



The Use of Project-Based Learning Focusing on English for Communication Skills for Students at Mahapajapati Buddhist College (MBC)

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Abstract:- Nowadays, Project-Based Learning (PBL) has been widely used in many schools and universities because it is an effective teaching method that enhances students' English abilities and skills. This study, thus, reviews the current implementation of project-based learning at Mahapajapati Buddhist College. The aims of this study were to 1) explore MBC students' satisfaction towards learning English for communication via project-based learning (PBL); 2) to compare the post-test mean score of MBC students' English ability; and 3) to compare the post-test mean score of MBC students' English ability with the criteria of 60%. The sample used in this study were 50 students studying in English as a communication major, in the first semester of the 2022 academic year at Mahapajapati Buddhist College (MBC), Pak Thong Chai District, Nakhon Ratchasima Province. They were selected by cluster sampling. The instrument of this study consisted of a questionnaire and an English for Communication Test consisting of 50 multiple-choice questions. The questionnaire was used to explore MBC students' satisfaction after learning English for communication skills via PBL and the 50 multiple-choice questions were used to evaluate their English ability after learning English for communication skills via PBL. Statistics used in this study were Mean, Standard Deviation, and t-test (Dependent sample). The results of this study revealed that: (1) the MBC students were highly satisfied with learning English for communication skills via PBL lessons. (2) The post-test mean score of MBC students' English for communication via PBL lesson was significantly higher than the pre-test mean score at the level of .01 statistical significance. And (3) The post-test mean score of MBC students' English communication skills via PBL lesson at higher than the criteria of 60%.

Keywords: Project-Based Learning (PBL); English for Communication Skills; Mahapajapati Buddhist College (MBC)

Introduction

English for communication skills is the most common foreign language and also a powerful skill to develop students' communication skills. For example, two people who come from different countries always use English for communication skills as an international language. People practice and learn English for communication skills to get in touch with an international combination. Thus, English for communication skills improves students' communication skills, not just English four skills; listening, speaking, reading, and writing. Also, English for communication skills is very essential to the field of education. In this present day, EFL students are taught and promoted to learn English for communication as a second language. Even in countries where people are not native speakers According to Ven. Teng Chamana. 2017), English for communication skills is very necessary for English non-native students as well as Al Mashharawi, (2006), states that English for communication skills is fundamental to global society. When communication is involved in English communication skills, it will definitely inspire EFL students' motivation and design the classroom as a warm and effective learning environment.

PBL is a teaching method of constructivist and collaborative learning in which the learning process makes student-centered learning, which allows EFL students to work together in teams or

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groups to solve the problem or issues and learn from one another to increase their experience and knowledge (Whatley, 2012) (Gulbbahar & Tinmaz, 2006). Also, Yalcin, et al., 2009 state that PBL method is a comprehensive learning approach for EFL students. Because students can work individually or in a team to investigate their topic. The PBL method is a systematic learning procedure that promotes students in experience and knowledge and skills learning via inquiry improvement and development to obtain a product (Widiyatmoko and Pamelasari, 2012). In addition, Sumarni (2015) mentions that PBL is a teaching system that engages students in learning via study assignments and authentic questions. PBL promotes the students' imaginations and creativities via PBL learning activities that guide students to produce a product (Bell, 2010). Yalcin et al (2009) mention that the PBL method is effectively appropriate for developing the students' English communication skills through product creation via a trial. In PBL lessons, students are actively involved in PBL learning activities and the teacher plays the role of a facilitator and observes their learning during the process. In addition, during the project, the students can be evaluated optimally. Students can increase their thinking skills, critical skill, and particularly English communication skills. For this study, the researcher uses five steps of PBL by Anna lyza Felipe (2016); 1) Project Presentation & Identification, 2) Individual / Team Work, 3) Design Development, 4) Building & Testing & Evaluation, and 5) Project Delivery.

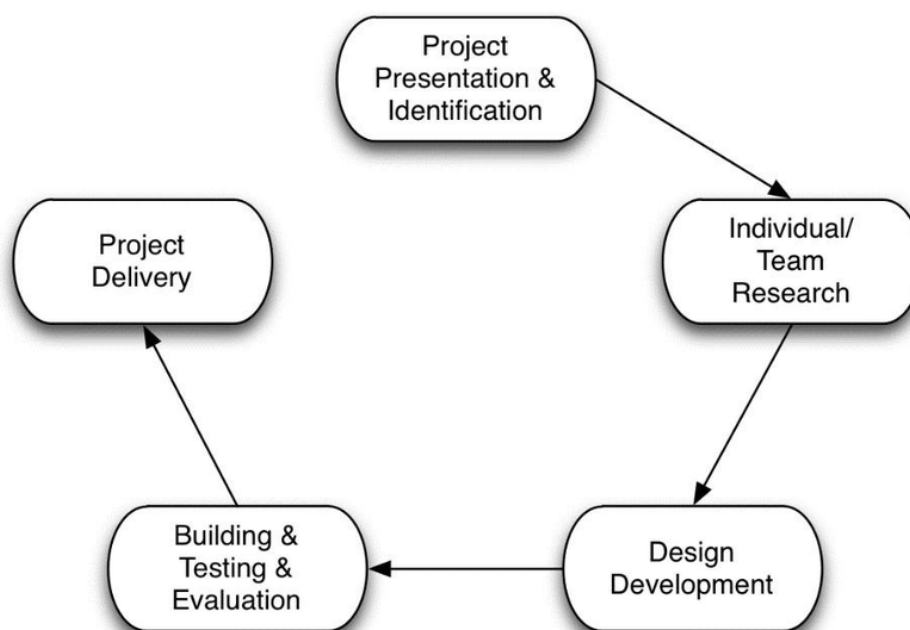


Figure 1. Five steps of PBL by PBL by Anna lyza Felipe (2016)

Thus, project-based learning (PBL) is teamwork, which increases language practice opportunities, Projects improve the quality of student discussion, it enhances individualized learning, promote a positive affective student climate, and it supports students to learn. In the process of project-based learning, students may be a little unsure of themselves. Also, teachers make the mistake of designing projects instead of facilitating project-based learning.

Mahapajapati Buddhist College (MBC) is under Mahamakut Buddhist University (MBU). There are both Thai and foreign Students majoring in English for communication at Mahapajapati Buddhist College, Pak Thong Chai District, Nakhon Ratchasima Province. PBL lessons are appropriately used



to enhance MBC students' English communication skills. To successfully use the PBL lesson, involves the conditions of theoretical knowledge and experience in their daily lives. In fact, the PBL lesson is the main point of this study at Mahapajapati Buddhist College (MBC). Thus, the researcher is interested in solving students' English communication skills by using project-based learning (PBL) at Mahapajapati Buddhist College. The researcher strongly believes that project-based learning is a learning approach that develops students' thinking skills to focus on their understanding and solving problems in their learning English for communication skills, therefore, the researchers are interested in conducting this study. In this part, the following two are discussed:

MBC classroom action study was conducted in this study, the concept of learning styles has had a big impact on Thai students' and Foreign Students' learning. According to the faculty of Humanities in English for Communication at MBC, 90% of students are foreigners from Shan State Myanmar, the Philippines, Laos, and 10% are Thai. They do not understand each other while talking as well as Thai students at MBC come from different parts of the country, bringing their unique and diverse experiences with them. Hence, all of them are not English native speakers and it became a big problem and barrier in the classroom.

PBL lesson is more than just "doing a project" in the way MBC students might remember from their learning. In the PBL lesson, MBC students have to investigate and respond to an authentic problem. To solve the problem, this study aims to train students to work on a project that engages them in solving a real-life problem. Students need to demonstrate their knowledge and experience by using English for communication skills. Hence, both Thai and foreign students can develop their knowledge as well as critical skills and particularly English for communication skills. The PBL method assists students to gain knowledge and experience by keeping communicating in English every day. Besides this, Thai students' English ability in English is not well enough to make them skillful in English communication skills even though they learned English in Kindergarten. Thai students cannot understand when they talk to foreign students. Thus, the researcher was interested in solving students' English communication skills problem at MBC by using project-based learning (PBL).

Objectives

1. To explore students' satisfaction with learning English for communication skills via project-based learning (PBL).
2. To compare the post-test mean score of English for communication skills of MBC students who have learned English for communication skills via project-based learning (PBL) with the pre-test mean score.
3. To compare the post-test mean score of English for communication skills of MBC students after learning English for communication skills with the criteria of 60%.



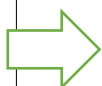


Research Conceptual Framework

The framework of this study is based on related MBC students' English communication skills towards five steps of PBL methods by Anna lyza Felipe.

Independent Variable

Teaching English via PBL focusing on communication skills



Dependent Variables

1. Students' English for communication skills.
2. Students' satisfaction towards learning English for communication skills via PBL

Figure 2 Research Conceptual Framework

Methodology

Population and Samples

1. The population for this study consisted of MBC students of the first – four years at Mahapajapati Buddhist College (MBC), Pak Thong Chai District, Nakhon Ratchasima Province, in the first semester of the academic year 2022.

2. The samples were 50 students at Mahapajapati Buddhist College (MBC), Pak Thong Chai District, Nakhon Ratchasima Province, in the first semester of the academic year 2022. They were selected by cluster random sampling.

This study is quantitative research. The researcher used project-based learning (PBL) in conducting this study. This study focused on MBC students' satisfaction with learning English for communication skills through project-based learning (PBL) and MBC students' English ability after learning via project-based learning (PBL). To collect data, the researcher has designed a questionnaire consisting of 10 questions and an English communication skill test consisting of 50 multiple-choice questions based on a literature survey and a variety of previous studies.

Data were collected from 50 samples studying in English for a communication major, in the first semester of the 2022 academic year at Mahapajapati Buddhist College, Pak Thong Chai District Nakhon Ratchasima Province. The researcher distributed a questionnaire consisting of 10 questions and an English for communication skills test consisting of 50 multiple-choice questions to the targeted samples, which were selected by cluster random sampling. The 50 samples completed and returned the questionnaire, which could be analyzed as 100%

The descriptive statistics consisting of percentage, mean, and standard deviation, and inferential statistics consisting of Dependent T-test were used to analyze data and test the study hypotheses respectively.





Results

This part shows the details of students' satisfaction with learning English for communication skills via project-based learning, a comparison of mean scores between pre-test and post-test, and post-test mean score with the criteria of 60%. This part is divided into the following 3 sections.

Section 1: Mean and Standard Deviation of MBC students' satisfaction towards learning English for communication skills via PBL Lesson

The questionnaire was used to explore MBC students' satisfaction with learning English for communication via project-based learning (PBL). The results revealed that MBC students' satisfaction with learning English for communication via project-based learning (PBL), overall, was at the highest level with a mean score of 4.36 (S.D. 0.53). In particular the question that after project-based learning (PBL), MBC students can use their knowledge gained from their experiences had the highest mean score of 4.59 (S.D. 0.67), the following by learning contents emphasizes appropriately on English for communication skills, and MBC students express positively with the PBL lesson with mean score of 4.45 (S.D. 0.51) and 4.45 (S.D. 0.60), the learning content of PBL activities enhance MBC students' English communication skills, and they satisfy the learning contents provided with mean score of 4.41 (S.D. 0.59), the MBC students agree that learning content of PBL lesson suitably enhance them learn English skills including listening skill, speaking skill, reading skill, writing skills and particularly communication skills with the mean score of 4.36 (S.D. 0.58), the procedures of PBL lesson are easily understood, and PBL lessons increasingly help them understand the use of PBL focusing on English for communication with mean score of 4.23 (0.61), and PBL lessons also help them to increasingly understand how to communicate with people in English with mean score of 4.14 (S.D. 0.71).

Section 2: The Comparison of Mean score between Pre-test and Post-test via PBL Lesson

This section revealed that results of this study retrieved from a comparison of mean scores between pre-test and post-test of MBC students' English communication skills via PBL lesson

The English for communication test consisted of 50 multiple-choice questions. The results from the pre-test and post-test of English for communication of MBC students found that MBC students' pre-test of mean score was at 15.77 (S.D. 3.91), or 39.42 percent and their post-test mean score was 26.63 (S.D. 4.65), or 66.57 percentage from the total 50 scores. The comparison of the mean score between the pre-test and post-test of English for communication of MBC students is presented in table 1.

Table 1: The comparison of the mean score between the pre-test and post-test of students' English communication skills.

| Mode of Evaluation | N | Mean | S.D. | T | p |
|--------------------|----|-------|------|-------|------|
| Pre-test | 50 | 15.77 | 3.91 | 16.61 | 0.00 |
| Post-test | 50 | 26.63 | 4.65 | | |

*P < .01

Table 2: The comparison of Post-test Mean Score of MBC Students' English communication skill with the criteria of 60%

| Evaluation | N | Criteria of S.D. | Post-test | S.D. | t | Sig |
|---------------------------------------|----|------------------|-----------|------|-------|------|
| English communication skill Post-Test | 50 | 66.7% | 26.63% | 4.46 | 16.61 | .000 |

*P < .01

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The post-test mean score of MBC student's English communication skills who have learned English for communication skills via PBL lessons was 66.7%, which was more than the criteria of 60% at the level of 0.01 statistical significance. It could be analyzed that the PBL lesson was highly effective to help MBC students develop their English communication skills.

Table 1 The students' satisfaction with learning English for communication skills through PBL.

| Questions | \bar{X} | S.D. | Meaning | Rank |
|---|-------------|-------------|----------------|------|
| 1. The five steps of PBL activities can be easily understood. | 4.23 | 0.61 | agree | 5 |
| 2. The content of learning emphasizes appropriately. | 4.45 | 0.51 | agree | 2 |
| 3. The student liked the lesson on PBL learning. | 4.45 | 0.60 | agree | 2 |
| 4. PBL lessons help students increasingly understand English for communication. | 4.14 | 0.71 | agree | 6 |
| 5. The content of PBL activities promote students' English for communication skills. | 4.41 | 0.59 | agree | 3 |
| 6. The student satisfies the content given. | 4.41 | 0.59 | agree | 3 |
| 7. PBL lessons increasingly help students understand English for communication. | 4.23 | 0.61 | agree | 5 |
| 8. The students agree that PBL improves their English communication skills. | 4.36 | 0.58 | agree | 4 |
| 9. The students agree that PBL lessons can suitably promote them to learn English for communication. | 4.36 | 0.58 | agree | 4 |
| 10. After learning the PBL lesson, the students use English communication skills in their daily life. | 4.59 | 0.67 | strongly agree | 1 |
| Total | 4.36 | 0.53 | agree | |

According to Table 1, the result revealed that the students enjoyed learning English for communication skills through PBL and the total of 10 questions revealed that students' agreement had a statistical rating of $\bar{X} = 4.36$ and S.D. = 0.53. This could be analyzed that the students had positive satisfaction with learning English for communication skills through the five steps of PBL.

Discussion

MBC students' learning reactions have changed positively; therefore, the PBL teaching approach should be adjusted accordingly. The project-based learning (PBL) has been developed by teachers of English in many different ways and contexts and PBBL was also described to assist MBC students' English skills, particularly their English for communication skills. For this study which applied PBL with students at Mahapajapati Buddhist College, Pak Thong Chai District, Nakhon Ratchasima Province, the use of the PBL lesson has also been confirmed. To elaborate, the PBL lesson could enhance the MBC students' motivation to learn English for communication skills as they played an active role in their learning processes. In addition, in MBC students' opinion, the projects could encourage the students in the twentieth century. Also, It is not to state MBC students' skills of information searching, analyzing, and problem-solving which are developed during project-based learning (PBL).





Conclusion

The results revealed that MBC students' satisfaction towards project-based learning (PBL), overall, the results of this study was at the highest level. In particular, the question that after learning English for communication skills via PBL lesson, students could use the knowledge and experience gained in their daily life had the highest mean score, followed by learning content emphasizes appropriate English for communication, and MBC students understand PBL lesson, PBL activities enhance students' English communication skills, and MBC students satisfied the learning content provided, the MBC students agreed that PBL learning could develop their English for communication skill, and the MBC students agreed that the PBL lesson focusing on English for communication skills, it could suitably develop their learning

Recommendations

1. This study mainly focused on MBC students' understanding of PBL lessons towards their motivations and English for communication skills in the twentieth century rather than investigating to determine when PBL lessons affect students' English communication skills. It makes the findings reasonably limited in terms of doing a causal claim. Therefore, It would be appropriate for the future study to conduct an experimental study on English for communication skills. Therefore, MBC students have developed some specific skills particularly English for communication skills such as English for communication skills, incorporation of evaluation forms such as pre-tests and post-test could assist validate the results of the study.

2. According to the results of this study, the researcher would like to recommend the future study as follows:

2.1. Project-based learning (PBL) could affect the students' English for communication by using PBL lessons. Therefore, students should be evaluated in both their communication skills and assessment.

2.2. Project-based learning (PBL) should be more applied in all universities to develop students' English communication skills.

2.3. Students should be taught and trained by PBL lessons by using the internet and books to support their English communication skills.

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