

## IMPROVING STUDENTS SPEAKING SKILL THROUGH PROJECT-BASED LEARNING

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**Abstract:** This research was conducted to the eleventh grade students of SMA Negeri 3 Sintang in academic year 2015/2016. The aim of this research was to find out how well the use of Project-based learning in improving students' speaking skill. In conducting this research, the writer used Classroom Action Research as the method of research. The writer observed the improvement of students' speaking skill by collecting the data through observation and measurement technique. This research was implemented to 36 eleventh grade students of SMA Negeri 3 Sintang. The findings of this research showed that there was an improvement on students' speaking skill through project-based learning particularly in accuracy and fluency. In the first cycle, the students' mean score was 74.44. In the second cycle, the students' mean score was 78.06. Students' score in third cycle was 81.04. It can be concluded that the students' speaking skill taught using project-based learning was improved.

**Key words:** Project-Based Learning, Speaking, Classroom Action Research

**Abstrak:** Penelitian ini dilakukan terhadap siswa SMA Negeri 3 Sintang tahun ajaran 2015/2016. Tujuan dari penelitian ini adalah untuk melihat seberapa besar pengaruh project-based learning dalam meningkatkan kemampuan berbicara siswa. Untuk menyelesaikan masalah ini, penulis melakukan penelitian tindakan kelas dengan menggunakan metode project-based learning yang diterapkan pada siswa. Penulis mengamati peningkatan siswa melalui teknik *measurement* dan observasi. Hasil dari penelitian menunjukkan adanya peningkatan pada kemampuan berbicara siswa. Respon siswa menunjukkan bahwa mereka tertarik untuk belajar berbicara melalui *project-based learning*. Pada siklus pertama, skor rata-rata siswa adalah 74,44. Pada siklus kedua, skor rata-rata siswa adalah 78,06. Pada siklus ketiga, skor siswa meningkat menjadi 81,04. Dapat disimpulkan bahwa keterampilan berbicara siswa diajarkan menggunakan *project-based learning* ditingkatkan.

**Kata Kunci:** *project-based learning, speaking, penelitian tindakan kelas*

Global era and modernization give us a condition where everything is doing by technology in cluding teaching learning English as a foreign language. Teaching modern foreign languages with the aim of helping students achieve and enjoy their learning can be very rewarding (Pachler, 1996). Related to this case, teacher should provide a change in model of learning which give an opportunity to students to develop their creativity in learning language. In traditional teaching, the role of

teacher is as the center of knowledge, but in modern teaching the role of teacher is as a facilitator. To solve those problems, project-based learning give a solution for teaching learning process as Barak and Dory (stated in ChanLin, 2005) in recent years, project based learning has increasingly been supported by computer technologies and has contributed to fostering student-directed scientific inquiry of problems in a real-world setting.

Project-Based learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation (Patton, 2012). These practices include moving away from rote learning and memorization to providing more challenging and encouraging cooperative learning. This is where the teacher's ability to facilitate and act as coach plays an important part in the success of a project. The teacher will have brainstormed ideas with the student to come up with project possibilities, discuss possibilities and options, help the student to form a guiding question, and be ready to help the student throughout the implementation process. It can be seen from the uniqueness of presentation and exhibition where the learners possibly discuss issue based on PBL principles (Thomas, 2000). Project-based learning is a learning model that provides an opportunity for students to participate actively in making a project within the group or individual work to improve English language skills, particularly in speaking skill. To connect the use of project-based learning and speaking skill, the writer applied short movie making technique to find out the improvement of students in SMA Negeri 3 Sintang. Project-based Learning helps students develop skills for living in a knowledge-based and highly technological society.

Project-based Learning (PBL) is a model for classroom activity that shift away from the usual classroom practices of short, isolated, teacher-centered lessons. PBL learning activities are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices. It is a method that fosters abstract, intellectual tasks to explore complex issues. It promotes understanding, which is true knowledge. In PBL, students explore, make judgments, interpret, and synthesize information in meaningful ways.

According to Thomas (2000), Project-Based Learning is a learning model that provides an opportunity for students to actively participate in making a project within the group or individual work to improve English language skills, especially in speaking skills (ability to speak). It can be seen from the uniqueness of presentation and exhibition where the learners possibly discuss issue based on PBL principles. Project-based learning which use contemporary technologies is a strategy certain to turn traditional classrooms upside down. Then students learn by engaging in real-world projects. Nearly every aspect of their experience changes. The teacher's role shifts. Teacher is no longer the content expert, finding out information in bite-sized pieces. Student behavior also changes. Instead of following the teacher's lead, learners pursue their own questions to create their own meaning

According to Blank (as cited on Railsback, 2002) stated that Project-based instruction is an authentic instructional model or strategy in which students plan,

implement, and evaluate projects that have real world applications beyond the classroom. Project-based learning has its roots in constructivism approach since in this learning students play an active role to design their own learning. In a traditional classroom, the lecture format dominates teacher to student interactions. It changes in the project-based classroom. Project-Based learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation (Patton, 2012). Teachers will still have opportunity to talk to the whole class, such as when the teacher have an announcement that everyone needs to hear, for example in the first meeting students need pre-knowledge about the material that will be learnt. However, if the teachers are using project management tools, teachers may find they need to spend less time on housekeeping. At times, teachers may decide to lead a whole-group lesson to introduce a new concept or demonstrate a skill that all students need to understand to move their projects forward. Teacher might decide to use a whole class discussion to check in on student understanding or wrap up a certain phase of the project with some class reflection. This method is ideal for practicing teachers own listening skills and asking probing questions that push students toward higher-order thinking.

Project-based Learning helps students develop skills for living in a knowledge-based and highly technological society. Solving highly complex problems requires students to have both fundamental skills and Digital Age skills. With this combination of skills, students become directors and managers of their learning, guided and mentored by skilled teacher. Project-based learning bring real-life context and technology to the curriculum through project. Students are encouraged to become independent workers, critical thinkers, and lifelong learners.

Authentic assessment and evaluation in project-based learning allows systematic documentation of a students' progress and development. Project-based Learning lets the teacher have multiple assessment opportunities. It allows students to demonstrate their capabilities while working independently. Project-based Learning also develops the students' ability to work with their peers as well as building teamwork and group skills. A teacher learns more about the student as a person. It helps the teacher communicate in progressive and meaningful ways with the students or a group of students on a range of issues.

Project-based Learning accommodates students with varying learning styles and differences. Students having different learning styles, build their knowledge on varying backgrounds and experiences. It is also recognized that children have a broader range of capabilities than they have been permitted to show in regular classrooms with the traditional text-based focus. Project-based Learning addresses these differences because students must use all modalities in the process of researching and solving a problem, then communicating the solutions. When children are interested in what they are doing and able to use their areas of strength, they achieve at a higher level

Speaking is a skill which allow learner to produce spoken language mainly in single sentence turns. In EFL country English is not widely used in the learners'

immediate social context which might be used for future travel or other cross cultural communication situation, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application. Based on Nation and Newton (2009) there are five principles of teaching learning English for speaking as foreign language namely meaning, interest, new language, understanding and stress-free.

The point of this principle is that the learners are able to say words or sentences, or anything about themselves without looking at the written version. The other point is to begin to link the written text and spoken forms of the words. Teacher can represent sentences orally, one by one, with gestures and lot of repetition and learners involvement. In this case, students do not try to speak directly, but they use written text for guidance.

To maintain learners' interest, the activity should be varied and simple. To keep learners' interest teachers can do activities that involve movement, use the real object or picture, learn outside classroom, use songs or simple chant, and learn through games

As an EFL teacher, we must avoid overloading learners with too much new language. Teachers often introduce too much new language without giving learners enough opportunities to gain control over the language.

Learners are not allowed to practice their speaking directly. They learn the words through listening and doing before learning through using the words in guided speaking. To ensure that input can be understood requires the use of visual aids and contextual support for new language including pictures, gestures, mime, objects, and experiences out of class. Teachers also need to think carefully about the language they use in class with the aim of keeping their talk simple but not simplistic or ungrammatical. In early lesson learners can also learn simple phrase for controlling input.

Teacher also had to create a friendly, safe, cooperative classroom environment. Some of the factors that contribute to a positive beginners' classroom are variety, movement, physical comfort, frequent interaction, successful language experiences, and opportunities for learners to experiment and make mistakes without penalties.

The previous research entitled *The Implementation of Project-Based Learning to Teach Speaking a Spoken Advertisement for the Eighth Graders of SMPN 40 Surabaya* written by Humairoh (2014) shows that project-based learning is effective to teach speaking. Based on the research, students were enthusiastic with the method applied by Humairoh. Students also admitted that the method used by Humairoh was very interesting, easy to follow, and made them become more creative in doing the project. Students skill in speaking also improve it can be seen from students' presentation in each cycle how they delivered the advertisement text.

## **METHOD**

In this research, the writer applied Classroom Action Research (CAR) as the appropriate method in improving students' skill especially in improving students' speaking skill. Action research is a powerful tool for change and improvement at the local level (Cohen et al, 2005). Burns (2010) stated that CAR can be a valuable way to improve our teaching skills and get more understanding of ourselves as teachers, our classrooms and our students. The central idea of the action part of CAR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. Action research offers a process by which current practice can be changed toward better practice. The main aim of action research is to identify the problematic situation or issue happens then improve the practice immediately. The writer plans an activity that hopefully solves the problem that appear in the classroom, putting the plan in action of a real treatment, then observe the process and finally reflect the action research and tries to make a better teaching learning process.

Action Research typically involves four broad phases in a cycle of research. According to Kemmis and McTaggart (1988) cited in Burns (2010), classroom action research involves four phases in a research cycle. The first cycle may become a continuing, or iterative, spiral of cycles which repeat until achieving a satisfactory outcome and feels it is time to stop. According to Kemmis and McTaggart (1988) cited in Burns (2010), there are four phases in classroom action research: Planning, Acting, Observing and Reflecting.

In this phase the writer identified a problem or issue and developed a plan of action in order to have an improvement in a specific area which writer context. The writer needed to prepare several things in this phase carefully before proceeding to another phase. Such things needed to be prepared are an English teacher as an investigator, lesson plan, teaching material, media in which was going to be used and instruments for collecting data. While in specific, the instruments and tools which needed are (1) lesson plan, (2) observation checklist, (3) Field Note, and (4) Test Items.

Action was the implementation of planning. After preparing the lesson plan and teaching material, the writer implemented project-based learning in teaching speaking in the classroom. During teaching and learning process, the writer was roled as the teacher and applied project-based learning. First step of action, teacher explained about the project, then asked students to design a project, and assessed the project. Teacher also gave correction to students if students had some problems in their activity in classroom

In this phase, the writer and the collaborator focused on the data collection through the writer and also the observer in the teaching and learning process. The observer was able to use several tools to improve the data validity and data collection such as observation checklist and field notes. In this research, the writer asked an English teacher in SMAN 3 Sintang to be observer in this research. The tools were observation checklist and a field note.

The observer gathered the data through the observation checklist. The observation checklist was used to indicate the evaluation of an observed activity and behavior; which means that all the statements in the observation checklist were the activities that the writer expected in order to look over any improvement made.

In this phase, the writer and the collaborator discuss the teaching learning process. The writer got some important feedback based on the field note, observation checklist and students' test. The feedback was very important for next action. The outcome acquired tells what further action need to be prepared and done as it is success or need some improvement for further attempt of making the result much better. The result gained from the observation checklist, field note and test is gathered and a conclusion can be made whether there is a need of another cycle or the cycle stopped on this cycle.

## **FINDINGS**

To answer the research questions, the writer considered that it was essential to observe the teaching and learning process done by the teacher. The research was conducted to improve students' speaking skill by applying Project-Based Learning. The data was obtained from the observation sheet, field note, and scoring rubric for speaking which were accomplished in three cycles. The students had to perform their role-play activity and present it orally in front of the classroom while the observer analyzed the students' result of speaking by regarding the components of speaking composition, that were pronunciation, grammar, pace, expression and volume, and pausing.

The writer concluded that The Project-based learning improves students' speaking skills, accuracy and fluency on the eleventh grade IPA 2 students of SMA Negeri 3 Sintang in academic year 2015/2016. It was proven by the percentage of students' speaking score which had progress in each cycle. The improvement of the percentage of students' speaking skill was from 74.4% (cycle 1), 78, 2% (cycle 2), until 82, 06% (cycle 3). The students' improvement in speaking skill was also proved by the list of difficult words, mispronounce words, and grammatical errors in each cycle. There were three steps that students have been accomplished in every cycle, preparing, presenting and evaluating the project.

### **Preparing The Project could Improve Students' Accuracy and Fluency to The Eleventh Grade IPA 2 in Academic Year 2015/2016**

In preparing the project, students were given the prior knowledge about narrative fiction, short story and short movie. Students rehearsed their text before performing in front of classroom. To improve students' accuracy and fluency, teacher read aloud the text which was used in role play. The teacher read the text, students followed their teacher. Then teacher asked students to find the difficult words from the text, and learned how to utter the words and sentences correctly.

To improve students' accuracy, students learned how to utter the unfamiliar words and sentences with correct pronunciation. To learn how to pronounce well,

students asked the teacher how to utter the correct pronunciation, and teacher give the correct example.

The teacher gave 10 minutes to students for practicing their text. Since the first cycle was the first time for students learning the text, teacher gave additional 20 minutes to practice and rehearse. In this activity, teacher guided students whether they had any problems in performing the text later. Teacher walked from group 1 to 6, watch how they spoke and gave correction and example how to speak to the specific situation based on the text given.

**Table 1**  
**List of Difficult Words**

Cycle 1	Cycle 2	Cycle 3
Wallet	Appearance	Appearance
Since	Accuse	Accuse
Appearance	Delinquent	
Infirmary	Since	
Debate		
Watch		
Accuse		
Delinquent		
Honest		
PE		
Mistaken		
Gather		
Pretend		

**Presenting The Project Could Improve Students' Accuracy and Fluency to The Eleventh Grade IPA 2 in Academic Year 2015/2016**

During this stage, students present their work in form of speaking performance. The teacher-facilitator observes how engaged they are in presenting their speaking projects. Presenting the project helped the students improving their accuracy and fluency in speaking. Presenting the project was the implementation of preparing the project activity. The technique used in this activity was role play technique, and they were recorded by the teacher to compile it into short movie.

There were six groups contained six members of each group who would perform the play in front of classroom. Students were not allowed to bring their text while performing the play. While performing their role play, students were recorded by the teacher using smart phone's camera recorder, and the rest of groups were watching the performed group. In the first cycle, students who were not performed were too noisy, so it disturbed the performed group. To solve the noisy problem, the

writer collaborated with the teacher to design any activity to reduce the noise from students who had not performed in play.

After discussing with the teacher, the writer and the teacher had decided the activity for students who had not performed. Students who had not performed were given a task to write and summarize the performance of the performed group while they were performing role play. This activity can reduce students' voices while the performed group performing their role play, but it was not long last until the end of group since many students still practicing their text even though the practice session was over.

The strategy "present the project" was conducted in each cycle to measure students accuracy and fluency score through performance. As a result, the strategy improved students' speaking skill particularly in accuracy and fluency successfully. The students' accuracy and fluency was improved in each cycle. It can be seen in table below:

**Table 2**  
**List of Mispronounced Words**

Cycle 1	Cycle 2	Cycle 3
Since	Appearance	Appearance
Doing	Doing	Accuse
Nice	Nice	Since
Appearance	Since	
Accuse	Accuse	
Hate	Need	
Watch		
Need		
Even though		
Delinquent		

The table above gives the information about students' improvement in speaking particularly in pronouncing words. In cycle 1, students mispronounce ten words, in the next cycle, cycle 2 students has improvement in pronouncing words they only commit six mispronounce words. In cycle 3, they also has improvement from committing six mispronounce words to three mispronouncing words.

After finding students mispronounce words, there also some grammatical errors that students commit. There also improvement from the first cycle until the last cycle. The table of students improvement in grammar can be seen as following table.



**Table 3**  
**List of Grammar Errors**

Cycle 1	Cycle 2	Cycle 3
<ul style="list-style-type: none"> <li>• Do you think think</li> <li>• Ed a get bad cold</li> <li>• I want to be your proper students</li> <li>• Everyone know it</li> <li>• They do not attend PE this class</li> <li>• I was with him (her)</li> <li>• Sir (mam/miss)</li> <li>• I could be wrong</li> <li>• I want to be honest yourself to your friend</li> <li>• I not have much money</li> <li>• I ask one again</li> <li>• Even though care with other people I want to be proper students</li> <li>• Do you know thats Klemen lost his wallet</li> <li>• Its happen during PE class</li> <li>• Because they can to school I like us</li> <li>• I never think that will do that to me</li> <li>• Do you know that sansa who lose her wallet in the classroom</li> <li>• Look at him appearance</li> <li>• Ed bad in morning</li> <li>• I bring Ed and to infirmary this morning</li> <li>• Mr. Jon and PE class to today</li> <li>• Do not accuse your friend own to will</li> <li>• I was to take some money from my bag</li> <li>• I was with him (her)</li> </ul>	<ul style="list-style-type: none"> <li>• I never think that will do that to me</li> <li>• Do you think in someone in classroom</li> <li>• They do not attend PE this class</li> <li>• It during happen PE class</li> <li>• I ask one again</li> <li>• Who do you doing this to you</li> <li>• I have told Mr. Aji for for not join PE class</li> <li>• Can you tell us what did happen</li> <li>• Do not pretend you don't know</li> <li>• I don't going to classroom</li> <li>• Do not accuse your friend our own will</li> <li>• Everyone know it</li> <li>• It happen during PE class</li> <li>• They do not attended PE class</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone know it</li> <li>• You are my friend and believe in you</li> <li>• Is the matter of hate or love</li> <li>• They are can to attend</li> <li>• I ask one again</li> <li>• You didn't allow me to with you</li> <li>• Who doing this to you</li> <li>• I don't think anyone in the classroom who hate Klemen since a is good person</li> <li>• I don't going to classroom</li> <li>• I want you be honest</li> <li>• We has told Mr. Jon</li> </ul>

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

According to the result of research, it is determined that the implementation of Project-Based Learning is applicable method in the language learning process. It has been proved that the students' skill in speaking was improved in every cycle. Based on the research finding, the writer concluded that The Project-based learning improves students' speaking skills, accuracy and fluency on the eleventh grade IPA 2 students of SMA Negeri 3 Sintang in academic year 2015/2016. It was proven by the percentage of students' speaking score which had progress in each cycle. The improvement of the percentage of students' speaking skill was from 74.4% (cycle 1), 78, 2% (cycle 2), until 82, 06% (cycle 3). The students' improvement in speaking skill was also proved by the list of difficult words, mispronounce words, and grammatical errors in each cycle. It showed that the problem of pronunciation and grammar were reduced in each cycle. The teaching learning process was also improved by applying project-based learning in teaching learning speaking. This was proved by the description of the observation checklist and field notes from each cycle. Finally, it can be concluded that Project-Based Learning is applicable if this method implemented in teaching a speaking skill to the eileventh graders of senior High School. This finding is examined based on the instruments of study that have been used, that are field note, observation sheet, and students performance score.

### **Suggestion**

In the end of this chapter, there will be several suggestions for the teacher and the writer. Since the nature of Project-Based Learning requires a long time for completing the project, the teacher should manage the speaking session as well so that it will not disrupt other materials that are being taught. Therefore, the writer suggests teachers as well as readers to use project-based learning for increasing students' speaking skill since it is simple, easy to do, enjoyable, and up to date. During project-based learning, the teacher should be prepared well with any device or tools that support the project. The teacher has to handle the schedule well and be on time about the deadline of the project. The teacher also can use project-based learning with other technique which support the project-based learning. The teacher should be creative in deciding the project to make the activities become more interesting as well as challenging to the students.

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