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? Juri Pendid , . 6 , . 1 , i : 2 1 1 - 2 2 2 Proj - Baseeang ant .. (Marina, Roni , & Mu) 21
PROJECT-BASED LEARNING AND ASSESSMENT FOR ESP (ENGLISH FOR SPECIFIC
PURPOSE) STUDENTS: LECTURERS' PERSPECTIVE Mari 1 * , MuhammaRoni 2 Mursi 3 1
Accountng y ra ,Facyly Ec ono csand nes ,Unitas Malkussal , Lhokseuwe ,24351 , ndonesi
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1 Diterima Desember 20 2 1; Januari 20 2 2 ; 31 20 22 Abstract:This paper examines
lecturers' perceptions of the project-based learning model and assessment on the
teaching of English Accounting at the Faculty of Economics and Business, Malikussaleh
University. Project-based Learning (PBL) is one of the Merdeka Belajar priority program
plans in 2021 which is part of the Kampus Merdeka plan by the Ministry of Education
and Culture and Higher Education. Projects in education are one of the assessment
instruments used to assess not only learning outcomes but also student learning
processes.

Students are required to not only learn to understand the material but also learn how to
apply knowledge in group work and produce relevant products. The purpose of
developing a project- based learning model for accounting students studying English
for Specific Purpose (ESP) is so that they can apply English knowledge to their field of
expertise. The research results indicate that all lecturers were familiar with the concept
of project in education. However, they still need more training to develop and design
proper project-based learning and assessment.

Keywords: Project-based learning, project-based assessment, English for Specific
Purpose (ESP), Lectuepti Abs: Tuliinimengk perspsidosen model project learning

assessment pada enaran asa ggris untansi Fak ultEko Bis rsitas Mali Project - baLNg (PBmupakan srenna grprioritMe Belajadi 2021 ng badara a KementeriPkan dan aan rta e ndidiggi. ro pendidi ahsalah atu trumen enaian yag gunakanuntuk eniltihan l tjups swa. is untut untuk dak ya r memahamimateri juga ba mana kasi mu dalam kelomdan asiprodyanrTujuadari gan pembelajarasio untuk mahasi jurusan akuntansi yag belagliecific P (ES) u gamerek a pkan mu Inkedalam kean a.

Hasi penelian bahwa a sudahpernah getahui u yek pendidi Namun, mer peelatihan u bisgembanaesain pemb dan penilrbasioyag tepat. Kata uci : Peelaja basip yekpenaian erbs royek , Ensh Sfics Pu (ES , pep d The process in education one the determinants Avail httturnal ISN 2548 - 8848 () University Jurnal Dedikasi Pendidikan Jendidi 6 , No. 1, J uari 22 21 1 - 2 2 2 htt/jyatama.index 212 ISSN 2548 - 8 produce graduates are to contribute society. of efforts improve the of is apply and assessment that in with vision mission higher One Merdeka Belaja r ' s priority Project - Learning model which is part of Kampus Merdeka plan.

Merdeka Belajar Kampus Merdeka is program emerged the policy of the Minister of Education and Culture and Education, Makariem. purpose implementing program higher education that are to after completing and competencies are to cultural, changes , and technological (Direktorat Pendidikan Tinggi, 2020) According Bell (2010) , skills need to possessed survive the 21st are collaboration , , and solving. st uidents to equipped with the ability to become independent thinkers and learners.

The application of the project in education aims demonstrate ability learners apply and various and and use orig inality , and In addition, the is in students can demonstrate their ability to work collaboratively in creating - quality (Nitko Brookhart, 2011) . In learning, the application of the project to students only to explanations the in but be able to work independently both individually and in groups apply knowledge the of activities that produce authentic products. The rinciple project - based is accordance the of learning process the K ampus Merdeka which student - centered learning where students are challenged and allowed to their abilities to scientific independently still guidance the Universities expected be to and project - based methods can students to be able to develop competen cies that are following the needs o f the community and work.

One the Performance of State (IKU - PTN) IKU (Collaborative Participatory This study tries to elaborate on this issue by interviewing the lecturer s for courses the Accounting study to their on implementation Project - based and Assessment the university . More information on IKU 7 can be seen in Table 1. Table 1 IKU 7: Collaborative and Participatory Class Topic Sub - topic Explanation Criteria for learning methods 2. Team -

based project 2. 1 The is divided groups student) woron assign together a long ; 2. 2 Groups gi ? Juri Pendid , . 6 , . 1 , i : 2 1 1 - 2 2 2 Proj - Baseeang ant ..

(Marina, Roni , & Mu) 21 Topic Sub - topic Explanation al k is presented the lecturer, class or Final score evaluation 3. 1 50% the score be based the quality class discussion participation (case and/or final presentation project - based learning. S (Direktor JPkan , 2021) LIRATURE REVIEW Two ortant in are intertwined cannot separated each other, the importance of methods and assessment methods evaluate student learning utcomes. the method on use various and approaches delivering materials, assessment focuses the of various to students. right combination learning hods assessment methods produce right under educational goals.

Proj - BaseLeani(Following the Performance (IKU) State developed the Directorate General of Higher Education, one of the recommended methods be in student is - based or that carried in s. are into to on in form discussions real or questions within certain . each presents the in of lecturer, or audience get ve The explanation in IKU is under the principles of project - based learning (PBL), which is active in students be to demonstrate what they know and what they can do.

Students have knowledge, learned knowledge , and skills be to realistic and authentic problems (Mansoor, 1997) . The as assessment can combine summative and formative assessment, and is to applied t he In addition, project an for students not acquire verbally from the teacher in the classroom but also to be able to implement their knowledge. In addition, projects can facilitate to k groups build and skills. When apply - based students not develop cognitive also and skills. educators to that must a ppropriate project models and rubrics to be able to obtain an objective assessment.

Several educators and researchers have tried to develop apply - based in teaching learning at levels education. and ch (2005) conducted study with geography teachers at a private school in the States. asked to a Human exhibition by for information human issues sev eral countries the and sources and then preparing a research paper on human rights Jendidi 6 , No. 1, J uari 22 21 1 - 2 2 2 <http://jyatama.index> 214 ISSN 2548 - 8 violations the country. students are to their digitally analogously depending on their preferences. Anot her of project producing short Tiene Ingram (2001) stated making for purposes be fun students do class.

project motivate encourage to onduct thorough and manuscripts certain agreed topics. This project can also various such imagination, investigation, skills, social sensitivity , and other skills. Marina (2016) designed project Becoming Expert Geometry a mathematics lesson. Students were required to work in a to a plan Geometry materials to Each would

present front the There be questions answers the facilitated by the teacher. The developed Mali (20 16) is design posters Creative courses universities Indonesia. are into groups of two or three people and they are asked to make type poem to material taught in class and illustrate it in th e form of a poster.

At beginning the students been given such how design and of that been by their Next, poster has revised by the lecturer is published on a blog. Hanardi (2015) designed a project for English lessons in high school (SMA). Students are asked to make report an object present the results like a tourism ambassador. They have to go one ist and relevant information. After they to a in form a poster pr esent in front of the class. P rojects opportunities students apply knowledge in and ways and educators need to projects s upport learning (Marina, .

Therefore , before planning a project, educators need to consider the resources and students ' skill level to create e ffective project - ba sed learning . Proj - Baseesnt Assessment learning is next important step that rs after the process . is process obtain that used make decisions about tudents, curriculum and pro grams as well as educational policies (Nitko & Brookhart, 2011) . The purpose of the assessment is provide to on the teaching used appropriate that learning progress data can be obtained to determine that material taught appropriate.

Students benefit the namely feedback on their ability can be an incentive for them to study harder. A sssessment be during after learning is out. assessment carried while learning is in progress is called formative assessment which aims to the needs , and of students wh ile learning is still in progress. While the assessment out the of learning ? Juri Pendid , . 6 , . 1 , i : 2 1 1 - 2 2 2 Proj - Baseeang ant .. (Marina, Roni , & Mu) 21 process called summative which aims provide final on abilities. Both of need be out an g because have objectives.

In - based not the result the of product assessed, also the when on project. processes products be using rubric, - as sessment , and - assessment. Because learning is constructivist not behaviorist, to assess - based both assessments as and assessment summative for reports project presentations are imp ortant to be carried out on ongoing (Hunaiti, Goven, Mootanah, & Martin, 2010) . According Mansoor (1997) , are several to when a projec t - based assessment : 1 . How do you know what students can do? 2 . How students what have achieved? 3 . Can e students be by the applicable assessment standards? 4 .

Does project the criteria that have been made for evaluation and scoring? The of assessment instruments be to these questions. when project assignments, mus t that

understand project so they carry out In the performance the must able be assessed according to the criteria described. The is of a performance assessment which is usually assessed using a rubric. A r ubric a asses sment to assess performance products serve to student abilities (Wolf Stevens, . A - designed can the assessment process more objective and efficient.

However, ning that effective successful assessing student well not easy because requires effort , and thoroughne ss (Brown Abeywickrama, . One of the main obstacles to the rubric is that it takes a long time to develop a rubric, especially to make a description of each level of performance. Therefore, rubrics developed for and complex tasks. (Wolf & Stevens, 2007) . In - based learning , is only final result that is assessed but also the work process in completing the project. However, the process will be to directly educators, especially the works the classroom.

Therefore, the mo st effective assessment instrument assessing process self - assessment and peer - assessment . Self - assessment is an process students and evaluate to how attitudes behavior while and to appropriate to their understanding abil ities. (McMillan Hearn, 2008) . Meanwhile, peer - assessment is an activity in which person both number, value, quality , an d of product lea rning from (Topping, 1998) . In work, benefit self - assessment is encourage members be Jendidi 6 , No. 1, J uari 22 21 1 - 2 2 2 htt/jyatama.index 216 ISSN 2548 - 8 responsible their tasks. peer - asses sment can be used as a strategy to be able to assess the contribution of each work.

EnglifSpecifc (Teaching to in Accounting program an of teaching for Purpose . Accordin g Hutchinson Waters (1987) , is an in English which teaching and methods ESP must be adapted to the purpose of students learning foreign languages. ESP tea ching is usually aimed at university students studying in programs other than English education or professionals certain such business, medical , nursing, law, and so on. The purpose of teaching Accounting English is for nts be to with other a environment orally as in correspondence, and writing as reading financial statements in English.

To a accountant, need only mathematical b ut English as international communication language. The of and English for who not speakers the language two namely language theory practice. theories as grammar seem practical to do ensuring t can practice foreign they learned not Therefore, teacher provide form task that encourages students to practice the language in everyday life. RESHODOL This is qualitative ch ith case approach . The are ive l ectors in English courses in the accounting study program at the Faculty Business at University .

y master ' s degree qualifications English experience more five Data collected semi -

structured interviews one - week - class. They were conducted with lecturers who had taught English in the accounting program to find their perceptions project - based learning assessment and to implement the English project for accounting students. After that, the researcher made observations to the class to observe **the teaching and learning process** of English for accounting students. Qualitative analysis was conducted to analyze interview data to produce a descriptive analysis that describes data as are. Furthermore, data integrated then thoroughly analyzed to reach the conclusions of the research results.

RESULTS AND DISCUSSION To find out the opinion of the English lecturers regarding project - based and , personal which were conducted. First, they received general information and purpose their. They assured their response was appreciated, and anonymously. The ? Juri Pendi, . 6, . 1, i : 2 1 1 - 2 2 2 Proj - Baseeang ant .. (Marina, Roni, & Mu) 21 model of project - based learning and assessment that has developed then was presented so they see and an of a project can implemented in class. The continued three questions to a holistic view of the of English teaching and learning as well as project - based implementation. Participants were how they assess for assignment, , , final .

second question whether they have used the project assessment in And , third is whether have used - assessment, - assessment , and in The and discussion of interview were elaborated according to the three questions. Assisi Students ' Language t Details about the form of assessment given by the lecturers are presented below. Question How you assess students? Lecturer assessed students giving combination oral written For quizzes and assignments, she would ask the students to describe certain topics such as people, profession, and structure front the topic related accounting general information. For midterm and final, she preferred to have a examination. question in form writing short or and - in - the - blank. topic about an opinion the materials experience. Lecturer preferred assess students giving the oral examination.

For the assignment, his students do presentation describing certain figures to their peers **in front of the** class. For the the prepared an because he would ask them directly about what they know the taught the For midterm, the students would do presentations about an issue as comparison two countries economic However, preferred to have a written examination for the final. The is n form a ort and multiple choice. Lecturer assessed students giving oral For assignment, would the students comprehend text make video about For quiz, students do presentation t information introducing or friends.

students had oral for and by a about they comprehend from a reading. The topic is economic and accounting issues. Lecturer preferred to a examination by oral assignment

would be the collection of written tasks done students every For quiz, students do examination of to multiple - choice For the she ask students write short essay the discussed the For the the would a in front the or making video to an economic or accounting iss ue. Lecturer assessed students giving oral students do presentation assignment, midterm, Jendidi 6 , No. 1, J uari 22 21 1 - 2 2 2 htt/jyatama.index 218 ISSN 2548 - 8 final.

the of would different. For quizzes and assignments, the students would do a short presentation and the topic is about general midterm and final, the presentation would be longer and the topic would be about economy and accounting. Proj - based icl For the second question regarding whether the lectur ers applied - based arning class, lecturers stated that they required their students to complete a project in class as part of assessment process. Proj - based smeicl Details the assessment instrument in class by the lecturers are presented below. Question 3: you ever use self - assessment, - assessment and rubric in your class? Lecturer never self - assessment her class.

But, she would use peer - assessment during a presentation. The ts assess peers by using a form prepared by the lecturer. However, the would contribute the score. She that years after her ' s degree she designed developed rubric c riteria description s . She used in class assess students. However, she now not to use a rubric to give a direct marking for convenience reason s . Lecturer B peer - assessment students' He prepare simple form students fill He that never used - assessment rubric the To assess the presentation, he would give a direct score based on several criteria.

Lecturer stated that he used self - assessment and - assessment workgroups. students discuss they and understand. They would assess themselves and their peers. there no form students o in. assess oral the he only of with description performance He give direct marking based on the criteria. Lecturer D indicated that she has used self and peer - assessment assess nts' Students fill a form of what have to group To assess and she use rubric of description, performance She developed deta iled rubric. she that rubric needs revision.

Lecturer never self peer - assessment in his class. To assess all of her students' presentations, would a marking based on several criteria. DISSN The interview from first show on lecturers ften d performance assessment to assess their students . For example, were asked make presentations either **in front of the class** or via video with relate d accounting general topic s . Besides, students also were required to make short s to their skills. This very in with goal English Specific Purpose (ESP) where students are asked to practice their language skills with topics directly than just taking written exams. ? Juri Pendid , . 6 , . 1 , i : 2 1 1 - 2 2 2 Proj - Baseeang ant ..

(Marina, Roni , & Mu) 21 However, lecturers' about implementation of a project in their class had raised an of they used project - based to their ts. researcher the from answers the Based their they assessed using assessments and are of assessment. they whether example oral present ation short they in could included the of - based learning assessment. doubts when the showed sample a - based learning what what steps s hould be taken when designing a project for the assessment of student performance. Several led the of doubts. The first reason is that they did not design a specific project guide line given students . T hey merely explain ed the description of the presentation that tudents to or just a written guideline.

The second reason for doubt was that most them did use a detailed . addition, they also did not provide written rubrics to students as a guide for doing assignments. They just explained the assessment criteria in class. Wolf Stevens explained their article when rubric not to students, criteria a or presentation essay assignm ent be ambiguous the will arbitrary. Th is would confuse the students. ' A good rubric can take mystery of the for students ' . For third question, researcher caught the doubts from he lecturers who said they had used self and peer - assessment in class.

the asked the rated and colleagues, of lecturers that students their contributions paper collected or e lecturer directly the When resea rchers examples self - and - assessment had designed, stat ed they never a detailed self - and assessment. According Vasileiadou Kar adimitriou (2021) , - assessment include use of s , checklist s, and Their research on use a rubric self - assessment it a of and is usually in form a T herefore, effective self and peer - assessment form should have clear criteria and teachers need to discuss criteria the students beforehand. Interestingly, is statement the researcher found. Th ere was an assumption that self and assessment be to student because are reliable and valid.

Students are not able to give an objective assessment of themselves and their friends because it be by the of and dislike. This issue is one of the cons of self and peer - assessment. before this assessment, the students must be prepared before by informing them of the successes and benefits of this assessment. teacher st be by informing about studies support the of assessments (Falchikov, 2003) . As the assessment instrument, rubric, the who answered they had Jendidi 6 , No. 1, J uari 22 21 1 - 2 2 2 <http://jyatama.index220.com> ISSN 2548 - 8 us ed instrument that did use a detailed rubric .

In addition, they also did not provide written to as guide doing assignments only explained assessment in And assessing student erformance, they not a written rubric but only assessed using the criteria they have in mind. According to Marina (2015) , for students to be able create accurate educators design a project that clear and

descriptions. Creating rubric an essential part assessing project. When evaluate something, they certainly thought about the criteria. However, these criteria are not always clear even those do he Therefore, written would it how assess certain performance.

(Wolf & Stevens, 2007) Another fascinating finding that the researcher got that of lecturers designed used a detailed rubric to assess student performance but not anymore. The reason is that using rubrics is a of hassle and - consuming, would faster give direct marking for criterion. This has highlighted Brown Abeywickrama (2010) and Wolf Stevens (2007) that a is - consuming the rubric be only complex Therefore, need prioritize assignment should become a project and it would be better there only project one Moreover, the description of the team - based project in IKU 7 (2021) stated that the project should weigh at 50 of total score. indicates that a project that the lecturer designs must be an important and complex assignment.

CONCLUSN Based on the results and data analysis, it can be concluded almost English have heard the of in but never projects They implemented asses sments class there no guidelines not use detailed as assessment Therefore, the suggests need training lecturers in designing p roject - based learning models so the that be mplemented the university qualify a - based as described in IKU. In addition, lecturers also need to be given training in making assessment instruments such rub rics, - assessments, and - assessments an de sign assessment will the implementation project - based in universities and follow the targeted IKU.

Moreover, t he needs improve and such the availability adequate sources, the internet connection that is evenly distributed throughout the campus, and supporting that support successful n project - based learning on campus. Further is required conduct because study focuses the perceptions. would better also research about the implementation of project - based learning assessment ESP in university also on perceptions. ? Juri Pendid, . 6, . 1, i : 2 1 1 - 2 2 2 Proj - Baseeang ant .. (Marina, Roni, & Mu) 22 ACKNOWLEDGEMENT The s would to to Lembaga Masyarakat (LPPM) Malikussaleh funding research through PNBPN 2021. REFERE Bel, (.

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Mursidah Nama Jurnal : Jurnal Dedikasi Pendidikan Status Jurnal : Jurnal Nasional T
erakreditasi ISSN : 2548-8848 Edisi : V ol. 6 No. 1 T ahun 2022 URL Artikel :
<http://jurnal.abulyatama.ac.id/index.php/dedikasi/article/view/2520> DOI : - Jenis Artikel :
Publikasi Hasil Penelitian Status Pengusul : Penulis Anggota Demikian surat keterangan
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