The Implementation of Project Based Learning in Teaching Speaking Recount Texts to the Students of Vocational High School

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Abstrak

Berbicara adalah tindakan interaktif untuk membangun makna yang melibatkan memproduksi, menerima, dan juga memproses informasi. Itu berarti berbicara adalah cara bagi siswa untuk mengekspresikan kata atau kalimat untuk memperluas informasi untuk pendengar atau audiens. Bisa dikatakan kemampuan siswa dapat diukur dengan cara dia berbicara.. Masalah yang umum ditemukan adalah kurangnya kosa kata, pengucapan, dan lingkungan yang tidak didukung untuk berbicara bahasa Inggris. Secara praktis, diyakini bahwa Project Based Learning dapat membantu siswa untuk berbicara. Dalam metode ini siswa dapat memperoleh pengetahuan dan keterampilan dengan belajar melalui menanggapi masalah otentik dan juga tantangan. Project Based Learning sangat membantu untuk mengasah penampilan berbicara siswa karena mereka terlibat untuk mengembangkan keterampilan berbicara mereka sendiri secara langsung, sedangkan guru bertindak sebagai pengamat dan fasilitator dalam proses belajar-mengajar. Penelitian ini adalah penelitian deskriptif kualitatif mengenai penerapan Project Based Learning dalam pengajaran teks recount kepada siswa kelas X dan untuk menganalisis kinerja berbicara siswa.
Kata kunci: Berbicara, Teks Recount, *Project Based Learning*

Abstract

Speaking is an interactive activity to construct meaning that involves producing, receiving, and also processing information. That means speaking is a way for students to express words or sentences to expand information for the listener or audience. It can be said that a student's ability can be measured by the way he speaks. A common problem found are lack of vocabulary, pronunciation, and an environment that is not supported for speaking English. Practically, it is believed that Project Based Learning can help students to talk. In this method, students can gain knowledge and skills by learning through responding to authentic problems and also challenges. Project-Based Learning is very helpful for sharpening students' speaking performance because they are involved to develop their speaking skills directly, while the teacher acts as an observer and facilitator in the teaching-learning process. This research is a qualitative descriptive study regarding the application of Project-Based Learning in teaching recount texts to class X students and to analyze students' speaking performance.
Keywords: *Speaking, Recount texts, Project Based Learning*

INTRODUCTION

Speaking is one of the four significant skills in English that ought to be mastered. Speaking is significant because of the fact that it is the key for the human to interface with others in a bigger social context. Speaking is an intuitive activity of structure the importance which includes delivering, accepting, and furthermore handling data (Brown, 2004). Moreover, as indicated by Channey (1998, p.13) as cited in (Kayi, 2006) speaking is the way toward building significance using verbal and non-verbal segments in different settings. Based on the point of view of language as a specialized device among individuals, a few linguists characterize speaking skills by referring to the capacity to utilize language in oral correspondence. In psycholinguistic, speaking is a productive skill which is a mental process (Grady et al, 2000). Mental process is the definition of a process of thinking which consists of word, phrase, and sentence. According to Griffiths (2006) a word determines what it denotes and the entailment possibilities that the sentences.

As indicated by Brown (2004) educating is helping students to do rehearses, provides instruction and direction to improve student knowledge. It is also similar with Cornbleet & Carter (2001), in terms of teaching speaking; they suggest that the teacher should begin with teaching the smallest unit sounds and moves through the dominance of words and sentences to speak. It concludes that teaching is the way the teacher improving the students' knowledge and understanding. However, many teachers seem to ignore their students' speaking ability. They tend to teach their students according to the content of the book and never pay attention to their students' speaking ability. According to Nematovna (2016) the way the teachers teach by using the grammar-translation method, recitation, and dictation to teach English just helps students to translate the text. It means students just get the information from the book without knowing how to speak English well. The teacher needs to give students more opportunities to develop their speaking ability. To develop students' speaking ability, the effective teaching method used in classes is a crucial aspect. Students

should be more involved to improve their speaking ability. According to Mergandoller et al (2004) PBL is a suitable method to be implemented because students must do their ability in the process but they have to work together to reach the group's goal. This research is related to the basic competence in the curriculum 2013 with the topic given and also concerns about the structure and language features in the text. Project-based learning can be an interesting activity for teaching speaking. They help and encourage many learners to sustain their interest to speak.

Based on those previous studies, the researcher wants to conduct further research. In this present study, the researcher would like to investigate how is the implementation of project based in teaching speaking and also how are the students speaking performance during the implementation of this method. Two previous studies from Saddam Abubakar (2014) and Marisah (2017) might proves that the implementation of PBL is appropriate in teaching speaking.

RESEARCH METHODOLOGY

This study was conducted to explore the Implementation of Project Based Learning in teaching speaking recount text to the students of Vocational High School. Therefore this study has some other purposes which are to use PBL as a method for teaching speaking recount text and also see the students' progress toward the implementation of this method through their speaking performance in presenting their project in recount text. The researcher use non participant observation since the researcher was not involves in learning process. The data were gathered from observation, field notes, and speaking rubric. Furthermore, the result of this study would be interpreted in the form of words or description. Means, this study was going to be descriptive research and qualitative as the approach.

It focusses on small number of individuals, groups or settings in naturally, means in the context of ordinary or daily life. It is also to understand meanings and significance action from the perspective of those characteristic. This research would be done to Vocational High School students as the subject of this study. The researcher chooses 5 groups (each group consists of 6 students) as participant based on the portfolio from the teacher. The researcher was conducting the research in Vocational High School area.

This study was going to be conducted in order to answer two research questions that have been mentioned in the first chapter. According Ary et al (2010) noticed that documents, notes, and interview were used to collect the data by analyze and represent the finding of the study. The researcher also gathered the research data from field note, audiotape or video recording, and students speaking performance result.

The researcher did the observation for 3 meetings to collect the data on how the implementation of project based learning in teaching speaking. For the first research question, the researcher will use classroom observation. In this case, the researcher notes the data

based on each stage of PBL. It will make the process of data interpretation easier for the researcher. Then, the interpretation of the data will be consulting with the related literature in which several theories will be used to help the researcher explaining the phenomena that will happen during the implementation of PBL. Then, the researcher will use a rubric specifically designed to score the element of group work in the teaching and learning process of PBL.

Moreover, the students' performance will be scored based on the rubric adapted from Brown, (2001:173) which consists of five aspects such as Grammar, Accent, Vocabulary, Fluency, and Comprehension. The result will be used to see whether or not Project Based Learning is well-implemented in the teaching and learning process.

RESULT AND DATA ANALYSIS
Result of Observation

Based on the observation, the researcher obtained the data when the teacher implements PBL in teaching and learning process. The observation held three meetings and the last meeting is used to see the students' performance of speaking. In this time, the teacher thought about recount text relates to biography. The implementation of project-based learning can be seen on this table. There are three meetings that followed by the description related to details of the activities.

Table 1. The Implementation of PBL

Procedures of Project Based Learning	Teaching and Learning Process
1. Determining Basic Questions 2.Designing Project Planning 3. Arrange a Schedule	**First Meeting** **Pre- Activity** • The teacher checks the students attendance • The teacher asks the students formed into five groups • The teacher re-explain the last material **While-Activity** • The teacher give a small clue about what students are going to learn • The teacher brainstorming the students by giving slide show and video about the material • The teacher asks several questions regarding to the slide and video shown to the student • The teacher explains about the project **Post-Activity** • The teacher was set the schedule about their project • The teacher encourages them to start discussing about their project and arranging the

	timeline in order to finish the project
4. Monitor students and project progress	**Second Meeting** **Pre-Activity** • The teacher shows the example about biography and asks the students to pay attention **While-Activity** • The teacher asked the students to prepare their project. • The teacher checks the students' progress **Post-Activity** • The teacher remind the students about the project
5. Test the Outcome 6. Evaluating the Experience	**Third meeting** **Pre Activity** • In group, the students will present the product of the project While-Activity • The teacher will give some comments and feedback Post-Activity • Together with the students, the teacher will do reflection toward the teaching and learning process

In the first step "Determining Basic Questions" in which the teacher had to lead the student to ask about what are they going to do in the class. In that case, the teacher only becomes a facilitator for the student. The teacher was doing well at the beginning of this step. However, the main question that the teacher asks the student was not appropriate with the topic biography. The teacher started by asking the question "what makes people famous" which should be replaced with "How can we get to know a person?" or "How can we know about the track record of the famous people". For the rest of this step, the teacher was doing well facilitating the students by giving some videos and slide shows according to the topic. After all, it is indicated that the first step of project-based learning was done.

In the second steps "Designing Project Planning". As stated in many theories, this step has to be well prepared. Students have to make a project plan and organize the material that they are going to use. During the teaching and learning process, the teacher had already given all the chance for the student to take apart. The teacher already given several names related to the topic and the students have to explore more about the topic is given by the teacher. The student could find other resources from the internet. Then the teacher acts as a facilitator by helping the student to do their project. Besides, students have to discuss with their group during these stages. After all, it is proven that the teacher was doing well although there were some moments that the teacher cannot control the class during the discussion.

In the third step "Arrange a Schedule" the students had to plan the project that they will make with their group. Then, the teacher was set the schedule about their project. The teacher gave some goals that should be obedient to the student in order to complete their project. Students are welcome to search for some references on the internet as well as books as their references for their project for the next meeting. After all, it is argued that this step was done very well.

In the fourth step "Monitor students and project progress," the student had to be done their draft before proceeding into the presentation. In this step, the role of the teacher is a facilitator for the students. It is proven that the teacher gave some advice and also opinions about the students' drafts. The draft should be printed or written on paper. However, there was a group that does not make a draft. But, the teacher was doing well helping this group to make their draft during this step. There was also a group that cannot differentiate between biography and descriptive text. The teacher also did a good job helping this group by giving some advice and examples about biography. In short, this step was done well even though there were some problems during the implementation of this step.

In the fifth step "Test the Outcome" the student has to show the real project after through all the steps. At this step, the student has to be ready with their real product and also performance. The student presents their project in front of the class. While the presence of one group begins, the other students have to be quiet. The teacher was doing well motivates the student to build up the students' confidence. After all, this step was done with good results

In the last step "Evaluating the Experience", the teacher was commenting on the students' performance. The comments consist of accent, grammar, vocabulary, fluency, and comprehension. However, the teacher just commented directly to the student without giving a chance to other groups to give some comments toward their friends' performance.

The Project-Based Learning Procedure that the teacher implements in teaching recount texts speak in line with (Brown, 2004) theory, that teaching helps students to carry out several practices, provide instruction, and direction in the learning process to help students to improve their knowledge. This activity is mostly going well and helps students practice speaking more in the teaching and learning process. It is also stored in the student center where the teacher only acts as a facilitator and gives feedback to students. According to (Peck, Scott, & Ytreberg, 2000) unless teaching and learning activities are very interesting, students will get bored and lose interest ten minutes later. However, by using project-based learning students are more enthusiastic in learning. That is why project-based learning is suitable for teaching recount texts that speak.

The Result of Student's Speaking Performance

The researcher used a speaking rubric adapted from Brown (2001: 173) for describing students' speaking performances. The scoring for speaking rubric

consists of speaking components such as grammar, vocabulary, accent, fluency, and comprehension. The researcher has found the data relate the student's speaking performance during the observation.

Table 2. Table 2. The Students' Speaking Performance Result

Groups	Criterions					Total	FSI Level
	G	A	V	F	C		
Group 1	5	3	4	3	4	65	B
Group 2	5	4	4	4	4	71	B
Group 3	4	3	4	3	4	63	B
Group 4	2	4	2	4	2	38	C
Group 5	5	4	4	4	4	71	B

A: Accent
G: Grammar
V: Vocabulary
F: Fluency
C: Comprehension

Adapted from Brown (2001)

According to Brown, (2004) speaking is a productive skill that can be practically observed by examining the reliability and validity of students' speaking performance. From these results, it can be seen that some students have good scores on their performances. That's because they follow the teacher's instructions before doing it. Three students can deliver their speeches well. According to students' speaking proficiency by Brown (2001), it shows that they can use the language fluently and accurately. They also understand and actively follow any conversation in their fluency and accuracy. Besides, the errors they produce in their speaking performance such as pronunciation and grammar were not giving any significant effects which led to misunderstanding. Besides, the way they delivered their speaking performance was promising. It indicated that they can speak languages with adequate structural accuracy and vocabulary. Their comprehensions were quite complete with the normal level of retelling texts. Their accents were also good although it still sounds more Javanese.

Conclusion

The research aim is to describe the implementation of Project-Based Learning in teaching speaking recount texts to the Tenth-grade students and described their spoken recount texts. The data were the observation sheets and the students' speaking product toward the implementation of this technique.

Based on the result of the observation sheet related to the implementation of Project-Based Learning in teaching speaking recount texts to the Tenth-grade students, it would be drawn that the implementation of this technique was in line with its framework (Mergandoller & Larmer, 2004). There are several stages that the teacher did during the implementations of this method in three meetings; those are 1. Determining Basic Questions (Start with the Essential Question) 2. Designing Project Planning (Design a Plan for the Project) 3. Arrange a Schedule (Create a Schedule) 4. Monitor students and project progress (Monitor the Students and the Progress of the Project) 5. Test the Outcome 6. Evaluating the Experience (Evaluate the Experience)

1. The first result comes from the first research question which "How is the implementation of Project-Based Learning in teaching speaking recount text to the tenth-grade students?". In that case, showed that the teacher has already implemented the Project-Based Learning appropriately. The teacher was good enough in implementing each important step of project-based learning although there were several problems during the implementation. By the implementation of this technique, it was found the students were actively involved to speak up in the teaching and learning process and they were brave enough to answer the question from the teacher. They also become confident presenting in front of others and giving comments or feedback during the implementation of this technique.

2. Then for the second research question which "How are the students' speaking performances during the implementation of Project-Based Learning in teaching recount texts to the tenth-grade students? The result can be seen from the students' product. The result is very good. Specifically, project-based learning is valuable for promoting the understanding of key concepts regarding the material. Furthermore, the students' speaking rubric results were used to support the observation sheet whether the implementation of Project-Based Learning in teaching speaking recount texts was well-implemented or not. The rubric was compressed the speaking components such as accent, grammar, vocabulary, fluency, and comprehension. In the students' speaking product, some students met the expectation, almost met the expectation, and did not met the expectation which was shown by the students' speaking product. It means that the students' speaking performance during the implementation of this technique showed a variety of results.

Suggestions

In this part, the researcher would like to give some suggestions which hopefully can enhance the quality of

the teaching and learning process, specifically in teaching speaking recount texts. The suggestions go to the teacher and the next researcher.

1. For the teacher

   In teaching English, the teacher should be more innovative and creative. It may create an interesting atmosphere in a classroom which is important to make the students more active during the teaching and learning process. Then, the teacher should understand the characteristics of the students. Each student has different characteristics that should be understood by the teacher. If the teacher chooses to use project-based learning as a learning model, the teacher needs to comprehend each step contained in the implementation of project-based learning. So, the teacher not only focuses on the product itself. But also, to provide value in every steps of project-based learning.

2. For the Researcher

   Related to the teacher who has done, a further researcher in the same study to know and develop other finding are expected. The next researcher may implement the same technique with different skills or grades. Besides, he/she should be creative in adapting the implemented technique in teaching English.

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