skills. It as the effects of work on group or team.
- d.** The student's education background is the crucial factor to support the comfortable environment. And the students design the project freely. So the lecturer gives extra time to finish the project maximally.

Based on the data above, it can be analyzed that the advantages of Project-Based Learning are almost same with the theory. The researcher concluded the main advantages of Project-Based Learning is helping the students in the process of understanding the material, upgrade the abilities and skills and also save much time especially to eliminate the examination of English instructional evaluation.

## CHAPTER V

### CLOSING

#### A. Conclusions

Based on result and discussion in the previous chapter, it can be concluded that:

1. There are some reasons of implementation Project-Based Learning in teaching English instructional evaluation. The students become more active and enthusiastic in learning process. The students as active participant or often called students-centered method. The students accustomed to independent learning and critical thinking. Beside that by using Project-Based Learning, the students more creative to design their project and solve the problems.
2. The implementation of Project-Based Learning in teaching English instructional evaluation is divided into three steps. The first step is preparation. In preparation section, the lecturer prepares the lesson plan. The second step is whilst-activity which is divided into two terms. There are: pre-task and during-task. In pre-task, the lecturer greets and motivated the students to be active and creative in the English instructional evaluation class. The lecturer gave the instructions and explains the activity in learning English instructional evaluation. The task-instructions are: 1) Divide the class into six group 2) Assign the students to get the topic based on the course outline 3) Ask the students discuss the topic in group 4) Ask the students to present and discuss in front of class. After presentation and discussion

process, Then the lecturer gave the second instructions for finishing the project. The third step is post-activity. In post-activity section, the lecturer motivated the students to keep their study. The lecturer always controls the student's process in finishing the project.

3. The advantages of Project-Based Learning are very helpful the students to understand the theory of English instructional evaluation. The students feel comfortable and happy in English instructional evaluation class because in the process of the implementation Project-Based Learning, the students as an active participant. Project-Based Learning is helping the students in the process of understanding the material and upgrading students' skills. The skills are thinking, social, research and presentation skill.

## **B. Recommendations**

After analyze the result of the research, the researcher has some recommendations. They are as following:

1. For English Teacher

Teacher must creative to create comfortable environment, innovative and motivate the students to be able keep their study. Besides that, teacher must build the students critical thinking and give opportunity for students to active participants. Thus, the teacher is suggested to apply the effective and appropriate technique in teaching English instructional evaluation.

## 2. For the Institution

- a. The university should give opportunity for lecturers to use this technique which create instructional process enjoyable and meaningful.
- b. The university should respect and give facilities in order to improve the quality of instructional process.

## 3. For the Students

In the process of presentation and discussion, students try to solve the problems. Students also as an active participant and they have good characters after learning process.