A SURVEY ON TEACHING AND LEARNING ENGLISH PROJECT WORK FOR MICE (MEETING INCENTIVE CONVENTION AND EXHIBITION) IN VOCATIONAL EDUCATION INSTITUTION

Ratna Dewi Harahap

Politeknik Negeri Medan, Medan, INDONESIA
Email: ratna2503dewi@gmail.com

Abstract

English Project Work is to build students' competence in communication by interacting directly with tourists in Medan City. Students' English communication abilities are still very basic. The purpose of grouping students is to encourage them to be able to use expressions in speaking with people from different cultural backgrounds. Students are expected to change their way of communication with people from English speaking countries. Learning English with project work model will train students to prepare the knowledge before going to the field. The aim of this paper is to describe about students' motivation in learning English by doing a project work for MICE Students in Vocational Institution. Students were asked to interview tourists in Medan City using a certain topic that has been given during English Class. Students are divided into some teamwork. The method is qualitative. Students mini paper as a result of doing an English Project work was discussed related to the language used by students including the expressions are accepted or not accepted. Results of doing an English Project work that students are highly motivated. The result of mini paper of English Project Work is discussed in the classroom to evaluate what has been done in the classroom. Teachers improve their technique to teach students with a better way. Students speak fluently retelling their experiences and feelings. Possible obstacles faced by human resources during interaction include language use, and attitude of doing interaction with people from different cultural background.

Keywords: Communicative competence, interaction, project work.

INTRODUCTION

The "learned system" or "learning" is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen (1988) 'learning' is less important than 'acquisition'. Learning English with project work model will train students to have soft skills and competency in communicating with people from different cultural background. In the beginning students are trained to do a simple presentation using an application of power point. Students are ecouraged to present tourism in their Village. Students are explaining about the transportation to reach their village, culinary and also interesting places in their village. After all students get turn to do a presentation then they are sent to the field in order to practise what they have in the classroom and they need to get opportunity to speak with different people from other countries. Students have to prepare their knowledge before going to the field using expressions based on situational and functional written in lesson plan. Before leaving to the field, teachers do a briefing the do's and the

don'ts when they interact with people from different cultural background. Models of English Project work aims to produce students soft skill.

Haines (1989, p. 1) divides the projects into four main categories:
- Information and research projects
- Survey projects
- Production projects
- Performance and organisational projects

Stoller's theory (2006) states that there are several benefits of project work in the classroom. These benefits entail the authenticity of the language experience, which suggests that project work supports a more reliable use of the English language than those given in the context of regular classes (Stoller, 2006, p. 24). In regular classes, the use of English is usually limited to a few sentences per lesson contributed by a small number of pupils. Contrasting to this, project work gives students who are not that active in regular lessons the opportunity to contribute to the lessons but also to make use of what they have learned in classes. Project work also aims at motivating pupils to learn the language that is taught and to use it in a meaningful context (ibid, p. 28). This helps to develop a certain degree of expertise of the language and related topics, such as the topics which are part of the project work (ibid, p. 31). The use of the pupils' language skills in a meaningful context is also part of a further benefit of project work, namely meaningful input and output (ibid, p. 32).

Students do the project seriously, making a commitment with a teamwork what to do, when to do, why they do, and how they do. Students will transfer result of their recordings into written transcription. The interaction is analysed by using Flanders system in the classroom.

Problems

The problem of this study is "How does the teaching and learning English Project work at MICE (Meeting Incentive Convention and Exhibition) Study Program in Vocational Institution?"

It is found in the previous research that mostly in the classroom, teachers talk for about 70 percent, while students talk for only 30 percent. Ten categories made by Flanders are applied in the classroom to measure students interaction during teaching and learning classroom atmosphere. Data were collected from utterance transfered to data sheet and analysed using Flanders Theory.

Result of mini paper of English Project Work are discussed in the classroom as a feedback for teachers to evaluate what has been done in the field. Students retold their experiences and feelings as well as possible obstacles faced by human resources during interaction such as on language used, and attitude of doing interaction with people from different cultural background.

Models of English Project work covers three elements on introduction, paper sheet of utterance recorded and benefits of doing models English Project work. The results of this paper are expected to:
- Have the students speak fluently the basic level of English in communicating with people from different cultural background.
- Change human resources mindset to behave and interact with people from different cultural background, especially in Vocational Education in facing global competition.

Aim

Models of English Project work aims to train students' soft skill in interacting with people from different cultural backgrounds (Campbell, 1996). Mostly students feel afraid and shy to interact with tourists and have little experience talking with native speakers. The purpose of this research is to encourage students to interact with people from different cultural backgrounds. By giving the students English Project work, students have lots of opportunities to interact and acquire self confidence to speak.

Project work is becoming an increasingly popular feature within the classroom atmosphere in MICE Study Program at Business Administration Department of Politeknik Negeri Medan or Polmed. An English Project involves MICE students in deciding together what they want to do to complete a project whilst the teacher plays a more supporting role. Students freely choose the project work, such as doing a Mini Paper of Contacting Tourists in Medan City, and English Presentation Contest in designing a concept of event.

Soft skills can be said to incorporate all aspects of generic skills that include the cognitive elements associated with non-academic skills. Based on the research findings obtained, seven soft skills have been identified and chosen to be implemented in all institutions of higher learning here. They are:

1. Communicative skills.
2. Thinking skills and Problem solving skills.
3. Team work force
4. Life-long learning and Information Management
5. Entrepreneur skill
6. Ethics, moral and professionalism
7. Leadership skills

Communication skills, thinking skills, teamwork force, life long learning, enterpreneur skills, professionalism and leadership skills are needed in doing English Project Works (Campbell, 1996). This study finds out after doing the English Project work for MICE Students by the title "contacting tourists in Medan city" that students become more:

- highly motivated in learning English outside of the classroom,
- self confidence to do English Project Work,
- skills integrated,
- responsible,
- benefited from the learning outcomes,
- productive,
- authentic tasks,
- success in Interpersonal relations,
- good in teamwork,
- improved,
- well established in making a product,
- fluent and accurate.

METHODS

There are fourty nine students participated in this study who come from two classes of MICE Students Polmed (Meeting Incentive Convention and Exhibition) on the first semester/basic level of English. This study used a qualitative method. Qualitative research is to gain an understanding of underlying reasons and motivations to provide insights into the setting of a problem, generating ideas (Psathas, 1995).

In order to get the primary data the students were assigned to the field to interview tourists in Medan City using a recording. The recording was then transfered to the written transcript. The data was then analysed using a theory of Krashen (1988).

Before going to the field students were expected to express of an idea of what the projects are about and what they should be aiming to produce. It is hoped students will produce a video of their result of English Project and transfer it to VCD. The utterances of students' language use were analysed using a theory of Khrasen (1988).

As Campbell (1996) said that moral will be needed for sudents to do a project work. They should remember they have Eastern cultural background, and so they must:

- behave very politely asking to record the voice and also to take team photo for documents,
- include the script transfered into mini paper for a project,
- write simple paper to include such as: Introduction, Content and conclusion,
- responsible to write a report of mini paper,
- have an idea of the time to produce mini paper,
- find material or resources they might need.

The students are expected to be able to (based on the research of a study of verbal interaction in teaching conversation by Dewi, 1984):

1. Identify accepted expressions and unaccepted aexpressions.
2. Describe contents of English Projects experiences.

3. Speak fluently basic level of English in communicating with people from different cultural background.

Table 1. Learning English project work.

Stages	Activity	Time
Motivation	Giving instruction to students English Project work 2 (CW2) preparing relevance questions to topics they choose. Form students teamwork. Prepare documents before going to the field such as: to fill out personal information.	
Preparation	Prepare a tool to record the interview. Encourageto use the language expressions with basic level. Practise questions need to be understood.	
Action Plan	Ask students to prepare questions and act one as interviewer and interviewee. Students feel confident to practice in the field with tourists in Medan City. Students make a commitment when to go with the teamwork of two persons, how they go, what topic they choose, where they plan to go and result of recording of interview with tourists. Compose a mini paper with the teamwork.	

RESULTS AND DISCUSSION

The results of doing English Projects show that students feel self confident using basic English expressions between tourists and students. Students spoke in front of the classroom telling about the experiences how they get lots of opportunities doing interaction with tourists. They expressed their feelings of happiness, sadness, and also misunderstanding. Students wrote a mini paper of English Project Work, containing: Introduction, contents and closing. Learners used their own words in the paper.

Table 2. The English project work.

Class	Number of papers
MICE 2 A (25 Students)	25 Mini Paper Reports
MICE 2 B (24 Students)	24 Mini Paper Reports

Table 1 shows that students were asked to do activities in which teachers give a motivation and encouragement. Students were asked to prepare a tool before finding information by interacting with tourists. Table 2 shows that class MICE 2 A and MICE 2 B can produce mini paper of Contacting Tourists in Medan City about 100 percent. Students were highly motivated to do the English Project Innovatively and Creatively.

After doing the English Project, students are able to use simple expresssions and use the body language in communicating with speakers from different cultural background. The students also hope to get full attention from tourists about a certain topic.

To anticipate global competition students should acquire skills to communicate clearly. Students are expected to have lots of experiences by interacting with people from different countries. The results indicate that the mindset needs to be changed. Students master the softskill by completing the English Project work as a result students changed their attitude to interact with tourists.

CONCLUSION

This research deals with project work in English Subject at first semester at MICE Study Program Politeknik Negeri Medan. Knowledge of English material of functional and situational have been given to the students during the lessons for about ten weeks. After practicing the materials, then the students were given a challenge to do English project work and the students learn English Language to improve their communicative skills.

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