A PROJECT-BASED LEARNING MODEL IN INTERPRETING COURSE

Rika Andayani[1], Hanip Pujiati[2], Ibnu Agil[3]

[1]Department of English Education Study Programme, Universitas Negeri Jakarta
Jalan Rawamangun Muka, Jakarta Timur, Indonesia
[2]Department of English Education Study Programme, Universitas Negeri Jakarta
Jalan Rawamangun Muka, Jakarta Timur, Indonesia
[3]Department of English Education Study Programme, Universitas Negeri Jakarta
Jalan Rawamangun Muka, Jakarta Timur, Indonesia

ABSTRACT
This research aims to design a project-based learning model to be utilized in interpreting course. It employs research and development method with the Dick and Carey model. The stages of the research comprised instructional analysis, establishing assessment instrument, determining learning strategy, and constructing the learning materials. The research results revealed that the established project-based learning model was confirmed well-founded for teaching online interpreting course regarding appraisals from the English language teaching assessment experts, materials experts, and future users. Accordingly, the established project-based learning model can be exploited to flourish the advancement of future lecturers to teach interpreting course in an online environment

Keywords: Research and Development, Project-Based Learning, Interpreting

INTRODUCTION

COVID-19 pandemic is one of the biggest crises worldwide that has impacted all learning institutions (Vasile, 2020). In Indonesia, the corona virus pandemic impacted all sectors including the education. During the high spread of the corona virus, it is impossible to have a face-to-face learning activity for all levels of education. So does learning in higher education. It has also been affected by the corona virus pandemic. It is not possible to have an offline teaching and learning activities.

Along with the rapid spread of the corona virus, the use of information technology is the best way out to be able to survive in living life during the corona virus outbreak. The use of information technology is an obligation in the world of education. The prohibition of doing a face-to face teaching and learning activities becomes a trigger for the emergence of innovations in the world of education that allows teachers and learners to be able to meet virtually. By utilizing this information technology, the teachers and learners do not have to be in the same place. The teaching and learning activities happen anywhere as long as there is an internet connection. This kind of teaching and learning activities is then what is called as distance learning.

In implementing the distance learning, it utilizes various information and communication technologies. Further, a learning system that utilizes information and communication technology and its process happen virtually is then well-known as online learning.

There is a shift along with the rapid use of information and communication technology. The classical learning model in higher education places the learner as a

passive learner of the information presented by the teacher (Vogler et al., 2018). In contrast, today, learning is more focused on the activities of the learner than the activities of the educator. (Ngereja et al., 2020) said that the use of an active learning methodology in which learning activities are centered on learner activities is a learning method that promises students success in achieving the learning goals. Learning models that focus their activities on learning activities are also quite diverse. One of the learning models that offer learner-centered activities is the project-based learning model (Ngereja et al., 2020). In line with this, (Torrijo et al., 2021) suggests that project-based learning has become a pedagogical learning which starts to be widely used in the implementation of learning in universities. This project-based learning assigns learners to complete one or more tasks that produce meaningful learning outcomes or products. In this method, the teacher functions only as a facilitator.

As a result, the researcher argues that the project-based learning method is appropriate to be utilized in the Interpreting course. In Interpreting course, the lecturer functions as a facilitator. The main activity of the lecture is centered on the interpretating activities carried out by students. Further, students are divided into several groups. Each group works together to produce interpreting products which then be presented in front of the class. However, the interpreting course is a new course at the English Education Study Program, Faculty of Language and Arts, Jakarta State University. This interpreting course is only offered in the even semester of the academic year. Thus, the project-based learning model by utilizing information and communication technology is still not available. Based on this condition, the researcher initiates to develop an online project-based learning model for the Interpreting course.

RESEARCH METHOD

In this study, the development of the online learning model uses the type of development research or it is well-known as Research and Development (R&D). The research and development method is a research method that is carried out to produce a certain product and test the effectiveness of the product (Sugiyono, 2019). In this study, the researcher develops a project-based learning model and validate it so that it can be applied in the Interpreting course.

The research and development model that was carried out in this study adapted the Dick and Carey research and development model. This research was developed by Walter Dick, Lou Carey and James O. Carey in (Sugiyono, 2019). The stages of the research and development in this study are as follows:

1. Identify the Learning Objectives. The first step in this development research is to formulate the learning objectives in a project-based network in the interpreting course.
2. The Learning Analysis. The second step in this development research is to analyze what steps need to be taken so that the learning objectives that have been designed can be achieved.
3. Identify the Learners' Characteristics. The third step is to identify the characteristics of the learners.

4. Determine the Learning Objectives. The fourth step is to determine the concrete learning objectives based on the identification of the learning objectives and the identification of the learners' characteristics.

5. Develop the An Assessment Instrument. The fifth step is to develop an assessment instrument. Research instruments need to be developed in order to measure the level of learners' achievement in achieving the learning objectives that have been formulated.

6. Developing Learning Strategies. The sixth step is to develop a learning strategy. The development of learning strategies is carried out to make it easier for students to master the learning process by applying appropriate learning strategies to achieve the learning objectives.

7. Developing and Selecting Learning Materials. The seventh step is developing and selecting the learning materials. After the learning strategy has been developed appropriately, it is necessary to prepare the learning materials which are in accordance with the learning strategy.

8. Designing and Selecting Formative Evaluations. The eight step is to design and select formative evaluations. Formative evaluation is important to carry out in order to identify problems that arise during the teaching and learning activities.

9. Revision of the Learning Model. After evaluating the learning model, the ninth step is to revise the learning model. Revisions are based on the result of evaluations that have been implemented in the previous stages.

10. Design and Conduct Summative Evaluation. The final step in this development research is to design and conduct a summative evaluation. Summative evaluation is carried out as the final evaluation of the revised learning model that have been implemented. At the end of this stage, a project-based learning model is developed for the Interpreting course.

RESULT AND DISCUSSION

The research and development study of this project-based learning model in an online interpreting course accommodate the pedagogically relevant values, from which the complete knowledge of insight was established for this research. The results of this research serve the need of the learning instrument in teaching online interpreting course by utilizing the project-based learning model. This study, therefore, produced a project-based learning model in teaching online interpreting course which pursue the following stages as follows:

Firstly, *the Identification of the Learning Objectives*. In the first stage of this research and development research, the researcher identifies the learning objective. Refer to the curriculum of the English Education department, Faculty of Language and Arts, Jakarta State University, the course description of the interpreting course is as follows. The interpreting course is intended for the students to understand the basic concept of interpreting, grasp, and construct the meaning of the interpretating activity from the English language into Bahasa Indonesia (and vice versa) by concerning the social function, text structure, and linguistics elements which has equivalent meaning by utilizing the information and technology. Based on this course description, the researcher formulates the appropriate learning objective of the

interpreting course. Thus, the learning objectives of the interpreting course are: 1) the students are able to understand the basic concept of the interpreting theories, (2) the students are able to grasp the meaning of the spoken utterances from both Bahasa Indonesia and English language, (3) the students are able to construct spoken language based on the source language into the target language.

Secondly, *the Identification of the Learning Instrument*. Based on the previous learning objectives, the researcher develops the learning instrument. The learning instrument constructed to quantify the students' accomplishment in attaining the learning objectives that have been constructed. Further, learning strategies and learning materials are selected pedagogically appropriate which facilitate the attainment of the learning objectives. Then, the researcher design and select the formative evaluations. It is implemented to recognize the problems which arise during the teaching and learning activities. Some revisions made based on the problems occurred. At last, the researcher made some revision on the learning model to produce the final version of the learning model which can be implemented in teaching online interpreting course.

Thirdly, *the Identification of the Learning Strategies*. The project-based learning model was chosen to be implemented in teaching online interpreting course. The latest resources represent project-based learning as student-centered and student-directed learning from personal experience and activity (Steenhuis & Rowland, 2018).

Fourthly*, the Advancement of the Learning Materials.* A set of learning materials have been constructed in teaching online interpreting course by implementing project-based learning activities. The topic of discussions presented in the classroom covers: (a) The Overview of Interpreting Theories; (b) Consecutive vs Simultaneous Interpreting; (c) the Strategies in Interpreting Practice; (d) Code of Ethics in Interpreting; (e) Interpreting Practice. Twice a week, students are having virtual meeting conference to discuss all those topics. At last, they are required to attain their final project that is consecutively interpret from both Bahasa Indonesia video into English and from English video into Bahasa Indonesia.

Fifthly, *the Establishment of the Formative Evaluations.* Formative evaluation was carried out thoroughly to analyze the employment of project-based learning in teaching online interpreting course. Students were given project to interpret from both Bahasa Indonesia into English and vise versa. They accomplished the project step by step and then the researchers analyze every single achievement that the students made in accomplishing their projects. Some revisions made in order to generate better teaching and learning activities.

Sixthly, *Conducting Summative Evaluations.* Refer to the revisions made in the previous stage; the researchers oversight the summative evaluations. Since this is the final stage in this research and development study, a final set of learning model to teach online Interpreting course was successfully formulated.

You can access the final version of the leaning model constructed in this research and development by clicking the following link: https://onlinelearning.unj.ac.id/course/view.php?id=4996#section-1. Besides, you can access the learning instrument in this research by accessing the following link:https://drive.google.com/drive/folders/1o_93H2HI2W7bmtOHxlgudeqJJSg8vP 4l?usp=sharing.

The result of this research and development study remarks the objective of this research. A set of learning model formulated in this study posses several notions as follows. *First,* the learning model developed in this study set up the consciousness of the use of latest information and technology enforced in the teaching and learning activities. In favor of the relevance with the industrial revolution 4.0, this learning model hand over fully online interpreting course. *Second*, the learning model evolved in this research and development study incorporated project-based learning and online learning into one set of project-based learning model in an online interpreting course. The strength of combining e-learning with project-based learning has been studied by (Abidin et al., 2020) which results that project-based learning is one of the learning approaches that can maximize online learning. This notion supports (Widyaningsih & Yusuf, 2019) research's results that learning outcomes responses a better learning atmosphere for students who learn with project-based learning compared to students who study conventionally. In addition, students who learn with project-based learning model have higher academic achievement compared to students who learn with conventional learning (Mahasneh & Alwan, 2018; Yao et al., 2019). *Third,* it is associated with idea and assistance of handling the development of lecturers with the belief that the lecturers will employ the learning outcomes in favor of establishing their students. This approach is in line with (Evans & Beteille, 2019) who declared that successful teachers, successful students. Besides, research that has been designed to focus on any activity of teacher professional development must acknowledge the benefit of students as the ultimate goal should be encouraged, supported, and disseminated (Promrub & Sanrattana, 2022).

CONCLUSION

To sum up, this research and development study endeavor to forge the pedagogically relevant project-based learning model which best carried out in an online interpreting course. Several stages have been performed and validated which covers the formulation of the learning objectives, learning instrument, learning strategies, learning materials, formative and summative evaluations. This research and development study emphasizes the development of the learning model which utilize the project-based learning model which has concrete assistance in magnifying the interpreting course in an online learning environment. Due to the potential application of project-based learning in the area of English language teaching, it is recommended for the English teachers and lecturers to conduct similar research which employs the same or different research method. An allied future study is suggested though an experimental research investigation.

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