

## TEACHERS' PERCEPTION TOWARD TEACHING SPEAKING USING PROJECT BASED LEARNING

M. Rusli Hidayat<sup>1</sup>, Erik Yuda Pratama<sup>2</sup>, Nabil Mumtaz<sup>3</sup>

English Education Program  
Faculty of Teacher Training and Education  
Universitas Ibn Khaldun Bogor  
[erik.yuda.pratama@gmail.com](mailto:erik.yuda.pratama@gmail.com); [nabilmumtaz09@gmail.com](mailto:nabilmumtaz09@gmail.com)

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk menggambarkan persepsi guru bahasa Inggris terhadap pengajaran berbicara menggunakan Project Based Learning. Desain penelitian yang digunakan dalam penelitian ini adalah pendekatan kualitatif. Penelitian ini dilakukan untuk guru bahasa Inggris yang menggunakan Project Based Learning dan Screencast O Matic sebagai Media untuk mengajar berbicara. Peneliti menggunakan kuesioner, wawancara, dan diskusi kelompok terarah sebagai instrumen penelitian dalam mengumpulkan data. Hasil penelitian ini menemukan bahwa PBL memberikan efek positif untuk meningkatkan keterampilan berbicara siswa EFL. Peneliti mendapat persepsi bahwa Pembelajaran Berbasis Proyek sebagai metode yang efektif untuk meningkatkan keterampilan berbicara siswa, Pembelajaran Berbasis Proyek mampu membantu guru untuk menciptakan suasana positif dalam pengajaran berbicara kepada siswa EFL, Screencast O Matic sebagai alat yang berguna untuk mengajar. Siswa Milenial.*

**Kata kunci:** pengajaran berbicara, Pembelajaran Berbasis Proyek, Screencast O Matic

### ABSTRACT

The purpose of the research are to describe the English teachers perception towards teaching speaking using Project Based Learning. The research design used in this research was qualitative approach. This research was conducted to the English teacher that used Project Based Learning and Screencast O Matic as the Media for teaching speaking. The researcher used questionnaire, interview and focus group discussion as a research instrument in collecting the data. The result of this research found that PBL give the positives effect for improving speaking skill EFL students. The researcher got the the perception that Project Based Learning as an effective method to improve students' speaking skill, Project Based Learning was able to Help the Teacher to Create Positive Atmosphere in Teaching Speaking to EFL Students, Screencast O Matic as a Useful Tool for Teaching Millennial Students.

**Keywords:** teaching speaking, Project Based Learning, Screencast O Matic

### INTRODUCTION

In Indonesia, English is classified as a foreign language because Indonesian people can not use English continuously. To solve the problems the teacher should be able to use the interesting method for make the students enjoy the learning.

One of the teaching and learning method to solve the problem of student speaking is use Project Based Learning (PBL) method. Patton (2012) stated PBL can gain students to design, plan, and carry out an extended project that produces a publicly exhibited output such as a product, publication, or presentation. Fragoulis (2009) stated, Learners are engaged in purposeful communication to complete authentic activities (project-work), so that

they have opportunity to use the language in a relatively natural context and participate in meaningful activities which require authentic language use.

The success of PBL implementation has been reported by Gaer (1998) who taught speaking skill to a population of Southeast Asian refugees who has been in their beginning-level ESOL (English for Speaker of Other Language) classes. Their speaking improved through PBL. To get student more interest in learning to speak, the learning method combines with an application. One of the applications is Screencast-O-Matic (SOM).

Basically, SOM is combination simplification of Windows Movie Maker and Audacity. Therefore, the final product of

SOM is in the form of video. The user can cast everything such as desktop computer, slide presentation, videos and so forth through the computer screen. The user can cast everything such as desktop computer, slide presentation, videos and so forth through the computer screen.

Several researches have been conducted in analyzing the use of PBL as a method for teaching activity. The first is the research with entitled "The Effect of Project Based Learning Implementation on Students' Participation and Achievement in English Speaking Course by Putri (2018). She said that using PBL significantly increased the students' achievement, although few did not increased and using PBL encouraged students to participate actively in learning process for example, discussing in group, asking question, sharing ideas, etc.

Based on the previous research, this study is expected to Investigate English teacher perceptions in using Project Based Learning as a method' for teaching speaking.

## METHOD

Qualitative approach was applied in this study. Creswell (2014) defined qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

This study was conducted through a case study 2.0 to get in-depth information about the English teachers perception in using PBL to teaching speaking. Gay, Mills & Airasian (2012) stated Case Study research was a qualitative research approach in which researchers focus on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school). The instrument used in completing this research was interview. Harrel and Bradley (2009, as cited in Maslan 2017) stated that Interviews are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. Interviews can be conducted in person or over the phone. The researcher used an instant messaging on Whatsapp interview. Steiger et al. (2006), (as cited in Amirav & Higginbottom 2014) assume that Instant messaging (or instant messenger; in either case, IM) can be used for interviewing, and like e-mail, has some features that affect the research process For

example, IM allows synchronous and semi-private interaction and can automatically record the interaction text.

The research took place at General High School in West Java. This school was selected because the English teachers have used Screencast O Matic as their application to help them in teaching speaking. There were three samples of English teachers who did use Screencast O Matic in their teaching speaking that the researcher observed. The researcher chose them because they used Screencast O Matic as their application to help them in teaching speaking.

## RESULT AND DISCUSSION

There several point in discussing the data:

### PBL as an Effective Method to Improve Students' Speaking Skill EFL Students

From two out of three participants agree that PBL enabled them to accomplish their teaching speaking to EFL students more quickly.

*"PBL by making vidios usually made repeatedly to get the best result,so they will repeat and correct their speaking deficiencies."* P1

*"Students have more time to practice their speaking skill by making vidios, so it can be studied out of the class and help me to teach speaking more easily and quickly."* P3

Based on the data takes fom the interview that PBL as an effective to improve speaking skill EFL students, the participant agreed that PBL as an effective method to improve speaking skill EFL students.

### PBL was able to Help the Teacher to Create Positive Atmosphere in Teaching Speaking to EFL Students

From three out of three participants said that they felt positive in using PBL in teaching speaking during teaching:

*"Yes I get the positive responses for implementing PBL Method, They got a different learning than usual which only worked on their worksheet. They also became more practiced in trying to speak English."* P1

*"Yes I do. Because, They fell excited to do it. When I used SOM as a media, they full attention to the vidio."* P3

Based on the data taken from the questionnaire, interview and focus group discussion result above, the participants agreed that PBL was able to help the teacher to create positive atmosphere in teaching speaking to EFL students.

#### **ScreenCast O Matic as an effective tool for implementing PBL to EFL students**

From three out of three participants said that ScreenCast O Matic is easy to use in teaching speaking to EFL students during learning process:

*"SOM is very easy to use because the instructions in the application is clear enough. Only involve students creativity in making their project assignment."* **P1**

*"We agreed that SOM is very easy to use because the instructions is clear enough, although we firstly trying it will be easy."*

**P2**

*"SOM is an offline application and very easy to use, because the instructions so clearly."* **P3**

Based on the data taken from the questionnaire, interview and focus group discussion result above the participants agreed that ScreenCast O Matic as an effective tool for implementing PBL to EFL students.

From the result, the researcher found some perceptions in implementation of PBL as an effective method to improve students' speaking skill. The first perception from three participants that PBL enabled them to accomplish their teaching speaking more effectively. This perception was supported by (Marwan, 2015 as cited in Putri, 2018) stated that his research shows that project-based learning improves students' interest in learning, enthusiasm, and attitudes towards learning development by enhancing students' communicative skills and in accordance with traditional instruction to gain positive benefits because teacher pedagogical, student attitudes, have enthusiasm for self-confidence. The results of similar researchers determined that the course in which the PBL approach is used is fun.

The second perception from three out of three participants said that they felt easy when they used PBL during teaching speaking to EFL students and make the students more motivated. This perception was supported by Nassir (2014) "Learning

projects enabled students to be more motivated, active and co-operative in the English language class compared with the traditional English language class".

The researcher found from five out of five participants have a perception that PBL give the positive influences to their students. This perception was supported by (Marwan, 2015 as cited in Putri, 2018) stated that his research shows that project-based learning improves students' interest in learning, enthusiasm, and attitudes towards learning development by enhancing students' communicative skills and in accordance with traditional instruction to gain positive benefits because teacher pedagogical, student attitudes, have enthusiasm for self-confidence. The results of similar researchers determined that the course in which the PBL approach is used is fun.

the researcher found from three out of three participants have a perception that ScreenCast O Matic is good to use by teacher and make the students feeling comfortable and they believe that ScreenCast O Matic is very useful in teaching speaking to EFL students during learning process.. This perception was supported by (Fortinasari, 2017 as cited in Andiani, 2018) stated that SOM is a simple, easy to operate, flexible, portable features and practical encourage the students to practice speaking and do a cooperative learning. SOM also can be used as performance media since it provides recording features which can be used anytime and anywhere.

#### **CONCLUSION**

By using PBL for teaching speaking the students have more time for practice their speaking and they will give their best result from the pronunciation, accuracy and the fluency. Also help the teacher to teach speaking more easily and quickly.

By using PBL the teacher can make all students more pay attention because the teacher shows them unusual method for teaching speaking so make them more motivated then use the usual method.

The teacher said that ScreenCast O Matic is good to use by teacher and make the students feeling comfortable and they believe that ScreenCast O Matic is very useful in teaching speaking to EFL students during learning process.

## REFERENCES

- Andiani, Yugi. (2018). *The Study on exploring video based project in an EFL classroom.*(Thesis).Bogor. Universitas Ibn Khaldun Bogor.
- Amirav, D. R., & Higginbottom, G. (2014). New emerging technologies in qualitative research. *The Qualitative Report*.
- Cresswell, J. W. (2012). *Research design: qualitative, quantitative and mixed methods approach (4thEd)*. Boston: Pearson Education Inc.
- Fragoulis, L. (2009). *Project-Based Learning in Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice* (A Journal). English Language Teaching. Vol. 2. September 2009)
- Gaer, S. (1998). Less Teaching and More Learning:Turning from tradisional methods to project-based instruction, the author found that her students learned more. (Online)  
Available:<http://www.nscall.net/index.html?id=385.html>.February 20th2012.
- Gay R.L., Mills E.G, and Airasian W.P. (2012). *Educational research (Tenth Edition)*. Pearson: United States of America.
- Maslan. (2017). The implementation of communicative language teaching in speaking classroom.:Teachers' perception. (Thesis). Bogor: Universitas Ibn Khaldun Bogor.
- Nassir, S. M. (2014). The effectiveness of project-based learning strategy on ninth graders' achievement level and their attitude towards English in governmental Schools. (Thesis). The Islamic University of Gaza.
- Patton, A. (2012). *Work that matters: The teachers' guide to project-based learning*. London: Paul Hamlyn Foundation.
- Putri, Sri Wathoni (2018). The Effect of Project Based Learning Implementation on Students' Participation and Achievement in English Speaking Course .(Thesis). Banda Aceh: Universitas Islam Ar-Raniry Darussalam.