

The Implementation of Project Based Learning by Making Vlog in Teaching Speaking of Recount Text for Junior High School

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Abstrak

Penelitian ini bertujuan untuk memfasilitasi siswa untuk aktif dalam berbicara menggunakan bahasa Inggris, di mana diharapkan siswa menghasilkan produk sebagai bukti otentik siswa dalam kegiatan berbicara. Fokus dari penelitian ini adalah untuk melihat proses pembelajaran di kelas dan hasil pembelajaran yang telah diberikan. Selain itu, penelitian ini dirancang untuk menangkap semua fenomena yang berkaitan dengan bagaimana guru menjalankan Project Based Learning di kelas. Untuk pertanyaan penelitian pertama, data diperoleh melalui observasi selama kelas belajar menggunakan catatan lapangan sebagai catatan selama mengajar dan belajar sementara data untuk pertanyaan penelitian kedua diperoleh melalui VLOG atau yang biasa dikenal sebagai Blogging Video yang dibuat oleh siswa. dalam kelompok. Hasilnya menunjukkan bahwa dari ketujuh kelompok tersebut hanya ada satu kelompok yang menunjukkan kemampuan berbicara yang sangat baik dengan pengucapan yang baik. Untuk beberapa kelompok, mereka dapat menggunakan kosakata yang mudah dipahami oleh pemirsa. Sayangnya, ada satu kelompok yang kurang dalam beberapa aspek nilai dan aspek pelafalannya. Dapat disimpulkan bahwa guru dapat menerapkan PBL dengan benar dan benar sehingga dapat memfasilitasi siswa untuk berperan aktif dalam proses pembelajaran, terutama dalam hal berbicara yang dapat dilihat dari hasil video yang dibuat oleh siswa.

Kata Kunci: Project Based Learning, Speaking, Teks recount

Abstract

This research aims to facilitate students to be active in speaking using English, in which it is hoped that the students produce a product as authentic evidence of students in speaking activity. The focus of this research is to see the learning process in the classroom and the results of the learning that has been given. In addition, this research is designed to catch all the phenomena related to how teacher ran Project Based Learning in the class. For the first research question, the data is obtained through observation during the learning class using the field note as a note during teaching and learning while the data for the second research question is obtained through a VLOG or commonly known as Video Blogging made by the students in groups. The result shows that from those seven groups there was only one group that showed very good speaking skill with good pronunciation. For some groups, they were able to use vocabularies which were easily understood by the viewers. Unfortunately, there was one group that was lacking in some aspects of the value and the aspect of the pronunciation. It can be concluded that teachers can apply PBL properly and correctly so that it can facilitate students to play an active role in the learning process, especially in terms of speaking which can be seen from the results of the videos made by students

Keywords: *Project Based Learning, Speaking, Recount text*

INTRODUCTION

English has become the powerful language for many countries in this world including Indonesia. Since Indonesia has contribute in MEA (Masyarakat Ekonomi ASEAN), many aspects and systems will be different from the last. It will be a lot of tourist and foreign that will come and do bussiness transaction in Indonesia. Then, English is the one of the language that will be used to communicate with other people. Therefore, the

government provides English lesson at school. English lesson has been taught start from Kindergarden up to Univeristy. There are four skills(listening, speaking, writing and reading) in English. Among four those skill, speaking is the most important skill for communicating with other people.

However, the facts in the field showed that speaking is one of the most difficult skill for English learners. Students face some obstacles when they learn English

such as lack of motivations, afraid, nervous, anxiety and external ones: practice. It is supported by Permatasari (2013) conducted classroom action research at second graders of SMPN 1 Kawedanan, Magetan that shows that most of students are passive in learning speaking. Those problems can be detected from the condition of the teaching learning process in the class. The part that gives the most effect in the learning process is how the teacher manage the class learning activities like the method used and the classroom management. Unfortunately, nowadays most of the process of teaching speaking in the level of Junior High school tend to be monotonous and conventional. Many teachers use the old method in the teaching learning process. The students are only asked to speak based on the topic given by the teacher or the topic from the book. The students only imitated and learn what has been already in the book. Those activities make the student feel bored and has no motivation to develop their ideas when they learn English. It has been proven by Zainatuddar (2015) stated that the students do not have any chance to expand their creativity in learning process especially in speaking. In that case the aspect of student creativity also cannot be seen.

To overcome that problems, the teacher should use or apply the method that can motivate the students to speak English. One of the method that can be using Project Based Learning (PjBL). PjBL is basically linked scientific principles and leads the students to accustomed with the issue of discovery learnings, enhances metacognitive strategies about the quality of life, results in realistic products by following the questions and topics which are considered to be the authentic one. (Ilhan, 2014). In line with Thomas, 2000 stated that PjBL is a student-centered teaching strateg in which the students encounter and learn the central concepts of the discipline through the project and there are instances where project work follows certain instructions. Project based learning are a challenging activities and beneficial to student learning and engagement when done correctly (Konrad, 2014). PjBL is the method that push the student too not only about absorbing the materil but the student also have to produce something from the material they understood. This will makes the students pay more attention and enthusiasm for learning as they will be given oppurtunity to develop their ideas. Indeed, project based learning is a process of understanding, implementing and producing something when learning a material. Project based learning is a learning approach that has steps: (1) Questioning (2) Planning (3) Researching (4) Creating (5) Improving (6) Presenting. Therefore, by applying project based learning, it automatically will increase the students' creativity. Not only about how this learning model can

improve the students speaking skill but also by producing something it will encourage the students creativity.

In fact there are several ways to teach speaking that can be applied by the english teacher of junior high school to motivate them such us story telling, fishbowl, crazy story and Video. Among those activities to teach speaking, the use of video nowadays become the most popular ways to practice speaking. One of the example of the video is called Vlog. Vlog is the popular activities nowadays. Vlog is Video Log and this is the improvement of the Blog web log which is very popular on the previous time. Futhermore, it can decrease the students anxiety and nervest when they have to practice and talking in front of the camera. This is the new ways to train the student ability and build their confidence. There are several studies has been proven that PBL can increase the student's speaking skill.

Based on background of the study, this research is focus to seek for the aspect of the student speaking skill in which Pjbl is implemented. Therefore the aspect of speaking ability of the students will be able to be seen through the product of pbl. In line with that, the researcher wants to observe the implementation of PBL in fasilitating student's speaking ability and the second is to know the results of the project that is shown by making a Vlog to know how far the students' ability.

METHODOLOGY

Research Design

In fact there are several ways to teach speaking that can be applied by the english teacher of junior high school to motivate them such us story telling, fishbowl, crazy story and Video. Among those activities to teach speaking, the use of video nowadays become the most popular ways to practice speaking. One of the example of the video is called Vlog. Vlog is the popular activities nowadays. Vlog is Video Log and this is the improvement of the Blog web log which is very popular on the previous time. Futhermore, it can decrease the students anxiety and nervest when they have to practice and talking in front of the camera. This is the new ways to train the student ability and build their confidence. There are several studies has been proven that PBL can increase the student's speaking skill.

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know the results of the project that is shown by making a Vlog to know how far the students' ability.

Research Subjects

This research will involve the students and the teacher from One Junior High School of Jabon in Sidoarjo, East Java. The number of students in this class is 28 students consisting of 18 female and 10 male students. result was accurate. In addition, the number of students in this class is 28 students.

Research Setting

The setting of this research is teaching-learning process which the teacher teaches. This research will be conducted in one of nationally standardized junior high school in Sidoarjo, East Java named SMPN 1 JABON which the teacher has implemented PBL as the final task of the students.

Data and Source of Data

Since the first question is the implementation of project based learning the data will be formed of words and will be taken through the process of non participant observation that is field notes will be used as the instrument. Source of data of this study are from the implementation of project based learning in the teaching-learning process that teacher conducts and the students participations in the class.

The second research question will be answered by analyzing the data in form of spoken English which is students' performance in their Vlog. In that case the research will take the data from the students who are involve in the project of Vlogging.

Data Collection Techniques and Research instruments

In this research, the researcher do observation to collect the data of how is the teacher implement project based learning in the teaching-learning process. As Ary et al., 2010 stated that the observation helps to capture all the phenomena that happen in the classroom in which it will very useful for the researcher when the teacher performed Project Based Learning to teach speaking of simple present tense because while observing, the researcher will be able to pick a right spot in every moment and details which will happen in the class during the teaching and learning process

The researcher uses the observation to note all of the activities of the teacher in the class to give a real and valid data. After all, it will avoid bias in collecting so that the data cannot be manipulated. Then the researcher will elaborate it with his thoughts by giving comment and opinion related to what he will observed. Indeed, Observation of this research is used by the researcher to describe natural data that occur in the classroom.

The researcher will use the rubric of speaking assessment to look how is the students speaking ability

toward the process of project based learning. In addition the students speaking would be asses and score based on the rubric that taken form the journal or article.

Data analysis

Researcher start analyzes the data by using qualitative analytic strategies to collect the data of the teacher during teaching-learning process in the classroom. The analysis will be differentiated into two focus: The process and product oriented analysis. The purpose is to analyze the data that is collected from teacher deeply. Generally, in qualitative research, the steps will be data managing, describing, classifying, interpreting and reporting (Ary et al., 2010). For the first steps of analysis the process, it have something to do with the steps of implementing Project Based Learning. Indeed, the researcher will note down all things related to each stages on how the teacher do the PjBL. Then, the analysis will be done in such a way to look wether or not each stages in the process of implementing PjBL will be used appropriately implemented. Last, it will be ended up by the product oriented analysis, that researcher will give comment and justified the product of the student's vlogging project by consulting the adapted rubric he had.

For the first research question, the researcher will use classroom observation. In this case the researcher note the data based on each stages of PjBL. It will make the process of data intrepertation become easier for researcher.

Other than that, for the product analysis will be scored by two aspects: the speaking performance and the creativity of the Vlog. The analysis of speaking peromaces will be covered by the script of their video. First analysis is scoring the script by using the adapted rubric. The students will use the script to make the video recorded by himself. Then the researcher will compared the trancription with the script that the student made. Indeed, the comparison will be done to see how the students speaking performance influenced by PjBL toward their speaking competence. The Last, to judge and justify the product, the researcher will be consulted the adapted rubric to help the researcher describing the product of students' vlog by considering each aspect within the rubric.

RESULT AND DISCUSSION

Result of the Implementation of Project Based Learning Result

In this research, the result is divided into two parts. The first part of the result covers three meetings in which it took place in the second grade's class of SMP

NEGERI 1 Jabon where the teacher taught English using Project Based Learning as the learning model.

The second part of the result points out the description of the students' project.

Implementation of Project Based Learning Result

In this part the researcher shows how the project based learning was applied in the teaching learning process.

First meeting happened and it began with pre teaching. The eighth grader students of One Jabon sit in their desk with letter U pattern. They sit based on their respective groups. One group consists of 4 people. The teacher enters the class, then the class leader immediately leads the class to stand up, greet the teacher and pray together. After that the teacher invited the students to sit back. The teacher checks the class attendance. The teacher asks students a question.

1st stage: Questioning (fasilitator for the material)

Then The teacher goes to the next section that is while teaching. In this section the teacher applied the first stage of the Project Based Learning which is questioning. The teacher plays video that have a duration about 3 minutes. The video is about a person telling of his vacation along with a detailed explanation that added some photos in it. Students look enthusiastic in seeing the vlog of someone in front of them. After the video has finished, the teacher starts the material with a question

Teacher: "what is the video telling about?"

Some students immediately raised their hand to get a chance to answer the question. Then the teacher pointed one by one of the students to answer the question.

The teacher provides a compliment word at each end of the student's response to encourage students. Then after that the teacher directs students to mention the storyline of the video. One of the students from group 9 answered correctly. She said that the video was started with his name, where she went, when and with what he was there, then he also told some of the events that happened during the holidays. The teacher said "*Nice answer*" and asks the students to give applause to indicate that the student's answer is correct.

After the students know the storyline of the video, the teacher gives the last question that is about the language features that contained in the video.

Teacher: "So, anyone who knows kakaknya tadi menggunakan Verb apa?"

Then, one of the students from group 1 responded that he used past tense to tell his vacation that had happened.

Then the teacher confirms that the student's answer is correct by giving the word "*Excellent*". Finally the teacher concludes the answers from the students to

unite the same perception and tell them that they have seen the video that contain about Recount Text."

2st stage: Planning(prepare the project)

Furthermore, after the teacher has finished concluding and giving a review of the displayed video, the teacher immediately tells the students that the students will make a recount text video with their respective groups. In this part the teacher applied the second stages of Project based learning called planning.

The students have to plan the project that they will make with their group. The students are welcome to view some videos and recount text on the internet as well as books as their reference to create a video design that will be created with their group in the next meeting.

Finally, to end the meeting the teacher did the post teaching. After the teacher explains what the next meeting will do, the teacher gives the student a chance to ask the less understood.

Teacher: "Any question before I end up the class? Mungkin ada yang kurang jelas?"

All students: "No Sir."

It seems that the explanation from the teacher is very clear, since no student asks. Teachers are instructing students to seek as many references as possible for the next meeting. After that the class leader leads the class to greet and pray together.

Then come to the next meeting that happen on Thursday, March 8, 2018. On this day, the English lesson starts after the sport class. English Teacher give the students 5 minutes to prepare themselves to ready in studying English. After the students are ready to start the lesson, English teacher enter the classroom. As usual, the class leader leads the class to greet and lead to pray together.

For the pre teaching time, the teacher did not immediately ask the students to sit down. The teacher played a short video about brain exercises.

Teacher: "Oke students before you are going to sit, now look at the video and you have to menirukan apa yang ada di dalam video tersebut. Do you understand?"

All students: "Yes Sir."

Teacher: "Are you ready?"

All students: "Ready Sir!"

Students are given the command to follow all the movements made in the video. Students who initially looked limp after exercising were seen spirit again of following the movement in the video. The video is contain about some movement that related with a brain exercise. The students have to remember the movemenet and try to imitate it. The speed of the movement is from slow to fast with the same movement. The movements

might help to maintain and observe the students cognitive response.

After doing brain exercise, the teacher invited the students to sit back. In every English teaching learning process, the students will always sit on their respective groups with the 'U' form. Then the teacher checks the attendance list of students by calling the name according to serial number one by one.

Everything is done, the teacher starts the while teaching with material by throwing a question to the students about what they get after looking for some references at home about the recounttext. Some students start giving opinions and tell their plans about the video content they will make.

One of the student from group 7 stated that, he was inspired from one of the vlog on Youtube about the holiday in Bangka Belitung. He and his group friends are very enthusiastic to make this video with the theme of recount text.

3st stage: Researching (observe the material)

The teacher gives orders to the students to discuss the references that they have for their video topics. The teacher gives directions to the students to choose what event they will show in the video. Teacher give the students free option to take videos wherever they are and make them as creative as possible. Teacher provide 1 to 2 minutes for the duration of the video.

Before beginning the discussion with each group, the teacher throws a question to remind again about the appropriate generic structure and language features in the recounttext.

The students stop talking and begin to recall what they had discussed last week.

After that the teacher instructs the students to discuss what topic is interesting for the video that they will make. Students are given 10 minutes to discuss the topic of the video.

4st stage: Creating (create the project)

After the students discuss with each group, one representative of the group will be facing the teacher one by one to tell the teacher what topic which each group take.

The teacher called one of representative group randomly to move forward.

Teacher: "Now, I will call one of you from each group to come forward to tell me about your topic. Perwakilan from group one, please come in."

Then the teacher provide some advices and opinions for each group based on the topic they took.

Teacher: "For the group who are already came forward, silahkan kalian buat script sesuai tema yang

kalian pilih, tentukan alurnya ceritanya, when and where you will take the video.

The students are given 20 minutes to compile the script and start choosing where to take video.

In the post teaching activity, after all the students have discussed and made the script. The teacher asked the students to create the video as creative and as good as it will be. The teacher tells the students that they have to submit their video and it will be shown in front of the class. Then the students need to prepare it from now. If the students get difficulty the teacher let them free to ask, anytime, they can ask formally at school or by texting the teacher on Whatsapp. Then, the teacher asked the students

Teacher: "Is there any questions?"

Fortunately, there is no question, means that the students have already understood about the assignment. Then, as usual the leader of the class leads the students to greet and pray together.

In the following week the third meeting happened on Monday, March 18, 2018, the atmosphere of the class is very crowded and not conducive. All the Students look very busy with their respective groups. The teacher enters the crowded class. The teacher began the teaching learning process by doing pre teaching. After a few seconds, the class leader starts leading the class to stand, greet and pray together. After that, the teacher takes over the students' attention. The teacher invites the students to sit down. The Teacher begin today's lessons by providing mini-games to students. Students are given instructions before the game start. The rules for this game are which group that loses will be given punishment and the winning group will be rewarded. The punishment will be decided together by one class.

The game lasts for 10 minutes. The winning group is come from the first group and the losing group is from group 8. Then, it has been agreed at the beginning of the game, the losing group will be given a punishment by singing 'Balonku' along with the vowel letter replaced 'u'.

Then teacher came to the while teaching. In the while teaching, the students seemed excited and eager to start today's material. After that the teacher asks if the video is ready for the show. The teacher gives 10 minutes for the students to re-check the video before it will be show in front of the class. After that the representatives group are expected to collect the video to the teacher to be displayed in the laptop that connected to the LCD.

5st and 6st stages: Improving and Presenting

The last stages of Project based learning are happened in this third meeting which are improving and presenting.

After all video collected into one, on the laptop that has been prepared. The teacher begins to take a randomized number to determine which group is performing first.

Teachers invite the students from one group to come forward to present their video. Afterwards, students from other groups are given an opportunity to ask or give some advices.

After all the groups have advanced to present the video they have made, the students are welcome to sit and pay attention. Teachers will provide feedback to students related to the videos they have created.

Before giving feedback, the teacher asks students to applaud their hard work. Teacher expressed gratitude for the participation of students in making videos, they made videos well. Although there are some things that have not been right, but teachers can understand. Teacher is happy, students can feel how the youtubers make videos and edit the video well. The students also must be courage to speak in front of the camera properly and correctly. At the end of the sentence the teacher praises all the students for their project.

Next section is post teaching. In post teaching the teacher tell the stuents that today's material has been completed. The teacher invites researcher to come forward to give a few words. After that the researcher gave some impressions and messages for the students. Researchers expressed gratitude for the time, best experience and happiness that has been given during these three meetings. Researchers also give some gifts to students as her thankfully. After that the teacher takes over and instructs the students to take a photo together in front of the class.

The Result of Student's Project

In this part the researcher will discuss about the result of the student project by using table that is adapted from H.Douglas Brown Book with the title "*Language assessment principal and clasroom practices*". The researcher justify the students speaking based on the five aspects that stated in that book. The five aspects of speaking assessment are pronunciation, grammar, vocabulary, fluency and comprehension.

The first performance came from the fifth group. There were four girls within this group. It takes 1 minute 32 seconds from them to perform. Overall, the students can did the Vlog nicely even one students of this group look nervest when his speak. Below the description of their project of Vlog presentation is explained in details by consulting six aspects of the adapted rubric.

a. Pronunciation

The term of "Pronunciation" explains how the students vocalize their voice. The loudness of the

voices determines the clarity of every word they say. The fifth was able to perform their best because some of the characters spoke in whisper. The fifth group was really good even when they forgot the dialogue and tried to improvised, the voice of their improvisation sounded clear. They were not mumbling, thus it did not lessen the clarity of words they said. Students pronunciation are clear enough and can be accepted by educated speakers

b. Grammar

Within this component, the second group performed almost there was no grammatical errors but compared to the other groupa, this group did so much better.

c. Vocabulary

Choosing the best word to speak becomes important to depict every part in Speaking. Therefore, in taking a word, it has to be clear why it is written so. The fifth group seemed to be so concerned with this aspect. They really knew how to choose the word, so that the vocabulary was easily understood. Besides they also made the transition clearly and smoothly from one scene to another by making a line which was said the students. In addition, students use simple vocabulary and idioms that is relevant with the topic and sometimes they use a high level of vocabulary.

d. Fluency

This component is more into the idea of how the performers are able to speak smoothly, with little hesitation that does not interfere with communication. Due to that explanation, the fifth group found to be so fluent when they had to speak the dialogue but still there was some hesitation and pauses. Indeed, Students can tell the story as fluent as the native. They able to use the language fluently.

e. Comprehension

Comprehension define how good the performers comprehence all the dialogues in the script and perform it. Besides, the performers can also create their own dialogue when they are performing the Vlog in such a way so that it still makes sense. Dealing with this aspect, apparently the fifth group did a lot of improvisation to cover up the dialogues that they forgot to say. In conclusion, students can tell the story without pauses. They understand what is said.

The second performance came from the sixth group. There were four boys within this group. It takes 2 minutes and 9 seconds to perform.

- a. Pronunciation
The students speak a little bit unclear. The loudness of the voices cannot be heard clearly. However, in the middle of the performance they can speak louder than in the beginning part. In the end they were really good even when they forgot the dialogue and tried to improvise, the voice of their improvisation sounded clear. Students' pronunciation is clear enough and can be accepted by educated speakers
- b. Grammar
The students make few noticeable errors of grammar and word order. It is also equivalent to an educated native speaker. They sometimes use the simple present not the past tenses.
- c. Vocabulary
The sixth group did a good job in taking the words that they used. Therefore, in taking a word, it has to be clear why it is written so. Same with the previous group, they really knew how to choose the word, so that the vocabulary was easily understood. In addition, students use simple vocabulary and idioms that are relevant with the topic and sometimes they use a high level of vocabulary.
- d. Fluency
The sixth group had already caught the attention of the audience by how fluent they talk during the performance of their drama. They performed with no hesitation and they almost had no pause in the dialogue they talked. It went smoothly
- e. Comprehension
Dealing with this aspect, apparently the sixth group did a lot of improvisation to cover up the dialogues that they forgot to say. In conclusion, students can tell the story without pauses. They understand what is said.

The third performance came from the fourth group. There were four boys within this group. It takes 1 minute 12 seconds from them to perform. Overall, the students can do the Vlog nicely even one student of this group looks nervous when he speaks.

- a. Pronunciation
Students' pronunciation can be intelligible and quite rarely pronounce an error. The fourth was able to perform their best. The fourth

group was really good even when they forgot the dialogue and tried to improvise, the voice of their improvisation sounded clear.

- b. Grammar
Within this component, the fourth group performed almost there was able to use accurate verbs and rarely do an error.
- c. Vocabulary
The fourth group had both in it. The transition was smooth and clear where every part was well explained in details. The layout was also tidy. However, there were some parts of the part where it was written in Indonesian and Javanese language but it was not that much compared to the script of the fourth group
- d. Fluency
Since there were some parts of the script that they could not remember, they were not able to perform their best. There were many pauses and the moment of awkward silence during their performance.
- e. Comprehension
The fourth group did something even totally the opposite of those two groups. Instead of improvising to cover up their flaws, they improvised inappropriately. Their improvisation went wrong and it became something funny for the audience, as the consequence when they were in the dialogue to each other, they often looked confused and there were some moments of awkward silence happened.

The fourth performance came from the first group. There were two boys two girls within this group. It takes 1 minute and 19 seconds to perform.

- a. Pronunciation
The students speak a little bit unclear. The loudness of the voices cannot be heard clearly. However, in the middle of the performance they can speak louder than in the beginning part. In the end they were really good even when they forgot the dialogue and tried to improvise, the voice of their improvisation sounded clear. Students' pronunciation is clear enough and can be accepted by educated speakers
- b. Grammar
The students make few noticeable errors of grammar and word order. It is also equivalent to

an educated native speaker. They sometimes use the simple present not use the past tenses.

c. Vocabulary

The sixth group did a good in taking the word that they used. Therefore, in taking a word, it has to be clear why it is written so. Same with the previous group, they really knew how to choose the word, so that the vocabulary was easily understood. In addition, students use simple vocabulary and idioms that is relevant with the topic and sometimes they use a high level of vocabulary.

d. Fluency

The sixth group had already caught the attention of the audience by how fluent they talk during the performance of their drama. They performed with no hesitation and they almost had no pause in the dialogue they talked. It went smoothly

e. Comprehension

Dealing with this aspect, apparently the sixth group did a lot of improvisation to cover up the dialogues that they forgot to say. In conclusion, students can tell the story without pauses. They understand what is said.

The fifth performance came from the second group. There were two boys and two girls within this group. It takes 1 minute and 34 seconds to perform.

a. Pronunciation

The students speaks little bit unclear. The loudness of the voices cannot be hear clearly. In the middle of the Vlog they was really good even when they forgot the dialogue and tried to improvised, the voice of their improvisation sounded clear. Indeed, Students pronunciation are clear enough and can be accepted by educated speakers

b. Grammar

The students make few noticeable errors of grammar and word order. It also equivalent to an educated native speaker. They sometimes use the simple present not use the past tenses.

c. Vocabulary

The first group did a good in taking the word that they used. They really knew how to choose the word, so that the vocabulary was easily understood. In addition, students use simple vocabulary and idioms that is relevant with the topic and sometimes they use a high level of vocabulary.

d. Fluency

The first group had already caught the attention of the audience by how fluent they talk during the performance of their drama. They performed with no hesitation and they almost had no pause in the dialogue they talked. It went smoothly

e. Comprehension

Besides, the performers can also create their own dialogue when they are performing the Vlog in such a way so that it still makes sense. Dealing with this aspect, apparently the fifth group did a lot of improvisation to cover up the dialogues that they forgot to say. In conclusion, students can tell the story without pauses. They understand what is said.

The sixth performance came from the third group. There were four girls within this group. It takes 1 minute and 25 seconds to perform.

a. Pronunciation

The students speaks unclear. The loudness of the voices cannot be hear clearly. Students pronunciation are hardly to understand, they most frequently repeat the word.

b. Grammar

The students make few noticeable errors of grammar and word order. It also equivalent to an educated native speaker. They sometimes use the simple present not use the past tenses.

c. Vocabulary

This group did a good in taking the word that they used. They really knew how to choose the word, so that the vocabulary was easily understood. In addition, students use simple vocabulary and idioms that is relevant with the topic and sometimes they use a high level of vocabulary.

d. Fluency

Students often hesitate in pronunciation of sentences, too long pauses and also limitations of words in telling events

e. Comprehension

Besides, the performers can also create their own dialogue when they are performing the Vlog in such a way so that it still makes sense. Students understand most of what is said at slower than normal speed with some repetitions.

Discussion

To know about the implementation of project based learning has been implemented well or not, here the researcher give more explanation with the particular

theories to help in explaining when the process of implementing project based learning was happened.

The implementation of Project Based Learning.

Connected with the process of the project based learning as a learning model, in this research all the step are taken from the thory of Handbook by Sommer(2013). Here are the explanation about all things that happened in the process of implemeting project based learning.

The ideal process that Handbook by Sommer(2013) said is that Questioning in which the teacher have to lead the student ask about what are they will to do. In that case teacher only become a facilitator for the student until they understand about the project. It means that, it will be a discussion between the teacher-the student and also the student-the student as the first stage of implementing project based learning. At the first meeting the teacher facilitate the student with a video that consist about recount text. Then the student started to be active in learning process. After that the teacher directly lead the student to make a kind of the example video. The student agreed and started to discuss with their friends . It can be seen that the first stage of implementing project based learning were completed.

The second stage of implementing of project based Learning is dealing with planning. As stated in the Handbook by Sommer(2013), this step has to be well-prepared. The student have to make project plan and organice te material that they will use. During the teaching learning process the teacher had already given all the chance for the student to take a part. It is proven from the student were free to choose the theme that they make for the project. The student could find other resources from the internet. The teacher only give some advices and opinions for the video but the teacher did not force the student to applied the teacher opinion. The teacher just wanted to make the student as creative as it will be. Not only about the material but the student also need to consider the time, place and tools that the student use for making the project. The student could be free to explore their creativity during this project. Then the student discussed the theme with their representative group. This, then, indicated that the second stage of implementaing project based learning process within the class was done through a discussion.

The next step that is stated in the Handbook of Sommer(2013) is Researching. In this stage the student have to observe the material which related with their project. In the other word, the student have to collect the information that they need. In this case, the teacher already asked the student to pick some informations from the various place such as internet, book or antything at home. The student could write or print the material so that

it could be easy to bring at school. Each student have to bring the information that the student's group need. So the student would have a lot of sources. Next, the teacher gave the student time to discuss about the material that each student brought from home.

The fourth step of implementing project based learning is Creating (Handbook by Sommer 2013). At the moment, after all materials, tools and things has been prepared well. It is the time for the student to make the real product. The student create the video based on the topic that the student choose. The student can make the video wether at school or at home. The teacher did not pushed the student to make the incridible video but the teacher asked the student to make a good video with a good content. In this step, the student can create a video and edit a video as creative as the student want.

The next step of implementing project based learning is Improving which it is the fifth step of project based learning. It is related with the student real project that the student made before. Here like Handbook by Sommer(2013) stated that in this steps the teacher initiatly can give personal opinion about each group. The teacher give the student oppurtunity to revise or add some improvement for their project before it is scored. The student can meet the tecaer outside the class to know more about the student video. The teacher seemed to be happy to direct the student in developing the student video. It can be seen that tecaer really act as a facilitator. Then the student get a chance to develop their video before it will be presenting in front of class.

Then the last step of implemnting project based learning is presenting. The student have to show the real project after through all the steps (Handbook by Sommer 2013). At this step, the students have to be ready with their real product. The student presents the video in front of the class. While the video of one group begin, the other students have to be quiet. After presenting the product, the students give a little information about what the video is and also give brief story about the experience in making the video. All students looks very happy in presenting their product. It can be conclude that the last step of implementing the project based learning was succesfully implemented.

The Students' Project

In connection with the student's project, that the implementing of project based learning is an effective learning model for speaking. There are so many postive effects in teaching learning process toward project based learning. As the students could see and realize their weaknesses or their mistakes in learning and speaking English. Here, the project based learning is showed that how the student can be more actively in speaking English.

Since the project was about the video of the student experience in the past event, the student have to prepare for it. As the result, the student seems to give the best performance as they can. The student do not want to look worse than other friends. It is in line with Ilhan(2014) stated that a project is designed to help the student study cooperatively in their lives, acquire a deeper understanding related to their live and also improve their abilities and interest. From the result of the students' project, it was obvious that they had already shown their best to work in group. They can fulfill five points of speaking even there are some mistakes on it. Therefore by making mistakes they had to learn how to correct it by themselves.

In addition, letting the students have a project mean that teaching them to correct their mistakes. Let them be free to make a mistake and not impose them with the teachers' guidance.

SUGGESTIONS

In this part, the researcher will give some suggestion for the teacher who will use project based learning process as the learning model and also for the next researcher.

1. For the teacher who will use the project based learning, it is better for the teacher to understand the characteristics of the students who will be taught, understand which the learning model is suitable for students' needs. If the teacher choose to use project based learning as a learning model, it is important for the teacher to understand first how the project based learning is implemented. The teacher must have clear comprehension of each step that contained in the implementation of project based learning. So that teacher not only focuses on the product itself but also the give value in every single step of the project based learning.
2. For the next researcher, hopefully before doing the research they should prepared all the things well. They should consider about the school, the teacher, the characteristic about the student itself, the basic competence, the material, and also the skill as it stated in the Curriculum 2013 since nowadays teaching learning process use that Curriculum. By doing that, it is hoped that other researchers can get new or others phenomenons related with the implementation of learning model.

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