

# The Implementation of Project-based Learning Method in Teaching ESP (English for Specific Purposes): Case Study

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**Abstract:** This study attempts to perform how Project Based Learning Method is conducted in English for Specific Purposes (ESP) program. It was implemented in ESP program for 8th semester pre-service teachers in English Language Education Department in Universitas PGRI Adi Buana Surabaya. Teaching ESP should be given both theoretically and practically and Project Based Learning method can be applied as effective way for teaching and learning process in ESP program that besides students study all the theories, they also design the task of project to apply those theories of ESP they already studied. In ESP program, the students are assigned to make course books design for several fields of study and practice one of unit materials in front of the class. The books are designed based on the needs of target language which are gained by having interview and observing the target situation. Giving students the book project enables them to boost and stimulate their sense of creativity in creating an ESP course book. However, the teachers' assistance is important for reducing students' confusion in deciding practices in the course book.

**Keywords:** English for Specific program, Project Based Learning Method, pre-services teacher

ESP is considered as an English subject taught for pre-service teacher as Hutchinson & Waters (1987) stated that ESP is a branch of English as a second language or foreign language. It can be said that ESP regarded as the approach of teaching English for specific or particular purposes in specific learners. This subject has purpose to give the overall overview about how to construct an English program for particular learners. The purpose of ESP program for novice teachers is to introduce them in creating the English language program to fulfill the target's need.

Students of English Language Education Department of Universitas PGRI Adi Buana Surabaya are expected to gain competences which are comprehensive, such as professional and pedagogic competency. ESP program to students is an attempt to develop their capability in creating English program. It is also very important competence that must be possessed by English Language Education students because they are going to be prepared as an English teacher who are going to design their own program.

There are two parts of the content materials of this subject; ESP program Design and the Application of ESP. ESP course design involves language description, learning model, analysis of needs, and course design approaches. Meanwhile, application of ESP application involves syllabus design, materials evaluation, materials design, methodology definition, and assessment.

On the other side, teaching ESP for English novice teacher is not an easy task because there are several characteristics of ESP that the students have to recognize in order to relate the theories into practice, so that the students are able to achieve good knowledge of ESP materials. As the matter of the fact, in reality as Anthony (1997) mentioned that many ESP teachers use the teaching methods which are different from the discipline that are really needed by target learners and they tend to equip by the ready-made published textbooks which are not suitable to particular disciplines or fields in real. Another obstacles faced by novice teachers are they are not able to relate topics and personal experience when they evaluate and consider course goals.

Therefore, the researcher tried to apply one alternative method in ESP program that was Project-Based Learning method (PBL) because this can contribute the benefits for the students in understanding both theories and practices of English for Specific Purposes materials.

## **REVIEW OF RELATED LITERATURE**

### **Project-Based Learning**

Project-based learning (PBL) defined as an instruction of an active student-centered based which is covered by autonomy of students, constructive investigations, setting of goal, collaboration, communication and reflection within real-world practices ( Kokotsaki, et.al, 2016)

Thomas (2000) said that project-based learning (PBL) is a model which arranges learning in the projects. The projects are complex tasks based on real problems while students were doing design, overcoming the problem, making decision, and/or investigating activities, that facilitate students chances to work relatively autonomously individual or group work in specific of time, and produce them as real products or presentations.

From the above definition, it can be said that in Project Based Learning method, the students are assigned a project or task based on some questions or problems needed to be solved, by setting decision, designing/creating, and observing in a period of time given. By teaching ESP program for English Language Education students by using PBL, the students are introduced several tasks that are related to English for Specific Purposes materials, then

in the end of the semester the students will result on some products which can be used by themselves or others.

### **The Steps of Project-Based Learning**

Patton (2012) gives some basic steps in conducting PBL in classroom, such as:

#### ***Get an idea.***

Getting idea becomes the first step of designing the project. This is very important to do in order to get the project outcome that can be in the form of a performance (such as a theatre piece or a debate), a product (such as an artwork or a machine), or a service (such as a lesson to students) which the outcome that something that students (as well as other people) value.

Other valuable things while finding the idea is the tasks will help students to comprehend the contents that they are asked to study and they can get the things that are essential from the projects.

#### ***Design the project.***

Thinking about planning can be considered an easy way of doing project. To begin with, the teachers will take notes everything that they want their students to learn from conducting this project. This involves the things which are the information of course-specific content, the generic skills like working together in teams and making drafts, having specialist skills, and personal attributes such as students' confidence. It is essential to introduce the project platform for the students to ensure that they will not forget about the things are important.

#### ***Deal with the project.***

In dealing with the project, the students will present the plans to a group of teamwork, who will contribute constructive feedback, work with ideas that have not thought of, and focus the potential problems that may not have overcome.

#### ***Do the project***

In doing the project, there are many ways to start a project: firstly is by giving the students duration time to discuss the project which are interested in, and then talk about how the project is able to speak to these concerns and interests.

During the process of conducting the project, the teacher should monitor the students' process of works and transform the feedbacks. When project-based learning is working, teachers' roles are transformed.

### ***Exhibit the project***

In this step, teacher assigns the students to show their project by exhibiting in learning access, campus, school, galleries, parks, community center, etc..

### **Statement of the Problem**

This research focuses on describing ESP teaching learning process course by using Project Based Learning method. It had two research questions, such as: (1) how is PBL implemented in ESP program? And (2) what are the benefits of using PBL in ESP program?

### **METHOD**

The study employed qualitative case study. Descriptive analysis was used to describe the focus of the study. The study conducted on March – July 2019 in ESP program at English Language Education Department, Universitas PGRI Adi Buana Surabaya

### **Participant**

The research participants were the 8<sup>th</sup> semester students of English Language Education Department of Universitas PGRI Adi Buana Surabaya who took ESP program. There were 2 classes in conducting the study.

### **Instrument**

Data collection techniques used in this research mostly were observation, and interviews with open-ended questions. The data had been collected by taking field notes and making observation the ESP program in the classroom to find suitable information needed for gaining the study objectives. In teaching process, the writer made observation to the students regarding their attitude towards the ESP lesson and process, their comprehension of ESP program, their struggle while they are finishing their project. At last, the writer also made interview to gather data from them about their beliefs and opinions about situations in their own words.

### **FINDING AND DISCUSSION**

#### **Project-based Learning Method in ESP Classroom**

The application can be seen as follows:

#### **Get an Idea**

The first step, in finding the idea, the writer tried to relate the ESP theory with the reality. It was from the reality that there are still few course books of ESP in particular fields such as,

English for food and beverage, English for taxi driver, English for restaurant waiter, English for sport, English for travel agent, English for hotel, English for business and marketing, and so on. As the matter of the fact, many professional fields need English language as means of communication and as tool for the professional learners to fulfill target situation need. It can be said that it should be flexible, and adjustable to target language" needs. Therefore, teaching ESP should be based on a learning-centered approach which maximizing the potential of the students

. From this problem, the writer set the idea to use project based learning in ESP course for English pre-service teacher in which the project is to design course book of ESP for particular fields. Before designing materials, the students were asked to do need analysis by having interview or give questionnaire to the target of learners with the fields that had been in order to get the information of learners' need towards English.

The materials designed by some proper steps from analyzing the needs of learners, designing the syllabus, designing the materials, until designing the book appearance.

### **Deal with the Project**

The second step, the writer set the project goal, made decision the book content for each class, decided the course books format, prepared the project timeline, prepared the assessment and monitoring checklist

### **Do the Project**

The third step, the writer firstly explained what they had to do with their projects at the beginning of the class. The writer introduced the details information of the project from the very beginning until the final. The project of one class was to make a course book for particular field. The students may decide the fields of course book were distributed randomly to 2 classes which became the sample of the research. Each class was divided into 4 (four) big groups. Every group consisted of 7 students in which every student had a task to design materials for one chapter of the course book which should reveal language focus and content focus. In the end of the project, every group should compile all the chapters from chapter 1 until 7 into a complete ESP course book.

The last process of doing the project, the writer made assessment for the students' learning progress, they ways the students work towards the projects, and also how the students understand about the basic concepts of ESP program.

### **Exhibit the Project**

The last step, the writer asked students to exhibit their projects in English Language Education Self Access Centre (SAC), so that all the students and the lecturers are able to use the course books. The projects should be in the form of hard file and soft file.

### **The Process of Project-based Learning Method in ESP Classroom**

In order to gain basic information from the target situation, the students arrange questionnaire and the interview to the targets.

The interview or questionnaire conducted by students should cover the targets need in English in particular field of study. The instruments are very important so that the students were able to find the basic need of the target learners by making analysis in the observation and interviews results. There were 2 (two) parts of basic information in their need analysis; the first was about the targets personal information and their experience about using English, their reasons and motivation, their language proficiency. The second part was the students need in English, their lack of English, and what they wanted in English, included the topics that they wanted to learn in English.

In designing the syllabus, the writer asked every group to discuss with each to decide the topic for each chapter in a course book. Each group should provide the content outline of their chapter which consisted of language focus and content focus. They should also determine the title of the chapter. The students might be able to use relevant syllabus for references.

In doing the project, they decided the topic in every group, the students are able to design the outline about what they would write in the overall chapters. In making the outline, they start from discussing the idea of first chapter until the end of chapter in order to make the systematic chapters of course book.

In the designing the materials, the students arranged the practices based on the four language skills, speaking, listening, reading and writing and also provided vocabulary enrichment and grammatical practices. In the final checking, the writer checked student's projects before banding the book. Based on the result of observation and interview, it can be summarized that there were some advantages in teaching and learning ESP course by using Project Based Learning: 1. Project Based Learning is able to stimulate the students in creating the English materials for specific or particular learner and particular fields of study. 2. Project Based Learning can promote the students in making decision in the process of finishing the project. 3. By using Project Based Learning, the students can practice in producing in a meaningful project which is still close relation with the course materials, and the products can be used by themselves or others.

In last step of making project, the writer examined the students' understanding about the relation between theories and the its implementation into practice by having interviews to get information about how the students conducted need analysis of particular learners, designed the syllabus, evaluated the teaching materials, and designed materials.

The result of the interviews showed that mostly of the English Language Education students finally understood how to apply the ESP theories into practices. The students were able to practice doing the steps in creating English language course including the designing the materials. The students were able to find relevant and suitable materials while creating the ESP course book.

## CONCLUSION

There are several ways for teaching ESP program, and based on the research finding and discussion above, it can be found that Project Based Learning is one of the effective ways in teaching English for Specific Purposes program since In learning ESP, the students do not only learn theories but they also able to design the projects of ESP materials. There are several steps that the students should follow in order to make good ESP materials. These activities called as students' learning by doing. Therefore, through this method, the students would can more understand the concept of English for Specific Purposes.

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