The Development of PjBL-Based English Teaching Materials for Non-English Education Students at Universitas Jambi

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Abstract

The research aims to develop Project-based Learning-based English teaching materials for non-English education students. This is based on the fact that the material in English textbooks so far has not answered the vision of the University of Jambi, which is to make UNJA a World Class Entrepreneurship University. Project-based learning was chosen to increase student activeness in mastering English in the form of creative projects. To design appropriate teaching materials, researchers first analyzed the material in the textbooks used. The researcher also gave questionnaires to lecturers and students to see their perceptions of the material in the module. Furthermore, the data will be analyzed using descriptive qualitative. From the data obtained, the material developed includes 4 basic English skills namely listening, speaking, reading and speaking but focuses more on productive skills (speaking and writing) with some special themes such as communication skills, public speaking, negotiation skills, and business writing. The validity of the material is obtained from field observations made by researchers and then synchronized with the curriculum used. With the emphasis on Project-based Learning-based English teaching materials, non-English education students can actively and creatively develop CPMK and help improve English skills actively.

Keywords: PjBL, Materials, English

Introduction

English is a compulsory university course that must be taught by all study program students at Jambi University. In reality, there are still many students who lack English skills, for example at the first meeting of the English lecture students still cannot answer the greeting "how do you do" where this is a basic learning greeting that may have been learned at the school level. That way, this research begins with conducting a need analysis to find out the state of English language learning in FKIP Jambi University students and the needs of students for good teaching materials and in accordance with the needs and abilities of these students. There are many materials or books about English language learning both printed and digital However, from the results of the need analysis (pre-research) it is known that the lack of ability of these students in understanding these books. One of the reasons is that their English language skills are still lacking. Another reason is that English courses are general courses, that is, compulsory courses for all study programs. Furthermore, the available textbooks are presented with a lot of reading so it is boring for readers.

To create interest in reading, textbooks can be developed using technology. To answer this problem, students must master English holistically, namely mastering the four basic language skills namely; listening, reading, speaking, and writing, as well as mastering the components of English itself such as; grammar, pronunciation, and vocabulary. In fact, this is what is lacking by students so that it becomes a fundamental problem for students at FETT Jambi University. In creating effective learning in language

learning for four language skills, namely, listening, reading, speaking and writing, it is necessary to design a model of learning materials (Masyura, 2003: New York and Wright, 1995). The learning material model to be developed is project-based learning (PJBL) which integrates four English language skills (listening, reading, speaking, and writing) simultaneously. In addition, a project-based method is needed so that students interact with each other in other words, there is real communication between students in direct language use (Larmer et al., 2015; NYC Department of Education, 2009). Based on the description of the background and also the results of preliminary observations and interviews with several FETT Jambi University students, this development research entitled "Development of a PJBL-based English learning model for non-English education students of FETT Jambi University" needs to be carried out to answer the challenges and obstacles of learning English at FETT Jambi University.

Starting from the background described earlier that the problem of learning English for Jambi University FETT students is still inadequate, the questions in this development research are: 1. How is the process of developing an English language PPA learning model for Jambi University FETT students? 2. What is the quality of the PJBL model for Jambi University FETT students?
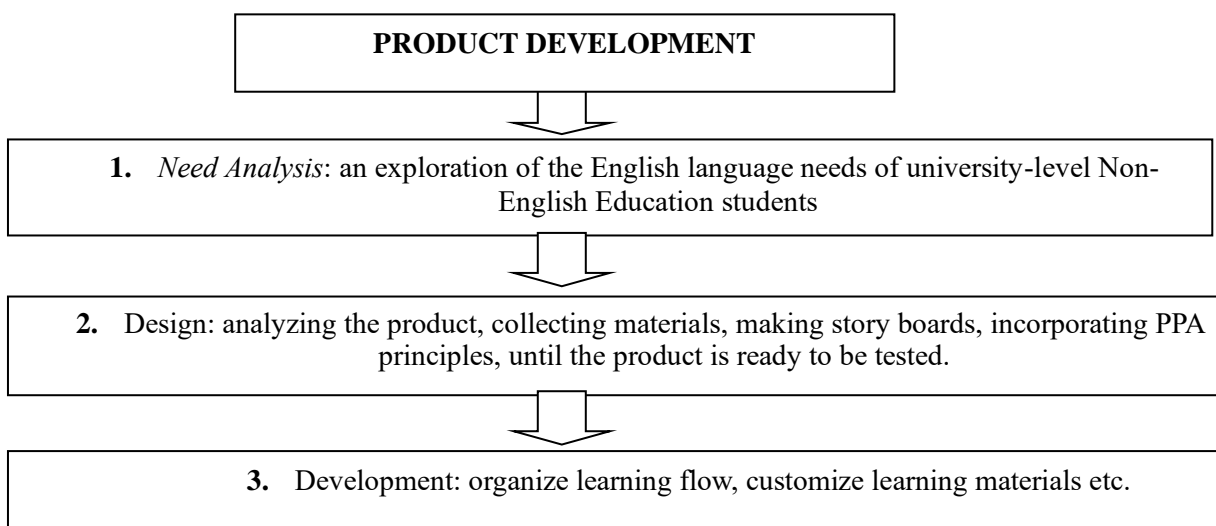
Methods

Research and development design is used in this study in order to produce a product that can be applied in teaching and learning activities. The product produced in this study is the development of PjBL-based materials for undergraduate students of FKIP Jambi University.
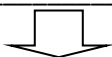
There are 10 steps described by Dick and Carey (2005: 277) in developing hard and soft products, namely: (1) identify instructional objective(s), (2) conduct instructional analysis, (3) analyze learners and context, (4) write objectives, (5) improve assessment of instruments, (6) develop learning strategies, (7) develop and select learning materials, (8) design and assess the progress of formative instructions, (9) revise instructions, (10) evaluate the design.

Next, Borg and Gall (2003: 571) also explained that ten steps in developing product, they are: (1) collecting research information (including literature review), (2) planning, (3) developing the initial form of the product, (4) initial field test, (5) main product revision, (6) main field test, (7) operational product revision, (8) operational field test, (9) final product revision, and (10) dissemination and implementation.
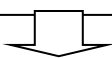
The above statement is in line with the statement put forward by Luther and Sutupo (2003: 32) which explains that there are six stages of learning media development, namely: (1) concept, (2) design, (3) material collection, (4) assembly phase, (5) testing phase, and (6) distribution phase. Concept is defined as identifying the purpose of developing an effective learning program that begins with identifying goals, learning needs, or problems that arise in learning.

Lee and Owens (2004) explain that in the learning development process there are 5 (five) stages that must be done, namely: analysis, planning, development, implementation, and evaluation. From the stages above, it is concluded that the Lee and Owens model of development research is assumed to be simpler than other models so that this research model follows the stages carried out by Lee and Owens. The flowchart of this development research will be presented in the following figure:

PRODUCT DEVELOPMENT

1. *Need Analysis*: an exploration of the English language needs of university-level Non-English Education students

2. Design: analyzing the product, collecting materials, making story boards, incorporating PPA principles, until the product is ready to be tested.

3. Development: organize learning flow, customize learning materials etc.

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4. Implementation: to find out whether the product gets a positive / negative response from users (lecturers, students). Validation.

5. Evaluation: to determine the effectiveness of the product (before and after validation). Product validation was conducted by experts in English and language learning materials. English lecturers as product users and students participated in product trials (large, medium, small groups). Furthermore, the product was revised and duplicated for

Result and Discussion

The development of English teaching materials based on Project Based Learning is focused on non-English education students at the Faculty of Teacher Training and Education (FKIP). This research aims to produce English textbook products that contain material to develop the competence of non-English education students, especially in improving English language skills in academic activities and facing the world of work.

The initial stage of the research was to analyze the English textbooks used in accordance with the curriculum. This stage was also used to see whether the books used had met the students' competencies. Interviews were also conducted with lecturers and students to find out perceptions about teaching materials. From the results of interviews conducted by lecturers obtained data that so far the material in the English module used has not been in accordance with academic needs and has not answered the needs of the world of work which centers on productive skills (speaking and writing). The results of interviews conducted with several random students showed that the material in the English module used emphasized more on the ability to understand reading texts than productive skills (speaking and writing). In accordance with the main objective of teaching English in higher education, especially the University of Jambi is to prepare students to master advanced English knowledge and skills that will support the achievement of the vision of the University of Jambi, namely making UNJA as A World Class Entrepreneurship University. It can be concluded that students must be able to use English as a means of verbal and non-verbal communication actively to support their competence.

Furthermore, a literature review is carried out which includes a study of development theory, learning theory in the form of learning methods that are in accordance with the material, the reality of textbooks in bookstores such as Gramedia by looking at existing teaching materials and understanding of ideal materials. The stage of preparing English teaching materials is carried out by looking at the results of the initial analysis and interviews with lecturers and students who will have an idea of what kind of teaching materials should be prepared to close the existing gaps so that English learning objectives can be achieved. This is in accordance with Mashura (2003: 351) who states that teaching materials must be able to attract learners by selecting materials that are suitable for the needs of learners. Therefore, the researcher focuses on the competence of productive skills (speaking and writing) without reducing receptive skills (reading and listening) as a language input process. The materials are supported by picture illustrations to make it easier for students to recognize the material objects and vocabulary glossaries to enrich students' vocabulary. After obtaining an overview of what is written, the researcher then plans the overall objectives of the teaching material and sets objectives for each chapter or section. In the context of writing English teaching materials for students, the preparation of materials adapts the English syllabus for English courses for non-English education students in semester 1 where there are CPMK that have been formulated and which are to be achieved, complete with a description of the material that must be learned to realize UNJA's vision as a world-class university in the field of entrepreneurship such as the ability to provide personal information, understand texts and create texts with appropriate tenses in addition to getting to know campus culture and life in English.

The English teaching materials prepared are based on Project-based Learning where there are instructions in the module to make students do and produce projects and products. Larmer et al. (2015) mentioned that there are several characteristics of project-based learning, among others: (a) The project teaches students about the content standards in a lesson; (b) The task in determining the project given to students is open and involves the voice of student choice; (c) Students work together in teams to

complete the project; (d) The project is completed with teacher guidance during the lesson; (e) Project work, including the process of continuous investigation and the creation of a product. From the vision as a world-class university, UNJA students are expected to communicate using English, so Project Based Learning provides benefits to actively involve students using English orally and in writing. According to NYC Department of Education (2009) Project based Learning model is a learning model for students to build content knowledge by themselves and demonstrate new understanding through various forms of representation. In the results of previous research conducted by Nurhajati and Widiarini with the title Developing an Instructional Guideline using Project based Learning to Teach Speaking to Junior High School Students (2016) showed the results that many of the students enjoyed working on their projects in collaboration with graphic organizers for speaking skills.

In accordance with the level, the material also contains the basics of communication by providing auxiliary vocabulary and simple dialogs. Some of the conversations presented in the dialog such as introductions and greeting and leave taking, asking information, giving / writing personal information, describing places / certain situations (describing things), communication skills, public speaking, negotiation skills, and business writing. Language skills include 4 basic skills namely, speaking, listening, reading and writing. Speaking and writing skills will be emphasized by involving students in activities such as dialogues and project.

Field observations to places in the campus area are used to produce authentic texts. As for some of these places such as the parks of each faculty, artificial lakes, and places of learning spots outside the classroom in the UNJA environment so that the resulting project can also raise local information in the UNJA campus area to be developed by students.

Conclusion

Developing Project-Based Learning (PjBL) English teaching materials tailored for non-English education students at Universitas Jambi effectively addresses both academic and professional needs. By focusing on productive skills, particularly speaking and writing, the materials aim to enhance students' communicative abilities and practical English usage, aligning with the university's vision of fostering entrepreneurial competencies. The PjBL approach encourages active student participation, collaboration, and real-world application of English, preparing students to engage in diverse settings both within and beyond the academic environment. This innovative approach offers a sustainable model for enhancing English language instruction in higher education contexts.

Acknowledgments

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