

Project-based Learning an Innovation in Teaching RELT: A Study on Students' Needs

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Abstract: The condition of learning in the post-pandemic era varies; although the learning process can be fully offline, some universities do blended learning. A blended learning system also happened in UIN Syahada Padangsidimpulan. This paper aims to inform the needs of students in learning research in ELT subjects; it was one of the subjects distributed to English students at this university. The data were taken using mixed-method methods, and the data was collected using questionnaires and interviews. 61 (sixty-one) students filled out the questionnaires, and 10 (ten) students were asked to get interviews. The data were analyzed quantitatively and qualitatively. After analyzing the data, it was found that the students liked to study using several methods. Although they have been stated to study with several methods, the highest percentage is Project-based Learning (PjBL). Based on the result, it can be concluded that the students need the PjBL in learning Research in English Language Teaching (RELT) subject matter. The students agreed that this learning method could prepare them to write a final task in their study.

Keywords: project-based learning; need analysis; RELT.

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INTRODUCTION

English students are prepared to have skills and abilities, not only linguistic skills but also the knowledge of how to finish their studies. The research methodology is one of the learning subjects for English students, especially in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpulan; it prepares the students to write their final task. Another subject that supports students' writing is research in English language teaching, also known as RELT. It is an essential course because teaching them how to do research in English language teaching. The course gives students the knowledge and skills to create a bachelor's degree requirement (Lubis et al., 2017). Research course as a scientific and systematic search for pertinent information on a specific topic (Nayak & Singh, 2020). Therefore, a lecturer needs to consider methods for assessing students' skills in writing a product.

Related to the need of the lecturer, one recommended method that suits this context is Project-Based Learning (PjBL) because it helps the quality of teaching and learning process become better and motivates the students to learn well (Megasari, Putri, & Rachmawati, 2020; Sari & Prasetyo, 2021; Suherman et al., 2020). Project-based learning (PjBL) focuses on students' activities in the form of information collection and its use to produce something beneficial for the students themselves and relevant to the actual condition that reinforces the students' knowledge and abilities (Iskandar & Mulyati, 2019; Karyawati & Ashadi, 2018). The main activity in this model is to solve problems through a

series of group activities based on the project so that students can be actively involved in learning (Hidayah, Arum, & Apriyansa, 2021; Ratuanik & Nay, 2017). Project-based learning can improve students' knowledge, creativity, skills, and critical thinking. Based on the explanation above, it can be concluded that project-based learning can improve students' learning, and it assigns students to produce work and solve problems in their study projects.

Due to the importance of this PjBL, the activities in the classroom make the students fun and enjoy, and also, the use of students' projects that are relevant to the real world will reinforce students' knowledge (Karyawati & Ashadi, 2018). The students can improve their creativity and problem-solving skills. The students can learn by doing. As far, it is known that English students need various kinds of methods for learning, especially learning that is done collaboratively (Harida, 2022). As known that to understand materials, teachers need to teach their students with various kinds of methods, especially cooperative methods, as these methods are helpful and successful in creating a classroom environment that encourages student-to-student interactions and critical thinking (Reis et al., 2009: 570; Sari & Prasetyo, 2021). Further, learning materials or Instructional materials, known as Teaching and Learning Materials (TLM), are anything that can be used as tools for facilitating learning in delivering the materials. TLM is the collection of learning resources and materials for the lessons that the teacher can use to teach their students to support learning aims for all subjects (M. T. Setiawan, 2016; Tomlinson, 2011). Materials need to be given to the students in various kinds of ways.

In line with the case, the materials given to the students in RELT course are not available yet for the students (Harida, 2021, 2022). However, the material is important for gaining the aims of the course. The suitable materials for the subject are very crucial for the students and the lecturers' needs (Tomlinson, 2011, 2014). The researchers need to know the students' needs regarding research in English language teaching (RELT). As known that the system of learning nowadays is a blended system, such as flipped learning (Harida, Jufrizal, & Rambe, 2022; Mehring, 2017), so the kinds of learning must be appropriate to the current condition. However, learning in the current condition, especially after the pandemic era, is mostly done in blended learning (Harida, 2020; Harper, McCormick, & Marron, 2024; Ismayana, Mulyono, Suryoputro, & Komara, 2020). For that reason, the research is significant. Then, this paper aims to explore the students' needs to learn RELT by using several learning methods; the method chosen is project-based learning in the post-pandemic era. So, this writing is to investigate the students' needs to learn RELT subject matter by using Project-based Learning in the blended learning system after the Covid-era condition.

METHOD

The mixed method research was used in this study, and the data was collected by using questionnaires and interviews. The data from questionnaires was obtained from 61 students of sixth semester TBI FTIK IAIN Padangsidimpuan, while the data from interviews was obtained from 10 students. Then, the data were analyzed qualitatively and quantitatively. Qualitative analysis has been done to analyze the data from interviews; it has been done by using the data analysis process suggested by Creswell (2017). They are (1) organizing and preparing the data, (2) reading and looking at the data, (3) coding, (4)

description, and (5) interpretation. The quantitative data analysis used percentages to calculate students' needs for these materials.

RESULT AND DISCUSSION

The Students' Needs on PjBL

The data of the students' needs about learning RELT by using PjBL in a blended learning system shows that almost all of the students that have taken as a sample of this research agreed to the questions given. The data was from the questionnaires given to 61 (sixty-one) students. More than 50 (fifty) of 61 (sixty-one) students stated that they needed to know the purposes of the lesson before studying it. Furthermore, at least 60 students agreed that studying RELT requires a strategy, technique, or method. Lastly, most students stated that the project-based Learning Model is appropriate for students learning RELT. The presentation shows that 97% - 100% of students need to know the purposes or the aims of the lesson; however, 93% of students did not need the list of materials stated by the lecturer when the lesson started.

Most students agreed that they need to know the purpose of the lesson when using teaching methods, techniques, or strategies. They also agreed that they need the method, model, strategies, or techniques to learn, and PjBL is also a model of teaching and learning that they choose. From the questionnaire results, 90% of students agreed they need it. In addition, the students' interviews revealed this. When asked about their needs for strategies in learning RELT, most of them agreed that Project-based learning is needed. The result is that 12 students from 61 students, or 20%, chose the discussion method as the model for studying RELT.

From interviewing the students about the strategy or techniques or method or models of teaching they liked, from 61 informants, 25 students stated that PjBL is what they like and need. It is seen that 41% agreed to study by using PjBL, 20% by problem-based learning, and 8% using discussion and presentation method. Further, 7% students did not choose the method used, while 3% students agreed that doing exercises and Direct Method are suitable for them. The last can be seen that the students liked the combination methods, such as Doing Presentation and Focus Group Discussion and Direct Method combined with Doing exercises. For the complete data can be seen on table 1. By looking for the result, it means that the students need the model of teaching RELT by using PjBL.

By this research, it is believed that the students need to study RELT by using PjBL. As known that, PjBL is good for training the students in making, doing, or producing some things (Latifah, Fauzia, & Kelana, 2020; Safaruddin, Ibrahim, Juhaeni, Harmilawati, & Qadrianti, 2020; Suherman et al., 2020). They stated that PjBL helps the students learn well by giving them projects that support their learning results. Based on this condition, researchers believe that project-based learning can provide learning material, especially for learning RELT.

The unavailability of the learning materials taught using the PjBL method is one reason that the students need the materials given by the teachers by using various kinds of methods, one of which is PjBL. The needs of the students in learning RELT by using some methods of teaching can be seen in the following table:

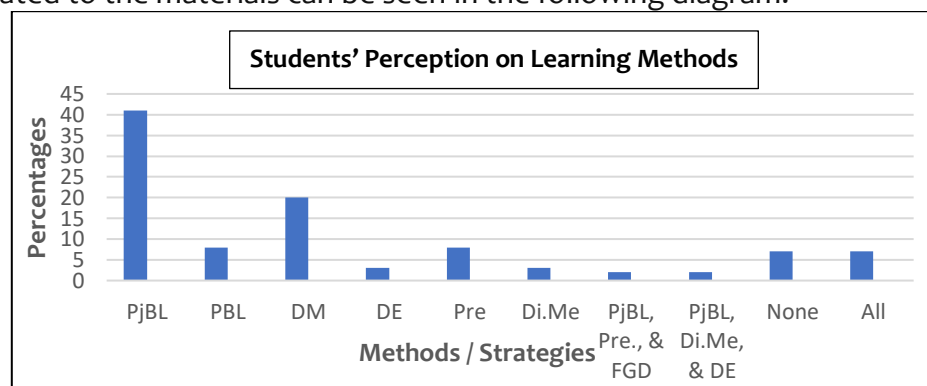
Table 1. Students' perception on learning methods

No.	Needs of method/strategy/techniques/model of teaching	Percentage	
		Quantity	
1.	Project-based learning (PjBL)	25	41%
2.	Problem-Solving based Learning	5	8%
3.	Discussion	12	20%
4.	Doing Exercises	2	3%
5.	Presentation	5	8%
6.	Direct Method (DM)	2	3%
7.	PjBL, Presentation, and FGD	1	2%
8.	PjBL, DM, and Doing Exercises	1	2%
9.	None	4	7%
10.	All	4	7%
	Total	61	100%

From the table, it can be seen that most students in English Department of UIN Syahada Padangsidempuan preferred to study with Project-based Learning. When asked to choose the learning method, most of them said that PjBL is good for learning RELT. The effectiveness of learning by using several kinds of methods has been seen in various research (Indayani, 2022; Lungu, 2022; Sari & Prasetyo, 2021; Webster & Mertova, 2007). Various kinds of methods in teaching and learning have proven successful in helping students learning. It is also done for PjBL as a method most students choose for their learning process.

In addition, it can also be seen in the table above that the second most chosen method of learning was the discussion method. However, this method was preferred by 12 of 61 students. It means that 12 students, or 20% of the students indicated to learn by using its method. The discussion method is also a favourite method by many students in some cases because it also can increase their learning result (Harahap, Suryantara, & Nasution, 2024; Putri, Regina, & Sumiyati, 2024).

The figure out of the students' perception on various kinds of learning methods that can be integrated to the materials can be seen in the following diagram:

**Figure 1.** Students' Perception on Learning Methods

After comparing with their questionnaires, the students' results in the interview also showed that they prefer to study with PjBL rather than the other. Although many students also agreed to study using the discussion method, the number of students who chose PjBL was higher than its method. It is similar to what was found in the results of the questionnaire. By asking the students what they like to study, it is known that they need to

have a project so they can practice making their proposal. They practice how to build research problems, research questions, research purposes, and methods.

The interview results also reveal that the students like to study using a combination of methods, such as PjBL combined with the Direct method and Exercises or PjBL combined with presentation and group discussion. Although the students indicated like to study with combination of learning methods, the most methods that the students liked is PjBL. The students need a new variation of learning methods, so they think that PjBL can give them what they need. For the further result of interviews can be seen in the following table:

Table 2. Result of Interview on students' perception on learning methods

No.	Needs of method/strategy/techniques/model of teaching	Quantity	Percentage
1	Project Based Learning (PjBL)	3	30%
2	Discussion	1	10%
3	Doing Exercises	1	10%
4	Presentation	1	10%
5	Direct Method (DM)	1	10%
6	PjBL, Presentation, and FGD	1	10%
7	PjBL, DM, and Doing Exercises	2	20%
Total		10	100%

As seen in the above table, it is known that 3 of 10 students said that PjBL is interested in being used in learning RELT. Moreover, from 10 (ten) students, 2 (two) of them said that the combination of learning of PjBL, direct methods, and doing exercises are needed to be done. They said that the result of learning will be better when the lecturers combine the learning process.

This result proved the successfulness of the methods, such as direct method (B. Setiawan, 2010; Slavin, 2018) and PjBL (Putra, Nopriansah, & Susanti, 2020). The students got better results when they used the PjBL in their learning process. The students' choice of learning method showed their wants and needs related to the theory and results of previous studies.

The students AS, FYN, and FRD chose the methods PjBL as their needs in learning RELT, while RMP and NP thought that the learning process would be better if the lecturers asked their students to do the combination of learning methods, Direct Methods, PjBL, and Giving Exercises. The initial names of the students can be seen in the following table:

Table 3. The Interviewees

No.	Name	The method chosen
1	AS	PjBL
2	FYN	PjBL
3	RMP	PjBL, DM, DE
4	NH	Presentation
5	ARL	Direct Method (DM)
6	NP	PjBL, DM, DE
7	FRD	PjBL
8	AIL	Doing Exercises
9	EFD	PjBL, Presentation, and FGD
10	MP	Discussion

The figure of the students' needs based on interview can also be seen on the following diagram:

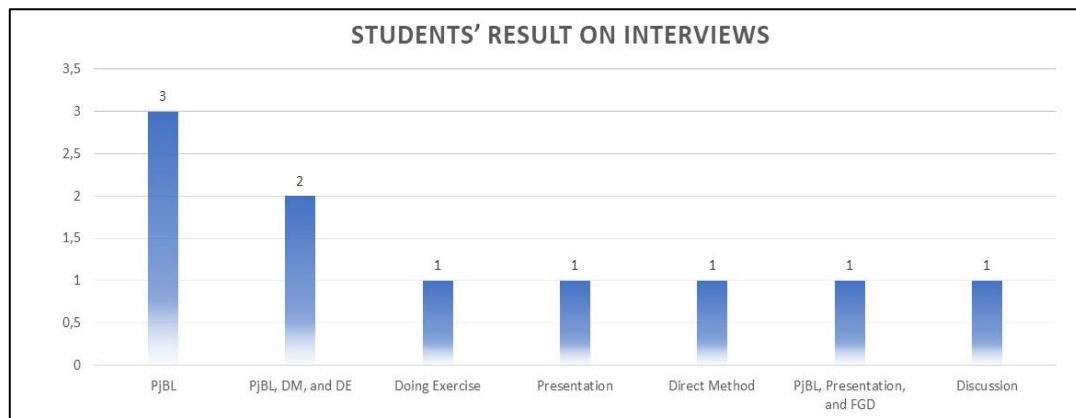


Figure 2. The students' needs based on interviews

Based on the diagram, it is clear enough that the students require the learning process in RELT subject matter is done by PjBL. Although the students chosen was also higher in PjBL, DM, and DE, but the PjBL itself is higher chosen than the combination. So, we have decided to develop learning material for RELT subject matter by using PjBL to accommodate the student's needs. It is the novelty of the PjBL method. However, there are no materials of learning developed yet for teaching and learning Research Subjects for English students, and it is given in this research.

Many researches have been proved that PjBL has been successful in improving students' learning process. Although many of them in learning science, such as Math (Latifah et al., 2020; Supriadi et al., 2018), it is also appropriate for English language teaching (Pratiwi, 2021; Syakur, Junining, & Sabat, 2020). It will be affected more significantly if the students are taught by using flipped classroom learning as one of the blended learning systems because many students and lecturers also agreed that flipped learning is suitable for the students (Harida et al., 2022; Kiang & Yunus, 2021; Victoria, 2021). Finally, it can be said that the students need the learning process to do variously.

Interestingly, the results of this research need to be compared with those of Tressyalina et al. (2023). They found that students' academic writing improved when using PjBL in face-to-face learning compared to students who learned online. This means that although students learn with PjBL, their learning process is also affected; it can be good or not. So, the findings that showed that the students need PjBL in providing RELT materials can be appropriate for some students. However, it can be inappropriate for others.

In addition, some findings also showed that the students thought that PjBL gave a positive effect to their learning process; it also motivated them to learn (Mahsusi, Fadhila, & Zamzami, 2022; Muqtada, Pradanti, & Subaidah, 2023; Pradanti & Muqtada, 2023). From its findings, it is known that PjBL applied to higher education students provided many aspects to the students, such as motivation, interest, creativity, and others. It is proved that PjBL is also suitable for students at a higher level, not only for primary and middle-level students. It is also seen that PjBL can be used not only for learning results but also for out aspect of education. These findings it is also supported by what has been done in the previous research, and unfortunately, it has not been done yet for research methodology. It made another novelty for this research.

Finally, it can be said that the result shows that students need PjBL for their learning process in RELT; it is appropriate for their condition and desires. This learning process is appropriate when teaching and learning are done offline, online, or blended. This result will be useful for researchers developing the materials for RELT using the PjBL learning method..

CONCLUSION

This research has shown most students need Project Based Learning Model are appropriate to the students in learning RELT in teaching in the post-pandemic era. They also agreed that they need to know the purposes of the lesson; they do agree that they need the method, model, strategies, or techniques in learning, and PjBL is also a model of teaching and learning that they choose. It is seen that most of the students or 90% of students agreed that they Project-based learning is needed as the model for studying RELT. By looking for the result, the students need the model of teaching RELT by using PjBL in the blended system. It is recommended that further research be done to find how effective PjBL is in increasing students' learning results, especially in helping students finish their final task at the university level. However, in this research, the researchers only did research on the students' needs, not on students' learning results or even on the final tasks of the students, whether it can be used to make them better in writing their academic writing.

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