


Project-Based Learning in English for Specific Purposes (ESP): A Study of Midwifery Students and Lecturers at a Higher Education Institution in Jambi

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ARTICLE INFO	ABSTRACT
<p>Received: 30 January 2025</p> <p>Revised: 21 February 2025</p> <p>Accepted: 26 March 2025</p> <hr/> <p>Keywords: English, midwifery students, project-based learning, student-centered learning, speaking class</p>	<p>This study aimed to describe the implementation and possible breakthrough of students student-centered learning approach using PjBL in English for specific purposes among midwifery students. Descriptive qualitative study was used as a method of this study. There were 11 participants consisting midwifery students and English lecturers Higher Education Institution in Jambi. The data were collected through several techniques namely documents, observation and interview. The results indicated that three things must be prepared by the lecturers before implementing PjBL in the classroom; 1) lesson plan, 2) Syntax PjBL, 3) preparing questions that can foster students' critical thinking. This study also found several challenges that students felt while participating in learning English speaking class using PjBL. Several possible breakthroughs to the best implement of PjBL for further class were also found in this study. Some recommendations were made in this study.</p> <p style="text-align: right;">How to Cite: Rahmah, Sulistiyo, U., Hidayat, M., & Darmi M. (2025). Project-Based Learning in English for Specific Purposes (ESP): A Study of Midwifery Students and Lecturers at a Higher Education Institution in Jambi. <i>Indonesian Language Education and Applied Linguistics Reviews</i>, 1(1), 17-30.</p>

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1. INTRODUCTION

English as an international language has been used by most groups of students around the world. As explained by Kusuma (2018) This happens because many people use English as their interest in various things. According to Cyrstal (2003) one of the benefits of using English is being able to communicate globally. Through English, people can connect and communicate with many people in various parts of the world to talk about many things, such as business, education, travel and so on. Through English, people can also access various information such as academic journals, news and so on from around the world. In addition, many people use language to expand career opportunities. Based on the explanation given by McKay (2003) that English can help people to continue their studies abroad and study at the world's top universities.

The student-centered learning (SCL) approach has various definitions. Acat & Dönmez (2009) explained that SCL is known as a flexible learning model, independent learning, open or distance learning, participative learning, or self-managed learning. Besides, according to Indrianti (2012) and Kidwell & Triyoko (2012) the term student-centered learning (SCL) refers to various

educational programs, learning experiences, instructional approaches, and academic support strategies that are intended to address different learning needs, interests, aspirations, or even cultural backgrounds of individual students and groups of students. In response to this, Collins and o'brien (2003) cited in (Jeffrey Froyd, 2008) explain that, Student-centered learning (SCL) is an instructional approach in which students influence the content, activity, material, and pace of learning.

ESP for midwifery students is not easy to implement. For this reason, before carrying out the research, the researcher had done pre-observation. Which, it aims to find out about the implementation of ESP learning in the midwifery department at the institution. Based on the results of pre-observation, the researcher found several interesting things at the institution. Firstly, the researcher found that some of the English lecturers have been implemented SCL as a teaching method and Project based learning (PjBL) as learning approach to teach English speaking skills for midwifery students. Secondly, the researcher found that the implementation of English courses in the midwifery class only had 2 credits. Or in other words, English lectures are only done once a week.

Then in previous research conducted by Lightbown (2013); Elis (2003); Wiggins (2005) also found that there were positive perceptions from teachers and students regarding the process of improving speaking skills using the PjBL learning approach and the application of student-centered learning (SCL) in English for Specific Purposes (ESP) classes. However, the researcher underlined that from this study, the researchers had not disclosed and explored the role of teachers in preparing and implementing project-based learning (PjBL) learning using the Student-Centered Learning (SCL) model in English for Specific Purposes (ESP) to enhance students' speaking skill. Even though it is important to carry out an investigative process that examines how teachers prepare and implement the English language learning process for ESP classes using a project-based learning (PjBL) approach to help students face and anticipate challenges in learning specifically speaking learning.

1.1. The Concept of PjBL

The project-based learning approach model is a learning model that uses projects (activities) as the core of the learning process. Besides that, the project-based learning (PjBL) learning model involves a lot of students during the learning process. in other words (Hosnan, 2013) explains that PjBL directs students to become centers that play an important role during the learning process. He also explained that in the PjBL learning activity model there are several activities that will be carried out by students. It includes 1) exploration, 2) interpretation, and 3) synthesis of the knowledge learned.

Project-based learning (PjBL) focuses on help students learning with giving them inquiry that they want to develop their curiosity and critical thinking. Beside that, project-based learning having some characteristics as explained by Zineb (2018) 1) teaching through the project, 2) linking the project with the real work task 3) encouraging students' autonomy. Moreover, Kubiak (2010) explained that the characteristic of project-based learning consist of several points are self-responsibility for learning and thinking, awareness toward social responsibility, applying and understanding from logical perspective and apply in real situation, combining process and product with expert practice. Almost the same with the previous expert, Hahn (2017) argue that the characteristics of project-based learning need to be consisting of these items are: 1) Giving question starts the challenge, 2) Real world situation in project-based learning help students gain the value, 3) Collaborative situation, 4) Make students grow with the excessive demand, 5) Creating beneficial and real outcome.

2. METHODS

2.1. Research Design

The present study used a qualitative descriptive approach as a research method. According to Creswell (2013), descriptive qualitative was used because the present study is the suitable method to describe and investigate people's experiences and dig deep understanding of a topic or issues



being discussed. Additionally, the present study produced descriptive data that describes the implementation of the learning approach through project-based learning in ESP classes among midwifery students.

2.2. Participants

The researcher chooses English lecturers and students because they are the key element that provide and receive the experience of PjBL implementation in the English-speaking skill class. At first, the researcher interviewed 10 midwifery students and 2 English lecturers. However, during the recruitment process, there was one student who did not take part in this learning because he was not available at the time of interview has taken place. So that, there were only 11 participants who signed the consent form as a form of agreement and agreement to be willing to be participants in this research.

2.3. Data Collection Technique

Observation

The purpose of the observation activity is to see if it is true that the English-speaking skill-learning process is carried out PjBL approach. Then, through observation, the researcher observed the process of learning English speaking skills which was implemented using the PjBL method in midwifery class. Therefore, the observation activity used by the researcher aimed to answer the first research question regarding "How do lecturers create English learning situations using PjBL as the learning approach to improve the English-speaking skill of Midwifery students?". Furthermore, during the class observation process, the researcher also found how the learning condition in the class was taking place.

Interview

In this study the researcher used a semi-structured interview. During the interview process, the researcher used both Indonesian and English as medium of instruction to communicate with the participants. According to Creswell (2009), the purpose of using Indonesian as the language of instruction is to make it easier for participants to provide information related to research problems. In addition, by using Indonesian as the mother tongue, the researcher hopes that the participants can express themselves more freely when providing information.

This interview was conducted once for each student. Interviews were conducted in a comfortable room and of course with pleasant class conditions and away from noise. This interview uses a semi-structured interview. The list of questions for the interview had also been prepared by the researcher before conducting interviews with students. This interview uses Indonesian and English.

Documents Analysis

In this study, document analysis technique used to answer the third research question regarding "how PjBL can be optimally implemented in ESP learning among midwifery students". During the analysis process, there were several stages that the researcher took. The first was to meet with English lecturers who were participants in this research. Then discuss and ask for some files such as lesson plans and English learning curriculum for midwifery students that they have made. The next stage was analyzed the content contained in these documents. Then the researcher sorted out the important information contained in the documents that can help researchers answer the second research question regarding "how do lecturers use PjBL to help Midwifery students in mastering English speaking skill".

3. FINDINGS AND DISCUSSIONS

The way lecturers prepare English learning process using PjBL as the learning approach to improve English speaking skill of Midwifery students

Implementation of successful learning is the result of a well-planned lesson plan. The plan is made by the teacher. In this case the teacher plays an important role in the success of a learning process and mastery of student knowledge. There are many things that must be prepared by the teacher when implementing learning in the classroom. One of them is the lesson plan or RPS. Through a structured and systematic learning design, learning activities will be more directed.

Before carrying out preparation is a very important thing to do. Without going through a thorough preparation process, the learning implementation process will potentially be implemented with maximum deficiencies. According to Cheng (2017) to achieve successful learning the preparation that must be possessed by the teacher is a systematic learning design and learning strategies to be used. The results of this study reveal some of the preparations carried out by the lecturers when implementing learning in English classes among Midwifery students.

Lesson plan

From the results of the review of these findings, the researcher found that the lesson plan was the most important thing prepared by the lecturers and was used as an important learning guideline for them to prepare. From the results of the research, the researchers found that English lecturers considered that lesson plans had an important role in the learning process. This happens because in the lesson plan there are guidelines that can assist lecturers in carrying out learning. The guideline also seems to be a clear direction related to how learning will be implemented, how teaching will be carried out and how the assessment process will be carried out by the teacher.

This study explores the importance of having a lesson plan. From the results of the study it was found that lesson plans help lecturers to plan more systematic project-based learning. The lesson plan helps her in selecting material to be used to help midwifery students improve certain skills such as English. In addition, the lesson plan also helps lecturers to be able to find appropriate learning approaches. So that learning objectives will be implemented optimally. The lecturers also explained that the lesson plan helps them to ensure the coverage of all planned aspects and helps lecturers to focus on learning objectives, skills that will be taught to midwifery students and is able to assist lecturers in optimizing learning time.

From the findings related to the PjBL learning strategy used by lecturers as an approach/learning strategy used to improve midwifery students' speaking skills, the researcher concluded that this approach was indeed suitable for improving students' English. This opinion is supported by statements from the results of research conducted by Habibi (2022). In this research, Habibi explained that PjBL will have a significant role in affecting ESP learning outcomes.

Then the second thing that must be considered by teachers or lecturers in designing lesson plans with the PjBL approach is students' needs. This stage is very important to do. The results of the study reveal that the need for midwifery students to improve their English language skills for the specific goals of their future careers is very important for the lecturers to consider at the institution. It happens because by identifying the problems and needs of students, teachers or lecturers can determine learning methods that are in accordance with the skills that will be taught by students. Besides that, research also reveals that need analysis can assist teachers in designing lesson plans according to the interests and characteristics of language learners in order to learn specific skills.

Furthermore, another thing that must be considered and prepared by the teacher or lecturer is the length of time, resources, facilities needed to teach learning and learning materials to be used. It is very important for the teacher to determine the duration of the learning time so that learning becomes more organized and effective. Through the right span of time the speakers and educators can stay away from over-burden or underload in learning. Teachers and lecturers may find it easier to manage and balance the complexity with the appropriate amount of time. Especially when it comes to learning that uses Project-Based Learning (PjBL) as a method of instruction. Obviously, there should be a proper division of time so that learning turns out to be

more viable. Because the PjBL method requires students to follow a procedure that takes a lot of time to complete assignments.

Not only that, researchers also found that learning facilities are also important to determine. Because facilities can support the smooth process of project-based learning. The materials used must meet the objectives and competency standards outlined in their lesson plan. The researcher discovered, based on the analysis of the interviews, that English lecturer went through several stages in designing learning materials to prepare midwifery students for learning speaking skills in the PjBL approach. These stages include: 1) searching for wellsprings of data from a few sources like the web and course readings, 2) assessing the data got, 3) deciding the material that has been chosen and adjusted to learning goals, and 4) planning learning instruments and parts.

Syntax PjBL

In addition to the lesson plan, syntax Project-Based Learning (PjBL) is also something that is equally important for teachers to prepare. It is a part in an illustrative plan that gives headings and moves toward teachers in completing a task based on growing experience. At the end of the day the succession of learning is organized deliberately and obviously in the language structure. When planning and implementing project-based learning, the teacher absolutely needs to be in charge of the PjBL syntax and provide direction. From the results of the study it was found that the participants used the PjBL Syntax as a guide to apply PjBL in the classroom.

The results of this study explain the importance of using PjBL syntax which can assist lecturers in carrying out the English learning process to improve the speaking skills of midwifery students. according to the lecturers, the PjBL synatax has almost the same role as the lesson plan. With the use of the PjBL syntax they become more see better in making tasks clearer gaining plans beginning from the phases of exploration, arranging, execution and assessment.

Preparing Critical Questions that Fostering Students' Background Knowledge

A complex classroom management system in learning that uses PjBL as an approach involving student collaboration on long-term performance and knowledge gain. For this reason, teachers as facilitators, motivators and observers must be able to design learning that is interesting, relevant and meets learning standards. this requires the support of business time and many other things that must be prepared by the teacher.

From the findings it was found that, during the learning configuration process the instructors additionally pre-arranged a few diagram questions connected with the subject which are expected to invigorate understudies' reasoning abilities about the material utilized. Additionally, this stimulus question can help students improve their memory of the previous lesson.

The Implementation of PjBL in English-Speaking Class

The results of research findings in this theme are revealed through two ways of data collection. the first data is research data related to the implementation of PjBL in English Speaking class obtained from observations. Then the second data was obtained through the results of interviews with English lecturers at the Bunda Jambi STIKes Family related to the implementation of PjBL in English Speaking class among midwifery students.

From the observation results it is known that there are several stages carried out by the lecturers to implement PjBL in English Speaking class. These stages consist of: 1) starting project, 2) developing project, 3) implementing project and 4) evaluation.

Starting Project

Based on the findings, the stages of starting a project are the stages of how the lecturers start the project as well as learning. The researcher discovered, based on the discussion's findings, that the English teachers started the lesson by doing the following: verifying student attendance, providing an explanation of learning objectives, and informing students of the type of assessment they will receive. This activity also includes activities for brainstorming, in which teachers ask a series of related, pre-prepared questions to learn more about the material to be explained or studied. in light of the aftereffects of perceptions, the specialist found that English teachers

animated maternity care understudies by asking data connected with "labor" which understudies knew up until this point utilizing English. To begin the task the lecturer additionally gives some data connected with the material "childbirth" to understudies. The lecturers then instructed the students to work independently and in groups to gather information about the "childbirth" material from a variety of sources.

The findings in this study explain that the systematic stages of starting the project are very important to implement. One of the English lecturers who participated in this study also explained that this stage was very important as an initial stage of providing project information to students. The reason is that at the stage of starting the project students can find out what steps and materials they will learn later. Through this stage students can better understand the concept of learning, increase student learning enthusiasm and they can also be motivated to take part in the learning process.

Developing project

The task-fostering step then begins at that point. At this point, the scientist saw that understudies had been asked to describe and address a few concerns pertaining to the "labor" substance in light of the discoveries. As part of their coursework, midwifery students were asked to create a scenario engineering concept for "childbirth" at a hospital. Students who are studying midwifery engage with their peers to complete this project in groups. In this stage the lecturers explain the stages of project implementation. during the explanation process. the lecturers explained that they also provided discussion and question and answer sessions about projects that would later be developed by students. in this case the project implemented is to do "Role Play" on the material provided.

Implementing project

The following phase is for students to put the outcomes of their conversation into practice once they have developed a notion from the provided project. At this stage, English-speaking video conversations on "childbirth" and "greeting to the patient" are required of midwifery students. In this phase, students are required to finish work off campus by a particular date. The teacher further requests that the pupils work in groups.

Evaluation

At this point, the professors evaluate how well the students' project tasks were completed. In this instance, lecturers give students instructions to complete presenting tasks in line with the subject matter under discussion in order to examine or evaluate it. Students are helped while giving presentations by two key pieces of technology: computers and smartphones. the lecturers also play an active role in monitoring and developing students' interest to be active in completing their project assignments.

Students' Perception on the Implementation of PjBL in English Speaking Class

PjBL creates a learning experience that is collaborative, active and fun

Based on the findings from interviews that were conducted with midwifery students, it was found that there were some positive perceptions given by midwifery students regarding the implementation of PjBL to improve English speaking class. based on the results of the interviews it was found that the project provided a pleasant learning experience, increased students' abilities to be more active in creating the ideas, and increased student collaboration.

Then according to the participants, the learning process carried out through the PjBL approach also makes students more active. Some of the participants were also explained that many of them were given the opportunity to participate in the learning process. In line with that, according to Rao (2020) student involvement also succeeded in making them able to build their social interaction and self-esteem skills. The results of the study revealed that almost all participants thought that the learning process implemented using the PjBL approach was fun and interesting. According to the participants, the Project-based learning approach in the SCL context made them more interested in learning English and understanding the material better. This is in

line with the opinion Renandya (2015) which explains that the PjBL approach can help students to gain meaningful insight and better knowledge.

Other perceptions were also explained by the participants. Where the participants explained that through PjBL approach they realized the importance of mastering English for their future profession. they also thought that PjBL really helped them in enriching their vocabulary and increasing their confidence in speaking English. Additionally, SCL can help students be able to increase their ability to argue the important of material they learn in the educational context.

PjBL increases students' progress in some aspects of speaking in English

1. Improve students' pronunciation

The results of this study reveal that the PjBL learning approach can improve students' pronunciation. From the findings, the midwifery students explained that during the process of discussing and explaining project material they were more concerned about the use of sentences and the way they pronounced English sentences. In addition, they also explained that they became more concerned about aspects of their pronunciation because of the many opportunities given by teachers to students, starting from the design process to demonstrating the results of the projects they were working on. In other words, students' speaking opportunities in class make them practice and are naturally aware of their level of pronunciation.

In addition, they also care about the pronunciation of their colleagues when speaking in front of the class. Indirectly they realized that there were errors in the pronunciation of English sentences spoken by their friends. From these mistakes the participants also explained that they could learn and correct the mistakes they found. Which aims to improve the speaking skills of midwifery students themselves.

2. Improve students' fluency

The ability to speak fluently in English enables us to respond quickly in conversation. When we have fluency in language, we can process information quickly, formulate appropriate responses, and participate actively in conversations. While doing project exercises, understudies talk about their tasks and present the outcomes. To introduce something, they practice by rehashing a couple of sentences so they make sure to it and make familiarity with conveying project results. This is in line with the theory of Millar and Abrahams (2008), who state that in Project-Based Learning, students can improve their English fluency by communicating in English for a variety of purposes.

3. Improve students' to enriching their vocabulary

Then the results of this study also revealed that PjBL helps students improve and enrich their knowledge of English vocabulary in their field. by listening to project percentages, interaction with colleagues makes them familiar with a lot of English vocabulary in their field. Then they also explained that the lecturers played an important role in this matter.

The challenges of using PjBL in English class

The first challenge is related to the lack of availability of technology that supports learning such as adequate laptops and mobile phones. As we know that technology can make it easier to display something that is abstract and easy for students to use. Based on the findings, the participants explained that the lack of learning media such as laptops and mobile phones made it difficult for them to present their project results. Limited learning devices such as laptops make the learning process less effective in English classes among midwifery students.

Apart from that, some of the tasks that require them to make videos also affect the availability of the facilities they have, such as cellphones. The participants complained about the constraints on the limited capacity of handphones to accommodate video assignments from lecturers. This happens because many of them do not have cellphones that have good memory capacity. Many students are categorized as underprivileged students who do not have the ability to have a smartphone that suits their needs. So, this is also a problem that is still crucial for the participants.

The second challenge is related to the lack of adequate internet access. Good technology facilities must also be accompanied by good internet access because technology is closely related to internet access. This becomes an obstacle for students when uploading video assignments. The

lack of adequate internet access means that they often fail to upload learning videos on Youtube. The problem regarding the internet connection is the problem that most students experience when they are going to carry out the process of uploading video assignments. Some participants said that limited network access made students often fail to upload video project assignments.

The third problem is the difficulty in dividing official time and doing assignments. Almost all participants experienced this problem. According to the participants, the group assignments that require them to work in a team make it a little difficult for them. This happens because their service schedule is different from their team or project group.

The fourth problem is the lack of cooperation between group members. This has succeeded in becoming an obstacle for students in the midst of their busy lives as midwifery students. Some participants explained there are several friends who do not have participation in the process of making project assignments. The lack of participation among group members made some students overwhelmed in doing their assignments. This participation is also closely related to the abilities of students, students who have poor learning abilities tend to have a low level of participation compared to their other friends. They feel that their abilities cannot make a major contribution to the group.

Then the last problem is related to the lack of mastery of the material owned by the subject lecturer. Based on the research results, the researcher found that almost all students explained that one of the lecturers in charge of the course did not really master the learning material. Therefore, it causes the learning process to become boring and uninteresting for students. The ability of the teacher has a very important role in a learning process, so that there are no misconceptions and misunderstandings by students so that students feel not interested in the learning process.

The possible breakthrough to best implement of PjBL in English class

Responding to the problems that arise in the process of implementing PjBL makes researchers have a high sense of curiosity to know the various solutions used by lecturers and students in overcoming these problems. The results of this study reveal various possible breakthroughs to best implement PjBL in English speaking class. According to the students, in overcoming the problem of limitation time and schedule for doing projects, they have their own way to overcome these problems. The way they do this is to schedule assignments after returning from work and share assignments with study groups. In addition, students also complete assignments during holidays.

Problems related to time limitations and schedules for doing projects were also responded to by the lecturers of the English course for midwifery students. Related to this, the lecturers suggested institutional stakeholders to make flexible scheduling for students in doing their assignments. Therefore, by doing that students are expected to be able to carry out the homework that has been given by the lecturers properly.

Besides that, regarding the P10 internet connection problem, it was explained that this problem had been resolved by the lecturers. The solution offered by P10 as a lecturer in the English course for midwifery students is to let students collect their assignments via email. This solution offered by P10 as a lecturer is to help students who cannot upload assignments on other platforms such as Youtube which require a stable internet connection.

Then for better implementation of PjBL in the future, the lecturers, namely P10 and P11, explained that student activity outside the classroom, namely seeking various sources of knowledge, is something that is needed. The reason is that understanding in class is not enough because of limited time to share knowledge. So based on the results of the research, P10 and P11 expect participants to be able to explore their learning potential, especially in terms of learning English speaking skills outside. This can be done by utilizing sources of knowledge and technology such as the internet.

4. CONCLUSION

Based on the results of the research and discussion that have been described in the previous chapters, the researchers concluded several things, including: 1) English lecturers had prepared

their lesson plan, teaching material, Syntax Project-Based Learning (PjBL), prepared several topics and questions that could improve students' thinking skills, before teach the students in the classroom, 2) In response to the various problems that arise in every aspect of the discussion in implementing PjBL in ESP learning to enhance midwifery students' speaking skills, the researchers concluded that PjBL was not implemented optimally at the institution. These findings reveal that the emergence of problems from implementing the PjBL approach can cause anxiety effects on students during the project completion process, 3) PjBL approach in midwifery students can help them become more active. In addition, they are also able to interact more with their colleagues using English more intensely. This makes the teaching learning process more enjoyable and meaningful for students. In addition, several midwifery students also felt an increase in progress in aspects of speaking in English, 4) However, behind the convenience and various advantages in its implementation, the PjBL learning model also raises several problems from the student's side such as; lack of technology as a tool for learning; lousy internet connection; difficulties in allocating time to do assignments; less cooperative group mates; lack of mastery of the material by the lecturer, 5) Responding to the problems that arise during the PjBL-based learning process, the results of this study have revealed several possible breakthroughs best to implement PjBL as the approach to English class such as; making a schedule for doing assignments after returning home from work; discussing with a teammate/group member; for stakeholders to make a flexible internship schedule and complete campus facilities such as internet connection.

This study recommends for the next researcher to employ quantitative approach in order to get boarder data to generalize the result of the study related to project-based learning in english for specific purposes (ESP).

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