

THE IMPACTS OF PROJECT-BASED LEARNING IN ENHANCING STUDENTS' SPEAKING SKILL

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ABSTRAK

Pembelajaran berbasis proyek adalah metode dalam pembelajaran untuk meningkatkan keterampilan berbicara siswa. Pembelajaran berbasis proyek yang dialami Siswa seringkali merasakan kesulitan dalam pembelajaran berbicara, maka guru mencoba menggunakan metode pembelajaran berbasis proyek untuk mengetahui kemampuan berbicara siswa dan mengetahui dampak dari pembelajaran berbasis proyek untuk para siswa. Oleh karena itu, penelitian ini dilakukan untuk mengetahui apa saja dampak pembelajaran berbasis proyek dalam meningkatkan keterampilan berbicara siswa. Dengan menggunakan metode kualitatif, instrumen penelitian berupa angket, wawancara asinkron, dan observasi online. Penelitian dilakukan pada siswa kelas sebelas di salah satu Sekolah Menengah Kejuruan di Bogor dengan sepuluh siswa sebagai partisipan. Dari temuan tersebut dapat disimpulkan bahwa pembelajaran berbasis proyek memberikan dampak positif bagi keterampilan berbicara mereka. Karena pembelajaran berbasis proyek berdampak positif bagi mereka antara lain pembelajaran berbasis proyek dapat meningkatkan keterampilan produktif siswa, pembelajaran berbasis proyek dapat memungkinkan siswa untuk menilai keterampilan berbicara mereka, pembelajaran berbasis proyek memberikan kesempatan untuk pembelajaran yang dipersonalisasi.

Kata kunci: pembelajaran berbasis proyek, keterampilan berbicara.

ABSTRACT

Project-based learning is a method in learning to improve students' speaking skills. Project-based learning experienced by Students often find it difficult to learn to speak, so the teacher tries to use project-based learning methods to help students improve their speaking skills. Therefore, this study was conducted to find out what are the impacts of project-based learning in improving students' speaking skills. By using qualitative methods, research instruments in the form of questionnaires, asynchronous interviews, and online observations. The study was conducted on eleventh grade students at one of the Vocational High Schools in Bogor with ten students as participants. From these findings it can be concluded that project-based learning has a positive impact on their speaking skills. Because project-based learning has a positive impact on them, among others, project-based learning can improve students' productive skills, project-based learning can allow students to assess their speaking skills, project-based learning provides opportunities for personalized learning.

Keyword: project-based learning, speaking skill.

INTRODUCTION

Speaking is one of four EFL language skills to be learned by students at schools. By learning speaking students can improve their ability to give their opinions or ideas. Speaking is the most important skill in acquiring a foreign language, it is used in the communication process. Gillis (2013, p.1, cited in Suci, Wachyu, and Pupung, 2017) stated that speaking ability provides speakers a beneficial aspect as a speaker such as putting the word together to create meanings, thoughts, opinions, and feeling. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing

information Brown, Burns & Joyce (1997 p.1, cited in Sifa, 2013).

Thomas (1998 cited in Despoina, S. and Aikaterini, M., 2015) the project-based learning model is a model that allows students to work independently in constructing their learning and culminating in real products. In short, the author argues that project-based learning is one of the ways that could be used to form students' independence in carrying out tasks assigned by the teacher.

The use of Project-based learning in teaching English is said to foster students' autonomy and encourage active, student-centered language practice Philips and

Diane (1999). Besides, it carries out self-directed learning activities, from memorizing and repeating to discovering, integrating, and presenting; from listening and reacting to communicating and taking responsibility; from the knowledge of facts, terms, and content to understanding processes; from theory to the application of theory; from being teacher dependent to being empowered Candau (2003).

THEORITICAL FRAMEWORK

Speaking

Thornbury (2005, p.1) speaking is interactive and requires the ability to cooperate in the management is speaking terms. Fulcher and Davidson (2006, p.94) stated that there were five elements of speaking skill that can be defined as follow:

1. Pronunciation

Pronunciation is the way for students to produce clear language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.

2. Grammar

Nelson (2002) stated that grammar refers to the set of rules that allow us to combine words in our language into larger units.

3. Vocabulary

Vocabulary is essential for successful second language use because, without an extensive vocabulary, we will enable us to use the structure and function that we may have learned for comprehensible communicative.

4. Fluency

Hormailis (2003, p.17, as cited in Siti, Rivi, and Umami, 2015) stated that fluency is the quality or condition of being fluent. It is a skill to use the language spontaneously and confidently and without undue pauses and hesitation.

5. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representation of the meaning of the sentences. Cohen et al (2005) Comprehension refer to fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

Project-based learning

Klein (2009) stated that Project-based Learning is the instructional strategy of

empowering students to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes. Philips (1999) stated the use of project-based learning activities in teaching English is said to foster students' autonomy and encourage active and student-centered language practice. Therefore learning and accomplishing a more profound dimension of comprehension can be supported viably by gaining from precedents and learning by doing.

METHOD

For this research, the researcher conducted qualitative research design to observe and analyze the impacts of project-based learning for the participant experiences in learning speaking. Shank (2002, p.5 as cited in Ospina and Wagner, 2014, p.1) defined qualitative research as "a form of systematic empirical inquiry into meaning".

The participants of the research is eleventh grade from one of vocational high school in Bogor The researcher use questionnaire, asynchronous interview and online observation for the data collection. According to Creswell (2012), a qualitative interview one more participant general, open-ended questions, and record the answers. The researcher will be give a questionnaire, observed and interview the students to find out what are the impacts they have gained from the project given by the teacher to those who can enhance their speaking skills.

The students interviewed by the researcher to support the questionnaire's result in finding. Seven interview questions are served by the researcher.

To analyze the result of the data, the researcher uses Miles and Huberman's model of data analysis that has three stages:

1. Data Reduction

"Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions."

2. Data Display

Data display is the second element or level in Miles and Huberman's (1994) model of qualitative data analysis.

3. Conclusion Drawing and Verification

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for

the questions at hand. Verification integrally entails revisiting the data.

RESULT AND DISCUSSION

This section explains the data findings and relation to the research questions. There is a result of the impacts of project-based learning in enhancing students' speaking skills.

Project-based Learning helps the Students' to Improve Learning Skills

The first findings of this study were about the design of the impacts of Project-based learning in enhancing students speaking performance. The data was collected through questionnaires, asynchronous interviews, and online observation results. The first data was taken from the questionnaire. In this part there were three statements, they were S-6 (Project-based learning makes the students became more fluent in speaking English), S-7 (Project-based learning makes the students feel like their English vocabulary is increasing), S-9 (Project-based learning makes students feel that their English vocabulary is pronounced better). The result of the data would be described below.

Table 4.1 Project-based Learning helps the Students' to Improve Learning Skills

No	Students' Perception										Criterion Score
	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	
S . 6	4	3	2	4	4	4	3	3	4	3	34
S . 7	3	3	3	4	2	3	2	2	4	4	30
S . 9	4	2	3	3	4	3	2	4	3	4	32
Total Criterion Score											96
Rating Scale = 96:3											32

*S = Statement, P = Participant

Based on table 4.1, the participants argued that Project-based learning helps the students' to improve learning skills as the questionnaire result which mentioned that 32% of the participants said to agree to the statement in S-6 above Project-based

learning help students speak English fluently. S-7 the participants argued that Project-based learning makes the students feel like their English vocabulary is increasing from the questionnaire result which mentioned that 32% of the participants said to agree to the statement. S-9 the participants argued that Project-based learning makes students feel that their English vocabulary is pronounced better from the questionnaire result which mentioned 32% of the participants said to agree to the statement.

Table 4.2 Overview of Relevant Information about Each Observed Teacher

Procedures	Yes	No	Notes
<ul style="list-style-type: none"> Students watch the video about the material "opinion and thought" and find the difficult words. The teacher explained the material. 	√	√	<p>To stimulate the students and to provide the new vocabulary, to know the correct, pronunciation.</p> <p>To assist comprehension.</p>

The data from the result, strengthen the fact that project-based learning useful was meaningful teaching for speaking activity, it is from interview result with the students below:

*Participant 1

"Yes, I feel my English vocabulary is increasing and I feel more fluent in pronunciation of English vocabulary."

Based on the results, it was concluded that Project-based Learning helps the Students' to Improve Learning Skills, S-6 described if project-based learning makes the students became more fluent in speaking English, S-7 described project-based learning makes the students feel like their English vocabulary is increasing, S-9 described project-based learning makes students feel that their English vocabulary is pronounced better and strengthening from the interview and observation result.

Project-based Learning Can Allow Students' Self Assessment and Reflection on their Speaking Skills

In this part there were two statements, they were S-3 (Project-based learning can allow

students to discover their strengths and weaknesses in speaking through their video project), S-4 (Project-based learning allows students to see their progress in speaking compared to their previous performance). The result of the data would be described below.

Table 4.3 Project-based Learning Can Allow Students' Self Assessment and Reflection on their Speaking Skills

No	Students' Perception										Criterion Score	% Score
	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10		
S. 3	4	4	4	3	4	4	3	4	4	4	38	38
S. 4	4	3	4	3	2	4	3	4	4	3	34	34
Total Criterion Score											72	
Rating Scale = 72:2											36	

*S = Statement, P = Participant

Based on table 4.3, the participants argued that Project-based Learning Can Allow Students' Self Assessment and Reflection on their Speaking Skills as the questionnaire result which mentioned that 36% of the participants said to agree to the statement in S-2 above Project-based learning can allow students to discover their strengths and weaknesses in speaking through their video project. S-4 described that the participants argued that Project-based learning allows students to see their progress in speaking compared to their previous performance from the questionnaire result which mentioned that 36% of the participants said to agree to the statement. The results of the questionnaire above were also supported by a statement from the result of the interview about the student's perception that Project-based learning can allow students' to assess their speaking skills. The results of the questionnaire above were also supported by the interview result with the students :

**Participant 1*

"I enjoy it. because I can see my shortcomings in speaking"

Based on the results, it was concluded that project-based learning can allow students' self-assessment and reflection on their speaking skills.

4.1.4 Project-based Learning Provide the Opportunity to Personalized Learning

In this part there were two statements, they were S-2 (Project based-learning can give students more time to prepare their speaking), S-5 (Project-based learning makes students feel more confident in speaking), S-8 (Project-based learning make students motivated to work on their video project). The result of the data would be described below.

4.4 Project-based Learning Provides Students with Opportunities for Personalized Learning

No	Students' Perception										Criterion Score	% Score
	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10		
S. 2	4	4	4	4	3	3	3	4	4	3	36	36
S. 7	3	4	3	4	2	4	4	4	4	2	34	34
S. 9	4	4	4	3	2	3	1	3	4	4	32	32
Total Criterion Score											102	
Rating Scale = 102:3											34	

*S = Statement, P = Participant

Based on table 4.4, the participants argued that Project based-learning can give students more time to prepare their speaking as the questionnaire result which mentioned that 34% of the participants said to agree to the statement in statement 2 above. S-5 described that the participants argued that Project-based learning makes students feel more confident in speaking as the questionnaire result which mentioned that 34% of the participants said to agree to the statement. S-8 described that the participants argued that Project-based learning makes students motivated to work on their video project as the questionnaire result which mentioned that 34% of the participants said to agree to the statement in statement 8 above. The result of the questionnaire above was also supported by statements from the result of the interview. As it is illustrated by the excerpt from the interview result below:

Participant 8

"Yes, because I have enough time to prepare my video project."

Participant 9

"Yes, the impact that I feel is to make us more confident to speak."

Participant 4

"Yes. Because I am not a very confident person when speaking in front of many people, using video projects makes me motivated."

Based on the result, it was concluded that Project-based learning provides students with opportunities for personalized learning.

CONCLUSION

Based on the results, some students feel the same impact. As a teacher, we need to provide enthusiasm and motivation so that students can foster motivation, desire to learn, and a desire to explore high knowledge so that students can maximize their ability in speaking English. According to Patton (2012), The PBL technique refers to a method allowing to do the designing, planning, and carrying out tasks to produce, publish, and present a product.

In this study, it was shown that the impact of students speaking skills, so students could speak English optimally. This is based on three findings in this study, among others are project-based learning can improve students' productive skills, project-based learning can allow students' to assess their speaking skills, project-based learning provides the opportunity for personalized learning.

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