

The Application Of Project Based Learning Method To Decreasing English Department Sudents' Academic Procrastination

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Abstract

This study aims to see the reduction of procrastination of the student academic by using project based learning / task leaning. The method used is classroom action research. Data collection was taken from 28 students, giving them a questionnaire to see the reduction of procrastination of the student by using project based learning. The results of the analysis showed that before the action was taken, student academic procrastination was still very high, but after action could be seen that there was a reduction in the academic procrastination of students in the first cycle 27.01% and in the second cycle 38.47%, the results obtained in the second cycle showed that the expected category is more than 30%, meaning that it has reached more than the target.

Keywords : Procrastination, Project Based Learning, Task Learning, Car, Reducti

INTRODUCTION

Indonesia is a country has a lot of human resources that can improve and advance the country better. Many things still need to be improved in this country both in terms of Economy, Education and Culture and to improve all that is the need for support from the government so that becoming a more developed country can be achieved. Education has an important role to improve the progress of the State. Every person has the right to a decent education both formally and non-formally. This is done so that our country is not far behind with other countries that are far more advanced such as the United States, Britain, Australia and others. And Indonesia also has a lot of quality human resources that are capable of being better than other countries.

Lectures time were given to the students is not enough to teach all the material that will be taught to students, because it is the additional knowledge for students is to assign tasks to students. This task is given individually or in groups. By using PBL learning methods, each task can be finished in teams or groups, so students do not get much difficulty in carrying out the tasks given by the lecturer. This method is also one method that can be applied to reduce student academic procrastination.

Postponing tasks is a habit that always happens to students when they are given assignments by lecturers. Lack of cooperation, interest and topics/material are a number of factors that cause students to always be late working on assignments. Whereas from this task

students can add knowledge other than the mat taught by the lecturer. This also affects the value of students, the lecturer concerned will reduce the value of students at the end of the semester because it is too late to do the task or not done at all. The term postponement is called academic procrastination. The problem of student academic procrastination is the main focus of the researcher because delaying the assignment given by the lecturer has become a habit of students, especially English subjects. For example the lecturer concerned gives assignments to students but does not immediately solve them with various reasons even though the task itself is very important as additional knowledge for students.

Understanding Project Based Learning Learning Models According to Hanafiah and Suhana (2009: 30) the Project Based Learning model is a learning approach that allows students to work independently in constructing their learning and culminating in real products. Meanwhile, according to Trianto (2014: 42) Project Based Learning is a model or innovative learning approach, which emphasizes contextual learning through complex activities. According to Wena (2014: 144) the Project Based learning model is a learning model that provides opportunities for lecturers to manage learning in class by involving project work.

Task Learning

Samuda & Bygate (2008: 62) point out, while a widely agreed definition of the term is both desirable and necessary ... arriving at such a definition is not straightforward –a considerable part of the second language task literature has been concerned with the search for a precise, yet comprehensive definition of a “task”. Ellis (2003) attempted to synthesise many of the definitions resulting from this search. He gathered together their various strands and, rather than providing another definition, created the following set of essential criteria for language learning tasks :1. A task is a workplan, 2. A task involves a primary focus on meaning, 3. A task involves real-world processes of language use. ,4. A task can involve any of the four language skills, 5. A task engages cognitive processes., 6. A task has a clearly defined communicative outcome. (Ellis, 2003: 9).

Procrastination

According to Burka and Yuen (2008: 5) the term procrastination comes from the Latin procrastination with the prefix "pro" which means pushing forward or moving forward and ending "crastinus". which means tomorrow's decision, or if it is combined to suspend or postpone until the next day. Next Burka & Yuen (2008: 6) mentions procrastination written in

the American College Dictionary, meaning that it suspends actions to carry out tasks and is carried out at a later time.

METHODOLOGY

The approach taken in this study is a qualitative approach using a Classroom Action Research (PTK) approach. This Classroom Action Research is carried out in three research cycles, and this research aims to improve student learning outcomes. According to Arikunto (2006) suggested the design of classroom action research namely: Planning, Implementation, Observation and Reflection. Before the questionnaire was used, the researchers tested the validity and reliability of the questionnaire, to determine the feasibility of the questionnaire to be used in the study, the following steps in the test:

1. Instrument Validity Test

Validity is a measure to test the validity of an instrument, a valid instrument means that the measuring instrument used to obtain data (measuring) is valid. (Sugiono, 2011).

a valid instrument means that the instrument can be used to measure what should be measured. Testing the validity of the questionnaire in this study using the product moment formula:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Test the validity of the instrument is done by comparing the results of the above calculations with r-table at a significance level of 5% with the provision if $r_{count} > r_{table}$ (0.374) means that the item is valid, whereas if $r_{count} < r_{table}$ means the item is invalid and must be corrected or discarded.

2. Instrument Reliability Test

Reliability test is an instrument test after the instrument has been tested for validity.

Reliable instruments are instruments that when used several times to measure the same object, will produce the same data. (Sugiyono, 2011)

Testing the validity of the questionnaire in this study using Alpha Cronbach :

$$r_{11} = \left\{ \frac{k}{k-1} \right\} \left\{ 1 - \frac{\sum S_i^2}{St^2} \right\}$$

Where:

r_{11} = reliability
 $\sum Si^2$ = number of variance scores for each item
 St^2 = total variance
 k = valid

This method is used to obtain evidence of the implementation of learning with the Project Based Learning model and record the implementation of learning with the Project Based Learning model. The data obtained in the form of research documentation photos.

RESULTS

Academic procrastination of students in the English Language Faculty Study Program of the Teaching and Education Faculty of Graha Nusantara University Padangsidempuan, especially in the research sample that is the 6th semester students show high criteria can be seen from the behavior presented by students in their daily lives such as, (1) students fail deadline; (2) not sure of his ability; (3) likes to postpone work because of a relatively short time; and (4) there is a gap between student plan and performance.

Table 1. Pretest score procrastination academic of the student

Sample	Score	Procrastination Level
1.	50	Low
2.	65	Medium
3.	67	Medium
4.	51	Low
5.	73	High
6.	79	High
7.	34	Very low
8.	90	Very High
9.	93	Very High
10.	90	Very High
11.	89	Very High
12.	81	High
13.	77	High
14.	82	High
15.	69	Medium

Sample	Score	Procrastination Level
16.	30	Very low
17.	81	High
18.	77	High
19.	82	High
20.	82	High
21.	88	Very High
22.	93	Very High
23.	93	Very High
24.	96	Very High
25.	83	High
26.	82	High
27.	59	Medium
28.	41	Low
Total	2077	

From the results of the questionnaire pretest student academic procrastination mean value obtained by students was 74.18 with the highest score of 96 and the lowest value of 30. From the data processing it can be seen that the percentage of student academic procrastination is still high because the average is at intervals(71-87).

Data Description Posttest Student Academic Procrastination

At this stage, actions is taken to reduce student academic procrastination through Project Based Learning. Researchers explain the flow of learning done so that students can understand the direction of learning and the expected learning outcomes. Researchers as lecturers collaborate with students planning projects (design a plan for the project), Planning is carried out collaboratively between lecturers and students. Thus students are expected to feel ownership of the project. Planning contains rules of the game, selection of activities that can support in answering essential questions by integrating various supporting subjects, as well as informing the tools and materials that can be used to complete the project.

Table 2. Posttest score procrastination academic of the student

Sample	Score	Procrastination Level
1.	50	Low
2.	65	Medium
3.	67	Medium
4.	51	Low
5.	67	Medium
6.	75	High
7.	30	Very Low
8.	62	Medium
9.	36	Very Low
10.	37	Low
11.	62	Medium
12.	42	Low
13.	67	Medium
14.	46	Low
15.	44	Low
16.	30	Very Low
17.	46	Low
18.	58	Medium
19.	62	Medium
20.	62	Medium
21.	61	Medium
22.	61	Medium
23.	61	Medium
24.	64	Medium
25.	63	Medium
26.	68	Medium

Sample	Score	Procrastination Level
27.	48	Low
28.	31	Very Low
Total 1516		

From the results of the posttest 1 questionnaire students' academic procrastination mean value obtained by students is 54.14 with the highest score of 67 and the lowest value of 30. From the data processing it can be seen that the percentage of student academic procrastination is still in the medium category because the average is at intervals (54-70). Based on the data above, it has been seen that the level of student academic procrastination has declined considerably. When compared with the mean (mean) pretest score, there is a 20.04 difference in numbers (74,18-54,14). While the percentage reduction in procrastination was still 27.01% of the pretest. The percentage of student academic procrastination with a low procrastination scale (20-53) is still 46.43%. Thus, although the level of academic procrastination of students has dropped but has not reached the classroom action research success criteria that have been determined in the previous chapter, there is a minimum of 75% percentage of students whose procrastination scale is low (score 20-53) and the percentage reduction in student academic procrastination is at least 30%, then researchers continued this research into cycle 2. Cycle 2 the learning process in the first cycle is done 2 times with the number of hours of meeting 4 credits. The following is the posttest data of cycle 2 of student academic procrastination:

Table 3. Posttest score procrastination academic of the student

Sample	Score	Procrastination level
1.	50	Low
2.	54	Medium
3.	55	Medium
4.	47	Low
5.	57	Medium
6.	52	Low
7.	26	Very Low

Sample	Score	Procrastination level
8.	60	Medium
9.	32	Very Low
10.	34	Very Low
11.	45	Low
12.	44	Low
13.	44	Low
14.	44	Low
15.	43	Low
16.	32	Very Low
17.	44	Low
18.	45	Low
19.	47	Low
20.	42	Low
21.	46	Low
22.	44	Low
23.	46	Low
24.	59	Medium
25.	59	Medium
26.	55	Medium
27.	48	Low
28.	28	Very Low
TOTAL	1282	

From the data presented above, it can be seen that the interval class that is most occupied by students is the interval class (37-53) with the low category as many as 18 people from 28 students, while the interval class (20-36) and (54-70) 5 people each and the least occupied by students are interval classes (71-87) and (88-100) with very high categories with 0 people. From the results of the posttest 2 questionnaire students' academic procrastination

mean value obtained by students was 45.64 with the highest score of 59 and the lowest value of 26..

When compared with the mean (mean) pretest score, there is a difference of 28.54 numbers (74.18-45.64). While the percentage reduction in procrastination has exceeded the target that is equal to 38.47% of the pretest. The percentage of student academic procrastination with low procrastination scale (20-53) has also increased considerably by 82.14%. Thus the level of academic procrastination of students has succeeded in decreasing and has reached the criteria of success of CAR that has been determined, then this research has been completed until the second cycle.

DISCUSSION

Based on the results of this Class Action Research the research provides the following conclusions:

1. Student academic procrastination by using Project Based Learning / Task learning is reduce, this can be seen from cycle 1 to cycle two. In the first cycle, the percentage of academic procrastination of students is still in the medium category because the average is in the interval (54-70) then continued to cycle 2 the percentage of academic procrastination of students has entered the low category because the average is in the interval (37-53).
2. Project based learning / task learning is one of the learning methods that can be used to reduce student academic procrastination because through this project the assignments given by the lecturers are done in groups to make it easier for students to do assignments.

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