THE USE OF PROJECT-BASED LEARNING IN TEACHING CCU (CROSS CULTURAL UNDERSTANDING) AT THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF PURWOREJO MUHAMMADIYAH UNIVERSITY: A CLASSROOM OBSERVATION

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Abstract

Project-based learning (PBL) is very important for the students, since in this project students learn many things. They learn how to have survey, collecting data, cooperate with friends, find the respondent, present the data and conclude all things in the project. CCU or Cross Cultural Understanding is one of the subject which is compulsory for English Department students. The PBL is appropriate to be applied in CCU since in the end of the semester the students have to research on Culture by having the respondents in the surroundings. This research is a classroom observation research in which semester six are the samples. The finding said that collaboration, asking questions, reflecting and, presenting are some aspect which 100% happened in the classroom while the result of students' questionnaire said that the students enjoy the class and they can take much benefit from the class.

Keywords: *Project-based learning, CCU, Classroom Observation*

A. Introduction

As a lecturer, I often think that my teaching method is very monotonous including in my CCU teaching. The first reason is CCU used to be my favorite subject for it was taught by American named Mike Milliken, second reason is I am the only lecturer who teaches this subject since I was first teaching in UMP. Third reason there are so many things to do in this subject, the lecturer assigns so many assignment to make the students learn. That is very challenging.

My experience of being involved in teaching English with native speakers who are professional in teaching english as a foreign language gives me some valuable things. One of them is they always try to be discipline and attracts the students for learning English better. The way of life especially in creating the academic atmosphere in the campus is very interesting comparing to Indonesian. The most unforgettable moment was when the native invited our friends to a meeting. She was mad because of waiting too long to have the meeting, even she was screaming for no one came on time. From this case we learn something about culture shock. For Indonesian it is no problem to be late in meeting but for them it indicates that you do not appreciate the time. In the name of culture it will be

something very common but then if the people from different culture interprets something different it, of course, will be a big problem.

CCU (Cross Cultural Understanding) is a subject which consists of some topics, among other things are: cultural terms, cross cultural conflict and adjustment, cultural values, space and time, individual and the group, language, family, education, moral values, and gender. All those topics discussed about the comparison between Indonesian culture and other cultures especially western culture. The most favorite topic for the students is on cultural conflict and adjustment for they can practice their English by doing a project. The project is they observe some theories related to the topic and make a group of three or four, discuss kinds of questions will be asked to the native, trying to find the native and interview them by recording. After interviewing they still have to analyze the result of the interview and transcribe it to analyze some possible answer which can be classified to cultural adjustment and some of cultural terms like: stereotype, prejudice, ethnocentrism, tolerance and generalization. Later, the students must do project on all the topics but they have to choose the topic they are interested in.

Related to that theory I focused the teaching in Project-based learning for the students to identify some possible things in their understanding of theories and formulate them into a kind of project. One of another projects is small research project on CCU. Based on the theory project-based learning will be conducted through some steps: setting goals, identifying learning strategies, dividing and assigning work, monitoring progress.

CCU subject is very challenging subject which demands the students to learn by doing things as Dewey said:

"The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these..I believe, therefore, in the so-called expressive or constructive activities as the centre of correlation." [1](Dewey, 1897)

The teaching of CCU must make the students have the experience especially experience about interacting with native speakers. Because of that the use of method is highly demanded to make the students more understand about the subject. One of methods which can be used in teaching CCU is Project-based learning. This method makes the students possible to create a project in leading understanding of the materials.

Project-based learning emphasizes learning activities that are long-term, interdisciplinary and student-centered. Unlike traditional, teacher-led classroom activities, students often must organize their own work and manage their own time in a project-based

class. Project-based instruction differs from traditional inquiry by its emphasis on students' collaborative or individual artifact construction to represent what is being learned. (A.K., Aiedah &Lee, Audrey, 2012:4)

The choice of using this kind of model is because it will create a new academic atmosphere for the students so they will be ready for practicing the language that they have learned for almost 3 years for the subject is being taught in the sixth semester. In spite of this the students can also learn from their friends also from the native speakers they interviewed about conducting good conversation and behaving well which is accepted to the target culture.

B. LITERATURE REVIEW

1. Project Based Learning

The extension of definition of Project-based learning can be defined briefly as "a model that organizes learning around projects" (Thomas, 2000: 1). Even though assigning projects to students in traditional classrooms is not a new phenomenon, project-based learning is quite different from the usual application. Thomas listed five major criteria for a method of learning to be called project-based learning:

1. project-based learning projects are central, not peripheral to the curriculum,
2. project-based learning projects are focused on questions or problems that "drive" students to encounter the central concepts and principles of a discipline,
3. projects involve students in a constructive investigation,
4. projects are student-driven to some significant degree, and
5. projects are realistic, not school-like. (Thomas, 2000: 4)

He also (2000) states that Project-based learning is a complex task based on challenging questions or problems that involve students in design, problem solving, decision making or investigative activities. It gives students the opportunity to work in a relatively independent manner over extended periods of time and resulting in realistic products and presentations.

Projects which focus on questions or problems that drive the students to connect the conceptual knowledge with the project project are another feature of PBL. The projects may focus on activities, products, performances and presentations that challenge the cognitive and learning skills of the students. There must be connectivity between academic work, life and the work skills of the students in completing the project (Railsback, 2002)

Further, Klein (2009: 8) defines that Project-based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes.

Effective project-based learning has the following characteristics:

Leads students to investigate important ideas and questions

a. Is framed around an inquiry process

b. Is differentiated according to student needs and interests

c. Is driven by student independent production and presentation rather than teacher delivery of information

d. Requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusions about, and create content

e. Connects to real world and authentic problems and issues (Klein, 2009: 8).

The purpose of project-based learning is to provide a structure through which students can demonstrate mastery of a subject by creating, and presenting, a research-based project that is driven by their own interest in a topic and allows them to work within the same parameters as real researchers. While the projects can assess the students' knowledge of content, concepts and skills and the level of depth and complexity to which students have understood them, they also allow students to think deeply and analytically and to question a topic which has particular resonance and meaning for them.

Another definition of PBL says that PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Essential Elements of PBL include:

a. Significant Content - At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.

b. 21st century competencies - Students build competencies valuable for today's world, such as critical thinking/problem solving, collaboration, and communication, and creativity/ innovation, which are taught and assessed.

c. In-Depth Inquiry - Students are engaged in a rigorous, extended process of asking questions, using resources, and developing answers.

d. Driving Question - Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.

e. Need to Know - Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.

f. Voice and Choice - Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.

g. Revision and Reflection - The project includes processes for students to use feedback to consider additions and changes that lead to high-quality products, and think about what and how they are learning.

h. Public Audience - Students present their work to other people, beyond their classmates and teacher. (http://bie.org/about/what_pbl)

From those definitions and description it can be inferred that project-based learning demands the students to be active and having critical thinking in facing the problems and designing a project based on the theories and their understanding about the theories and how to implement them in real life situation.

2. Cross Cultural Understanding
a. Culture

Culture as socialisation, understood as both a process and a product. Culture as membership in a speech community, with shared assumptions about the world and one's place in it. Culture is shared lifeworld, common history, subjective memories and language ideologies. (Knapp and Seidlhofer, 2009: 227)

Culture as symbolic power focuses on the way culture becomes entangled with social control, social identity, and dominant discourses such as the fetishisation of communication in a communication culture. (Knapp and Seidlhofer, 2009: 230). From those definitions it can be concluded that culture is a set of values, beliefs which is shared in a certain place by a society.

However, few humans are consciously aware of their own culture. Only when one is exposed to foreign culture and becomes uncomfortable in it does one become aware of their home culture and the cultural differences between one's own and a foreign culture. Culture is 'the instrument by which each new generation acquires the capacity to bridge the distance that separates one life from another' (Herbig, 1998: 11)

b. The Importance of Culture in Language Teaching

Linguists and anthropologists have long recognized that the forms and uses of a given language reflect the cultural values of the society in which the language is spoken. Linguistic competence alone is not enough for learners of a language to be competent in that language (Krasner, 1999). Language learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should know that behaviors and intonation patterns that are appropriate in their own speech community may be perceived differently by members of the target language speech community. They have to understand that, in order for communication to be successful, language use must be associated with other culturally appropriate behavior.

The teachers are generally positively disposed towards teaching culture, although they do not usually have enough time to do it in class. If they teach culture, they mostly take advantage of the existing target language teaching materials. Teaching culture means for them nearly exclusively teaching target language culture in the sense of the national target culture, e.g. English teachers try to introduce in class only aspects of British or American culture.

As far as the contents of cultural education is concerned, foreign language teachers mention the following aspects (Aleksandrowicz-Pedich, et.al. 2005: 349) traditions and customs, history and civilisation, popular culture, legends and myths, stereotypes, geography, religion, beliefs (different ways of thinking and reacting), democracy and human rights, everyday life styles (in particular of young people), sociology and politics, art, music, film, literature, festivals, cuisine and culinary habits, manners and politeness, degree of formality in social relations and educational system (in Arabski, Janusz and Wojtaszek, Adam, 2011: 14)

In many regards, culture is taught implicitly, embedded in the linguistic forms that students are learning. To make students aware of the cultural features reflected in the language, teachers can make those cultural features an explicit topic of discussion in relation to the linguistic forms being studied.

For example, when English as a second language teacher could help students understand socially appropriate communication, such as making requests that show respect; for example, "Hey you, come here" may be a linguistically correct request, but it is not a culturally appropriate way for a student to address a teacher. Students will master a language only when they learn both its linguistic and cultural norms.

c. Cross Cultural Understanding

The notion of "crosscultural" encompasses more than just speakers of different languages or from different countries; it includes speakers from the same country of different class, region, age, and even gender (Tannen, 1980: 203). According to the Fourth Edition of The American Heritage Dictionary of the English Language, cross-cultural is defined as the interaction of differing cultures, or a comparison.

Cross cultural understanding simply refers to the basic ability of people within business to recognise, interpret and correctly react to people, incidences or situations that are open to misunderstanding due to cultural differences. The fundamental intention of cross cultural training is to equip the learner(s) with the appropriate skills to attain cross cultural understanding.(www.kwintessential.co.uk/cultural-services/articles/cross-cultural understanding.html)

Teaching the ability of cross-cultural understanding should take the leading place in language studies. As S.G. Ter-Minasova thought it was especially important, when mixture of people, languages, cultures has reached unprecedented big size and, there was a great problem of teaching tolerance to other cultures, attracting interest and respect for these cultures, overcoming a feeling of irritation and redundancy in oneself and overcoming a feeling of insufficiency or simply dissimilarity of other cultures (in Fadeeva, 2012: 146).

Classical definition is given in E.M. Vereschagin and V.G. Kostomarov's book "Language and Culture" where 'cross-cultural communication' is understood as adequate mutual understanding of participants of the communication belonging to different national cultures (in Fadeeva, 2012: 146). The CCU learning will include:

1) Intercultural awareness.

Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of the regional and social diversity of both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner's L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers awareness of how each community appears from the perspective of the other.

2) Intercultural skills and know-how include:

1) the ability to bring the culture of origin and the foreign culture into relation with each other;

2) cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;

3) the capacity to fulfill the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;

4) the ability to overcome stereotyped relationships".

d. CCU in English Department

While CCU in my department, English Education Department of Muhammadiyah University of Purworejo set in the sixth semester. It has some topics to do in this course for the consideration that in the sixth semester the students have completed the language skills subjects so it is considered that they have comprehensive understanding about how to write and present well in term of using correct grammar and vocabulary in which diction also must be considered. Related to some consideration of the importance of teaching CCU we have some topics to be discussed. They are:

1. cultural terms,

2. cross cultural conflict and adjustment,

3. cultural values,

4. space and time,

5. individual and the group,

6. language,

7. family,

8. education,

9. moral values, and

10. gender

All the topics seem very interesting to the students, with good spirit they always do almost all the assignment given. There are two assignment which is done on the project-based learning namely interviewing the native speakers especially about their adjustment to Indonesian culture include language and behaviour and small research project on CCU. So far they did them very well. Some of the students feel frustrated because of the asignments especially for the students who have no motivation.

e. Using Authentic Materials for Teaching Culture

Using authentic sources from the native speech community helps to engage students in authentic cultural experiences. Sources can include films, news broadcasts, and television shows; Web sites; and photographs, magazines, newspapers, restaurant menus, travel brochures, and other printed materials.

Teachers can adapt their use of authentic materials to suit the age and language proficiency level of the students. For example, even beginning language students can watch and listen to video clips taken from a television show in the target language and focus on such cultural conventions as greetings. The teacher might supply students with a detailed translation or give them a chart, diagram, or outline to complete while they listen to a dialogue or watch a video. After the class has viewed the relevant segments, the teacher can engage the students in discussion of the cultural norms represented in the segments and what these norms might say about the values of the culture.

Discussion topics might include nonverbal behaviors (e.g., the physical distance between speakers, gestures, eye contact, societal roles, and how people in different social roles relate to each other). Students might describe the behaviors they observe and discuss which of them are similar to their native culture and which are not and determine strategies for effective communication in the target language. There are some media can be used to teach culture (www. cal.org/resources/digest/0309 peterson.html)

1) Proverbs

Discussion of common proverbs in the target language could focus on how the proverbs are different from or similar to proverbs in the students' native language and how differences might underscore historical and cultural background (Ciccarelli, 1996). Using proverbs as a way to explore culture also provides a way to analyze the stereotypes about and misperceptions of the culture, as well as a way for students to explore the values that are often represented in the proverbs of their native culture.

2) Role Play

In role plays, students can act out a miscommunication that is based on cultural differences. For example, after learning about ways of addressing different groups of people in the target culture, such as people of the same age and older people, students could role play a situation in which an inappropriate greeting is used. Other students observe the role play and try to identify the reason for the miscommunication. They then role play the same situation using a culturally appropriate form of address.

3) Culture Capsules

Students can be presented with objects (e.g., figurines, tools, jewelry, art) or images that originate from the target culture. The students are then responsible for finding information about the item in question, either by conducting research or by being given clues to investigate. They can either write a brief summary or make an oral presentation to the class about the cultural relevance of the item. Such activities can also serve as a foundation from which teachers can go on to discuss larger cultural, historical, and linguistic factors that tie in with the objects. Such contextualization is, in fact, important to the success of using culture capsules.

4) Students as Cultural Resources

U.S. schools are more culturally and ethnically diverse than they have ever been. Exchange students, immigrant students, or students who speak the target language at home can be invited to the classroom as expert sources. These students can share authentic insights into the home and cultural life of native speakers of the language.

5) Ethnographic Studies

An effective way for students to learn about the target language and culture is to send them into their own community to find information. Students can carry out ethnographic interviews with native speakers in the community, which they can record in notebooks or on audiotapes or videotapes. Discussion activities could include oral family histories, interviews with community professionals, and studies of social groups (Pino, 1997). It is important to note that activities involving the target-language community require a great deal of time on the part of the teacher to help set them up and to offer ongoing supervision.

6) Literature

Literary texts are often replete with cultural information and evoke memorable reactions for readers. Texts that are carefully selected for a given group of students and with specific goals in mind can be very helpful in allowing students to acquire insight into a culture. One study compared the level and quality of recollection when two different groups of students learned about Côte D'Ivoire (Scott & Huntington, 2000). One group studied a fact sheet and a second studied a poem about colonialism in Côte D'Ivoire. The researchers found that group that studied the fact sheet retained very little information about the Côte D'Ivoire culture, whereas the group that read the poem showed a capacity to empathize with the personal history of the Côte D'Ivoire people.

7) Film

Film and television segments offer students an opportunity to witness behaviors that are not obvious in texts. Film is often one of the more current and comprehensive ways to

encapsulate the look, feel, and rhythm of a culture. Film also connects students with language and cultural issues simultaneously (Stephens, 2001), such as depicting conversational timing or turn-taking in conversation. At least one study showed that students achieved significant gains in overall cultural knowledge after watching videos from the target culture in the classroom (Herron, Cole, Corrie, & Dubreil, 1999).

F. The Use of PBL in CCU Teaching

The concept of PBL

Outstanding projects:

1. Recognize students' inherent *drive to learn,* their capability to do important work, and their need to be taken seriously by putting them at the center of the learning process.
2. Engage students in the central concepts and principles of a discipline. The project work is *central* rather than peripheral to the curriculum.
3. Highlight provocative issues or questions that lead students to *in-depth exploration of authentic and important topics.*
4. Require the use of essential *tools and skills,* including technology, for learning, self-management, and project management.
5. Specify *products* that solve problems, explain dilemmas, or present information generated through investigation, research, or reasoning.
6. Include *multiple products* that permit frequent feedback and consistent opportunities for students to learn from experience.
7. Use *performance-based assessments* that communicate high expectations, present rigorous challenges, and require a range of skills and knowledge.
8. Encourage *collaboration* in some form, either through small groups, student-led presentations, or whole-class evaluations of project results.

(www.edutopia.org/**project**-**based**-**learning**)

In this study, the students attending the CCU subject were assigned the production of a video presentation. Producing a video was chosen as a project because studies suggest that students viewed working with technology as more engaging and entertaining (Heafner, 2004). According to Hakkarainen (2006), producing a video can support the individual, allow collaboration, encourage conversation and support student emotion in the learning process. As for the CCU lesson, students were given the task to explore different types of topics. They then needed to present their experience by hunting a native speaker, recorded by video. Since the students who were given the CCU project are the first time in handling the

native, the task of getting them to have conversation was part and parcel of the objective in encouraging them to get to know well about the native's culture by interviewing them.

The progress of the project was reported to the instructor every two weeks and consultation was also provided to the students. They were given guidance from time to time by the lecturer. For example, when they had to conduct interviews, the instructor briefed them about conducting an interview and guided them on how to look for more information using known interview techniques. They were given two and a half months to complete the task.

When examining the students after assigning based on the project I focus in the development of their understanding about the culture. The form of the exercises are as follow:

1. Describe the American way in handling a conversation!
2. What culture shock will happen when Americans/westerners come to Indonesian or vice versa?
3. Give the illustration how American family taking of their children!
4. What cultural values do you feel different between Indonesia and America!
   (the word America can be changed based on the native speakers they interviewed with and it will be done orally)
5. How do you describe the difference concept of time between westerners and Indonesians?
6. What educational values of Indonesian different from that of Americans?
7. Find the ways of transferring moral values to the students!

When examining the students' answer I focus on their way in combining what they know based on the theory and what they know based on the project so it can be seen that a student which project didn't work well or just stopped as a project will have different answer to those who did well. Besides I also consider about the time spent to answer the questions it will indicate their understanding on the project.

After distributing the questionnaire I know that the project interest the students to do or to learn by doing or not, whether they can learn from something they experience with or not whether they will reflect a silly, interesting experience in form of writing about handling a conversation with native speakers or not.

An Example of using pbl in teaching ccu

Topics in CCU	Project planned
Cross Cultural Terms and Description	Analyzing film which reflect some of the terms in cross culture: stereotype, generalization, ethnocentrism, tolerance,
Cross Cultural Conflict and Adjustment	Interviewing native speakers and record it, transcribe the conversation and analysing the conflict and adjustment
Space and Time	Finding some spaces in the class, personal space, space in the city and space in the house
Individual and Group	Differentiating between Indonesian and the West on the concept of Individualism and Group reflected in film
Cultural values	Some cultural values found in the daily life are being discussed and the students try to do the project on that topic
Language	The pattern and the style of conversation are being discussed and doing the project by observing people conversation
Moral values	Take into granted about some of moral values and how some people teach the moral values especially to the children and then doing the research on that
Family	Some of modern family structure make the students curious and they do the research on the topic
Education	The difference of educational values between Indonesia and the West raise the students curiosity by doing project
Gender	It is the hottest topic that the students like they planned to do the project by interviewing on some women who do men's job and on women leader

C. Research Methods

1.Type of research

This method uses descriptive qualitative to describe the use of project-based learning in teaching CCU. It describes the implementation of using PBL in CCU class done by the lecturer.

2.Subject of the research

The subject of this research is the sixth semester students of English education Department which take CCU class. There are 30 students in the class which are divided into 10 groups suited to the topic of CCU.

3. Time and place of the research

The study is conducted for 4 months. It is conducted in CCU class in which the students of semester six did the project

4. Research instrument

The main instrument of the research is the researchers themselves while as the supporting instrument the researchers use observation sheet. The first researcher is the CCU lecturers and the second is the observer.

5.Technique of collecting data

Data collecting is systematic procedure to obtain data, the researcher has several technique to collect the data. Kothari (2004: 96) says that there are several methods of collecting primary data. They are observation, interview, questionnaire, and through schedules. In this research the researchers use questionnaire and observation.

The steps of collecting data:

a. The researchers give questionnaire about PBL to the students

b. The researchers observe the classroom

c. The researchers observe the way teacher gives the instruction and observe the students presenting the project using observation sheet

d. The researchers take note on every process of the teaching learning.

6.Technique of data analysis

a. Exploring problems of the teaching learning process

b. Distributing questionnaires to the students about PBL and analyze them by classifying whether the use of PBL work well or not

c. Analyzing the result of observation sheet about the process of teaching learni

D. Research Finding

In this chapter the researchers describe the process of teaching learning CCU at the sixth semester students of English Education Program. It will be divided into two parts, the first is the result of data and second is the discussion of the data.

1. Research Finding

This part describes the process of teaching learning CCU using PBL. There is a class consist of 30 students which is divided into 10 groups. Each group has one topic for their project. The topics in the project are Cross Cultural Terms and Description, Cross Cultural Conflict and Adjustment, Space and Time, Individual and Group, Cultural values, Language, Moral values, Family, Education, Gender.

Classroom Observation Sheet

Categories	Yes		No		Note
	Sum	Percentage	Sum	Percentage	
Significant Content	28	93	2	7	
Critical thinking	27	90	3	10	
Collaboration	30	100	0	0	
Communication	30	100	0	0	
Creativity	26	87	4	13	
Innovation	26	87	4	13	
In-Depth Inquiry	25	83	5	7	
Asking questions	30	100	0	0	
Using resources	26	87	4	13	
Developing answer	24	80	6	20	
Open-ended questions Exploration	25	83	5	7	
Understand concepts	25	83	5	7	
Apply skills	27	90	3	10	
Curiosity	24	80	6	20	
Voice and Choice	27	90	3	10	
Revision and reflection	30	100	0	0	
Presentation	30	100	0	0	

From the result of observation sheet it can be seen that most of the points in the sheet were filled out yes, it means that the teaching learning process applied the PBL implemented in the project assigned for the students in group.

Students' Questionnaire

No	Questions	Yes	No
1	Do you enjoy the class?	26	4
2.	Do you know what method used by your teacher	20	10
3.	Is the content or the topics significant?	24	6
4.	Is the process of teaching and learning make you think critically?	24	6
5.	Does the project demand you to do it in group?	30	0
6.	Do you always communicate the project with your group and your lecturer?	28	2
7.	Does the project make you creative?	25	5
8.	Does the project lead you to the innovation?	25	5
9.	Do you think the project need to have in-depth inquiry?	26	4
10.	The projects make you asking questions?	30	0
11.	Do you find resources to make the project?	28	2
12.	Are you able to develop answer after having the project?	27	3
13.	In the process of making project do you need to explore?	25	5
14.	Do you understand concepts better in the process of making project?	26	4
15.	Do you think the project also make you apply the skills you have?	27	3
16.	Do you have better curiosity in the process of making the project?	27	3
17.	Does the lecturer give you voice and choice in making the project?	20	10

18.	Do you also make some revision in your project?	24	6
19.	The result of the project gives you idea to have reflection.	23	7
20.	Is there any presentation on your project?	30	0

Seeing the result of the questionnaire it can be seen that most of students take the benefit of using PBL method. Almost all of the students said yes in the questionnaire there were just some students said no.

E. Discussion

1. The teaching learning process

The teaching learning process was conducted in class A and B sixth semester of English Department of Purworejo Muhammadiyah University. The class was clean and the students were ready to be taught CCU. They have prepared the material. They were on time because if they were late the class would be locked and they had no right to come to another class. They had been discipline for coming on time otherwise they would miss the class. Based on the students' discussion the class of CCU was the most discipline one, no one wanted to break the rule so they always came on time. The lecturer came and greeted the students by saying *"Assalamualaikum warahmatullahi wabarakatuh*, Good Morning Students. How are you?" the students answered, " *Wa'alaikum salam warahmatullahi wabarakatuh*. Morning Mom. I am fine and You?" 'I am very well, thank you." The lecturer responded to the students. Then the lecturer explained to the students that the day they would learn about project. The project is project-based learning. All the topics which had been discussed would be the main thing in the project. There are some rules in the project. The project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects. In this project students build competencies valuable for today's world, such as critical thinking/problem solving, collaboration, and communication, and creativity/ innovation, which are taught and assessed. Students are engaged in a rigorous, extended process of asking questions, using resources, and developing answers. Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration. Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity. Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher. The project includes processes for students to use

feedback to consider additions and changes that lead to high-quality products, and think about what and how they are learning. Students present their work to other people, beyond their classmates and teacher. After explaining the rule for the students the lecturer asked the students to make a group of 3 or 4. They are given the topics and the students started the project. They would present the work every week with different group. They had the guided questions for the instrument to the respondents. The students looked so interested but some of them were confused about what to do. The first student asked about how they conducted the project. The lecturer responded to the students, they had to have a group and selected one of the topic from the materials. After having the topics the students had to plan the target of the project. i.e. gender. When they had this topic they could find some women who became leader or some women which had men's job. They would interview them in terms of the economic, social and personal importance of their work. They had lists of questions in the interview which were about the women's job and the effect, socially and morally. The students had to find at least 15 respondents to be interviewed. Another topic is cultural value. In this topic there were 4 subtopic, they are: universalism-particularism, individualism-collectivism, monochronoism-polychronoism and locus of control---free will and fate. The result of students' project were as follows:

RESULTS

	Individualism	Collectivism	Universalism	Particularism	Monochronoism	Polychronoism	Free Will	Fate
Padang	✓	--	✓	--	✓	--	--	✓
Arabian		✓	✓	--	✓	--	✓	--
Palembang	--	✓	✓	--	✓	--	--	✓

	Individualism	Collectivism	Universalism	Particularism	Monochronoism	Polychronoism	Freewill	Fate
Padang	53,4%	46,6%	66,7%	33,3%	76,7%	23,3%	43,3%	56,7%
Arabian	23,3%	76,7%	60%	40%	63,3%	36,7%	53,3%	46,7%
Palembang	27,5%	72,5%	72,5%	27,5%	65%	35%	45%	55%

Conclusion based on ethnic:

1. Padang includes Individualist, Universalism, Monocronoist, and Fate.
2. Arabian includes Collectivist, Universalism, Monocronoist, and Freewill.
3. Palembang includes Collectivist, Universalism, Monocronoist, and Fate.

Conclusion based on kinds of culture value:

1. Padangese are more Individualist than Arabian and Palembang.
2. Arabians are more Collectivist than Padang and Palembang.
3. Palembang are more Universalist than Padang and Arabian.
4. Arabians are more Particularist than Padang and Palembang.

5. Padangeses are more Monochronoist than Arabian and Palembang.
6. Arabians are more Polychronoist than Padang and Palembang.
7. Arabians are more Freewill than Padang and Palembang.
8. Padangeses are more Fate than Arabian and Palembang

The above description was the example of students' research project on the topic of cultural values. This was just an example of what students had done on the project.

2. The Discussion of Classroom Observation Result

From the classroom observation sheet which had filled by the researches it could be seen that:

Significant Content 93 % Yes means that the content of the teaching was significant to the project assigned by the lecturer. In the process of teaching learning the lecturer taught or explained about things needed in the project included theories, methods and analysis so the students thought that it was useful for them in doing the project.

a. Critical Thinking 90%. The project demanded the students to think critically. They did not just do the project as the way it was but it still needed clarification on the theories and the ability to conclude the data after being analyzed. They did the project in group, they shared it with their friends so all the opinion about what, how to do it must be thought critically.

b. Collaboration 100%. It was impossible to do the project alone. The students needed to consult it to the lecturer and also discuss it to their friends. In terms of collecting data, reducing them and analyzing them, they did it in group.

c. Communication 100%. Of course in doing the project the students need to communicate either to the lecturer and the respondents who were being interviewed. They always communicated in the improvement of the project which could be included in small research project.

d. Creativity 87%. The students' creativity was very demanded since they just had guided questions to make it complete they had to be creative in formulating the questions in the questionnaire.

e. Innovation 87%. Students were demanded to have an innovation on the way they collect the data, and analyzing it. The small research was included in qualitative research so it would depend on the researchers' knowledge, experience and insight. If they were good at the knowledge, experience and insight the research would so excellent. Innovation was really needed in doing the project.

f. In-Depth Inquiry 83%. Some students did the research thoroughly. In formulating theories and using them to be instrument to collect data need the in-depth inquiry, not all students could do it, just some students who had high spirit and good motivation could do that.

g. Asking questions 100%. All the students ask the question especially asking about how to conduct the project and also in collecting the data because they have to ask questions to the respondents though they had given the questionnaire they still had to interview them to complete the information.

h. Using resources 87%. The students used resources from book, internet and note. The book used were the books related to their topics, they also used internet to complete the analysis they used note taking while asking some questions to the respondents.

i. Developing answer 80%. Some students just took the respondents response directly but some of them also developed the answer based on what they had read, experienced and known. They explained the answer of respondents using the context they had known so they could conclude the gaining data.

j. Exploration 83%. Some of the data found needed exploration, in order to have exploration the students related the data to the theories they discussed so the data would be clearly described.

k. Understand concepts 83 %. Concepts must be understood well otherwise the finding of the research would not be valid and well-organized. Every student had to understand the concept in terms of theories, previous study and building the new concept.

l. Apply skills 90%. In doing the project the students apply skills of reading when they had to read and understand the resource to be used in analyzing the data, skills of speaking when they had to interview the respondents and skills of writing when they had to write the research report.

m. Curiosity 80%. 20 % students had no curiousity because they just depended on their friends in the group. The rest the 80% they had high curiosity because they had to know

well the topic, the theories and the concepts should be used and how to analyze all the finding data.

n. Voice and choice 90 %. Every student had a right to give their opinion in this project. So it was their task to complete the project from the beginning to the end. Thus all students had to have choice of how to conduct the project and then discussed it in the group and then doing the research together with their own job description.

o. Revision and reflection 100%. The result of the research must be consulted to the lecturer and made some revision if it was needed. The revision would be on the use of resources, the ways of collecting and analyzing the data. The last they had to reflect all the things done in the form of complete research report.

p. Presentation 100%. The presentation was in group with the same topic but different subtopic. Every student had their own responsibility in presenting their own subtopic.

Most of categories which had been researched were dominantly yes answer. The use of PBL in the CCU teaching learning process was successful. All the students took part in the process of doing the project no one had nothing to do all had the spirit of doing the best project.

3.The Discussion of Students' Questionnaire

In line with the result of observation sheet done by the lecturer the students' questionnaire were also derived from the theory of PBL. They were as follows:

a. 87 % students enjoyed the class. The class was designed using the PBL method.

b. 66 % students knew the method using by the lecturer because the lecturer explained it before.

c. 80 % students said that there was significance between the content and the topic.

d. 80% students though that the teaching learning process led them to think critically.

e.100 % students said that the project demanded them to do it in group, because it was impossible doing it alone.

f. 93 % students thought that the project would be completed if they always communicated with either the lecturer or their friends so most of them communicated each other in order gaining the information in conducting the research project.

g. 83% students felt that creativity would make the project better. They chose the member of the group themselves because they chose the partner depended on their convenience with the friends.

h. 83% students needed to make innovation in the part of doing the project.

i. 86 % students thought that it was a must for the students in doing the project using in-depth inquiry. It was used to building theories, collecting and analyzing the data.

j. 100% or all the students stated that the point of research was asking questions, it was the biggest part of doing research. The questions could be direct or indirect questions.

k. 93 % students found resources in doing the research. They found in the books, internet, journal and note.

l. 90 % students develop the answer. They did not just take it from the respondents but they clarified the answer supporting by the gaining data.

m. 83% students needed to explore more. They did not see the data as the way they were but they display and reduce the data based on the needs.

n. 86% students needed to understand concepts to make the framework of the research.

o. 90% students applied some skills they had in the course. The skills were reading, speaking and also writing.

p. 90% students had better curiosity after having the project they wanted to do another project because their curiosity increased.

q. It was just 66 % students who thought that they were given choice in the subtopic. The topics were so limited so the lecturer must distribute them to the ten groups. The students still had the right to arrange the small research project in terms of how to handle them.

r. 80 % students did the revision as they made mistakes on the questions in the questionnaires.

s. 76 % students did the reflection during their activities in doing the small research project but 23 % students thought that reflection was not important.

t. 100% students must do the presentation as the consequence or their responsibility of their project.

E. Conclusions

The problems of the research are 1. how is the implementation of using PBL in teaching CCU at the sixth semester of English Education Department of UMP? And 2. how is the students' response to the process of teaching learning CCU using PBL?

The first problem the implementation of PBL in teaching learning process works well as the procedure of PBL have been fulfilled well. The second question can be explained that the response of the students are good it is proven by the percentage of PBL categories which always high. The percentage is all more than 70 % except one in the category of choice and voice, they are just 66%. The problem is because the topics are limited so the lecturer must decide and distribute the topics well.

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