INCREASING STUDENT PARTICIPATION THROUGH A PROJECT-BASED LEARNING APPROACH (PjBL) WITH LESSON STUDY IN ENGLISH SUBJECT PROCEDURE TEXT

[1]Rima Rahmati Walidaini, [2]Abdul Syukri, [3]Rike Yulian Sucihati
[1,2,3]Universitas Hamzanwadi
Nusa Tenggara Barat, Indonesia

[1,2,3]Email: Rima.walidaini@gmail.com

Abstract

This study explores the effectiveness of a Project-Based Learning Approach (PjBL) combined with Lesson Study in enhancing student participation in the English subject, specifically in the context of Procedure Text. The research aims to address the challenge of low student engagement and limited active involvement in the learning process. The study used qualitative data collection methods. The participants consist of a group of secondary school students who are exposed to PjBL integrated with Lesson Study for a designated period. The research team collaboratively designs and implements lessons that emphasize problem-solving activities related to Procedure Text. The findings indicate that the integration of PjBL with Lesson Study positively impacts student participation. Students display increased motivation, as they are given opportunities to explore real-life problems and work collaboratively to find solutions. The PjBL approach encourages students engagement through fun learning, hands-on activities, and increase students participation. Additionally, Lesson Study provides a platform for teachers to refine their instructional strategies through collaborative planning, observation, and reflection. The study suggests that implementing PjBL with Lesson Study in English classrooms can enhance student participation, leading to improved learning outcomes. It highlights the importance of providing meaningful and authentic learning experiences that promote active involvement, problem-solving skills, and effective communication. This research contributes to the growing body of literature on innovative teaching approaches that foster student engagement and active learning in the English subject, specifically in the context of Procedure Text.

Keywords*: Students Participation, Project-Based Learning (PjBL), Procedure Text.*

A. INTRODUCTION

Students play a crucial role in the education system as they are the primary beneficiaries of the teaching and learning process. They actively participate in classes, engage with educational materials, collaborate with peers, and interact with educators. Students have the opportunity to explore various subjects, develop critical thinking skills, expand their knowledge, and acquire practical skills relevant to their fields of interest. As students' progress through their educational journey, they face challenges, set goals, and work towards achieving academic success. They learn how to manage their time, prioritize tasks, and develop study habits.

As we know, students are the most important asset in an education. Basically, students take a role in improving the quality of an education. Nowadays, students are expected to be able to take a major part in class, where students become active players during learning. When students are active in class learning will run effectively and make it easier for the material being taught to be conveyed. To make this happen, we as educators must be able to ensure that the enthusiasm of students in the class remains. Student enthusiasm in class will determine student participation in class. In the classroom,

student participation is very much needed, without student participation and enthusiasm, the class will not be said to be successful. The success of learning in the classroom is not always marked by a quiet and conducive class, but an active and noisy class is also one of them.

Enthusiasm has a positive power to influence student learning outcomes (Patrick et al., 2000). When students are enthusiastic about learning, it was be able to improve students' academic achievement in learning English, because the failure of student academic achievement is an important case that needs attention. Thus, enthusiasm is a factor that becomes a willingness that affects students' academic achievement in learning English. The effects of students' enthusiasm on students' motivation, namely that students' model or imitate the energy and commitment of an enthusiastic instructor, thereby increasing their enthusiasm for study outside the classroom (Borong & Pd, n.d.). Enthusiasm towards learning activity uses a theory of need because the learning activity and learning achievement is a need of every student.

Project based learning

Project-based learning (PjBL) is an educational approach that focuses on students actively engaging in real-world, complex problems or projects to develop essential knowledge, skills, and competencies. In PjBL, students work collaboratively, investigate, and explore a specific topic or question that is relevant and meaningful to their lives.

Benefits of project-based learning include fostering critical thinking, problem-solving skills, creativity, and communication skills. It also increases student motivation, engagement and ownership in learning as it helps them to have a sense of purpose and a sense of relevance to their work. PjBL prepares students to apply their knowledge and skills in practical situations, encourages lifelong learning and prepares them for future challenges.

Students Participation

One theory that can help explain student participation in the classroom is the Social Cognitive Theory, proposed by Albert Bandura. According to this theory, individuals learn and develop through a continuous interaction between their environment, personal factors, and their behavior. In the context of student participation, the Social Cognitive Theory suggests that several factors influence students' decision to actively engage in classroom activities include self-efficacy, outcome expectation, environmental factors, self-regulation, and personal factors

Self-efficacy is the belief in a person's ability to successfully perform a particular task or action. Students with high self-efficacy in participation are more likely to participate actively in classroom discussions and activities. Observational Learning: Students observe and learn from the actions and actions of others, especially their peers and teachers. When they see others actively participating and receiving positive reinforcement, they are more likely to mimic that behavior and participate themselves.

Outcome expectations mean students observe and learn from the actions and actions of others, especially their peers and teachers. When they see others actively participating and receiving positive reinforcement, they are more likely to mimic that behavior and participate themselves. Additionally, environmental factors. The classroom environment plays a crucial role in shaping student participation. Factors such as the teacher's instructional strategies, the level of support and encouragement provided, and the classroom norms and expectations can either facilitate or hinder student participation. the learning environment will greatly affect the ongoing learning process, when the

environment is inadequate and in favor of the learning ecosystem students will not be able to participate actively in class because they are not focused.

Self-regulation happens when students with effective self-regulation skills are able to monitor and control their own behavior, including their level of engagement. They can set goals, manage their time, and coordinate their motivation and attention, thus increasing their participation. Last is personal factors. Individual characteristics, such as personality traits, cultural background, and prior experiences, can also influence student participation. Some students may naturally be more extroverted and inclined to participate, while others may require additional support to overcome barriers and feel comfortable engaging in class activities.

B. METHOD

The type of research to be conducted is Lesson Study. This is an action research approach that involves collaboration between several teachers or teaching teams in carrying out action research in the classroom. In lesson study, teachers work together to identify problems, plan corrective actions, implement actions, and evaluate results. The design of this study begins with carrying out initial reflection, namely Pra-Cycle : 1) Identify the problems faced by students in the learning process. 2) Conduct discussions with the teaching team regarding the solutions that will be carried out to solve the problems faced through lesson study-based Project Based Learning, followed by carrying out research designed in two cycles. This study used the classroom action research (CAR) method referring to the Kemmis and Mc cycle model. Taggart. The Kemmis and McTaggart Cycle, also known as the Action Research Model, is a systematic approach used to improve educational practices and address problems that arise in teaching and learning contexts. This model was developed by Stephen Kemmis and Robin McTaggart in 1988. Each cycle includes planning (planning), action (action), observation (observation) and reflection (reflection). Step on the next cycle are the revised plans, actions, observations, and reflection.

C. RESULT AND DISCUSSION

1. The Result of Pre-Cycle

Prior to conducting the research, a discussion was held with the English subject teacher on May 4 2023 at SMK Negeri 1 Lingsar. Initial observations were made with the aim of knowing what problems teachers usually face when carrying out learning in class. The results of initial observations in the English Subject in class XI Fashion Design 2, most students still pay little attention to and participate in the learning process. Prior to the commencement of the research, the determination of basic competencies was carried out as the material studied in implementing the Project Based Learning learning model. The material studied is based on the learning module, namely procedure text. During the research, the learning activities were carried out by the researcher as the material provider with three observers who helped observe the students.

CLASSROOM ACTION RESEARCH SCHEDULE TABLE

Cycle	Day, Date	Time
Pre-Cycle	Wednesday, 03 May 2023	09.30-12.00
I	Wednesday, 17 May 2023	09.30-12.00
II	Wednesday, 24 May 2023	09.30-12.00

2. Result of The First Cycle

a. Planning

The first action taken at the planning stage is to prepare the Teaching Module. Jar modules are arranged according to phases and CP (Learning Outcomes). In cycle I, the material provided was text procedures which were carried out in 2 meetings. At this stage, the writer and collaborator develop a plan according to the problems identified within the classroom regarding student participation and low engagement in the classroom. In this case, the writer used project-based learning to combine selected material and exercises into a lesson plan (the lesson plan can be found in the appendix of the page). The authors also made field notes to observe student and teacher activity in the lesson learning process to see if they matched previously created lesson plans, and the writer also prepared a post-test to collect the data to know if some students' performance improved from the pre-test to the post-test. At the planning stage also prepare research instruments as data collectors including observation sheets of student participation, quality of contribution and student activity. Activity observation sheet as material to see or assess student activity during learning from prayer activities to group discussions.

b. Acting

Action of the first cycle was done on May 17th 2023. The writer implemented the teaching learning process based on the lesson plan had been made. In the first meeting, the teacher started to convey what materials that would like to be learned by students and asked some trigger question to give brainstorming for students. The writer taught procedure text through Project Based Learning and asked the students to make procedure text based on the topic given. In the second meeting, the students were asked to make their procedure text based on their favorite thing.

Learning Activities

Apperception (5 minutes)

- ✓ The teacher opens with an opening greeting and prays followed by greeting students, asking how they are and checking the presence of students.
- ✓ The teacher provides an overview of the benefits of this material being studied in everyday life and conveys the learning objectives at this meeting.
- ✓ The teacher asks things related to the news and feelings of students:
  - How are your feeling today?
  - Have you had your breakfast?
  - What do you guys prefer, learning inside the class oroutside the class?

Main Activities (100 minutes)

a. Build Understanding (Understanding)

- ✓ Students are asked questions about their experience in making something.
- ✓ The teacher gives an overview and language features in the procedure text.
- ✓ Students are given worksheets on ordinal number, present tense, conjunction and action verb.
- ✓ The teacher provides an online game about present tense (https://www.gamestolearnenglish.com/present-simple/).
- ✓ Students are divided into groups of 5-6 people
- ✓ Each group is given time to discuss related to the poster that has been provided.
- ✓ Each group is asked to explain the result of their discussion
- ✓ The teacher provides the language structure and adjectives contained in the given poster.
- ✓ Doing ice-breaking.
- ✓ Each student is given the task to compose a procedure text.
- ✓ Students are given the opportunity to ask questions related to the material.

b. Developing a schedule

- ✓ Learners develop a schedule for completing the project by taking into account the time limit that has been determined together.
- ✓ The teacher guides the preparation of the schedule.

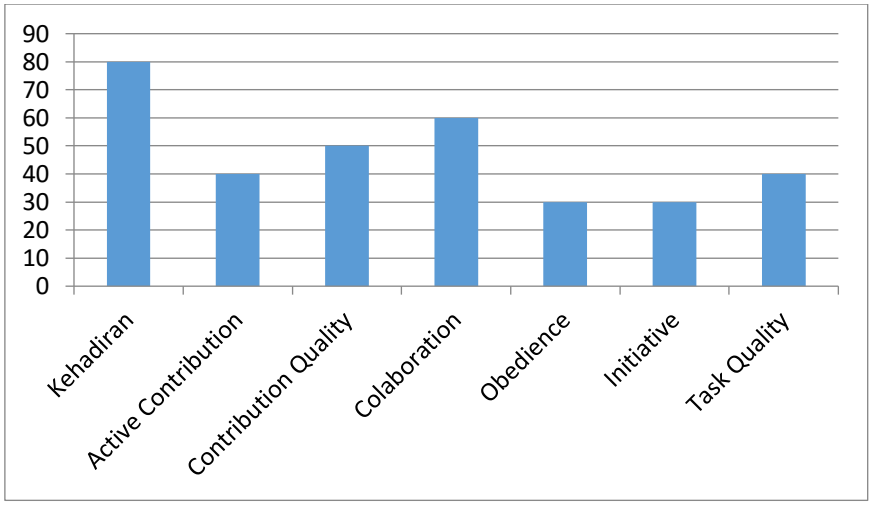
Closing Activity

- ✓ The educator together with the learners summarize and lesson at the end of the meeting.
- ✓ Educators and students reflect on learning.
- ✓ Inform the agenda for the next meeting.

c. Observing

In this phase, the observer observed the teaching learning process through field notes; it might be about class situation, students' participation, students' response and teacher's performance in presented the material. Related to the students' response, some of students did not pay attention on teacher explanation, therefore they just chatted with their friend when teacher gave a task.

Students' Participation



GRAPH OF THE QUALITY OF STUDENT PARTICIPATION

The graph shows that the quality of student participation is still very low. In the quality of attendance, out of 21 students, only 10 students were present in the class. The active involvement of students is quite active when given a stimulus, but has low initiative. The quality of student contributions is fairly good and the quality of work. The lowest level is student compliance, seen at the beginning of the cycle students are ignorant and do not listen to the teacher who teaches.

Active Involvement

Based on the student engagement observation sheet, student engagement was passive. Students rarely participated in class discussions, provided few relevant ideas, and their contributions to group activities were limited. Generally, students only participated when asked and given a stimulus.

Contribution Quality

Students make contributions that need to be improved in class discussions by conveying ideas that are less relevant or less developed, students need to be given stimulus and new ideas to be more creative.

d. Reflecting

In this phase, the writer and the teacher discussed about the conclusion of implementing the action. Reflection is a step taken after knowing the results and actions in cycle I. Based on the data displayed above, it can be seen that student participation and enthusiasm are still very low. Based on the observation of cycle I, several shortcomings were obtained which were used as material for reflection, namely:

1) Students are not excited in class because students still want to play.
2) Most students do not like English lessons.
3) Students were less motivated to participate and wanted to leave the class.

4) The quality of students' contribution and attendance was very low because the teacher rarely entered the class.
5) Some students are shy to ask about words they don't understand.

Based on the shortcomings in cycle I, the improvement plan prepared for cycle II is as follows:

1) The teacher brought some interesting flashcards and worksheets to stimulate student participation.
2) The teacher helped each student who needed help and visited each group.
3) The distance of students' seats is arranged close together so that they can be reached by the teacher.

3. Findings of the Second Cycle

a. Planning

In the planning stage, cycle II was carried out based on the results of the reflection in cycle I. The first action taken at the planning stage was to prepare Teaching Modules containing the identity of the education program, Learning Objectives and Learning Outcomes, learning materials, approaches, strategies and methods, learning activities, learning tools and media, learning resources, learning assessments, knowledge and skills items, and scoring guidelines. In cycle II the material given was text procedures with two meetings. Determination of the research schedule refers to the CP. In cycle I students learned about text procedures on how to make food. Worksheets were done in groups with the ideas or creativity of each student. Learning media used in the form of printed media in the form of learning modules, power points and worksheets. The material delivery procedure was carried out by the teacher giving a poster of an example of text procedures about making sandwiches.

The planning stage also prepared research instruments as data collectors, including observation sheets for student participation, activeness and contribution quality. The liveliness observation sheet as a material to see or assess student activeness during learning from beginning to end. In addition, it also prepares a list of group names and documentation tools in the form of a smartphone camera that will be used to document activities that occur during the learning process with the Project Based Learning model.

b. Acting

The implementation of class action in cycle II was carried out on Wednesday, May 24, 2023 in class XI Fashion Management 2 SMKN 1 Lingsar. The implementation of actions carried out at the stage in accordance with the lesson plan that has been planned as follows:

Learning Activities

Apperception (5 minutes)

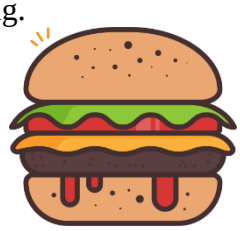
- ✓ The teacher opens with an opening greeting and prayer followed by greeting students, asking how they are and checking the attendance of students.
- ✓ The teacher gives an overview of the benefits of learning this material in daily life and conveys the learning objectives of this meeting.

- ✓ The teacher asks questions related to the learners' news and feelings:
  - How are your feeling today?
  - Have you had your breakfast?
  - What do you guys prefer, learning inside the class oroutside the class?

Main Activity (100 minutes)

Build Understanding (Understanding n Q)

- ✓ Students are asked questions about their experience of making things.
- ✓ The teacher provides triggering questions through pictures for brainstorming.



Creating a Project Design:

- ✓ Each group will present their work by explaining/displaying it.
- ✓ After all groups have done the presentation, other groups are asked to give their opinions and suggestions by giving notes / sticky notes
- ✓ The teacher gives feedback
- ✓ The teacher assigns each group to compose a procedure text according to their interests and talents (Fashion Design)
- ✓ Teacher gives differentiated assignment
- ✓ Assignment submission through video, poster or presentation.

Monitoring Project Progress

- ✓ The teacher monitors the group work on procedure text according to the learners' interest/project.
- ✓ The teacher monitors the learners' activity during the project, monitors the realization of progress and guides if they have difficulties in making the product step by step.

Testing Results

- ✓ Learners organize their projects/products using posters
- ✓ Learners describe their product creation about creating step-by-step product creation
- ✓ Learners showcase their results on how they succeeded in making step-by-step products

Evaluation

- ✓ After each learner has displayed his/her work, learners from other groups give feedback, and together with the teacher conclude the project results.
- ✓ The teacher asks other learners to correct each group's work.
- ✓ The teacher makes a record of the evaluation of each learner's work.
- ✓ Teacher and learners reflect/conclude

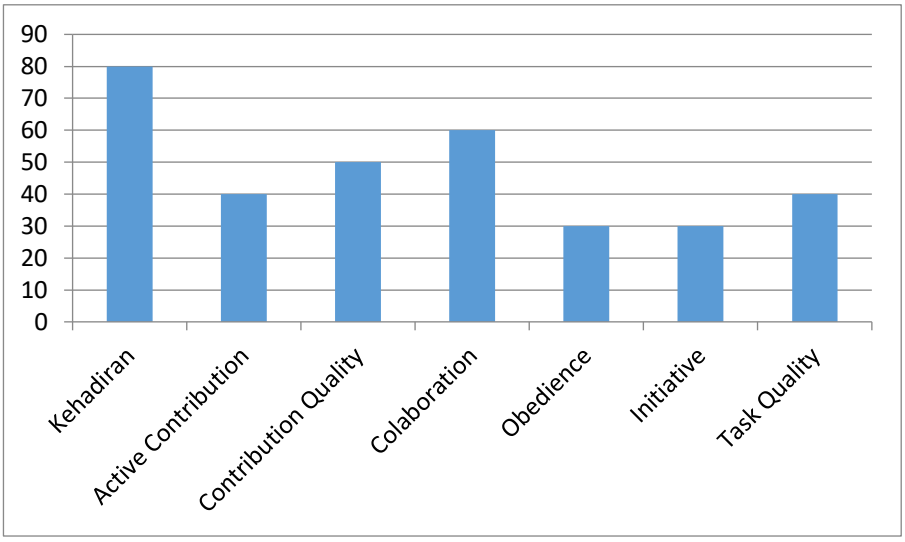
Closing Activity

- ✓ Learners' Reflection (15')
  - Did you like this learning activity?
  - Were there any other interesting things?
  - What learning method helped you the most in practicing the lesson?
  - What difficulties have you encountered in this study?
  - Did you find it difficult to understand the instructions/commands?

c. Observing

Based on the results of observations of student learning activeness and motivation in cycle I, it has not yet reached the success indicator. Therefore, cycle II was implemented. From the observations made by researchers and 3 observers in cycle II, the following data were obtained:

Students' Participation



GRAPH OF THE QUALITY OF STUDENT PARTICIPATION

The graph shows that the quality of student participation during cycle II improved. In the quality of attendance, out of 21 students only 2 students were absent from class due to illness. Students are quite actively involved when given a stimulus even though their initiative has increased but is still relatively low. The quality of student contributions is getting better as well as the quality of work is improving. In cycle I, it was seen that students had low compliance, but after making approaches and class agreements, the level of student compliance increased.

Active Involvement

Based on the student engagement observation sheet, engagement is fairly active. Students participated in class discussions regularly, provided some relevant ideas, and contributed to group activities well. Students'

active involvement is seen when working on group activities, especially when organizing the given project or task.

Contribution Quality

Students contributed well to the class discussion by presenting relevant ideas. All group members are active and contribute to their respective parts or tasks.

d. Reflecting

Based on the data and explanations displayed in cycle II above, it can be seen that student participation and enthusiasm in the classroom have increased. These results prove that the Project Based Learning model can increase student participation and enthusiasm in the classroom.

4. Findings After Implementing the Action

THE CHANGES OF STUDENTS' PARTICIPATION

Learning Motivation	
Before the research	• Students lacked of interest • Students showed negative attitudes
Pre-test	• Students seemed curious and interested • Students was mostly engaged • Students became more confidence and a bit relaxed
Post-test	• Students participated more serious • Students took effort optimally • Student enjoyed the learning

The changes that occur in each cycle seem to be very different, especially in the level of student attendance. At the table, student motivation looks very low and most of them do not want to learn, the participation of students is still very lacking so that the class is very passive. however, after the implementation of learning with the Project Based Learning method, student activeness and participation increased.

D. CONCLUSION

According to this study of classroom action research, project-based learning (PBL) strategies dramatically increase student engagement in the learning process. PjBL encourages students to participate more actively and raises their level of engagement in learning by actively involving them in projects that are relevant to real-world circumstances. Additionally, this approach promotes teamwork, creativity, and problem-solving, all of which help to raise student participation. According to this study, including students in worthwhile projects might sharply boost their level of participation. Additionally, this increased participation benefits students' conceptual grasp and mastery. PjBL is thus seen as an efficient teaching strategy that boosts student engagement and ought to be taken into account when creating new teaching plans.

In cycle I, it was seen that students were still indifferent during learning, attendance was still low and the level of participation was still lacking. However, when implementing PjBL in cycle I, there was a significant change in cycle II which was evident from the increased attendance and active and quality participation. We can draw the conclusion that efforts to improve student participation have been successful based on this classroom action research. Student involvement in the learning process has significantly risen because to a policy that uses interactive learning techniques, technology, and constructive criticism. Long-term student comprehension and academic achievement may benefit from this enhanced student participation. Therefore, it can be said that implementing this action research in the classroom promotes student engagement and serves as a guide for creating future learning tactics that are more successful.

E. REFERENCE

Borong, M. M., & Pd, S. (n.d.). The Students' Enthusiasm in Learning English of the Tenth Grade Students at SMK Kristen Tagari. 56–84.

Creswell, J. W. (2012). Educational research: Planning, conducting and evaluating qualitative and quantitative research (4th ed.).

Brown, C. T. & Pruis, J. J. (1958). Encouraging participation in classroom discussion, The Speech Teacher, 7:4, 344-346.

Finn, J. D., & Zimmer, K. S. (2012). Student Engagement: What Is It? Why Does It Matter? In S. L. C. et Al. (Ed.), Handbook of Research on Student Engagement. Springer Science+Business Media, LLC.

Herrington, J., Reeves, T. C., & Oliver, R. (2014). Authentic Learning Environments. In J. M. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), Handbook of Research on Educational Communications and Technology (pp. 401–412). Springer.

Hmelo-Silver, C. E. (2004). Problem-Based Learning: What and How Do Students Learn? Educational Psychology Review, 16(3), 235–266.

Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. Educational Psychologist, 41(2), 75–86.

Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998). Cooperative Learning Returns to College: What Evidence is There That It Works? Change: The Magazine of Higher Learning, 30(4), 26–35.

Krismiyanti. (2023). The relationship between student engagement and their perception of success in online learning. Jurnal Pendidikan Teknologi dan Kejuruan, 29, 12-22.

Patrick, B. C., Hisley, J., & Kempler, T. (2000). "what's everybody so excited about?" The effects of teacher enthusiasm on student intrinsic motivation and vitality. Journal of Experimental Education, 68(3), 217–236. https://doi.org/10.1080/00220970009600093

Pratiwi, K. P. (2018). Penerapan Model Pembelajaran Project Based Learning Untuk Meningkatkan Keaktifan Dan Motivasi Belajar Siswa Mata Pelajaran Simulasi Dan Komunikasi Digital Di Smkn 2 Klaten

Stigler, J. W., & Hiebert, J. (1999). The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom. Free Press.

Wahyuni, S. (2012). Upaya Peningkatan Partisipasi Siswa Melalui Penggunaan Media Gambar Pada Mata Pelajaran IPS Materi Mengidentifikasi BenuaBenua pada Siswa Kelas VI SDN 02 Dawung Kecamatan Matesih Kabupaten KarangAnyar Tahun Pelajaran 2012/2013.

Yusriyah, H. R. (2020). the Correlation Among Interest and Enthusiasm in Learning English and English Academic Achievement of 12 Th Grade Students of Man Sungailiat