
	Gema WIRALODRA
	Editor-in-Chief: Yudhi Mahmud
	Publisher: Universitas Wiralodra

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To cite this article:

Silalahi, D. E., Sinaga, A. R., Sihombing, P. S. R., Silalahi, J. (2024). Guided Of Project Based Learning On Seminar On ELT Subject At FKIP Universitas HKBP Nommensen Pematangsiantar. *Gema Wiralodra*, 15(2), 777 - 785

To link to this article:

<https://gemawiralodra.unwir.ac.id/index.php/gemawiralodra/issue/view/25>

Published by:

Universitas Wiralodra
Jln. Ir. H. Juanda Km 3 Indramayu, West Java, Indonesia

Guided Of Project Based Learning On Seminar On ELT Subject At FKIP Universitas HKDP Nommensen Pematangsiantar

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Abstract

This research aims to investigate the use of Guided on Project based Learning on the seminar on ELT subject. This model focuses on the process of doing project through guiding by the lecturer. Guided of Project based Learning is applied into the seventh semester of EFL learners at FKIP Universitas HKBP Nommensen Pematangsiantar at acadmic year of 2023-2024. The data are taken from 84 learners. Quantitative research is done to investigate the effect of Guided of Project based Learning. The effect Guided is analysed based on the subjects' project completely and respond based on questionnaires. This research finds the significant effect of Guided on Project based on Learning. It can be seen based on the mini research done the participants. They have maximal project based on lecturer guided. Guided on Project based Learning encourages and triggers the subjects to do the project systematically, Persistent. It means the guided of the lecturer on the Project based Learning has essential role to enhance not only the subjects' cognitive but also their affective. Their projects are valuable to others through the national seminar. It indicates that the Guided on Project based Learning enables the subjects to be creative and innovative.

Keywords: Guided, Project based learning, Seminar on ELT Subject

1. Introduction

Guided of project based learning is teaching model focuses on the process of doing project through guiding by the lecturer. It is one of innovative teaching model which prioritizes the learners' motivation and responsibility to complete the project based learning. This research intends to investigate extend of the EFL learners' proficiency on research subject knowledge and implementation in the mini research. It is essential to be implemented in seminar on ELT class in order to encourage the learning motivation to improve knowledge of research which presenting in classroom as regular classroom activities. The mini research as the product of this lecture is completed by the learners based guided into the project. Then the project of the learners' mini research is prepared to be presented in the national seminar. In this project, the learners are guided to be critical and innovative thinking to explore trends of English teaching and language phenomena. Guided on project based learning is one of innovative teaching model which is needed to be implemented in English teaching and language as the solution of the learners' difficulties to improve and explore their knowledge globally. The result of this research is measured based on the complete project of the learners in mini research during one semester of seminar on ELT lecture.

Innovative English teaching is the target to improve learners' competence. It has to be considered by educators (teachers and lecturers). Innovative English teaching facilitates individual learners' competence through critical thinking, problem solving, communication, collaboration, and creativity. These competences indicate the learners with high order thinking skills (HOTS). It has been emphasized since curriculum 2013 of ministry of education and culture of Indonesia (Hamidah. et.al., 2020: 3).

Innovative English teaching is required to raise the learners HOTS to be creative learners. One of innovative English teaching model is project based learning (PjBL). PjBL is one of English teaching model which emphasize the learners in assigning task. The task in the form of project which leads the learners to experience inquiry process (Stivers, 2020: 10)

English teaching with PjBL model enable the learner to be communicative, collaborative, critical thinking, creative and innovative. It is the characteristic of innovative teaching 21st century skill. To achieve the innovative English teaching 21st century skill the learners' HOTS has to be arisen through project (Rahman and Muliana, 2018:55).

Innovative teaching with PjBL motivates the learners to be discipline. This model stimulates the learners to be creative and innovative. Creative and innovative learners are investigated through the activities during the process of creating the project until finishing. It can be covered in project done by the learners and lecturer collaboratively. The learners' commitment, responsibility, honesty, diligent, collaborative, creative, innovative, and problem solving are categorized based project completion (Purwhadi, 2019: 28).

English teaching and learning has to be prepared innovatively to cover all the phenomena and problems which make the situation to be monotonous and bored. Monotonous English teaching is indicated by teacher centred. In this context teaching and learning process is dominated by the lecturer. As the case at FKIP Universitas HKBP Nommensen Pematangsiantar the teaching and learning process mostly are dominated by the lecturers. The lecturer explains the subjects matter through speech and focuses on the lecturer centred. This condition makes the learners to be bored. They are not stimulated to improve their knowledge. They only done based the lecturer instructions which make them to be static students. The learners do not have the freedom to be creative. Then evaluation is done to the learners. The evaluation shows that the learners are not motivated, innovative. Then the lecturer change the model to be guided project based learning or Guided of PjBL. Guided of PjBL means the learners are guided to do the project until complete.

PjBl is one of English teaching model which effective to improve the EFL learners' proficiency which focuses on the creativity of the learners. This PjBL will be run well when the learners are guided to complete their project. PjBl is teaching model which focuses on the learners' creativity to create their knowledge based on content of the learning material. Then the new knowledge is demonstrated or presenting in the form of various representations (Tim PBL, 2020: 4). In this research this model is known as Guided of PjBL which is implemented at seminar on ELT subject. The learners' proficiency on research in English language and teaching will be complete when they are guided to make sure the process of completing the project. It encourages the researcher to do guided on the process of seminar project with the aims of the significant completing the learners project.

This background encourages the researcher to use Guided PjBL in Seminar on ELT subjects at the even semester at academic year 2023/2024 at EFL learners of English department at FKIP Universitas HKBP Nommensen Pematangsiantar.

Guided of project based learning is one of the essential teaching model to improve learners' seminar on ELT proficiency. In guided of project based learning the process of completing project will characterize critical and innovative thinking get succeed in English learning. Character improves the learners competence based on the project done during the lecturing. This research background encourage the researcher to do investigation the EFL learners' proficiency through Guided of PjBL in Seminar on ELT subjects at EFL learners at English department at FKIP Universitas HKBP Nommensen Pematangsiantar with the formulation of research question as "What extent the EFL learners' proficiency on Seminar on ELT by Guided of PjBL at English Department of FKIP Universitas HKBP Nommensen Pematangsiantar?".

The English learners commonly face difficulty to explore their knowledge. This case is stated based on the observation of the researcher during teaching. The learners' difficulty has to be covered in order to improve their motivation and proficiency on research of English teaching and language especially on the seminar subject. This research intends to cover the learners' difficulty in exploring their knowledge through guided of project based learning (Guided of PjBL). The research knowledge of the EFL learner at English department of FKIP Universitas HKBP Nommensen will be improved through Guided of PjBL as the innovative teaching model. The project is done based on English teaching and language phenomena in form of mini research. This project motivates the learners to investigate kinds of phenomena in ELT then think and done problem solving. The project is completed based on guiding of the lecturer. The learners will realize their limited knowledge. Then guided will encourage their motivation during the process of completing the project in form of mini research. The projects are presented in regular seminar class and shared to the public through national seminar hold by the committee at FKIP Universitas HKBP Nommensen Pematang Siantar.

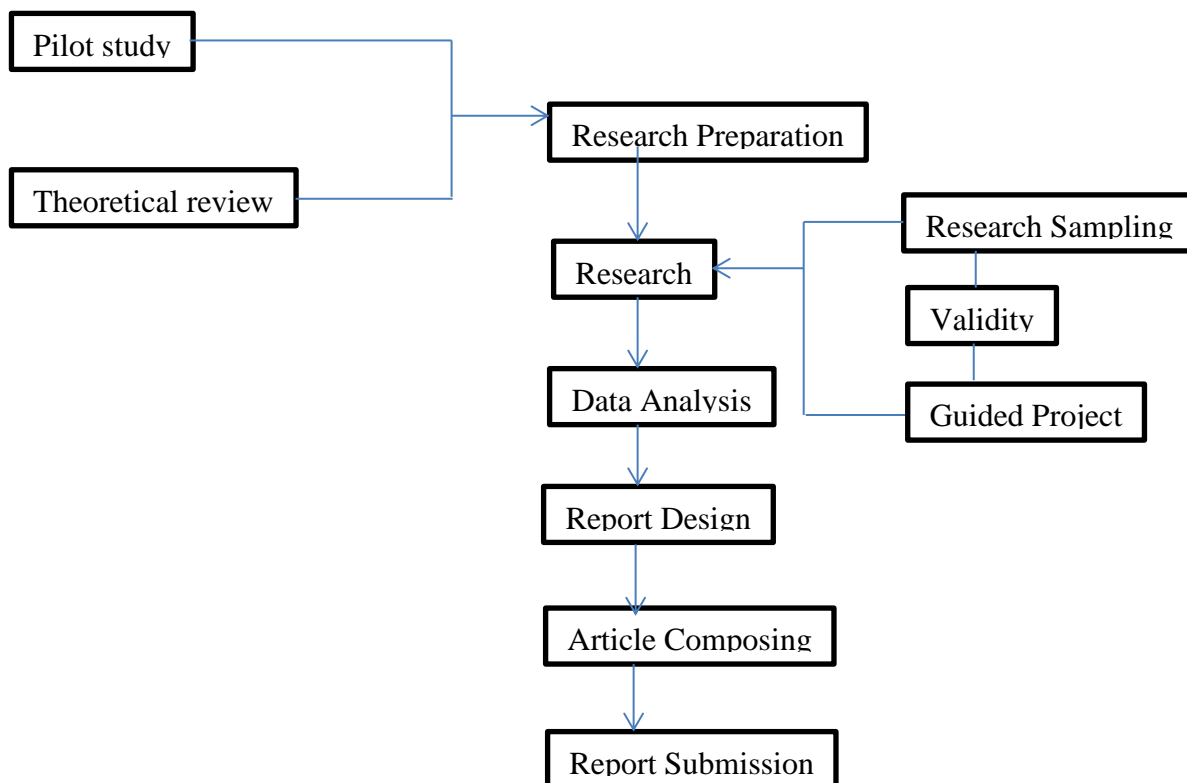
Project based learning is one of teaching model intends to have the project as the result of learning which is completed based learning objective. Meanwhile this research focuses guided on the process of completing project based learning. The project is in mini research of English teaching and language phenomena in Pematang Siantar. Guided of project based learning in this research is one of innovative teaching model which encourages the learners to be creative and innovative thinking based on the exploring of knowledge in seminar event at national and international moment. Guided of PjBL is the novel of teaching model at English department of FKIP Universitas HKBP Nommensen Pematangsiantar prioritizes guided in completing the project.

2. Method

Guided of PjBL is implemented by the researcher into the EFL learners at FKIP Universitas HKBP Nommensen Pematangsiantar. It intends to investigate the extent of the learners' proficiency of research knowledge at seminar on ELT. The data will be taken from the EFL learners at seminar on ELT class who study of English teaching and language research of phenomena. The subjects are assigned to do a project in form of mini research. They done the project in team after have theoretical knowledge in seminar class. Then the subjects complete the project based on guiding of the lecturer in regular seminar class and out of class by online and onsite. The data is collected by team. Then all activities are done by the researcher team systematically based on each task until this research complete. The research activities are started by the preparation of research, doing research, determining and testing of sampling, data analysis, report designing, article designing, designing of Guided PjBL English teaching model, and submitting the report. The syntax research method can be understood easily based the diagram below as following:

Figure 1.

Diagram of Guided PjBL



This figure is adopted from Data collected techniques refers to data reduction compilation with data quantitative (Hafni, 2022). The research is done based on the pilot study and the basic of the participants need to be done to fulfil the research needs. The Pilot study is done to the learners in the first of lecture. The result of the pilot study indicates the learners of having difficulty to understand the objective of the lecture which has been written and explained by the lecturer based on the teaching planning document. The pilot study encourages the researcher to have a trigger way to increase learners' achievement in the subject of Seminar on ELT. Then the researcher prepares Guided into the Project-based Learning in order to maximize the learners motivation and cognitive ability to complete the project as the product of the lecture. The research is conducted into the students who are attending the seminar on ELT subject. The sampling of this research is determined based on the purpose of this research. The purposive sampling is based on the need of this research to know the effect of Guided into the project-based learning model. The research data are taken from the students who complete the project. Then it is continued into the data analysis in order to have accurate information to be shared in term of article published. Research report is completed to fulfil the requirement of research at the university research department.

Research Design

It is a quantitative research which data are taken in the form of subjects' scores. The data are taken from one group design. It is categorized as quasi experiment when the subjects

are based on the situation of the lecture. Quasi Experimental design is a quantitative research which has the subjects as natural formal intact group. It is commonly at the social research as the education where the subjects have been form based on the context (Abraham, 2022: 2477). Specifically the data is taken by the system of times series design. The pre-test is done more than one time in order to ensure the stability of the subject ability in doing the mini research as the product of the lecture. The post-test is done to the subject after doing the treatment. Treatment will be done time series design of quasi experimental when the stability of the subjects' competence has been indicated stable.

Population and Sample OR Subject

The population of this research are those EFL who study at the odd semester of academic year 2023/2024. They are those who study the subject on seminar on ELT. The number this research samples are 60 learners who attend the subject which is taught by the researcher. The sampling technique is purposive. The purposive sampling refers to the application of the guided during completion of mini research as the project this lecture. The project is the outcome the seminar on ELT subject which taught by the lecturer for those EFL learners who are selected to the sample of this research. The sampling is determined based on the class refers to the subject of seminar on ELT subject. The researcher conducted the research to fulfil the the outcome of the subject.

3. Results and Discussion

This research data were taken from the EFL learners at fifth semester of English Department of FKIP Universitas HKBP Nommensen Pematang Siantar at academic year 2023/2024. To have specific and accurate data, purposive subject technique was implemented. Then the data analysed systematically based on techniques of data analysis in order to get information as the answer of the research question which has been as the focus on this research aim.

Data of this research was in form of the EFL learners' project. The project is the article of result mini research done by the learners at school. The project was completed by the learners based the lecturer guided. The project is in form of report of mini research around the phenomena at school which covers teaching and learning context. The project was completed by the ELF learners based the lecturer guided. The guidance is done in both online and onsite discussion. The guidance was done the regular class and out of classroom. The guidance was done every EFL learner who comes to have guidance from the lecturer at the office time at FKIP Universitas HKBP Nommensen Pematangsiantar.

The instrument to measure the learners' project is based on the criteria of good mini research based the element of research both in qualitative and quantitative. It consists of Research background, Theoretical Review, Methodology, and Data Analysis (appendix). Then additional instrument to measure the EFL learners' project is the criteria of good article as the result of mini research. The instrument refers to the article template of mini research based on seminar national template of seminar event which will be hold at FKIP Universitas HKBP Nommensen Pematangsiantar. This national event is the target of those projects of EFL learners of seminar on ELT class as the product of lecture.

The process of guiding mini research project is started form the identification of English teaching and learning phenomena. In this phase, the lecturer brainstorms the learners with the English teaching and learning phenomena. The English teaching phenomena concerns with techniques, methods, and media. Then from the learning point of view refers to learning strategy, motivation, and learning difficulty. The learners are guided to identify the object of

phenomena specifically. Further learners formulate the title of mini research will be done at the school where they practice English teaching as the core lecture of FIKP at Universiats HKBP Nommensen Pematangsiantar. The relevant and trend title of English teaching and learning phenomena were formulated based on the learners' interest.

Then continuing into the formulation of research problem or research question which refers to the types of mini research conducted. The formulation is prepared by the learners and presented in classroom to have any review from friends and lecturer.

Review of literatures is described well in order to support the research objective. The depth and detailed theories are the guidance to run the research. The research methodology guides the process of data collection and analysis technically.

Those the EFL learners' projects are collected in the end of the lecture. The projects are completed by guidance of the lecturer. The projects are completed gradually until cover all the component of mini research project which has been determined in instrument. Further the report of mini research is designed based on the template of national seminar which has been scheduled as the product of lectures at FKIP Universitas HKBP Nommensen Pematangsiantar.

The data of the research is elaborated in form of scores. The Scores are taken based on the research participants in completing the lecture's project. Then they are asked to give response into the questionnaires of the application Guided in completing the project as the product of the lecture. The research participants into the questionnaires are simplified in the table 1 below.

Table 1.

Participants' Questionnaires

Number of Students Choosing the Scale						
No. of Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	
1	27	20	11	2	60	
2	24	19	12	5	60	
3	30	22	5	3	60	
4	27	25	8	0	60	
5	24	25	9	2	60	
6	24	22	9	5	60	
7	26	24	8	2	60	
8	20	29	10	1	60	
9	4	15	26	15	60	
10	3	47	10	0	60	
11	6	35	17	2	60	
12	19	24	12	5	60	
Total	234	307	137	42	720	
Σ (scale x score)	234	614	411	168	2880	
Σ overall score					1427	

The questionnaires consist of twelve items with the likert-scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). It is the questionnaires of EFL learning proficiency based the tolerance of ambiguity. It is adopted from ISALTAS (instrument second language tolerance ambiguity scale) which is used to measure learners English proficiency through tolerance

(Silalahi, 2024). This questionnaire describes the participants' English proficiency in completing the project based on tolerance ambiguities which is helped by the guided done by the lecturer. In item 1 is found 27 participants who are strongly agree with the condition of impatient when they found something not clear in reading activity. Then there are 20 participants who are agree. At the position of disagree are 11 participants and at the strongly disagree are 2 participants. It means that the participants have difficulty to complete the project. They face ambiguity in doing the project. Most of them are strongly agree that guided enable them to complete the project by tolerance of various ambiguities. The questionnaire consists of 12 items whit the maximum score is 48 (4: strongly agree with 12 items / 4x12).

The result of doing project in this research is taken based on the participants' achievement. The activities had been done to perform data analysis. The review of data analysis is elaborated in the table 2 as following

Table 2
Mini Research Project Achievement

No	Ranges of Score	Project scores	N	N (%)
1	0 – 16	Very High	14	23.3
2	17– 32	High	36	60.0
3	33 – 48	Moderate	10	16.7
4	59 – 64	Low	0	
Total			60	

The data in the table 2 describes the condition of the EFL learners as the subject of this research who completed the mini research project. The extent of the EFL learners' achievement of completing project of mini research is mostly at the good condition based on the percentage of the subjects who are complete the project at the high and very high condition. It means most of the research subjects are able to complete the mini research project well based on the criteria of mini research which has been formulated in instrument of mini research project. The subjects' achievement in completing mini research is gained based on the guided project progressively.

This research finding the Guided Project-based Learning is an innovative English teaching model. It has the essential role in English teaching as following:

- Guided of Project-based Learning is one of innovative English teaching. It motivates the learners to learn more. Guided Project-based Learning encourages the learners to be creative. They realize of the limitation of their ability to complete the project based on the guidance they received.
- Guided Project-based Learning enables the learners to be curiosity. They think what to be done to complete the project. They use digital to help them to find relevant information. They translating in order to have clear meaning
- Guided Project-based Learning stimulates the learners to investigate accurate information, comparing, and analyzing.
- Guided Project-based Learning enables the learners to design mini research project through paraphrasing and synthesizing

4. Conclusion

The research results show that the guided on Project based learning is an effective teaching model. It enables the EFL learners to be creative and innovative. They have brave to express what they have understood based on learning. They also have willing to ensure their knowledge based on the project which is prioritized to be shared into public through national seminar. The event is held by the FKIP Universitas HKBP Nommensen Pematangsiantar. The guided help the EFL learner to complete the project as the outcome of the lecturer. The guided is the addition which is applied by the researcher as the solution of the difficulties faced by the EFL learner during completing the mini research as the project. It is concluded that project based learning is not maximal to help the research subject to gain the learning objective without the guided. It means guided of project based learning enable the research subject to handel to complete the project and encourage the subject to be enthusiast and curiosity.

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