Introductory Research-Based Learning in Linguistics Class: Students' Perspectives

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Introductory Research-Based Learning in Linguistics Class: Students' Perspectives

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Abstract

This article would like to analyze students' perspectives on introductory Research-based Learning in Linguistics class. This article applied survey research with cross-sectional design. The data were collected through open-ended questionnaires which were distributed to 64 students who enrolled Linguistics for ELT 2 class. The questionnaires were distributed to the students when they submitted the final project at the end of the learning process. They were asked to write their point of view on benefits and obstacle of the implementation of Research-based Learning during learning process. The results showed that using Research-based Learning in Linguistics class facilitated the students to gain learning objective properly, strengthening students' learning and thinking skills, and enhancing students' characters (attitudes). However, inadequate time available to present the research results and obtain lecturer's feedback in the classroom was the most prominent obstacle faced by the students.

Key Words: Research-based learning, inquiry-based learning, linguistics class, students' perspective.

1. Introduction

In the global competition, higher education (HE) faces wide range of challenges associated with the arrival of new managerial and its audit culture[1]and research intensity has become key indicator of quality of university[2][2]. This demand instigates changes of paradigm in teaching and learning in HE which have put the students at the centre of the learning process and the teacher as facilitator. This condition brings about obligation of the students to grasp research skill. It means the learning process must encourage the students to acquire knowledge as researchers do. This triggers research and teaching become key pillars in HE[3]. Therefore, the relationship between research and teaching has become increasing importance in thinking about higher education and they should be closely link[4].

Integrating research and teaching has become principal issue in HE curriculum and it remains contentious and highly debatable[5]. The analysis of research and teaching relationship has been investigated from different perspectives: academics[6] and students[7]Handling teaching and research required a strong and meticulous effort on the part of academics[8]. Achieving research-teaching nexus in undergraduate teaching requires academic control over content and learning task[9]; a potential model is involving undergraduate students in learning by doing research[10]; and it needs fostering locally. Involving undergraduate students in pedagogic research can enhance students' research skill thus it gives valuable contribution to the enhancement of student experience and a graving community of pedagogic practices centred on students' voice[11]. Definition and the conceptualization of research-teaching nexus have been defined variously and take shape in various forms which are presented in Table 1.

[1]Cabral, A. P. &Huet, I. (2011). Research in higher education: the role of teaching and student learning. Procedia—social and Behavioral Science, 29, 91-97.
[2]Magi, E. &Beerkens, M. (2016). Linking research and teaching: Are research-active staff members different teachers? High Education.
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Table 1: Research-teaching Nexus[12][13][14]

Forms of Research-teaching Nexus	Dimensions	Curricula Application
Research-led teaching	emphasis is on research content & students are just audience	ensuring that what the students learn clearly reflects current and going research in their discipline
Research-oriented teaching	the focus is shifted in the direction of research process and students are just audience	developing students knowledge of and ability to carry out the research methodologies and methods appropriate to their discipline(s) or profession
Research-tutored teaching	the students are participants but the focus is only research content	focusing on students and staff critically discussing research in the disciplines
Research-based teaching	the students are participants; the focus is research process	ensuring that as much as possible the student learns in research and or inquiry mode

Reference[15] emphasizes that research-based curricula has preference for two reasons: (a) universities should treat learning as not yet wholly solved problems and hence always in research mode and (b) all undergraduate students in all higher education institution should experience learning through research and inquiry. Research-based teaching has strongest relationship between research and teaching[16]. Furthermore, Inquiry-based learning (IBL) has been promoted as a student- centred approach that can strengthen the links between teaching and research[17].

Research-based learning (RBL) is a process of instruction which is transferring research element into teaching and learning process[18]. It is learner-centered and constructivist learning that require students to be able to discover, explore and develop knowledge for solving problem encountered, generating their own experience obtain and verify knowledge acquired[19][20]. Research-based learning is multifaceted, referring to various learning methods, so that all students' learning outcomes come from a simple research that they do, for example

[12]Healey, M. (2005). Linking research and teaching to benefit student learning. Journal of Geography in Higher Education 29 (2), 183-201.
[13]Healey, M., &Jenkin, A. (2006).Strengthening the teaching-research linkage in undergraduate courses and program. New Direction for Teaching and Learning, 107, 43-53
[14]Healey, M., Jenkins, A. & Lea, J. (2014).Developing research-based curricula in college-based higher education.Heslington, York: The Higher Education Academy.
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[20]Puspitasari, P., Dika, J. W. &Permanasari, A. A. (2017).The research-based learning development model as a foundation in generating research ideas. AIP Conference Proceedings 1887

through experiments and field studies[21].

RBL provides opportunities for students to formulate problems, review theories, construct hypotheses, collect data, analyse data, and conclude the results obtained[22]. RBL which means involving students in scientific research has many advantages: have clear ideas how learning, teaching and research might be more meaningfully integrated[23]; learning how to conduct literature searches, collecting and analyzing data, starting thinking like a specialist or scientist, achieving more sophisticated level of intellectual development, promoting the acquisition of research knowledge and skills, understanding scientific findings, analysing literature critically, speaking effectively and acting as a leader with clear career goal[24].

This present article would like to investigate students' perspectives on the implementation of Research-based Learning (RBL) in the learning process of Linguistics Class.

2. Method

Participants

This study applied survey research with cross-sectional design. The respondents of this research were 64 students who enrolled Linguistics for ELT 2 subject at English Education Study Program registered at the sixth semester in 2016/2017 academic year.

Techniques of Data Collection

The data were collected through open-ended questions which were distributed at the end of learning process when they submitted final project. This questionnaire was used to perceive both strengths and obstacles faced by the students throughout they were studying pragmatic principles in Linguistics for ELT 2 subject. Students were asked to write their own viewpoints about their good impressions and barriers as well when RBL was introduced in the learning process.

Techniques of Data Analysis

After the questionnaires were collected, the data were analyzed qualitatively and quantitatively as well. Qualitatively, the data were analyzed by using

[21] Al Sweleh, F.S. (2016). Integrating scientific research into undergraduate curriculum: A new direction in dental education. Journal of Health Specialist 4(1), 42-5

[22] Lateh, A. (2017). Using Research Based Learning in Statistics Course to Develop the Students' Research Skills and 21st Century Skills. International Journal of Learning and Teaching, doi: 10.18178/ijlt.3.1.23-28

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[24] Al Sweleh, F.S. (2016). Integrating scientific research into undergraduate curriculum: A new direction in dental education. Journal of Health Specialist 4(1), 42-5,

technique of data analysis proposed by Miles and Hubberman which contains three phases—data reduction, data display and drawing conclusion and interpretation. Whereas, quantitatively, the data were analyzed by using descriptive statistics to count both the numbers and percentage of students for each category.

Procedures of Implementation of RBL

The procedures of implementation of RBL in this study was comprised into six steps, namely; orientation, conceptualization, investigation, data interpretation, conclusion and discussion as presented in Table 2.

Table 2: Phases of Research-based Learning in this Study

	Learning Phases	Description of Activities
1.	**Orientation** (Stimulating students' motivation and curiosity toward topics to be learnt)	- showing interactive video which applied pragmatic principles - asking questions about pragmatic principles used in the video - students formulate research problem - lecturer explain steps of inquiry
2.	**Conceptualization** (Comprehending concepts related to formulation of problem)	- preparing table/diagram of concepts/theories certain pragmatic principles - completing the table/ diagram with concept, indicators and example based assigned references - stating research focus - jotting down research questions
3.	**Investigation/ Data Collection** (Collecting the data to answer research questions)	- finding a speech event to be analyzed - cutting video fragments which containing pragmatic principles - transcribing the movie characters' dialogues - reading intensively data transcription
4.	**Data Interpretation** (Organizing, analyzing and deducing meaning)	- coding the data - classifying data based on indicators - discuss the finding with the theory
5.	**Conclusion** (Drawing conclusion based on data analysis and interpretation)	- ensuring all research questions have been answered - describing research finding in power point format
6.	**Discussion** (Communicating research results and doing reflection to inquiry cycles)	- presenting research finding in classroom seminar - receiving feedback from classroom members and lecturer - reflecting inquiry process to find strengths and weaknesses of learning process using RBL

3. Findings

Students' viewpoints on introductory RBL as a learning model in Linguistics class can be classified into three categories. Firstly, RBL facilitated the students to gain learning objective of teaching Pragmatic principles. The students considered that RBL was augmenting their pragmatic competence and strengthening their capability in implementing the theories pragmatic principles in the field contextually. Secondly, RBL was regarded as developing students' learning and thinking skills. Students believed that RBL was developing their research skill, critical thinking, learning autonomy and communication skills both in spoken and written forms. Besides, it enhanced students' skill in utilizing ICT in learning process. Thirdly, students thought that RBL was enhancing students' attitudes and characters, like improving motivation,

discipline, responsibility, collaboration, and creativity. Whereas, the implementation of RBL remained a barrier which was related to lack of time available to present the research results and obtain feedback from the lecturer.

The students' viewpoints on the implementation of RBL in Linguistic class can be encapsulated as in the Table 3.

Table 3: Strengths and obstacle of the introductory RBL in Linguistics for ELT 2 class viewed from students' perspectives

No	Strengths	F	%
A	**Facilitating students to gain learning objectives of teaching Pragmatics**		
1	augmenting students' pragmatic competence	24	37.50
2	facilitating students to comprehend theories of pragmatic principles/topics	21	32.16
3	implementing theory in the field contextually	8	12.50
B	**Developing Students' Learning & Thinking Skills**		
4	strengthening students' research skill	18	28.13
5	building students' critical thinking	15	23.44
6	enhancing students' skill in utilizing ICT	11	17.11
7	improving students' learning autonomy	9	14.04
8	improving communication skills (public speaking)	3	4.69
C	**Enhancing Students' Characters (Attitudes)**		
9	developing students' responsibility	5	7.81
10	boosting students' motivation	4	6.25
11	building students' discipline	3	4.69
12	improving students' collaboration	2	3.13
13	improving students' creativity	2	3.13
No	**Obstacle**	**F**	**%**
1	insufficient time available for presenting the research results in the classroom and obtaining feedback from lecturer	7	10.94

In this study, three effects have been emerged as being central to the implementation of research-based learning: facilitating students to gain learning objective, developing students' learning skills and enhancing students' characters and attitudes. Correspondingly, for Indonesian context, reference [25] conducted their research at Department of Statistics Islamic University of Indonesia. They found that 89.41% students were satisfied and interested in RBL learning. RBL significantly improve students' achievement, provide satisfaction and students' interest. Reference[26] investigated the implementation of RBL of pre-service mathematic teachers learning process. They found that

[25]Ahdika, A. (2017). Improvement of Quality, Interest, Critical, and Analytical Thinking Ability of Students through the Application of Research Based Learning (RBL) in Introduction to Stochastic Processes Subject. IEJME-Mathematics Education, 12(2), 167-191.

[26]Prahmana, R.C.I. (2017). The Role of Research-Based Learning to Enhance Students' Research and Academic Writing Skills.Journal of Education and Learning. Vol. 11(3), pp. 351-366.

RBL can enhance students' research skill and writing academic skill. Reference[27]carried out their research about RBL applied by Physic pre-service students. The results shows that RBL can improve students' critical thinking. In line with this, reference[28] conducted research at secondary school level and found that RBL improved students' critical thinking.

Reference[29]reported that incorporating research-based learning project in learning resulted students' experience of doing research which supplied three central themes: facilitating active and challenging learning, learning to learn through research skills and strengthening id-depth and up-to-date knowledge. Reference reported that undergraduate mathematic education students in Australia, RBL improve their experimental design and written communication[30]. In addition, reference[31] found out that inquiry-based learning (IBL) developed students' skill in communication and collaboration. In proportion to this, reference[32] ascertained that high school students in Taiwan provided evidence that the implementation of IBL influenced students' motivation and interest.

For Thailand context, RBL improved students' critical thinking[33] and enhanced creative thinking[34]. Reference testified that RBL enhanced research skill, career development and enhancement of students' experience[35]. Reference found that open-research project best fit the scaffold of research-based learning[36]. Reference incorporatedfield school as research-based learning strategy in anthropology class. This technique was very effectual for three reasons:

[27]Yanti, F. A., Partono, K., &Heru, M. (2017). Improving Critical Thinking through Research Based Learning Model for Pre-Service Teacher International Journal of Sciences: Basic and Applied Research (IJSBAR), 36(3), 134-140

[28]Usmeldi, Amini, R., &Trisna, S. (2017). The development of research-based learning model with science, environment, technology, and society approaches to improve critical thinking of students. JurnalPendidikan IPA Indonesia (JPII) 6 (2), 318-325,

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[34]Khuana, K. &Khuana, T. (2017).Impressive Learning Strategies Indoctrinating Research-based to Creative Thinking Skills for Educational Students. European Journal of Education Studies, 3(2),

[35]Butcher, J. & Maunder, R. (2014). Going URB@N: exploring the impact of undergraduate students as pedagogic researchers. Innovations in Education and Teaching International, 51, 142-152.

[36]Al-Maktoumi, A., Al-Ismaily, S. &Kacimov, A. (2016). Research-based learning for undergraduate students in soil and water science: a case study of hydropedology in an arid-zone environment. Journal of Geography in Higher Education, Volume 40, Issues 3, pp. 1-19

introducing students fieldwork methodology, developing an understanding of the relation of research data to development theory and engaging students' emotional and intellectual response to the field situation as a whole new aspect to learning[37].

Novelty of this study concerns on the implementation of RBL in Linguistics class to strengthen the research-teaching nexus for social sciences which was very limited to be studied.

4. Conclusion

Introductory RBL in Linguistics class bestows several benefits and a barrier seen from students' perspective. The benefits of using RBL emerged in three aspects: enhancing students learning achievement, improving students' learning and thinking skills and enhancing students' character and attitudes. The barrier experienced by the students are related to inadequate time available to present research results and getting feedback from the lecturer in the classroom. In short, using RBL facilitates the students to learns be a real researcher and to apply how to get knowledge as researcher do in scientific ways.

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