DEVELOPING MATERIALS FOR RESEARCH METHODS IN ENGLISH LANGUAGE TEACHING USING PROJECT-BASED LEARNING MODEL

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PREFACE

بِسْمِ اللهِ الرّحمن الرّحِيم

The Research and Community Services Institute of UNI Syekh Ali Hasan Ahmad Addary Padangsidimpuan gives appreciation for the researchers who have finished their research entitle "**Developing Learning Materials for *Research in English Language Teaching* (RELT) by Using Project-based Learning Model at English Education Department IAIN Padangsidimpuan**". The appreciation is also given form them who have made the result of the research become a dummy book as in your hand.

BOTPN research must have out put and outcome. One of the outcomes is a dummy book. This book is the report of the research that they have done in the funding on the year 2022. For further duty, the researchers must develop and share their result of research into larger area, not only for the campus persons but also for the larger communities in educational field.
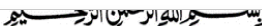
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dto.
Dr. Arbanur Rasyid, M.A.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

*A*lhamdulillah, all praise, gratitude, honor and glory to ALLAH SWT, Lord of the World, the Beneficent, the Gracious and the Merciful for giving us the guidance, power, patience, love and ability to finish this research, namely **Developing Learning Materials for *Research in English Language Teaching* (RELT) by Using Project-based Learning Model at English Education Department IAIN Padangsidimpuan**. Peace and Salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence that has brought the human from the darkness era into the lightness era**.**

First of all, our gratitude goes to Rector of IAIN Padangsidimpuan Dr. Muhammad Darwis Dasopang, M.Ag. and all the members of institution LPPM Institut Agama Islam Negeri (IAIN) Padangsidimpuan who give the chance to register in following BOPTN Research Institut Agama Islam Negeri (IAIN) Padangsidimpuan 2022 as categorized *Penelitian Pengembangan Pendidikan Tinggi*. The great thanks also send to all the communities of LPPM IAIN Padangsidimpuan (2018–2022) or LPPM UIN Syahada Padangsidimpuan (2022–2026). The chance that was given to us was as a big opportunity to explore our experience in writing and researching problems in education.

The next gratitude goes to English Educational Department where the researchers had done the research, to the Chief and the students. A big thanks was delivered to all students in six semester of TBI - 1, TBI - 2, TBI - 3 class as their participations for this research.

We do realize that this research is far from being perfect. That is why it is such a pleasure for her to get critique and suggestions to make this research better. Hopefully, this research can be useful for the development of English teaching and learning especially for RELT course and there will be any further research.

The report of this research, we make in a dummy book entitle "Developing Materials for Research Methods in English Language Teaching using Project-Based Learning Model". We hope that this book can give benefit for all readers.

Padangsidimpuan,   September 2022

Authors

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CHAPTER 1
INTRODUCTION

Background of the Problems

Research in English Language Teaching (RELT) is an important course for English department students. This course plays an important role in improving students' experience in academic writing. Research course is a scientific and systematic search for pertinent information on a specific topic (Nayak & Singh, 2020). It provides knowledge and skill of students to think and to create finally project in finishing study as a requirement for bachelor degree. The quality of their final product or research proposal depends on how they read much information, analyze it, give their further argument, and then compile those became the unity of their ideas (Azwati et al., 2022). RELT course brings students to know how to plan, to create, to implement and to report a kind of scientific paper namely thesis for undergraduate students.

Students at English Department have considered fulfilling a project at the end of study. The product should be written in a kind of research education field. Therefore, a lecturer introduced the kinds of research to support students' understanding about research itself. A lecturer needs to think about method/strategy/model to dig up students' skills in writing a product. An alternative teaching method/strategy/model is required to provide students with knowledge and give practical skills and experiences in identifying problems and developing topics into research

proposals as well[1]. One of the recommended models which is suitable this context is Project-based Learning (PjBL).

Project-based learning (PjBL) used as a model to focus on product oriented. It focused on students' activity in form of information collection and its use to produce something beneficial for the students themselves or other people (Iskandar & Mulyati, 2019). 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 (Ratuanik & Nay, 2017). Deal with the definition it can be concluded that project-based learning assigned students to produce a work and to solve a problem in their project of study.

PjBL is effective for teaching research in English language teaching. It has implemented in previous study around the world by teacher and lecturer for recent year from many branches of field study. The first study came from qualitative research that used project-based learning as a tool for student teachers' professional development in teaching. The results revealed that the students' responses were positive. The students enjoyed the project and agreed that it helped them gain many of the principles of courses design, as well as a host of academic skills. The students also reported a few challenges faced during the project such as needs analysis and writing goals and objectives. Teacher preparation programs in other contexts can benefit from the course design and the study findings to introduce change to their courses (Al-Busaidi & Al-Seyabi, 2021). The result of this research showed that PjBL is a good method in challenging students to create a writing project-based on theoretical and practical aspects.

The second study came from experimental research that used PjBL to determine the innovative learning

influence based on towards the English learning outcomes. Based on the results of the study, the application of this method can help in developing abilities student critical thinking. Learning with this method can improve students' learning outcomes (Syakur et al., 2020). It means that PjBL can increase students score in learning because gives a significant effect for learning.

The third study was about problem solving of students using the PjBL model by using qualitative descriptive method. The study results showed an increase in the quality of learning when this model was applied. The study results aimed at the scenario and learning implementation were hown by the teacher's average score and students which was in the good category (Latifah et al., 2020).

In sum, PjBL is one of the model of teaching that important to be developed for students. Related to previous studies, it has proven that PjBL is a suitable learning model to be applied for teaching which aims to raise students' expertise in producing works, both written works and skills. This kind of learning will guide students fulfilling one of the requirements to be under graduates and enrich academic references.

Based on curriculum English Department Program (TBI) at Tarbiyah and Teacher Training Faculty (FTIK) of State Institute for Islamic Studies (IAIN) Padangsidimpuan, the subject of Research in English Language Teaching (RELT) will be delivered two credits to students in the sixth semester. This subject competence is to make the students are being able to understand the types of research qualitative, quantitative, and mixed method. Then, the students can create a proposal as their final assignment.

Based on the result of preliminary study, one of the factors of students' difficulties in expressing idea to become a written product is the ability in comprehending foreign

references about the materials. The students do not really understand about the materials of teaching because the idea is difficult to understand when reading English textbook. The students need a simple textbook to make them easier in catching the materials. Moreover, the students still getting difficulties and do not understand about the research method when writing their thesis. In fact, that when come to the end of the semester and students are required to propose a final project, they have difficulties in generating ideas of what they are going to research.

The difficulties experienced by students when studying research methodology materials are (1) students do not understand the material they are learning because they are just remembering/memorizing, (2) students are less able to relate the theory they have learned in class with daily experiences, (3) students experience confusion when given practice questions that are real-world problem solving, and (4) in working on practice questions, students depend on the instructions given by the teacher (Arief et al., 2021). Referring to the PjBL model in teaching, the students needed teaching materials that give theoretical references to understand various research methods. The theoretical references will be used as supporting sources in understanding materials. Moreover, the students' difficulties can be reduced with the support of easy to understand of teaching materials.

The students need a new textbook about learning materials to fulfill students' need in understanding research method. All this time, apart the power points from the lecturer, the students are just searching some kinds of textbooks about research methodology from internet and some textbooks from library. There was not learning material that was given for students developed based on students' characteristics. Students' need about learning materials make this research is important in its finishing.

However, the material is important in gaining the aims of the course. The suitable material for the subject is very crucial for the students' and the lecturers' needs (Tomlinson, 2014). Based on this reason, the researchers need to create a product of research in English language teaching to help students and others in simplifying understanding about the types of research and how to create research. The researchers believe that presenting the materials for teaching RELT make the purposes of this course better than before. One thing that is considered in the development of teaching materials is how the teaching materials can provide a real learning experience for students (Arief et al., 2021). So, the research is needed to be done.

Objectives of the Study

The objectives of this research are as follows:

1. To develop learning materials for RELT course by using PjBL model for English Educational Department (TBI) students at Tarbiyah and Teacher Training Faculty (FTIK) of State Institute for Islamic Studies (IAIN) Padangsidimpuan.

2. To examine the validity, practicality, and effectivity of learning materials design by using Project-based Learning model for English Educational Department (TBI) at Tarbiyah and Teacher Training Faculty (FTIK) of State Institute for Islamic Studies (IAIN) Padangsidimpuan.

Definition of Terminologies

To avoid misunderstanding, the researchers need to explain the terms used in this research, as follows:

1. Developing is to design the specification of instructional into physical form to solve the problem

of learning, improve the quality of learning, or create better conditions that enable students to interact, resulting in a change of behavior.

2. Instructional Learning materials are anything which can be used to facilitate the learning.

3. Project-based learning is a model of teaching that focus on product oriented.

4. Research in English language teaching (RELT) is a kind of course in six semesters at English Educational Department (TBI) at Tarbiyah and Teacher Training Faculty (FTIK) of State Institute for Islamic Studies (IAIN) Padangsidimpuan.

Methods of the Research

The research is Research and Development (R & D) design. **ADDIE** (**A**nalyze, **D**esign, **D**evelop, **I**mplement, and **E**valuate) model is used to develop the materials. In Analysis step, the researchers need to analysis the students' and lecturers' needs to the RELT course by using questionnaires and interview guidelines. Design step is to design the product, learning materials, as the needs of the students and the lecturers. Develop step is done to develop the materials by doing revision, addition, or omission of the materials and the steps that is done. Implement step is doing the treatment to implement the materials developed to the students by using *non-equivalent pre-test and post-test control group design*. Evaluation step is the way the researchers evaluated the students' comprehension about RELT material after studying by PjBL and the students' attitude to the products.

The next step in this study is product testing, which have been done by using the helps of experts and field testing. Subject of research is the 3 (three) experts and 61

students as the target of the research products. Instruments used were questionnaires, interview guideline, observation sheet, RELT test, and validation sheet. Data have been analyzed qualitative and quantitative ways.

Outline of the Book

The systematic of the book is divided into seven chapters. Each chapter consists of many sub chapters with detail. Chapter one is introduction, Chapter two is importance of the study, Chapter three is Literature Reviews. For Chapter four is about methodologies and Chapter five result of research need analysis. Chapter six is about the designing and developing the learning materials. Chapter seven is about the result of implementation. Chapter eight is about conclusion.

CHAPTER 2
INSTRUCTIONAL MATERIALS, PROJECT-BASED LEARNING, & RESEARCH IN ENGLISH LANGUAGE TEACHING

Introduction

In this chapter, we want to discuss about the concepts of developing learning materials for learning Research in English Language teaching. You will see the explanation about instructional materials, Project-based Learning, and Research in English Language Teaching itself. These three concepts are the core ideas about developing the materials. There will be the explanation about related studies to this writing and the framework of thinking. The explanation is needed to build a concept to do a field study.

Instructional Materials

Learning materials or Instructional materials is known as Teaching and Learning Materials (TLM) as anything that can be used as tools for facilitating learning in delivering the materials in teaching learning process. TLM is the collection of learning resources and materials of the lessons that the teacher can use to teach their students to support learning aims for all subjects(Tomlinson, 2014). The instructional material is also known as a variety of educational materials that the teachers or lecturers use in their classroom to back specific learning objectives, as display in lesson plans. So, it can be stated that instructional materials are a set of

teaching materials to be delivered to the students to reach the learning objectives.

Since materials is crucial thing in teaching, a lecturer needs to provide materials resources. In fact, the students get limited supply of material sources based on their level and characteristics. Sometimes, the materials provided but are inefficiently used and improperly utilized. Lecturer's incompetence and lack of necessary material resources among other factors impede effective teaching and learning processing (Chidi-onwuta et al., 2022). All the provided resources cannot use maximally by lecturer and students.

Developing instructional materials should be validated and tested to become effective ad usable. There are several parameters to be considered in knowing the developed instructional materials acceptable not only to the learners' use, but also on the part of the educators such as content, readability, and references are some of the factors to be consideration to make it effective (Portana et al., 2021). Lecturer provided some ways to make simply of instructional materials so that the students can easily too in understanding and connecting the subject.

There are many kinds of instructional materials, such as in the form of visual, auditory or kinesthetic, and presented in print, through live performance or display, or on cassette, CD-ROOM, DVD, or the internet(Tomlinson, 2014). The materials can be also in textbooks, writing textbooks, vocabulary spilling workbooks, charts, maps, videos, images, diagrams, or flashcard. The list of teaching resources that can enhance instruction and facilitate delivery of an engaging lesson include: Wi-Fi, a projector, textbooks, whiteboards, a copier, computers and other technology, educational posters, arts supplies, etc. (Chidi-onwuta et al., 2022). All these tools can support lecturer and students in completing the process of teaching learning.

Textbook as kinds of instructional materials have an important position in learning for both lecturer and students. All the material in teaching is contained in a textbook. A lecturer needs textbook in making teaching preparation. The learner who do not have textbook with them during the teaching learning activities will not be able to follow the lesson well. In the other word, lack of textbook in teaching and activities can create the less success of teaching(Prasetyo, 2022). Therefore, the use of appropriate textbook in teaching English attracted students' interest in reading and understanding the course.

Textbook is functioned as main guiding for lecturer and students to achieve the objectives of lesson. A textbook can be the instruction for lecturer in giving the systematic materials for the students. It is generally accepted that the role of textbook is to be at the service of lecturer and learners but not to be their master (Prasetyo, 2022). This textbook is a useful tool for students as it summarizes the lecturer's explanation of why the manual includes short explanations and all kinds of exercises (Putri & Muamaroh, 2022). For lecturer and students, this guiding book can be used as a tool to assess students' understanding of skills provided by the teacher. Lecturer can use the materials to assist their students to learn quicker, retain memorizations longer, and get more correct information, which help to increase knowledge, curiosity, creativity, and thinking skills. So, textbook is an aid for helping lecturer and students in teaching and learning.

Project-based Learning Model

1. *Definition of Project-based Learning*

Project-based Learning model is a kind of model teaching which emphasized students to produce the product at the end of learning process. Project-based

learning model is authentic in a constructive investigation by giving direct experience to students through project-making activities so that the teacher is only as a facilitator. Projects contain complex, challenging, and demanding tasks for students to design, solve, decide, investigate, and provide opportunities for students to work independently (Suherman et al., 2020). Project-based learning create students creative thinking to produce the learning outcomes.

Application of the Project-based Learning model provides opportunities for students to be directly involved and construct their knowledge (Safaruddin et al., 2020). PBL is an active student centered form of instruction which is characterized by a student's autonomy, constructive investigation, goal setting, collaboration, communication and reflection within real world practices by presenting learners with problems or a certain situation and motivating learners to identify and carry out the solutions (Puangpunsi, 2021). It means that Project-based Learning model is student centered learning with the principle of contextual, active involvement of students in teaching and learning to achieve learning goals and competence. Besides, Project-based Learning model emphasizes students to solve problems in learning.

2. *Procedures of Teaching by using Project-based Learning Model*

Teaching research in English language teaching subject by using Project-based Learning Model has many steps to implement. Bender described the significant steps of implementing Project-based Learning in a classroom as: 1) introduction and team planning; 2) initial research phase in terms of gathering information; 3) project creation and development and initial evaluation of presentation; 4) second research phase; 5)

final presentation development; and 6) publication of products or artifacts. A teacher would introduce these steps to students and allow them to work on projects, together with teacher's facilitation (Puangpunsi, 2021).

Moreover, to develop the project in the context of writing a research, it must follow the procedures: (1) Preparation (Planning) (2) Practice (3) Performance (Assessment) (Wahyuni, 2014a). The three stages elaborated on the following discussion. The first procedure is preparation or planning. Preparation has five planning stages in teaching. Stages one is establish content and skill goals. In this stage, the teaching learning process followed the goals and objectives of the subject. Stages two is developing formats for final products. This is the introducing with the format of the final product which was authentic products at the end of teaching. Stages three is planning the scope of the project. This case is developing a timeline and scope of the project included such activities as organize the tasks and activities, decide on assessments, analyze the final product required, and create a timeline for the entire project. Stages four design instructional activities which is to develop instructional strategies in the forms of integrating the tasks and activities into the lesson, presentation, and discussion. Stages five is to assess the project design. The teacher reflected on the design based on final project.

The second procedure Is practice. Practice means teachers assign students to create a final project-based on goals and objectives from stages one. Students generated ideas into written works by choosing one of kind research. Students were required to find and read additional references from websites and discuss related and supporting articles with their classmates for completing their final product.

The third procedure is performance or assessment. In this case, the students finish their final product and the teacher evaluates the result. The evaluation consists of such components as format, introduction, literature review, and methods. Students gain the practice to prepare research such as identifying problems, conceptualizing and formulating the problems, defining variables, formulating hypothesis, constructing research design, constructing research instruments, and sampling.

Based on procedures of teaching by using project-based learning, the research elaborated on the figure below:
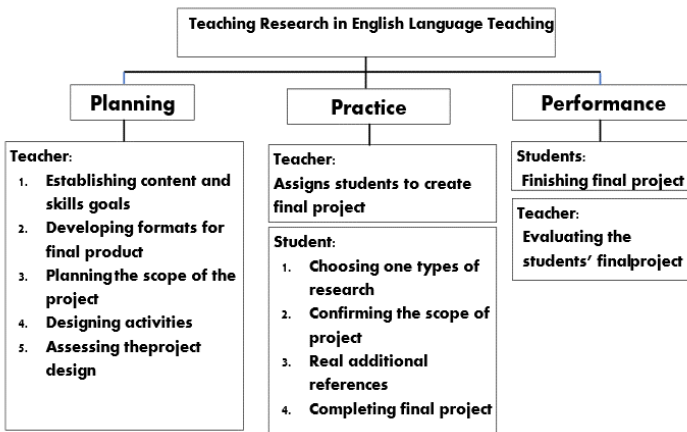
Figure 2.1 *Procedures of Teaching by Using Project-based Learning*

3. The Advantages of Using Project-based Learning

There are some advantages of using project-based learning in teaching. Dewi in Karyawati argues that project-based learning activities in the classroom make the student fun and enjoy and also the use of students' project that is relevant to the real world will reinforce students' knowledge. She also adds that to make project-

based learning activities successful in the classroom, the teacher should minimize stiff and formal relationship between the teacher and students (Karyawati & Ashadi, 2018). The students can improve their creativity and problem-solving skill. The students can learn by doing.

Besides, project-based learning can also make students actively engages in project learning (Astuti, 2021). Project-based learning is a method in which the students are learning through a project that is decided by themselves with the help from teachers, so that they can be actively engaged in the learning process. Having active students make them become good comprehend in materials. Project-based learning facilitates the teaching and learning process, involves students in the learning process, motivates and encourages the creativity of students (Ketut & Cahyani, 2021). The students focus on in finishing their project to improve language skill.

Research in English Language Teaching (RELT) Course

Research in English language teaching refers to a kind of subject that focused on research methodology for students who studied English as a foreign language. Research in common parlance refers to a search for knowledge and methodology is a research strategy that translates ontological and epistemological principles into guidelines that show how research is to be conducted and principles, procedures, and practices that govern research (Nayak & Singh, 2020). Research methodology means the way to gather the data based on specific purposes.

Research in English language teaching is a kind of *Mata Kuliah Perilaku Berkarya* (Lubis et al., 2017) at English Department IAIN Padagsidimpuan that consists of 2 SKS. This course discusses the introduction of research

methodology, various types of research qualitative and quantitative, systematic writing of scientific papers, and preparation of proposals research, data analysis techniques, and research reports. Besides that, students are also introduced to language research methodologies.

Before students complete their studies, they are required to conduct research, and compile reports on the results of the research into scientific papers in the form of theses and articles from research results. Therefore, this course will provide knowledge about types of research such as experimental research, correlation research, Classroom Action Research, Comparative Research, Language Research, and Research and Development. In addition, it will also provide examples related to the research so that students understand the type of research well. Then will also be given the format of each type of research, methods of collecting and processing data, as well as reporting research results in the form of thesis and articles.

At the end of the study, all students required to write a scientific paper in the form of a thesis. Through this course, students are trained to understand more and be creative in compiling research proposals by bringing up various research problems, especially problems in learning/learning in schools by providing current problem-solving solutions using various methods, approaches, or models adapted to the characteristics of students and teaching materials (Anakota, 2019).

The objectives of this subject are providing knowledge about research concepts, its types, so that students are expected to be able to: 1) prepare research, 2) understand the research process, 3) write research proposals in the form of research proposals 4) process and interpret research data, and 5) present research results. The specific aims stated that students are expected to be familiar with types of research such as experimental research, correlation, classroom action,

description, comparison, language, and development, formulating titles and problems, and determining suitable methods for the research problems they find. Then be able to compile research proposals and report (Penyusun, 2019). This subject is important to study by the students for preparing them in conducting research.

Previous Studies

There are several previous studies in supporting this research. The first study was aimed to investigate the implementation of Project-Based Learning in teaching English speaking skill. This research has found that the stages of Project-Based Learning method was implemented based on the Curriculum 2013 guideline. There were six steps accomplished in three meetings such as (1) determining the essential questions, (2) designing a plan for the project, (3) creating a schedule, (4) monitoring students and project progress, (5) assessing the outcome, and (6) evaluating the experience (Khoiriyah & Setyaningrum, 2017). The results of the research showed that the teacher implemented project-based learning method well.

The second was research about implementing project-based learning to improve students' creativity. The research has found that project-based learning is the appropriate learning model to improve students' creativity because it requires the students to be directly involved in their learning. Besides, students will also be more interested in learning because the problems used are related to their environment (Ketut & Cahyani, 2021). This learning model is designed to engage students in investigating real-world problems in their learning.

The third research was used project-based learning as teaching innovations in the classroom. The researchers used a case study as the design and collected the data by using

interview and observation. The findings indicate that students dominated the class especially to improve their speaking skill and the lecturer provided new learning atmosphere in teaching English by giving some activities which contains communication, critical thinking, collaboration, and creativity (Karyawati & Ashadi, 2018).

The fourth research was research that purposes to develop teachers' course design skills. The study utilized a questionnaire with multiple sections. The students enjoyed the project and agreed that it helped them gain many of the principles of courses design, as well as a host of academic skills. The students also reported a few challenges faced during the project such as needs analysis and writing goals and objectives. Teacher preparation programs in other contexts can benefit from the course design and the study findings to introduce change to their courses. Researchers and practitioners can also benefit from the challenges faced in implementing PBL in higher education institutions where one would expect students to be highly independent (Al-Busaidi & Al-Seyabi, 2021).

The fifth research was experimental research determines the difference of students' critical thinking ability between class which get project-based learning method and expository method. The data collection techniques use test and questionnaires. From the result of data analysis, project-based learning method is more effective in improving students' critical thinking ability compared with expository method. However, there is a difference in critical thinking skills, where students with high motivation levels are more effective than students with low motivation. For students who have high motivation but use project-based learning method, it is better when compared with students who have high motivation but use expository methods in the control class. There is an interaction between learning methods with learning motivation in affecting the students' critical

thinking ability (Iskandar & Mulyati, 2019). Therefore, project-based learning is recommended to teachers.

The last has developed a learning material for research methodology subject for the undergraduate students of English program. They have developed the materials for learning based on scientific approach; however, this research will be done by developing materials using project-based learning. They have found that the materials are valid, practice, effective to be used for the students (Anakota, 2019).

Linking to the previous studies, the researchers will do the different research in research and development case. The research wants to improve teaching practice in RELT subject and create a book for students and lecturer in kinds of research methodology book. Project-based learning is not only used to improve the main skills of English but also others, such as research skill.

Conceptual Framework

Research in English Language Teaching is a course of students at six semesters that discussed about kinds of research in language. This research implemented project-based learning as teaching model for students to help them create final task for the subject. There are no certain references that can be used by students in learning RELT. The students just search the materials from internet or tried to understand from lecturers' power point. By this situation, this research is important to be done in order to create students' and lecturers' book to help in teaching and learning RELT. The following is the framework of the research:

CONCEPTUAL FRAMEWORK
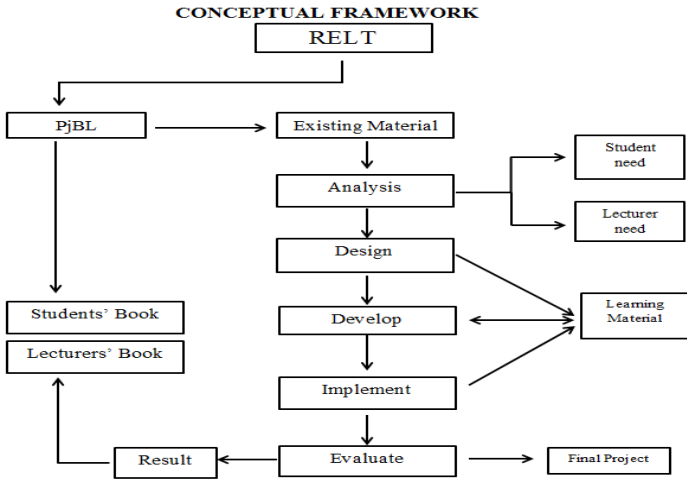
Figure 2.1 *Conceptual Framework of Research*

CHAPTER 3
NEED ANALYSIS

Introduction

This chapter will describe about the result of need analysis. Need analysis is gaining info about what the students and lecturer needs in learning process. The description will be started from the concept of need analysis itself, then continue to the result of need analysis that have been done in the study done.

What is need analysis?

Need analysis is an activity to gain the information to make, design, or plan the activity or program of learning needs by students or teachers. As mention by Graves (1999:98), need analysis means a process of collecting the information systematically and continuously about students' needs and their characters, interpret and making the decision about what to be learned by the students. Further, Nation and Macalister (2010) stated that need analysis is a process to see the students' knowledges for what they have learned and what they needs to make the process and the materials of learning meaningful. So, it can be stated that need analysis is related to the teachers' understanding on what the students had and what they will learn in order to gain the objectives of learning itself; in process and contents they need.

Need analysis is done to get target and learning needs (Hutchinson & Waters, 1987; Nation & Macalister, 2010).

Target need is on the needs on subject of learning (students) while learning needs is on the needs of learning. Need analysis that is done to learning materials can be done in three aspects; they are in necessity, lacks, ad wants. The needs can be seen on why it is needed, how it will be used, what will be the contents, who the learners used it with, where it is used, and when it is used.

Table 3.1 *The aspects seen in Need Analysis*

Theory	Indicator/ Sub-indicator		Number of Item		
	Target Analysis	**Learning Needs**	**NAS**	**NAIG**	**NAL**
Need analysis was done to get target needs and learning needs based on necessity, lacks, and wants (Hutchinson & Waters, 1987)	Why is the material needed? for study, for exam, for final project, for combination of these, e.g. task, test, final project	Why are the learners taking the course? What do learners think they need? Do they need guiding books to improve their understanding? What is their attitude towards the model?	1, 2, 3	1, 2, 3	1, 2, 3
Need analysis was done to get target needs and learning needs based on necessity, lacks, and wants (Hutchinson & Waters, 1987)	How will the model be used? Face to face, blended, lecturing, project	How do the learners learn? What is their learning background? What is their concept of teaching and learning? What methodology will appeal to them? What sort of techniques are likely to be bored them?	5	5	5
	What will the content areas be? Subjects:	What resources are available? Numbers and	7	7	7

Theory	Indicator/ Sub-indicator		Number of Item		
	Target Analysis	Learning Needs	NAS	NAIG	NAL
	research method Level: graduated	professional competence of lecturers; attitudes of lecturers and students; Materials: kinds of research method in language research.			
Need analysis was done to get target needs and learning needs based on necessity, lacks, and wants (Hutchinson & Waters, 1987)	Who will the learners use the materials with? Lecturers or students; Level of knowledge receives: students.	Who are the learners? What do they know already about research? What are their interests? What is their attitude towards the model of teaching research?	8	8	8
	Where the model used? Final project	Where will the RELT course take place? Are the surrounding pleasant, dull, noisy, cold, etc.	4,9	4,9	4,9
	When will the model used? RELT course	When will the RELT course take place? Once a week	6,10	6,10	6,10
Total					

Notes:

NAS : **Need Analysis of Students**

NAIG : **Need Analysis Interview Guide**

NAL : **Need Analysis Lecturers**

The Result of Need Analysis

1. **Analysis of Students' Needs on Project Based Learning (PjBL)**

   Need analysis in this case is students' need for the importance of learning materials for RELT course. The data for students' need were collected by giving questionnaire and interview of students. These two instruments have validated and useable to collect the data of this research. There are seven indicators that were used in arranging the instrument; they are 1) the importance of aims of the lesson, 2) the materials to be studied, 3) the specific methods, strategies, techniques, or model to teach or learn RELT course, 4) the importance of guiding books for RELT course, 5) the need of reference for students, 6) evaluation by lecturer, and 7) students' understanding about the course.

   The result of questionnaire showed that most of students need the explanation about the aims of the course from lecturer before started the lesson. By knowing the aims of the lesson, the students are more focus in gather the information about the materials. The materials for RELT course focused on kinds of research as theoretically, and creating research for students' final project as practically. It's important for students to know the differences all kinds of research to support their project. In achieving this project, all the students also agree that they need the specific methods, strategies, techniques, or model to teach or learn RELT course. Almost all students said 'yes' that Project Based Learning was appropriate in learning RELT course. The data of the students' needs about learning RELT by using PjBL can be seen in the following table:

Table 3.1 *The Result of Students' Needs*

No.	The Description	Yes	No	Some Times	Total
1	The aims of the lesson need to be explained.	59	2	0	61
2	The aims of the lesson to be reached needs to be explained.	61	0	0	61
3	The English students need research method lesson.	60	0	0	61
4	The materials to be studied need to be explained.	57	4	0	61
5	It needs the specific methods, strategies, techniques, or model to teach or learn RELT course.	61	0	0	61
6	PjBL model is appropriate to learn RELT course.	58	3	0	61
7	PjBL model is appropriate to make the students understand materials in RELT course.	59	2	0	61
8	PjBL model is appropriate to give complex understanding to the students in learning RELT course.	53	8	0	61
9	PjBL model makes the students get difficult to understand the materials of in RELT course.	20	41	1	61
10	PjBL model makes the students are being active in learning RELT course.	60	1	0	61

From the above result it is known that almost all of the students that have taken as sample of this research agreed to the questions given. All the indicators are mostly answer yes. More than 55 (fifty) from 61 (sixty one) students stated that they need to know the

purposes of the lesson before studying it. Furthermore, at least 60 students agreed that to study RELT needs the strategy, techniques, or method. The last, mostly students stated that Project Based Learning Model is appropriate to the students in learning RELT. The presentation from the data above can be seen in the following table:

Table 3.2 *Students' Needs Calculation (%)*

N o	The Description	Yes	%	N o	%	So me Tim es	%	Total
1	The aims of the lesson need to be explained.	59	97	2	3	0	0	100%
2	The aims of the lesson to be reached needs to be explained.	61	10 0	0	0	0	0	100%
3	The English students need research method lesson.	60	98	1	2	0	0	100%
4	The materials to be studied need to be explained.	57	93	4	7	0	0	100%
5	It needs the specific methods, strategies, techniques, or model to teach or learn RELT course.	61	10 0	0	0	0	0	100%
6	PjBL model is appropriate to learn RELT course.	58	95	3	5	0	0	100%
7	PjBL model is appropriate to make the students understand	59	97	2	3	0	0	100%

No	The Description	Yes	%	No	%	Some Times	%	Total
	materials in RELT course.							
8	PjBL model is appropriate to give complex understanding to the students in learning RELT course.	53	87	8	13	0	0	100%
9	PjBL model makes the students get difficult to understand the materials of in RELT course.	20	33	40	65	1	2	100%
10	PjBL model makes the students are being active in learning RELT course.	60	98	1	2	0	0	100%
	TOTAL	**548**	**90%**	**61**	**10%**			

The three students answer choices, 'yes', 'no', and 'sometimes', it can be seen each presentation toward questions items to be given. For the first and second items, the calculation has shown that 97% - 100% of students need to know the purposes or the aims of the lesson. It was only 3% said no for explaining the purposes of course. It means that students really need explanation from lecturer what are the purposes of RELT course in order to achieve the final goals of the course. The third items showed 98% students said yes for their needed subject of RELT. In other words that RELT subject is important for students because the students will create a thesis as their submitting

requirement for graduating and its need research method lesson. The next items the students agree that materials to be studied need to be explained. There are 93% students need explanations about the materials. Absolutely, all the students 100% needs the specific methods, strategies, techniques, or model to teach or learn RELT course. From these answers, it can be sum up that Project Based Learning is appropriate used to learn RELT course. Project Based Learning model is appropriate to make the students understand materials and makes the students are being active in RELT course.

Moreover, project-based learning is suitable for studying RELT course because it makes students easy to understand the materials and make them active in learning. This is in accordance with what was conveyed by Al-busaidi and Alseyabi (2021) and Mahasneh and Alwan (2018) that was projects are attractive to students and teachers because of their flexibility. They are designed according to diverse forms related to culture, development, cognition, and motivation. Students design their projects based on different standards such as their readiness to initiate them, their interest in designing them, and the project content and its processes. The flexibility it offers allows students to develop more skills as they proceed with working on their projects. They recommended adopting the Project– Based Learning in teaching and learning situations.

In addition, it was also seen from the result of interview the students. When they are asked about their needs for the techniques of strategy in learning RELT, most of them agreed that Project-based learning is needed. The result can be seen in the following table:

Table 3.3 *The Interview Result of Students' Need*

No	Needs of Method/Strategy/Techniques/Model of Teaching	Quantity	Percentage
1	Project Based learning	25	41%
2	Problem Solving Based Learning	5	8%
3	Discussion	12	20%
4	Drill	2	3%
5	Presentation	5	8%
6	Direct Method	2	3%
7	PjBL, Presentation, and FGD	1	2%
8	PjBL, DM, Drill	1	2%
9	Nihil	4	7%
10	All	4	7%
Total		**61**	**100%**

The various methods appropriate in students learning and lecturer teaching. Students' needs for method/strategy/techniques/model of teaching are collected by interviewing the students. There are eight method/strategy/techniques/model of teaching offer to choose by students based on their learning experience. The result of the interview can be concluded that all the students' need method in learning. The result can be figured out in the following diagram:
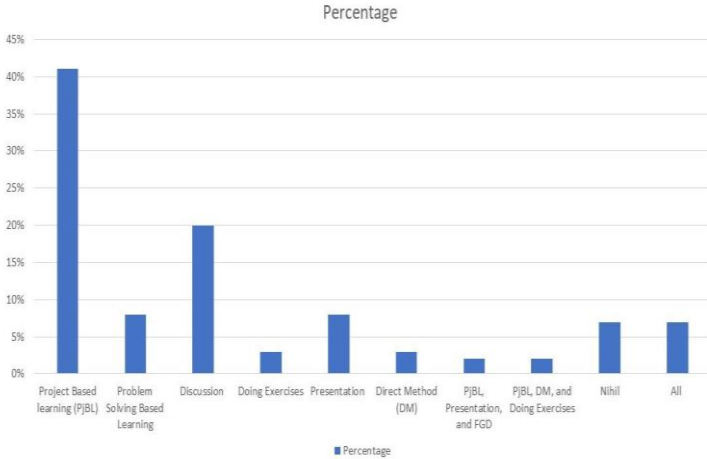
Diagram 3.1 *Percentage of Students' Need Interview*

Diagram above shows that the percentage of students' need interview from the eight method or strategy in teaching RELT course. Three highest percentages are project-based learning model, discussion method, problem solving based Learning and presentation. The first model is project-based learning. It was for about 41% from 61 students agree to choose this model as an appropriate model in learning. The second is Discussion method. It was for about 20%, it is about 12 students. Then, problem solving based learning and presentation were on the same level at 8% with quantity 5 students. In sum, from all these method/model of teaching the students preferred to study by using project-based learning. After doing analysis from questionnaire and interview, both of result has found that the students more interested to choose project-based learning model rather than another model.

2. The Result of Analysis the Lecturers' Needs

Analyses of lecturer needs are gathered the data to support learning materials by using project-based learning in RELT course by giving questionnaire and interview. The first instrument was questionnaire with twenty items validated that should be answered by the lecturer. There are six indicators for this questionnaire; they are 1) the importance of aims of the lesson, 2) the materials of teaching, 3) the media of teaching, 4) the method of teaching, 5) the evaluation after teaching, and 6) the competency of lecturer. The data of lecturers' need can be seen by following.

Table 3.4 *Lecturers' Needs*

No.	The Description	Yes	No	Some Times
1	The aims of the lesson need to be explained.	√	-	-
2	The materials of teaching.	√	-	-
3	The media of teaching.	√	-	-
4	The method of teaching.	√	-	-
5	The evaluation after teaching.	√	-	-
6	The competency of lecturer.	√	-	-

Based on the six indicators, it can be seen the answer of lecturer that all the components are needed in teaching to develop learning materials in RELT course. The lecturer needs to explain the goals of the materials before she is teaching. It is purposed to attract students' interesting in study. By knowing the aims of the lesson, the students can prepare themselves by reading some references about the materials. Then, the lecturer needs to prepare media in teaching such as power point or some guiding books.

The lecturer also needs method/ strategies/ models in teaching and learning process. Models, methods, approaches and learning strategies have the same meaning that is, together must be done to achieve a learning goal, so the learning process can run smoothly based on lecturers' plan (Aminullah, 2022). For this occasion, the lecturer needs to use project-based learning model. Moreover, the lecturer needs to evaluate students' understanding about the materials. How far students know and can implement the theories to be practiced.

CHAPTER 4
LEARNING MATERIALS USING PJBL

Introduction

This chapter will discuss about the result of designing and developing the product. The proses of designing and developing are doing the second and third step of ADDIE in developing the model. It is the model of learning materials by using Project-based Learning. The description about the result of designing and developing the product are seen in the following explanation.

Design of the Product

1. Designing of students' book

The students' book is the guidance of the students in learning Research in English Language Teaching (RELT) by using Project-based Learning (PjBL) with the content of materials and assignment as the students' projects. There are nine chapters for beginning design. The book is about kinds of research method in English language. The materials start from introduction to the research method. The students are introduced about research method and the importance of research for them. After that, the book displayed main kinds of research such as experimental research, correlation research, comparative research, and classroom action research.

The cover of the students' book can be seen in the following picture:
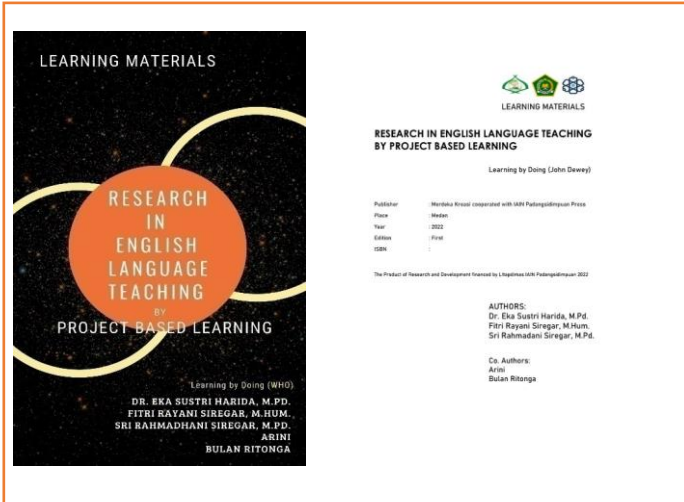
Picture 4.1 *Planning for the Cover of Students' Book*

Then, the content of the materials in RELT is:

Chapter I Introduction to the Research Method

Chapter II Introduction to Project Based Learning

Chapter III Experimental Research

Chapter IV Correlational Research

Chapter V Comparative Research

Chapter VI Classroom Action Research

Chapter VII Language Research

Chapter VIII Ethnography

Chapter IX Phenomenology

Chapter IX Case Study

Chapter X Research and Development

When designing this book, the researchers get some suggestions in order to revise some parts of the book. The suggestions refer to the materials of learners, book

displayed, and examples. The first suggestions begin from materials displayed is too much so it needs to be reduced. Then, cover of the book need to change to make it in eye catching and interested. Then the book needs to add some examples of proposals title. After getting some suggestions, the final contents of books are:

Chapter I Introduction to Research in English Language Teaching

Chapter II Descriptive Research

Chapter III Experimental Research

Chapter IV Correlational Research

Chapter V Classroom Action Research

Chapter VI Language Research

Chapter VII Ethnography and Phenomenology

Chapter VIII Mixed Method

Appendices Proposal Examples

The cover design of students' book after revising can be seen in the following picture:
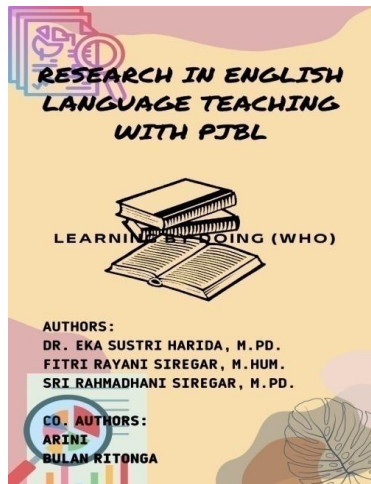
Picture 4.2 *Cover of Students' Book*

2. *Design of Guidance book for lecturer*

The second product is lecturers' book. Lecturers' book is the guidance for the lecturers to teach research in English language. Starting design of this book consists of Lesson Plan, materials, and the project. There are eleventh chapters and three parts. The chapters are about all the materials in research English language and the parts are the guidance for lectures before teaching in order to achieve the objective of materials.

Then, the content of the lecturers' book:

Part I Lesson Plan

Part II Learning Materials

Chapter I Introduction to the Research Method

Chapter II Introduction to Project Based Learning

Chapter III Experimental Research

Chapter IV Correlational Research

Chapter V Comparative Research

Chapter VI Classroom Action Research

Chapter VII Language Research

Chapter VIII Ethnography

Chapter IX Case Study

Part III Final Project

Deal with students' book, this book also receives some suggestions from other lecturers who are expert in teaching research method. The suggestions came from the materials that should be reduced in order to make it focus and suitable with syllabus. After revising the contents, the content of the lecturers' book can be seen as follows:

Part I Syllabus

Part II Introduction to Project Based Learning

Part III Learning Materials

Chapter I Understanding Research in English Language Teaching

Chapter II Descriptive Research

Chapter III Correlational Research

Chapter IV Experimental Research

Chapter V Classroom Action Research

Chapter VI Language Research

Chapter VII Ethnography and Phenomenology

Chapter VIII Mixed-Method

In each chapter of the materials consist of time line, learning objectives, scoring system, evaluation, and tasks or projects. The cover design of lecturers' book before and after revising can be seen in the following picture:
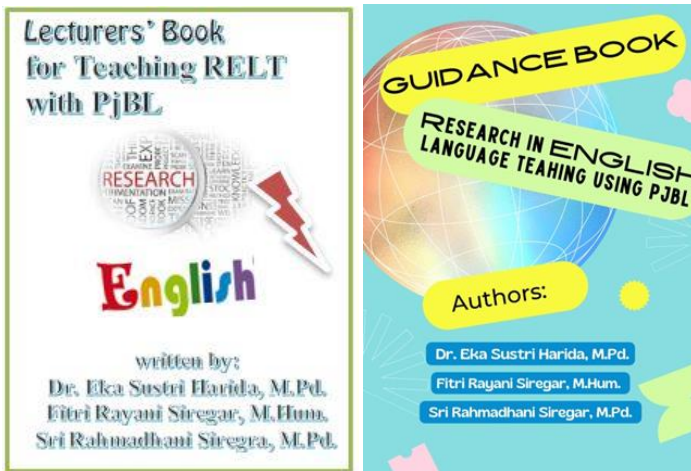
Picture 4.3 *Cover of Lecturers' Book*

Development of the Product

Syntax of Learning

There are two kinds of syntaxes will be figured out in this sub topic. The syntax of learning RELT with PjBL before revising and the syntax of learning RELT with PjBL after revising. The initial syntax of this learning can be seen in the following Picture:
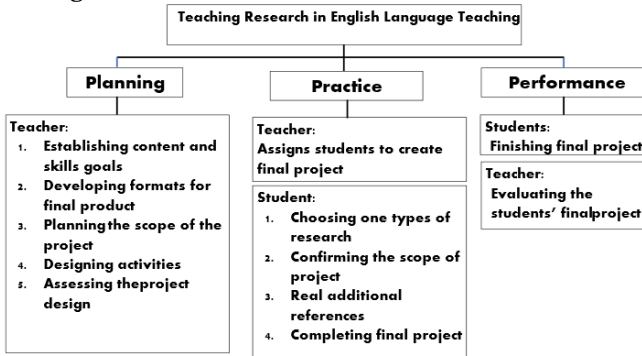
Picture 4.4 *The Initial Syntax of teaching RELT with PjBL*

The syntax is formed by looking the concept of PjBL (Wahyuni, 2014b). After making a validation and discussion between researchers the syntax developed as seen in the picture below:
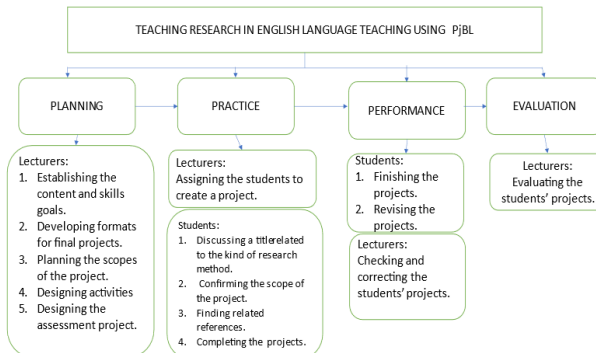
Picture 4.5 *The Development Syntax of Teaching RELT with PjBL*

The different is the major steps of PjBL, Wahyuni suggested 3 steps; they are planning, practice, and performance. The steps of Project Based Learning for teaching Research in English Language Teaching subject developed become 4; they are planning, practice, performance, and evaluation. The following are process of Project Based Learning for teaching Research in English Language Teaching subject.

1. **Planning**

    Planning is the first process in this model. There were some learning activities which done by the lecturer and also students at the beginning of the learning process in RELT classroom using Project Based Learning method. Both student and lecturer was collaborated each other.

    Firstly, on this stage the lecturer opened the class by saying Salam, greet the students for instance alright, good morning class, How are you in this lovely morning?, then giving some motivations, life quotes or such a moral messages to all students then continue by reading Basmalah together. After that ready to start the lesson activity and making sure that they are ready to study and follow the class as well.

    Those activities are also followed by the students at the same time. The students answered Salam and greeting by the lecturer. While the lecturer delivered learning goals and learning competency that will be achieved for the next meeting. The lecturer gave the map concept which contain whole the sub material in *RELT* subject. After that, the students tried to understand and analyzed what have been explained by the lecturer before. Students can look the given sources that had been sent by the lecturer.

Next step, the lecturer developed and arranged the format for final project that will be collected at the end of the lesson then students follow all concept made by lecturer related to final work project. The fourth step is the lecturer planned to arrange a scope or main parts of work project that had given to student to fulfill the final task project. Besides that, the students must accept and follow all the instruction or procedures by the lecturer. In addition, the lecturer composed some of work project activities for student.

The last part, the lecturer prepared and organized an assessment sheet related to the students' work project. The lecturer also prepared several indicators of evaluation, students' creativity in making the work project, and the activeness while the learning process in *RELT* classroom. Therefore, by following the steps on his stage holistically, both lecturer and students collaborated well and created a good communication in the classroom.

2. Practice

At the beginning, the lecturer gave a task to every student individually to create and finish their own project depend on various material and subtopic related to RELT subject. At the same time, the students choose one topic or title from the list of assignment title for the final project. Then, the students have to make sure that topic chosen is suitable and include to scope of research methodology or RELT (Research in English Language Teaching) subject. Next, the students need to find some references and sources close to the planning work project that will be finished. While practice and performance had been finished time the lecturer also gave the time to the other team, it can be individual or group to find and correct the mistake from the presenter at the moment or may be by giving such a good

comment, appreciation and suggestion for the group presentation.

Therefore, in this process both lecturer and students gave contribution and participation during learning process. Especially the students as a centre during the learning process in classroom. Hence, by using PjBL (Project Based Learning) method the characteristic of every student in a class can be seen, which person is in a high learning motivation, ready to follow the class, high enthusiasm and which one is lazy and less spirit in the classroom.

3. Performance

At this stage, the students finished their project and a lecturer checked it first. The last process, the lecturer takes a conclusion of a sequence learning activities which has been done at the previous step. At the end, the lecturer gives the chance to everyone to ask some question then it will be discussed together and find the solution of the difficulties or some problems.

Besides that, the lecturer also clarified explanation answered by the student. If there is something that have not clear yet, discussion will move to the WhatsApp group and Google classroom application. The student is allowed to correct the mistakes of the other students' performance. This one is purposed to train collaboration, communication and internship skill of every student that involved and contribute in classroom. Thus, they can be more creative, active, problem solver and become more capable in creating a good task project given by the lecturer.

4. Evaluation

The last stage is evaluation from lecturer. The lecturer has a chance to give respond and value. Besides that, the lecturer also clarified explanation answered by

the student. The student is allowed to correct the mistakes of the other students' performance. This one is purposed to train collaboration, communication and internship skill of every student that involved and contribute in classroom. Thus, they can be more creative, active, problem solver and become more capable in creating a good task project given by the lecturer.

Result of Small try Out

Trying out is a part of developing the materials, when the small try out get successful, it means the development of the materials RELT based PjBL is good for implementing in the classroom. There 5 (five) students chose as the small try out of the learning RELT by using PjBL. The students are teaching Experimental Research Types by using Project Based Learning. After the students learning experimental research by using PjBL, they asked to answer the questions of RELT materials about experimental concepts. Besides, their project of learning was also corrected whether it has been related to fulfil the requirements of research proposal in experimental type.

The result of the students in try-out group as seen below:

Table 4.1 *The Result of RELT materials comprehension in Try Out*

No.	Students	Pre-Test	Post-Test
1	DW	64	68
2	SD	68	72
3	INR	64	74
4	FYS	54	58
5	DEL	78	80
	Total	**328**	**352**
	Average	**65.6**	**70.4**

From the table it is seen the result of the students in pre-test was in the average score 65.6; it is on the enough capacity on comprehending the materials of RELT in experimental materials. Comparing to the result of post-test, it is seen the result was 70.4; it is on the level of good. The category of enough and good was stated based on the interpretation score in table 3.1. Although the range of score is not so different, but it has shown the different result between pre and post-test of the students after trying out to study REL materials of experimental research by using PjBL.

The score of the students figured out in the graphic as seen below:
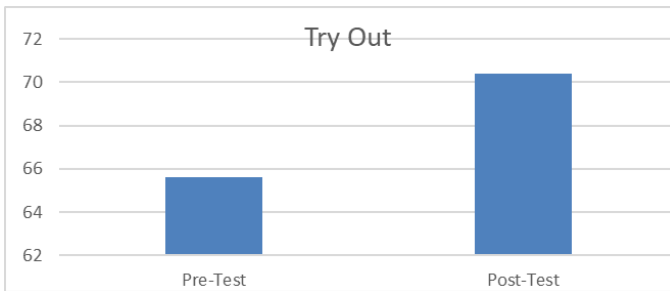
Diagram 4.1 *The Result of Try-Out*

The figured out of students' ability in comprehending the material of experimental research can be seen above. It is seen that the students after learning by PjBL about the material, the result is better.

Moreover. the results of students' project in experimental research were better than before learning by PjBL. In pre-project the students had many mistakes in arranging research question and in stating the formula of testing hypothesis. After learning by PjBL, students can arrange good research questions but still made mistake in the formula for testing the hypothesis.

CHAPTER 5
IMPLEMENTATION OF RELT
BY USING PJBL

Introduction

The implementation result consists of several description; they are about the implementation of the RELT materials taught by PjBL, the validity, practicality, and effectivity of the products. The complete explanation can be seen in the following description.

Result of Implementation

1. The Implementation of the RELT learning materials using PjBL

The implementation of the learning materials developed was done to the sixth semester students of TBI who learn Research in English Language Teaching subject matter. As stating before, that there are two groups used in this research; they are experimental group and control group. Experimental group was learned material of RELT by using PjBL, while the control group was by using the explanation by the lecturers and classroom presentation.

In implementation of the products, the researchers planned 3 meetings for each group. The students learned about descriptive research, experimental research, and correlational research. the schedule of the research can be seen below:

No	Schedule	Class	Activity
1.	24-02-22	EG and CG	Pre-test
2.	10-03-22	EG	Teaching the students about Descriptive Research using PjBL
3.	11-03-22	CG	Teaching the students about Descriptive Research using Class presentation
4.	17-03-22	EG	Teaching the students about Correlational Research using PjBL
5.	18-03-22	CG	Teaching the students about Correlational Research using Class presentation
6.	24-03-22	EG	Teaching the students about Experimental Research using PjBL
7.	25-03-22	CG	Teaching the students about Experimental Research using using Class presentation
8.	31-03-22	EG and CG	Post-test

2. *The result of Implementation: practicalities and effectivities*

The implementation has been done after the projects have been validated by the validators. The implementation had done by giving RELT test, questionnaire and interview to students. The implementation result will describe about the result of practicality and effectivity.

a. **Practicality of the RELT material using PjBL**

For the practicality test, the students are given questionnaires about how practice the products are. The indicators of the practicalities are about the learning the materials can be used and the easiness of the procedures of learning, and efficient to be used.

The result of practicalities is seen below:

No.	Categories	Mean-score	%	Interpretation
1.	Usability of learning materials.	0.70	70%	Practice
2.	Easiness of procedures of learning RELT by PjBL	0.70	70%	Practice
3.	Efficient to be used	0.80	80%	Practice

If it is seen form the first indicator, usability of learning materials, the score is 0.70 or 70% practice. Then for the easiness of the procedures, it is 0.70 or in 75% practice. For the last indicator is the efficient to be used is 0.80 or 80% practice. It means that the leaning materials developed by using PjBL is practice or we can say that the practicality is good.

No items	The Result			Total	Percentage
	Validator 1 (IM)	Validator 2 Mg)	Validator 3 (EI)		
1	4	4	3	11	73
2	5	4	4	13	87
3	4	4	4	12	80
4	5	4	4	13	87
5	4	5	4	13	87
6	5	3	4	12	80
7	3	4	5	12	80
8	4	4	5	13	87
Total	34	32	33	99	660
Mean-score	4.25	4.00	4.13	33.00	83
Percentage	85	80	82.5	82.50	

Table 5.1 *Practicalities from Validator*

Based on the result of validators for the practicalities, it is seen that the percentage of the practicalities is on 83%; it means that there is a high practicality for the learning materials based on the validators. So, it can be concluded that the learning materials of RELT with PjBL s practice to be used or under practicality achievement.

b. **Effectivity of the RELT material using PjBL**

The first is the result of RELT test. Teaching learning process of RELT has been done in two groups of students; however, just only one group taught RELT by using PjBL, the other group juts only by giving material, asked them to discuss and do presentation.

Table 5.2 *The Result of Experimental Group*

No	Students	Pre-Test	Post-Test
1	IK	45	48
2	NP	50	52
3	AS	70	96
4	RM	60	68
5	DS	70	76
6	NH	30	48
7	SP	75	78
8	PL	75	80
9	AI	88	92
10	YF	94	92
11	JN	60	64
12	EF	54	56
13	RJ	40	48
14	NS	40	48
15	NI	66	72
16	SU	36	48

No	Students	Pre-Test	Post-Test
17	RF	48	68
18	KA	68	88
19	RD	68	76
20	SU	60	68
Total		**1197**	**1366**
Mean-Score		**59.85**	**68.30**

When looking from the result of pre-test and post-test the students studying RELT by using PjBL. Mean-score of the students in pre-test was 59.85; it is in the level enough. It means that the students got enough ability in understanding material of RELT. After treatment was done to the students, the result of post-test can be seen in the above table. The mean-score of the students' comprehension after learning RELT using PjBL is in 68.30 with the level in good category.

To see the effect of learning RELT by using PjBL with the students who learn without PjBL it needs to see the result or pre-test and post-test of the control group. It can be seen in the table below:

Table 5.3 *The Result of Control Group*

No.	Students	Pre-Test	Post-Test
1	YS	45	48
2	FN	50	60
3	BI	70	70
4	SN	60	68
5	AR	70	60
6	NI	60	65
7	ES	70	72
8	ST	45	48
9	SU	68	70
10	YH	60	60
11	MH	76	76

No.	Students	Pre-Test	Post-Test
12	MK	65	66
13	HS	45	60
14	SY	56	60
15	BU	60	68
16	SK	48	56
17	MS	50	58
18	SE	64	66
19	TS	60	64
20	WA	60	64
Total		1182	1259
Mean-Score		59,1	62,95

From the result of pre-test and post-test, it is known that the students' comprehension about RELT materials is in the level enough, and it is similarly with the result of experimental group. When looking to the result of post-test, it is seen that the score of control and experimental group; it is in good category. Although the result of learning RELT by using PjBL and the result of the students' result without using PjBL, it has a different. When looking the range of the score from experimental and control group can be seen below.

Table 5.4 *The Comparative Result of Control and*

Experimental Group in Post Test

No.	Post-Test Result	
	Control Group	Experimental Group
1	48	48
2	60	52
3	70	96
4	68	68
5	60	76
6	65	48

No.	Post-Test Result	
	Control Group	**Experimental Group**
7	72	78
8	48	80
9	70	92
10	60	92
11	76	64
12	66	56
13	60	48
14	60	48
15	68	72
16	56	48
17	58	68
18	66	88
19	64	76
20	64	68
Mean – Score	**62.95**	**68.30**

The mean-score in control group was 62.95 and in experimental group were 68.30. The different of the score was 5.35; it means that the experimental group result in learning RELT by using PjBL is better that the students' result when learning RELT without using PjBL.

The second was the result of questionnaire. The data presented the result of the research about exploring students' perception in learning RELT subject using project-based learning model. Data from questionnaire consist of 25 statements, where 8 items was on the analysis of Absorption of external stimuli or object by the five sense individually or together, 9 items of Understanding the object that occur in the brain, and 8 items Individual assessment or evaluation of the object. The number of participants was 60 students from sixth semester

in English department. The following are result of questionnaire based on each item.

Table 5.5 *The Percentage of questionnaire*

Students' Perception in Learning RELT Subject

Using Project Based Learning Model

No	Statements	SA	A	N	D	SD
1	I think learning RELT subject is very important.	68.3%	26%	5%	0	0
2	I think learning RELT is effective to increase my ability in writing scientific research.	41%	53.3%	5%	0	0
3	I think learning RELT help me to learn deeply about doing research in English language framework.	61.7%	33.3	5%	0	0
4	I feel the method that lecturer using the classroom is suitable.	20%	70%	8%	2.7%	0
5	I think the method used trained us to solve the projects	21%	58.3%	16.7%	3.3%	0
6	The method used in the classroom motivated student's motivated students to learn research	21.7%	65%	6.7%	6.7%	0
7	The project given improve my understanding about RELT material	38,3%	50%	10%	1.7%	0
8	I feel comfortable learning RELT by using Project based learning method	15%	58.3%	25%	1.7%	0
9	I know RELT	16,7%	65%	18.3%	0	0
10	Using project-based learning, I understand how to make a research proposal.	23.3%	51.7%	25%	0	0
11	I know the project is the way to practicing the knowledge.	23.3%	63.3%	11.7%	1.7%	0

No	Statements	SA	A	N	D	SD
12	The material is clear.	18.3%	56.7%	18.3%	6.7%	0
13	The lecturer guides how to do the project.	25%	66.7%	8.3%	0	0
14	Students understand the material through the project.	10%	55%	30%	5%	0
15	I get the deep understanding in learning RELT through the project.	15%	55%	28.3%	1.7%	0
16	The project developed critical thinking.	13.3%	58.3%	26.7%	1.7%	0
17	Misunderstanding and misleading is fixed by the lecturer and discuss in the classroom.	13.3%	55%	25%	6.7%	0
18	Lecturer does the evaluation by checking the project	25%	56.7%	16.7%	1.7%	0
19	The project result evaluated together in the classroom	11.7%	60%	25%	3.3%	0
20	After evaluated the project students get a better understanding	10%	61.7%	25%	3.3%	0
21	The lecturer gives explanation after checking the project	26.7%	56.7%	13.3%	3.3%	0
22	Students are available to ask and have a discussion further to finish the project.	16.7%	56.7%	25%	1.7%	0
23	I think the lecturer still have to consider the suitable projects	10%	68.3%	16.7%	3.3%	1.7%
24	Sometimes the projects are heavy to solve.	20%	50%	26.7%	3.3%	0
25	A few project still make students confuse	48.3%	23.3%	21.7%	6.7%	0

Notes:

SA: Strongly Agree

A: Agree

N: Neutral

DA : Disagree

SD : Strongly Disagree

3. **The Result of Students' Perception on the materials developed**

   a. *Absorption of external stimuli or object by the five sense individually*

   Based on this indicator, researchers created 8 statements to know how was students' overview before knowing the usefulness of using project-based learning. The statements start from number 1 to 7 and number 9. Regarding to the table 4.9, researchers found that there were 41 (68.3%) respondents respond strongly agree that learning RELT subject is very important. it shows that mostly students answer strongly agree. There were 16 (26.7%) respondents answered agree and there were 3 (5%) students respond neutral. Based on the first statement there is no students respond disagree and strongly disagree.

   The second statement is "I think learning RELT is effective to increase my ability in writing scientific research". Based on the statement we can see that there were 26 (41.7%) students strongly agree with this statement. There were 31 (53.3%) students respond agree. While there were 3 (5%) students' respond neutral. In this statement, researchers also found there was no students respond disagree and strongly disagree. In the third statement there were 37 (61.7%) students respond strongly agree, and there were 20 (33.3%) students respond agree. There were 3 (5%) students respond neutral and there were no students respond disagree and strongly disagree. Based on this statement responds, researchers knows that almost all students were

agreeing and even strongly agree about learning RELT was help them to learn deeply about doing research in English framework.

The fourth statement about students feeling while learning using project-based learning method was it suitable. The responds were 12 (20%) strongly agree, and 42 (70%) students were agreeing with this statement. Moreover, researchers found there were 5 (8.3%) students respond neutral, and there was a (2.7%) student answered disagree.

For statement 'the method used trained us to solve the projects', researchers found 13 (21.7%) students answered strongly agree. There were 35 (58.3%) students answered agree. There were 10 (16.7%) students respond neutral. Researchers also found there were 2 (3.3%) students answered disagree. The method used in the classroom motivated student's motivated students to learn research, Researchers found that mostly all students were agree if the method used motivated them to learn research. There were 13 (21.7%) students answered strongly agree. There were 39 (65%) students respond agree. Meanwhile, researchers also found that there were 4 (6.7%) students respond neutral and 4 (6.7%) students responds disagree.

The project was given improve my understanding about RELT material, This statement created to explore how the project improved students understanding about RELT material. Researchers found that there were 23 (38.3%) students respond strongly agree. There were also 30 (50%) students respond agree. There were 6 (10%) students answered neutral. Meanwhile, researchers only found there was a (1.7%) student respond disagree.

Students' feeling in learning RELT using PjBL, there were 9 (15%) students respond strongly agree. Researchers also found that there were 35 (58.3%) students agree with this statement. There were 15 (25%) students answered neutral and there was a student answered disagree. From this statement, researchers know that mot than 50% students were agree that they were feel comfort using project-based learning method in learning RELT.

b. *Understanding the Object that Occur in the Brain*

The second indicator was about students' point of view after knowing the object. In this case about their perception in learning RELT subject using project based learning. There were 9 statements that students had answered. The students had chosen the answered base on their point of view. Based on the data above, in the first statement 'I know RELT', researchers found that there were 10 (16.7%) students respond strongly agree. There were 39 (65%) students respond agree. There were 11 (18.3%) students respond neutral. Meanwhile, researchers didn't find students who respond disagree and strongly disagree. So, here researchers know that students realize that the object in this case RELT subject.

The second statement is "Using project-based learning, I understand how to make a research proposal". One of the projects that students had gotten in learning RELT wrote research proposal. Based on that statement, researchers found that there were no students respond disagree and agree. Meanwhile, researchers found there were 15 (25%) students respond neutral. Moreover, there were 31

(51.7%) students respond agree. There were 14 (23.3%) students respond strongly agree.

The third statement is "I know the project is the way to practicing the knowledge". In this case students consciously know what the project for. There were 14 (23.3%) students respond strongly agree. There were 68.3% agree is it about 38 students. Meanwhile there were only 7 (11.7%) students respond neutral and only a (1.7%) student respond disagree. The next statement, "the material is clear". Researchers found that there were 11 (18.3%) students respond strongly agree. There were also 34 (56.7%) students respond agree. Meanwhile there were 11 (18.3%) students respond neutral. Meanwhile there were only 4 (6.7%) students respond disagree. The statement 'Lecturer guide to do the project', researchers found that there were 15 (18.3%) students respond strongly agree. Researchers also found that 56.7% (40 students) respond agree. Researchers only found 5 (6.7%) students respond neutral, and there was no student respond disagree and strongly disagree.

The statement Students understanding material through project, Researchers found that there were 6 (10%) students respond strongly agree. There were 33 (55%) students respond agree. Moreover, there were 18 (30%) students respond neutral. Meanwhile, researchers found there were 3 (5%) students respond disagree. 'I get the deep understanding in learning RELT through the project', researchers found that there were 9 (15%) students respond strongly agree. 55% students respond agree. there were also 17 (28.3%) students respond neutral. Researchers found there is a student who respond disagree. 'Project developed critical thinking',

researchers found that there were 35 students respond agree. it means 58.3% respondents agree with this statement. There were 8 (13.3%) students strongly agree. there were 16 (26.7%) students respond neutral. Researchers also found (1.7%) students who respond disagree. 'Lecturer fixed misunderstanding and misleading', in this statement, researchers found there were 33 (55%) students respond agree. there were 8 (13.3%) students were respond strongly agree. Meanwhile, there were 15 (25%) students respond neutral. there were only 4 (6.7%) students disagree.

c. *Individual assessment or evaluation of the object*

The third indicator is about the evaluation in learning RELT subject using project-based learning. Researchers created 8 questions to explore how students evaluated after they learning using project-based learning. The first statement is "Lecturer does the evaluation by checking the project". The result, there were 34 (56.7%) respond agree. then, there were 15 (25%) students who respond strongly agree. there were 10 (6.7%) students who respond neutral. meanwhile, there was a student who respond disagree. The second statement there was 36 (60%) students who respond agree. Researchers also found there were 7 (11.7%) students strongly agree. Meanwhile, there were 15 (25%) who respond neutral. last, in this statement there were two (3.3%) students who respond disagree.

'After evaluating the project students get a better understanding', researchers found there were 37 (61.7%) students who respond agree. Then, there were 6 (10%) students who respond strongly agree. There were 15 (25%) students who respond neutral.

in this statement, researchers found that there was a (1.7%) student who respond disagree. There was also a (1.7%) student who respond strongly disagree. 'Lecturer gives explanation after check project', here researchers found that 34 (56.7%) students answered agree. There were 16 (26.7%) students answered strongly agree. there were 8 (13.3%) students respond neutral. There were only two (3.3%) students who respond disagree with this statement.

'Students ask and have discussion further to finish project', the next statement is "Students are available to ask and have a discussion further to finish the project". In this statement, there were 34 (56.7%) students answered agree. There were 10 (16.7%) students who respond strongly agree. There were 15 (25%) students who respond neutral. Meanwhile, there was a (1.7%) student that answered disagree.

'I think the lecturer still have to consider the suitable projects', in this statement there were 41 (68,3%) students answered agree. there were 6 (10%) students who answered strongly disagree. There were 10 (16.7%) students who answered neutral. Moreover, in this statement researchers found there were 2 (3.3%) students answered disagree and a (1.7%) student who answered strongly disagree. 'Sometimes the projects are heavy to solve', researchers found that there were 50% students answered agree. there were also 12 (20%) students answered strongly agree. Meanwhile, researchers found there were 16 (26.7%) students answered neutral. there were two (3.3%) students who answered disagree. The last statement is "a few project still make students confuse". Based on this

statement, there were 29 (48.3%) students agree. there were 14 (23.3%) students who answered strongly agree. there were 13 (21.7%) students who answered neutral. in this statement, researchers only found there were 4 (6.7%) students answered disagree.

Based on the calculation about students' attitudes or perceptions above, it can be concluded that the using of project-based learning in learning RELT subject generally give a positive effect. Based on the result shown from the questionnaire from each statement description there was no statement that students answered for disagree and strongly disagree above 10%. The questionnaire result shown almost students' answered agree more than 50%.

4. The Interviews' Result

The third was the result of interview with the students. The result of interview gave a deep explanation from students. Based on the interview, researchers found there are variety responds that respondents gave in the interview section, after interviewed 9 respondents. There were 9 questions that researchers created to explore students' perception learning RELT subject using project-based learning at English department. Researchers described the result of interview from each statement as follow:

a. opinion about learning RELT subject and project-based learning

Based on this statement, researchers concluded that respondents had known about RELT subject. Students understand the goal of learning RELT subject, what will the students learnt in RELT. Researchers knew this based on how students explain what they thought about RELT subject.

Respondents gave variety respond and explain what they thought. Researchers found that here students' understanding and that RELT was an important subject they had to learnt. Based on their statements they knew what they learn for, the function of learning RELT subject and what will they learn in learning RELT. Students' opinion about project-based learning in this statement, students' perception about project based learning was variety. Some of respondents said that project-based learning is important, very good, and very helpful. Respondents gave more explanation that they will use project as the way to practice after learning to train their understanding. Meanwhile, researchers also known that there was a respondent that gave another respond, AK showed that he's still in doubt considering about what they have and what will they do.

b. *Opinion about RELT subject difficult or not*

Researchers found that there were two kinds of perception from respondents. The first perception was the respondent thought that RELT was not difficult and easy. The reason of it was because the good explanation from lecturer and they had learn research methodology before. The second perception was the students thought RELT is difficult and also hard because they still struggling in understanding RELT materials. Respondents felt that sometimes, it was hard to understand the material.

c. *Opinion about knowledge about research after learning RELT using project-based learning.*

Based on that statement, researchers found that respondents gave variety of responds. Some of respondents say that after learning using PJBL they got more understanding even better understanding than before. They also felt that they can imagine what they will do about research. They didn't feel that it was very difficult to understand the material. Otherwise, a student respond differently that project based learning was the new method for himself and he was still in doubt but even it was new it still gave improvement.

d. *Opinion about understanding about the material*

Based on this statement, researchers found two perceptions. The first that some of student stated they understood the whole materials. Another perception stated that they didn't understand all material. Furthermore, MA explained that some materials he had to study more. Here, researchers knew that even they didn't understand the whole material but they still get some material.

e. *Opinion about experience in finishing projects*

Researchers found that there were two perceptions about this statement. The first, perception was the students who thought it was easy to finish the project because some reason such the explanation from lecturer. The second, perception was the students who thought that it was difficult, and struggling to finish the project because of some reasons. The reason was time to execution project, don't understand what to do. Moreover, students also explain that even sometime some projects would be more difficult but they can finish it. They

explained that they need more time and guidance to do the difficult project.

f. Opinion about the appropriateness of project-based learning

Based on this statement, all respondents agree that project-based learning was appropriate as the method in learning RELT subject. Furthermore, D explained applying this method give a clear understanding. This was supported that students get the advantages from using the project-based learning.

g. Opinion about learning RELT using Project Based Learning

Students' perception about learning RELT subject using project-based learning have two kinds perception. The first perception, students thought that using project-based learning was suitable, good, and useful. Students with this perception thought that the using of project-based learning was improved their understanding, by using project students knew that they can practice the material and they enjoy. The second perception come from the students who thought that using project-based learning as the method still in doubt and not always easy. The method was not a hundred percent success but still need to be fixed. Based on the difficulties students got, it opened further discussion between lecturer and students to solve the problem.

h. Opinion about the materials help in finishing project

Based on the statement, researchers wanted to know that did respondents knew how important the material is. Did they think the material help them or not. Researchers found that totally all respondents

gave the same responds that they were agree about the material given help them to do the project.

i. *Opinion about the project given in learning RELT*

The statement above was to know did the students understand how important projects for them in learning RELT. The perception that researchers got were two types. The first they thought that projects were good because the projects were related to the material. One of them told the importance of project as the output of learning RELT. Another perception came out from a student; his perception about the project was needed more attention such as correct and evaluation from lecturer.

Based on interview result, students felt comfortable in learning RELT subject using project-based learning. Students' perception about project-based learning was a good method to give them a deep and better understanding. Students at English department consciously understood that project was important as the way of practicing or executing material. Students thought that his method was appropriate to use in learning RELT subject.

Discussion

Research in English Language Teaching (RELT) is a subject of lesson in English Department Tarbiyah dan Teacher Training Faculty State Institute for Islamic Studies (TBI FTIK IAIN) Padangsidimpuan. There are two subjects of learning about research methodology will be given to the students of TBI, namely "Research Methodology" in the fifth semester and "Research in English Language Teaching" in the sixth semester. This subject is giving the students' knowledge and comprehension about doing research for

their final requirements of the graduate students or Bachelor Degree students, thesis writing.

Thesis writing will be done for the students who have finished their lesson about research methodologies for 4 credits semester system (SKS). If they did not pass for the courses yet, the students may not come to the thesis writing. In order to fulfil the requirements, the students must follow these two courses, and RELT is one of them. RELT is given to the students more specifically about research methods. When they were in Research Methodology subject, the students studied about the general concepts of research method, such as to define and to understand problems, research approaches, population and sampling, and research variables. However, in RELT, the students are asked to understand about such kinds of research, such as experimental research, classroom action research, and ethnography.

Understanding the concepts and the ways of research by discussion and presentation have been done for every kind of materials, however, the result is not satisfied yet. It needs the variation and creative thinking of the lecturers to provide subject matters with method, techniques, models, strategies, and media that are not boring for them. Interested method will make the students are being good in gaining the information from what they learn and develop their response to learn (Chika et al., 2021; Surkamp & Viebrock, 2018) and the methods of strategies will help the students to learn (Putra et al., 2020). By using method, techniques, or strategies in language teaching and learning, the students will be more comprehend about the materials, and the teachers will be easier to take the understanding.

As seen that the result showed the students have getting best result after learning RELT by using Project-Based Learning. It is seen that the students' score after the implementation of teaching and learning materials is better

for the students for learn by using method that who did not use. What have been done by some experts before, such as Putra, et al (2020)P and Ariefani, et.al. (2016), have also proved by this research. However, Putra did it for entrepreneur materials while this research is for research materials. In addition, when this research has done about research materials and Ariefani developed the materials for ASSURE model. What have been stated before have been as evidence that developing materials can be done by using the PjBL method.

The novelty of this research is that there are no materials developed for research courses, especially for research in English language teaching subject. Another novelty that can be show up is that this research has 4 steps (planning, practice, performance, and evaluation) in learning by using PjBL, while the process of learning PjBL by Wahyuni (Al-busaidi & Seyabi, 2021) is only 3, planning, practice and performance. So, it can be stated that teaching materials for Research in English Language Teaching by using Project-based Learning is one of new model of materials teaching for the students in research.

The Threats of research

The researcher realizes that although the research process has been carried out according to the implementation procedures, this research has some limitations and weaknesses such as:

1. This model should be useful for other language skills, but at the time this research was only done for learning research in English Language Teaching.
2. The subject of this research should be done for all class at six semester but at that time this research was only done for TBI 1 class.

3. The products of this research should be use in two languages but for this time it was done only in English languages.

Actually, these limitations can be reduced and this research can be done maximally but the condition and situation did not allow us to complete the research. Although there are weaknesses in this research, it does not reduce the procedure of research process and the completeness of research data. The process of project-based learning in teaching RELT can be run well. All the instruments can be delivered to the subject of this research. All the data also can be collected and analyzed completely. Therefore, in sum the research can fulfil all the target planned.

CHAPTER 6
CLOSING

Introduction

This chapter is a closing part which consist of conclusion, suggestion, and implication of this study. The conclusion is to state the short explanation about all process and result of the study. The suggestion is about the idea given to all components related to this study. The last is implication that states about the benefit of this study in many aspects.

Conclusion

This study is developed a learning material for RESLT subject in English Department students. the result of this research, it is known that all of the instruments are valid and reliable based on the validators; and it can be used as the tools for gathering the data. The products developed are in the forms of students' book and lecturers' guidance in teaching Research in English Language Teaching (RELT) by using Project-based Learning (PjBL).

After analyzing then data, it was found that the products, book for students and book for lecturers are valid to be used for teaching RELT using PjBL. It is also shown that the books are practical to be used by asking the students' responses to the materials and by asking the validators. They assumed that this book is really good for them to learn RELT. The students were also better in learning material of RELT by using PjBL, it is proved by the

result of implementation. It is seen that the students' result in understanding the materials and in making final project that learn by using PjBL is better than the students who did not. Finally, it is stated that the learning materials of RELT by using PjBL is valid, practice, and effective; so, it can be used for teaching the students in IAIN Padangsidimpuan the learning subjects of research, and other colleges which has same topic related to research methodologies.

Suggestion

By looking the result of this research, it is suggested to lecturers in English program to make Project-based learning as one of their teaching methods in teaching, not also for teaching research method, but also for teaching other leaning subjects. For the Chief of English program to support their students to get good learning materials and methods in the process of teaching and learning. For the institution, to complete all learning materials, medias and tools for learning, so the students and lecturers can do teaching and learning process well.

Implication

From the result of this research, it is implied that this material are good using for teaching the subject of research, especially for Research in English Language Teaching. It is based on the result of the research that the products or the materials are valid, practical, and effective. So, it can be stated that learning materials developed for RELT taught by using PjBL can be used in teaching RELT in university levels.

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APPENDICES

Administration

Letter of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
Jalan T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpuan 22733
Telepon (0634) 22080 Faximili (0634) 24022, Website : www.iain-padangsidimpuan.ac.id

Nomor	: B- 148 /In.14/H/H.2a/TL.01/03/2022	09 Maret 2022
Sifat	:	
Lampiran	:	
Hal	: Permohonan Izin Penelitian	

Yth.   Ketua Program Studi TBI FTIK IAIN Padangsidimpuan

di   Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan Hormat; Menindaklanjuti Surat Keputusan Rektor IAIN Padangsidimpuan Nomor 26 Tahun 2022 tentang Penetapan   Penerima Bantuan Penelitian Berbasis Standar Biaya Keluaran Tahun Anggaran 2022, serta untuk melaksanakan salah satu kewajiban Tri Dharma Perguruan Tinggi bidang Penelitian, maka kami mohon kepada Bapak/Ibu* dapat memberikan izin penelitian kepada:

Nama Peneliti	:	1. Dr. Eka Sustri Harida, M. Pd. (Ketua)
		2. Sri Rahmadhani Siregar, M. Pd. (Anggota)
		3. Fitri Rayani Siregar, M.Hum. (Anggota)
Kluster Penelitian	:	Penelitian Pengembangan Pendidikan tinggi
Judul Penelitian	:	*Developing Learning Materials For Research in English Language Teaching (relt) By Using Project Based Learning Model At English Education Department* IAIN Padangsidimpuan.

Demikian permohonan ini kami sampaikan, atas izin dan perhatian Bapak/Ibu, kami ucapkan terimakasih.

Ketua

Dr. H. Zul Anwar Ajim Harahap, M.A.
NIP. 19770506 200501 1 006

Tembusan:
Rektor IAIN Padangsidimpuan

Instruments

Sample of Questionnaires

DEVELOPING LEARNING MATERIALS FOR RESEARCH IN ENGLISH LANGUAGE TEACHING (RELT) BY USING PROJECT BASED LEARNING MODEL AT ENGLISH EDUCATION DEPARTMENT IAIN PADANGSIDIMPUAN

KUESIONER MAHASISWA

PETUNJUK

1. Anda diminta untuk menuliskan data yang sesuai dengan data pribadi Anda.
2. Untuk pertanyaan atau pernyataan yang disampaikan, sudah disediakan pilihan jawabannya dengan 3 pilihan: Ya, Tidak Selalu, Tidak
3. Anda diminta menjawab dengan memilih salah satu jawaban dengan cara *checklist* atau melingkari pada jawaban yang sesuai dengan pendapat Anda.

DATA PRIBADI MAHASISWA

Nama	:				
NIM	:				
Tempat / Tanggal Lahir	:				
Alamat	:				
No. HP/WA	:				
Gender	:	1. Laki – laki	2. Perempuan		
Jalur Masuk IAIN	:	1. SPAN-PTKIN	2. UMPTKIN	3. UM Mandiri	
Jurusan di SLTA	:	1. IPA	2. IPS	3. AGAMA	4. SMK
IP Semester ini	:	___	IPK : ___		
Nilai Mata Kuliah Research Method (Angka)	:	___	Huruf : ___		

Pertanyaan

No.	Pertanyaan/Persetujuan	Jawaban		
		Ya	Tdk Selalu	Tidak
1.	Dosen memberitahukan tujuan pembelajaran *mata kuliah RELT*.			
2.	Saya mengetahui tujuan pembelajaran *mata kuliah RELT*.			
3.	Saya mengetahui tujuan mempelajari *jenis-jenis metode penelitian Bahasa*.			
4.	Saya belajar *jenis-jenis metode penelitian Bahasa* untuk memudahkan penyusunan tugas akhir perkuliahan yaitu skripsi.			
5.	Saya belajar metode penelitian kualitatif dan kuantitatif sebagai acuan dalam memilih jenis penelitian untuk penulisan tugas akhir perkuliahan.			
6.	Saya belajar memahami penelitian Eksperimen untuk mengetahui bagaimana cara uji coba satu metode pembelajaran terhadap kemampuan siswa			
7.	Saya belajar memahami penelitian tindakan kelas untuk mengetahui bagaimana tindakan guru dalam menyelesaikan permasalahan pembelajaran siswanya.			
8.	Saya belajar memahami penelitian korelasi untuk mengetahui hubungan kemampuan mahasiswa dengan materi pembelajaran.			
9.	Saya belajar memahami penelitian komparatif untuk mengetahui bagaimana perbandingan metode pembelajaran ketika diujikan kepada siswa.			
10.	Dosen menjelaskan materi pembelajaran *jenis-jenis metode penelitian bahasa* dengan jelas dan rinci.			
11.	Saya merasa Dosen menggunakan model pembelajaran yang sesuai untuk belajar memahami *jenis-jenis metode penelitian Bahasa*			
12.	Saya merasa dosen telah memberikan motivasi kepada Saya dalam memahami materi yang dijelaskan, khususnya tentang *jenis-jenis metode penelitian bahasa*.			
13.	Buku pedoman pembelajaran *jenis-jenis metode penelitian bahasa* belum tersedia dengan lengkap.			
14.	Materi pembelajaran tentang *jenis-jenis metode penelitian bahasa* disediakan oleh dosen dalam bentuk slide power point.			
15.	Materi pembelajaran tentang *jenis-jenis metode penelitian bahasa* disediakan oleh dosen dalam bentuk video.			
16.	Topik materi pembelajaran yang diberikan oleh dosen tentang *jenis-jenis metode penelitian bahasa* bervariasi.			
17.	Soal-soal yang diberikan ketika mengerjakan latihan, quiz, atau mid-semester sesuai dengan materi yang diajarkan.			
18.	Saya memahami tentang materi pembelajaran *jenis-jenis metode penelitian bahasa* dengan baik.			
19.	Saya dapat dengan mudah memahami perbedaan *jenis-jenis metode penelitian Bahasa*.			
20.	Saya dapat dengan mudah menemukan judul sesuai *jenis-jenis metode penelitian Bahasa*. .			

No.	Pertanyaan/Persetujuan	Jawaban		
		Ya	Tdk Selalu	Tidak
21.	Saya dapat dengan mudah menemukan referensi pendukung dalam *memahami jenis-jenis metode penelitian bahasa.*			
22.	Menurut Saya model pembelajaran berbasis projek baik untuk memahami metode penelitian bahasa.			
23.	Saya memahami bagaimana menjabarkan permasalahan yang akan diangkat dalam satu penelitian.			
24.	Saya dapat dengan mudah merumuskan pertanyaan dalam penelitian berdasarkan jenis-jenis penelitian dalam pembelajaran.			
25.	Saya dapat dengan mudah memahami tujuan penelitian berdasarkan perumusan masalah untuk setiap jenis penelitian yang akan dilaksanakan.			

Responden

INSTRUMENT ANGKET *NEED ANALYSIS*

UNTUK MODEL PEMBELAJARAN PROJECT BASED LEARNING

ANGKET UNTUK DOSEN

PETUNJUK

1. Bapak / Ibu diminta untuk menuliskan data atau memilih pilihan yang sesuai dengan kondisi diri.
2. Untuk pertanyaan atau pernyataan yang disampaikan, sudah disediakan pilihan jawabannya, Bapak / Ibu diminta menjawab dengan memilih salah satu jawaban dengan cara *checklist* atau menyilang pada jawaban yang sesuai dengan pendapat Bapak / Ibu.
3. Terdapat 3 pilihan jawaban untuk persetujuan pada masing-masing butir angket, yakni:

    Ya   : Y

    Tidak Selalu   : TS

    Tidak   : T

DATA PRIBADI

Nama	:			
NIP / NIDN	:			
Tempat / Tanggal Lahir	:			
Jenis Kelamin	:	1. Laki – laki	2.	Perempuan
Jabatan		1. Ka. Prodi	2.	Dosen
Mulia bertugas sebagai dosen tahun	:			
Pendidikan Terakhir	:			

PERTANYAAN

No.	Pertanyaan	Jawaban		
		Y	TS	T
1.	Mahasiswa perlu untuk memahami tujuan pembelajaran yang ingin dicapai dalam pembelajaran *mata kuliah RELT*.			
2.	Mahasiswa belajar memahami *jenis-jenis metode penelitian dalam bahasa.*			
3.	Mahasiswa perlu belajar memahami *jenis-jenis metode penelitian dalam bahasa* untuk mengerjakan projek akhir penulisan skripsi.			
4.	Mahasiswa perlu belajar metode penelitian kualitatif dan kuantitatif sebagai acuan untuk memilih jenis penelitian untuk penulisan tugas akhir perkuliahan.			
5.	Mahasiswa perlu memahami penelitian Eksperimen untuk mengetahui bagaimana cara uji coba satu metode pembelajaran terhadap kemampuan			

No.	Pertanyaan	Jawaban		
		Y	TS	T
	siswa			
6.	Mahasiswa perlu memahami penelitian tindakan kelas untuk mengetahui bagaimana tindakan guru dalam menyelesaikan permasalahan pembelajaran siswanya.			
7.	Mahasiswa perlu memahami penelitian korelasi untuk mengetahui hubungan kemampuan mahasiswa dengan materi pembelajaran.			
8.	Mahasiswa perlu memahami penelitian komparatif untuk mengetahui bagaimana perbandingan metode pembelajaran ketika diujikan kepada siswa.			
9.	Mahasiswa perlu mempelajari jenis-jenis metode penelitian bahasa dengan jelas dan rinci.			
10.	Diperlukan buku petunjuk yang digunakan sebagai pedoman mengajar RELT.			
11.	Dosen perlu menyediakan slide power point untuk pembelajaran tentang jenis-jenis metode penelitian bahasa.			
12.	Dosen perlu menyiapkan materi yang bervariasi dalam pembelajaran metode penelitian bahasa.			
13.	Dosen perlu menyiapkan evaluasi pembelajaran yang sesuai dengan materi yang diajarkan.			
14.	Mahasiswa memerlukan dosen yang kompeten dalam keilmuannya.			
15.	Secara umum pemahaman mahasiswa terhadap metode penelitian bahasa kurang memadai.			
16.	Mahasiswa perlu untuk memahami materi pembelajaran sebelum masuk ke dalam kelas.			
17.	Mahasiswa cukup tertarik untuk belajar memahami jenis-jenis metode penelitian.			
18.	Diperlukan buku model sebagai pedoman penggunaan model pembelajaran jenis-jenis metode penelitian bahasa.			
19.	Model dalam mengajar yang digunakan sudah baik.			
20.	Dosen perlu memberikan referensi judul untuk setiap jenis penelitian.			

Responden

Sample of Observation Sheet

LEMBAR CHEKCLIST
DEVELOPING LEARNING MATERIALS FOR RESEARCH IN ENGLISH
LANGUAGE TEACHING (RELT) BY USING PROJECT BASED LEARNING
MODEL AT ENGLISH EDUCATION DEPARTMENT IAIN
PADANGSIDIMPUAN

A. **Pengantar**

Lembaran observasi ini digunakan hanya untuk mengamati aktivitas pembelajaran yang berlangsung selama menggunakan model yang dikembangkan.

B. **Petunjuk Pengisian**

Ada 2 (dua) pilihan jawaban untuk pelaksanaan kegiatan pembelajaran yang akan diamati, yaitu "ya" atau "tidak". Berikan tanda centang (√) pada jawaban yang sesuai dengan hasil pengamatan!

Hari / Tanggal	:	
Jam	:	
Materi Pelajaran	:	
Observer	:	

C. **Aspek yang diamati**
1. **Aspek Pelaksanaan Model Pembelajaran Project Based Learning**

No.	Aspek yang diamati		Penilaian		Aspek yang diamati	Penilaian	
			Ya	Tdk		Ya	Tdk
Kegiatan Dosen					**Kegiatan Mahasiswa**		
A	Planning/ Perencana an	1. Dosen membuka pembelajaran dengan salam, memberi motivasi, dan membaca Basmalah.			1. Mahasiswa menjawab salam dosen serta membaca Basmalah.		
		2. Dosen menyampaikan tujuan dan kompetensi pembelajaran yang akan dicapai.			**2.** Mahasiswa memahami tujuan dan kompetensi pembelajaran.		
		3. Dosen			3. Mahasiswa		

No.		Aspek yang diamati	Penilaian		Aspek yang diamati	Penilaian	
			Ya	Tdk		Ya	Tdk
		mengembangkan format untuk project akhir			mengikuti format proyek akhir		
		4. Dosen merencanakan cakupan project yang akan ditugaskan kepada mahasiswa			4. Mahasiswa mengikuti penugasan proyek		
		5. Dosen menyusun kegiatan proyek yang akan dilaksanakan mahasiswa					
		6. Dosen menyusun lembar penilaian untuk proyek mahasiswa					
B	Practice/ Pelaksanaan	7. Dosen menugaskan mahasiswa untuk menyelesaikan proyek tulisan masing-masing berdasarkan materi jenis-jenis metode penelitian Bahasa Inggris.			5. Mahasiswa memilih satu jenis metode penelitian Bahasa sebagai proyek akhir. 6. Mahasiswa memastikan ruang lingkup kajian proyek tulisan akhir. 7. Mahasiswa mencari referensi terkait topik untuk proyek yang akan dikerjakan. 8. Mahasiswa menyelesaikan proyek akhir.		
					9. Mahasiswa membuat catatan terhadap materi yang dipelajari.		
C	Performance/ Penutup	8. Dosen mengevaluasi proyek akhir mahasiswa			10. Mahasiswa menyelesaikan proyek akhir.		

2. Aspek sikap mahasiswa

No.	Aspek yang diamati	Penilaian	
		Ya	Tdk
1.	Mahasiswa terlihat semangat untuk belajar.		
2.	Mahasiswa memiliki minat untuk belajar.		
3.	Mahasiswa antusias untuk belajar dengan model yang diberikan.		
4.	Mahasiswa terlihat bermalas-malasan belajar.		
5.	Mahasiswa terlihat serius ketika mencari referensi artikel untuk proyek akhir		
6.	Mahasiswa antusia bertanya untuk penugasan proyek akhir		
7.	Mahasiswa terlihat bertanya kepada teman tentang proyek akhir		
8.	Mahasiswa mengumpulkan proyek akhir sesuai waktu yang diberikan.		
9.	Mahasiswa mampu dalam memberikan kesimpulan dari materi pembelajaran.		

Observer

Sample of practicalities Sheet

KUESIONER KEBERTERIMAAN (PRAKTIKALITAS)
MATERI PEMBELAJARAN RELT DENGAN PROJECT BASED LEARNING
MODEL

MAHASISWA

PETUNJUK PENGISIAN

1. Untuk Anda pribadi, Anda diminta untuk menuliskan data yang sesuai dengan data pribadi Anda.
2. Untuk pertanyaan atau pernyataan yang disampaikan, sudah disediakan pilihan jawabannya, Anda diminta menjawab dengan memilih salah satu jawaban dengan cara *checklist* pada kemungkinan jawaban yang disediakan, yaitu:

SS	: Sangat setuju
S	: Setuju
TS	: Tidak Setuju
STS	: Sangat Tidak Setuju

DATA PRIBADI MAHASISWA

Nama	:			
NIM	:			
Tempat / Tanggal Lahir	:			
Alamat	:			
No. HP/WA	:			
Gender	:	1. Laki – laki	2. Perempuan	
Jalur Masuk IAIN	:	1. SPAN-PTKIN	2. UMPTKIN	3. UM Mandiri
Jurusan di SLTA	:	1. IPA	2. IPS	3. AGAMA	4. SMK
IP Semester ini	:	_____	IPK	: _____
Nilai Reading Terakhir (Angka)	:	_____	Huruf	: _____

KISI – KISI:

NO	Indikator	Nomor Butir
A.	**Internal Pembelajaran**	
1.	Tujuan Pembelajaran	1
2.	Materi Pembelajaran	2 - 7
3.	Metode dan strategi pembelajaran	8
4.	Media dan Sumber belajar	10 – 13
5.	Evaluasi pembelajaran	14 – 16
	B. Eksternal Pembelajaran	
4.	Sikap	17 – 20

PENDAPAT MAHASISWA TENTANG MATERI PEMBELAJARAN RELT DENGAN PROJECT BASED LEARNING MODEL

Pertanyaan

Saya berpendapat bahwa mempelajari materi pembelajaran RELT dengan menggunakan PjBL:

No.	Pendapat Mahasiswa	Jawaban			
		SS	S	TS	STS
1.	Saya menjadi mengetahui tujuan pembelajaran yang akan dicapai.				
2.	Saya mengetahui materi pembelajaran yang akan dipelajari.				
3.	Materi pembelajaran yang diberikan mudah dipahami dengan menggunakan model pembelajaran ini.				
4.	Materi Experimental Research sangat cocok dipelajari dengan menggunakan model project-based learning				
5.	Materi Correlational Research sangat cocok dipelajari dengan menggunakan model project-based learning				
6.	Materi Classroom Action Research sangat cocok dipelajari dengan menggunakan model project-based learning				
7.	Materi Comparative Research sangat cocok dipelajari dengan menggunakan model project-based learning				
8.	Dengan model pembelajaran ini saya menjadi lebih aktif dalam belajar metode penelitian.				
9.	Langkah-langkah dalam pembelajaran mudah untuk diikuti.				
10.	Media pembelajaran mendukung untuk pembelajaran RELT menggunakan metode.				
11.	Dosen memberikan sumber belajar yang lengkap dari link-link yang diberikan.				
12.	Dosen menyediakan sumber belajar di internet untuk dapat dipelajari secara mandiri ataupun kelompok.				

No.	Pendapat Mahasiswa	Jawaban			
		SS	S	TS	STS
13.	Saya menyukai pembelajaran dengan model yang diberikan dosen ini.				
14.	Saya dapat mengaplikasikan materi yang dipelajari kedalam penulisan proposal penelitian.				
15.	Dosen memberikan soal sesuai dengan apa yang dipelajari.				
16.	Dosen melakukan pemeriksaan terhadap project yang Saya selesaikan.				
17.	Dosen memberikan penilaian sesuai dengan kemampuan yang Saya miliki.				
18.	Saya memiliki rasa percaya diri lebih tinggi setelah belajar RELT dengan menggunakan model ini.				
19.	Saya menjadi termotivasi untuk mempelajri setiap materi karena menggunakan model pembelajaran yang langsung praktik.				
20.	Saya merasa senang mengikuti pembelajaran dengan menggunakan model yang digunakan.				

Responden

Sample of Validation Sheet

Perihal : Surat Permohonan Melakukan Validasi
`   Padangsidimpuan,   2022

Kepada Yth.

_____
di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Semoga Bapak / Ibu berada dalam kondisi sehat-wal 'afiat. Kami mohon maaf mengganggu waktu dan kegiatan Bapak / Ibu hari ini. Dengan ini kami membutuhkan bantuan Bapak/Ibu untuk melakukan validasi terhadap instrument penelitian dengan judul *Developing Learning Materials for Research in English Language Teaching (RELT) By Using Project Based Learning Model at English Education Department IAIN Padangsidimpuan.*

Olehkarena itu, kami berharap Bapak/Ibu dapat mengisi lembar penilaian untuk memenuhi kebutuhan tersebut. Penilaian yang Bapak / Ibu berikan akan sangat berarti dalam memenuhi validitas instrument penelitian ini. Oleh sebab itu dimohon dapat memberikan penilaian pada instrument penelitian dimaksud sesuai dengan kriteria yang dibutuhkan.

Terima kasih atas kesediaan Bapak / Ibu untuk melakukan validasi terhadap instrumen ini. Semoga penilaian yang Bapak/Ibu berikan bermanfaat bagi peneliti, dan menjadikan penelitian ini lebih baik dan berkualitas.

Wassalamu'alaikum Wr. Wb.
Peneliti

1. Eka Sustri Harida, M.Pd.   ID 201709750208000   (Ketua)
2. Fitri Rayani Siregar, M. Hum.   ID 203107820208000   (Anggota)
3. Sri Rahmadhani Siregar, M.Pd.   ID 200605860208000   (Anggota)

LEMBAR VALIDASI

KUISIONER ANALISIS KEBUTUHAN MAHASISWA

Judul Penelitian	:	*Developing Learning Materials for Research in English Language Teaching (RELT) By Using Project Based Learning Model at English Education Department IAIN Padangsidimpuan.*
Peneliti	:	1. Eka Sustri Harida, M.Pd. ID 201709750208000 (Ketua) 2. Fitri Rayani Siregar, M. Hum. ID 203107820208000 (Anggota) 3. Sri Rahmadhani Siregar, M.Pd. ID 200605860208000 (Anggota)
Instrumen	:	ANALISIS KEBUTUHAN MAHASISWA
Nama Validator	:	_____
Instansi Validator	:	_____
Pekerjaan Validator	:	_____

TUJUAN

Instrumen ini bertujuan untuk memvalidasi instrument *need analysis* mahasiswa terhadap model pembelajaran.

PETUNJUK PENILAIAN

Berikut petunjuk penilaian:

1. Bapak/Ibu dimohon untuk memberikan penilaian terhadap lembar instrument analisis kebutuhan mahasiswa dengan memberikan tanda *checklist* (√) pada kolom yang sesuai dengan hasil penilaian Bapak/Ibu. Mohon memberikan penilaian sesuai dengan skala pada setiap aspek yang dievaluasi, sebagai berikut:
   1. Nilai 1 = tidak setuju/tidak baik/tidak benar/tidak jelas
   2. Nilai 2 = kurang setuju/kurang baik/kurang benar/kurang jelas
   3. Nilai 3 = cukup setuju/cukup baik/cukup benar/cukup jelas
   4. Nilai 4 = Setuju/baik/benar/jelas
   5. Nilai 5 = Sangat setuju/sangat baik/sangat benar/sangat jelas
2. Bapak/Ibu mohon untuk dapat memberikan saran, masukan, dan komentar pada kolom yang telah disediakan untuk perbaikan instrument untuk mengumpulkan data tentang kebutuhan mahasiswa ini.
3. Bapak/Ibu dimohon untuk memberikan kesimpulan penilaian dengan mengisi kolom yang telah disediakan dan memberikan penilaian sesuai dengan rentang nilai yang sudah diberikan.

ASPEK YANG DINILAI

No.	Aspek yang dinilai	Skala Penilaian				
		1	2	3	4	5
A.	**KELAYAKAN ISI**					
1	Pertanyaan sesuai dengan kebutuhan penelitian, mencakup kebutuhan mahasiswa / dosen.					
2	Pertanyaan sesuai sudah mencakup materi pembelajaran.					
3.	Pertanyaan sesuai sudah mencakup aspek eksternal pembelajaran.					
	B. KELAYAKAN BAHASA					
4.	Rumusan pertanyaan yang digunakan sudah mengikuti ejaan Bahasa Indonesia yang baik dan benar.					
5.	Rumusan pertanyaan yang digunakan digunakan mudah difahami.					
	C. KELAYAKAN PENYAJIAN DAN KEGRAFIKAAN					
6.	Petunjuk pengisian instrumen jelas.					
7.	Struktur isi ditulis secara urut.					
8.	Struktur isi dikembangkan berdasarkan indikator yang ada.					
9.	Jenis dan ukuran huruf dalam instrument mudah dibaca.					
10	Desain grafis dalam penyusunan instrument sudah menarik.					
	TOTAL SKOR					

KOMENTAR DAN SARAN PERBAIKAN

KESIMPULAN PENILAIAN VALIDATOR

Setelah membaca secara komprehensif atas instrument ini, Saya berpendapat bahwa instrument tersebut:

NO.	Nilai	Keterangan	Nilai*
1.	A (nilai 41 – 50)	Valid dan dapat digunakan *tanpa revisi.*	
2.	B (nilai 31 – 40)	Valid dan dapat digunakan dengan *sedikit revisi*	
3.	C (nilai 21 – 30)	Valid dan dapat digunakan dengan *revisi sedang*	
4.	D (nilai 11 – 20)	Valid dan dapat digunakan dengan *revisi banyak*	
5.	E (nilai 1 – 10)	Tidak valid dan tidak dapat digunakan	

*Beri tanda *checklist* pada kolom nilai yang sesuai dengan kelayakan instrument yang digunakan.

……………………… ……………….2022
Validator

(_____)

Documentation

Samples of documentation

Seminar Proposal¹, Antara², dan Hasil Penelitian³

Penyusunan instrument dan hasil penelitian

Focus group discussion dan diseminasi hasil penelitian

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5. Chief of Gender and Child Center (PSGA) (2014 – 2018)
6. Chief of Research and Publication Center (Kapuslit) (2018 – 2022)
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Publications/Scientific Papers:

Conferences Papers:

1. A Study of Students' Perceptions of Online Learning in Blended Learning and Flipped Classroom, the 2nd International Conference Innovation in Education (ICoIE 2020)

2. Synthesizing strategy and the effectiveness to students' reading comprehension, International Online Conference on English and Education (IOCEE), Vol. 1, No. 1, 2020.

3. Students' difficulties in translating English texts, Proceeding: International Online Conference on English and Education 2, 2020.

4. Cooperative Integrated Reading and Composition based-on Flipped Classroom Learning (CIRC-b-FCL Model for Teaching and Learning English Paragraph: A Study on the Practicalities of the Model, the 3rd International Conference Innovation in Education (ICoIE 2021)

5. The Dynamics of Learning English during Covid-19: Opportunities and Challenges, *Seminar Akbar*

Tarbiyah dan Teacher Training Faculty IAIN Padangsidimpuan, 2021).

6. Technology Literacy in English Teaching during Covid-19 Era: Opportunities and Challenges in Welcoming the Society era 5.0, *Seminar Akbar* Tarbiyah dan Teacher Training Faculty IAIN Padangsidimpuan, 2022).

Articles (in last 5 years)

1. The Effect of peer tutoring strategy on students' reading comprehension in narrative text at grade X SMA Negeri 6 Padangsidimpuan, Jurnal Tazkir, Vol. 4 No. 1, 2018.

2. Intonation of students in reading texts, Jurnal Tazkir, Vol. 5, No. 1. 2019.

3. A Study of Students' Perceptions of Online Learning in Blended Learning and Flipped Classroom (https://www.atlantis-press.com/proceedings/icoie-20/125948017, Atlantis Press (The 2nd International Conference Innovation in Education, 2020).

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5. Flipped Classroom Learning: A Current Issue in English Language Teaching in Pandemic-Era as Perceived by Lecturers, Jurnal Al-Ta'lim, 2021

6. Model Pembelajaran Cooperative Integrated Reading and Composition based on Flipped Classroom Learning (CIRC-b-FCL), Jurnal Tazkir, Vol. 7 No. 2, 2021

7. Flipped Classroom Leaning: A Current issue in English language teaching in pandemic era as

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Books:

1. Desain Video untuk Penguatan Karatkter Bersih dan Jujur pada Mahasantri Ma'had Al Jami'ah IAIN Padangsidimpuan, Prenada Media, 2019.

2. Book Chapter: Peluang dan Tantangan Pembelajaran di Era Pandemi Covid-19, 2020, Global Aksara Press

3. Building a Better Vocabulary by Word Formation Process, Prenada Media, 2020.

4. Basic Reading for EFL University Student, Merdeka Kreasi Group, 2021.

Book Chapter: Technology Literacy in English Teaching during Covid-19 Era: Opportunities and Challenges in Welcoming the Society era 5.0 in *Menjadi Guru Hebat: Cakap Literasi, Cakap Numerasi, dan Berkarakter,* Haura Utama, 2022.

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KONTRIBUSI MENULIS:

1) IMPROVING STUDENTS'VOCABULARY MASTERY THROUGH CROSSWORD PUZZLE TECHNIQUE AT SD MUHAMMADIYAH 1 PADANGSIDIMPUAN TR Hasibuan, ES Harida, FR Siregar TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman 4 (1), 91-108 — 2018

2) Improving students' reading comprehension by using think pair share (TPS) at grade VIII SMP N 9 Padangsidimpuan FR, Zuhri IAIN Padangsidimpuan — 2017

3) Improving students' vocabulary mastery through word square modeling at grade VII SMP Negeri 5 Padangsidimpuan FR, S Mawar IAIN Padangsidimpuan — 2015

4) How to Enhance Lecturers' Speaking Skill? FR Siregar English Education: English Journal for Teaching and Learning 7 (01), 15-28 — 2019

5) THE STUDENTS'ABILITY IN MORPHOLOGICAL MASTERY (A CASE STUDY OF SIXTH SEMESTER IAIN PADANGSIDIMPUAN) FR Siregar English Education: English Journal for Teaching and Learning 6 (2), 125-140 — 2018

6) A Review of Studies Dealing with the Vocabulary Acquisition and its Relation to the Age FR Siregar English Education: English Journal for Teaching and Learning 5 (2), 28-39 — 2017

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9) Teaching writing and evaluating students' writing: in a process approach, FR Siregar ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning 2 (2), 1-17 — 2014

10) AN ANALYSIS ON THE STUDENTS'ABILITY IN UNDERSTANDING VOCABULARY AT FIRST YEAR STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM (TBI) STAIN PADANGSIDIMPUAN, T Trilanti, ES Harida, FR Siregar English Education: English Journal for Teaching and Learning 1 (2) — 2013

11) The Effectiveness of Using Instagram as Teaching Tools in Learning Process of 3rd Semester of English Department Students SIS Lubis, FR Siregar, M Salmiah Jurnal Bahasa Lingua Scientia 12 (2) — 2020

12) Students' Learning Anxiety FR Siregar, WS Perwana English Education: English Journal for Teaching and Learning 8 (01), 57-66 — 2020

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15) THE EFFECT OF PEER TUTORING STRATEGY ON STUDENTS'READING COMPREHENSION IN NARRATIVE TEXT AT GRADE X SMA NEGERI 8 PADANGSIDIMPUAN A Adelini, ES Harida, FR Siregar. Tazkir: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman 4 (1), 191-204 — 2018

16) THE CORRELATION BETWEEN READING MOTIVATION AND READING COMPREHENSION OF THE GRADE X STUDENTS SMA S NURUL 'ILMI PADANGSIDIMPUAN. D Amelisa, ES Harida, FR Siregar English Education: English Journal for Teaching and Learning 6 (1), 113-124 — 2018

17) INCREASING VOCABULARY BY COMPOUND WORDS MASTERY IN THE ISLAMIC BOOK "A GLIMPSE OF FAITH". FR Siregar English Education: English Journal for Teaching and Learning 6 (1), 13-26 — 2018

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19) THE CORRELATION BETWEEN LEARNING STYLE AND STUDENTS'ACHIEVEMENT IN READING COMPREHENSION AT GRADE XI SMA N TAMBANGAN. ES Harida, FR Siregar, R Rina English Education: English Journal for Teaching and Learning 5 (1), 126-139 — 2017

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24) TEACHING VOCABULARY USING CROSSWORD PUZZLE FOR ELEMENTARY SCHOOL. FR Siregar English Education: English Journal for Teaching and Learning 1 (1)   2013

25) The effect of product, proces an lexical approaches on students writing achievement. FR Siregar. UNIMED   2009

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Publications:

Research:

1. The Effect of Neurolinguistics Programming Method to Students' Reading Interest and Reading Comprehension Ability at Grade VIII SMP Swasta Nurul Ilmi Padangsidimpuan, 2018.
2. Teacher Strategies in Teaching Writing at SMA Negeri 2 Plus Sipirok, 2020/2021.

Articles:

1. Problems of Online Learning during Covid-19 Pandemic in EFL Classroom, Proceeding The 2nd International Conference on The Teaching of English and Literature (ICOTEL) "Engaging Students in Active Online Teaching and Learning", 2021.
2. Students' Difficulties in Translating English Text, Proceeding: International Online Conference on English and Education 2 (1), pg. 116 – 129, 2021.
3. Students' Writing Ability on Islamic Narrative Text Topic, Tazkir: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman 7 (1), 143-154, 2021.
4. Students' Descriptive Text Writing in Experiential Function Realization English Education: English

Journal for Teaching and Learning 9 (01), 63-76, 2021.

5. Synthesizing Strategy and the Effectiveness to Students' Reading Comprehension, Proceeding: International Online Conference on English and Education 1 (1), 20-32, 2020.

6. Students' Ability in Writing Descriptive Text, English Education: English Journal for Teaching and Learning 8 (01), 81-90, 2020.

Book:

Writing Strategies: Teaching Writing for EFL Classroom, Akademia Pustaka, 2021.

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