

PROJECT-BASED LEARNING IN TEACHING SPEAKING OF DESCRIPTIVE TEXT FOR SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Tujuan penelitian untuk mengetahui bahwa penggunaan pembelajaran berbasis proyek dapat meningkatkan kemampuan berbicara siswa dan perspektif mereka terhadap penerapan metode ini. Desain penelitian ini adalah dalam bentuk data kuantitatif. Ada 30 siswa kelas 10 di sekolah menengah atas di Surabaya sebagai subjek penelitian ini. Hasil berbicara siswa akan dihitung oleh ms excel dan hasil perspektif siswa terhadap implementasi pembelajaran berbasis proyek akan berbentuk sebagai transkripsi. Akibatnya, penggunaan pembelajaran berbasis proyek dapat meningkatkan kemampuan berbicara siswa dan hasil wawancara menunjukkan bahwa siswa menunjukkan minat mereka selama pelaksanaan method dan yang paling penting mereka tidak merasa takut untuk berbicara.

Kata Kunci: *Project-based Learning*, Peningkatan keahlian berbicara, dan pengalaman murid

Abstract

The purpose of the study is to find out the use of project-based learning to improve students speaking ability and their perspective toward the implementation of the method. The design of this research is in the form of quantitative data. There are 30 students of 10th grade in a senior high school in Surabaya as the subject of this study. The result of students' speaking would be computed by microsoft excel and the result of students perspective toward the implementation of project-based learning will be form as transcription. As a result, that use project-based learning can improve students speaking ability and the result of interview shows that students shows their interest during the implementation of the method and the most important they do not feel afraid to speak up.

Keywords: Project-based Learning, Improve Speaking and Student feeling.

1. INTRODUCTION

Speaking is the activity to deliver important information through oral communication. Harmer (2007:284) clarified that speaking is the ability to speak fluently and presupposes aside from knowledge of language features, along with the ability to process information and language on the spot while Quianthy (1990:7) added that speaking is the action of transferring ideas and information orally in variety of situations. Next, Nunan (in Kayi, 2006:1) explain that the activity of speaking is the use of language quickly and confidently without any pauses, which is called as fluency. Last, speaking also the way to develop and take meaning as a result of the use of verbal and nonverbal symbols, in a variety of contexts (Chaney, 1998:13).

Speaking also one of 4 skills that should be master when we learn English. Here are four importances learning English for Students: First, English is a subject of national exam so the students should be master in order to pass the national exam. Second, English can be one of the tools to communicate with others. For example, we can

communicate with our friends who came from other part in the world or different area from us. Third, preparation for future. For example, after graduate from university or collage, most of us applied to job. During interview, most of the company asked to the candidate whether he or she could speak foreign language so English can be as a special ability that make us stand out from others people or person. Last, in the future the students who want to study aboard. If students want study aboard at least he or she understand to speak English because English, choose as International Language.

But in the reality, there are students many that whose are not able speak in English well. According to bisnis.com, it shows that the survey English Proficiency Index' (EF EPI) from 72 countries, Indonesia score 52.91% make pace 32 out 72 country. Thus survey show that Singapore as the top Asian country in terms of English proficiency, followed by Malaysia and the Philippines which are among the top 15. On the other hand, Indonesia achieved a lower score compared to several neighbor countries in the region, including Vietnam, which was ranked 31st in the 'middle level'. Moreover, based on my

personal experience during practice teaching in 2016, most of student of 7th grade SMPN 2 Buduran shows that they feel difficult when speaks English. When I was doing student teaching, I taught 7th d until g. During that occasion, first time before I started the lesson, I asked to them what kind of difficulties that the faces during study English? and most of the student that they felt that he or she had limited vocabulary and sometime make them difficult to spoke.

Thus to overcome that problem, the teacher should use an interesting method that can helps the students improving students speaking abilities. One of them by using project-based learning. Patton (2012) explained, Project-based Learning is the method that includes arrange the project and organize what need to do to carry it out. Fragoulis (2009) and Bell (2010) described that there are 5 benefits of implementing PBL in teaching English as Foreign Language: a) Project-based Learning give contextual and important lesson for students, b) Project-based Learning creates optimal environment to practice speaking English, c) Project-based Learning make the student's active during teaching learning process, d) Project-based Learning created the students' upgrade interest, motivation, engagement, and enjoyment, e) Project-based Learning promotes social learning that increase cooperative skills, and f) Project-based Learning offer an optimal opportunity to improve students' language skill.

Like other method, PBL has its own characteristic. PBL has five characteristics (Stuller: 1997; Fried-Booth: 2002; Grant: 2002; Solomon: 2003; Brunetti et al: 2003; Srikrati: 2008; Poonpon: 2011; Simpson: 2011)

- 1) A student-center teaching-learning process
- 2) Developing students "self-motivation"
- 3) Creativity
- 4) A collaborative learning environment
- 5) Providing frequent feedback
- 6) Employing technology and multiple learning sources

In addition, the use of media by teacher can help the students to understand. One of them, use a video as media. There are many advantages of use video on teaching learning. One of them is video can Become a rich and substantial resource, video is best by both students and teachers (Hemei, 1997:45). Also, MoIv.ies and TV programmes are made for native speakers, so it will give authentic language result (Katchen,2002).

Moreover, there are many previous studies related with project-based learning. First, Riza Marista (2016) in her Thesis "TEACHING WRITING DESCRIPTIVE TEXT BY USING WALL MAGAZINE THROUGH PROJECT-BASED LEARNING FOR STUDENTS IN THE TENTH

GRADERS OF SMA NEGERI 1 JOMBANG" shows the result that the use wall magazine as Project-based Learning in teaching learning process is very effective and make teaching learning proses enjoyable because can build student's creativity during make wall magazine.

Second, Asmi Hanifa (2017) her thesis "HANIFA, A. (2017). Empowering Students' Writing of Report Text Through Project-Based Learning" shows that the use of project-based learning can improve students writing ability because project-based learning can build students creativity and can motive the students.

Moreover, this research focused on the use of Project-based Learning especially in speaking of descriptive text in speaking and the use of promotional video as a Project-based Learning.

Based on the explanation above, the writer makes two research questions in this study that are:

- a. How is the implementation of Project-based Learning in Teaching Speaking of Descriptive Text for Senior High School Student's?
- b. How was the students' feel after the implementation Project-based Learning in Teaching Speaking of Descriptive Text for Senior High School Student's?

METHOD

In this part, the researcher describes the research method. It consists of research design, research subject, research setting, research instruments, research data and source of data, research data collections technique and research data analysis. The research design of this study was descriptive quantitative. Maelong (2005:06) Descriptive data are collected in form in word or picture instead of number. The subject was X grade students of senior high school. The reason of choosing students of 10th because descriptive taught for 10th students and the number of students in one class is 32 students (divided into 14 female students and 16 male students) students who are actively learning English. The setting will take place at SMA Ta'miriyah which is located on Jalan Indrapura No. 2, Surabaya. The Data would be divided into two. The result of checklist and interview. The Data Collecting Technique the writer would use 2 techniques, observation or field note and interview. And last, the writer would be served the result of PJBL checklist and showed the result of student's feeling based on the interview.

RESULT

The writer will be present the result of the study. To answer research question number 1, the writer would be doing five meetings in order to observed how the implementation of Project-based Learning.

The Implementation of Project-based Learning in Teaching Speaking of Descriptive Text for Senior High School Students.

3.4 Distinguishing social functions, text structure, and linguistic elements of several oral and written descriptive texts by providing and requesting information regarding famous tourist attractions and historical buildings, short and simple, according to the context of use.

4.4.1 Capturing contextual meanings related to social functions, text structure, and descriptive, oral and written, short and simple texts related to famous tourist attractions and historical buildings

4.4.2 Compiling oral and written descriptive texts, short and simple, related to famous tourist attractions and historical buildings, paying attention to social functions, structures and linguistic elements, correctly and in context

First observation

The first observation was conducted on Wednesday, 8th November of 2017 at third period and located on X. 5 classroom. The topic about Famous Tourist Attractions (such as museum, temple, monument, and etc). Before started the lesson, the teacher greets the students and pray together. The topic today will be the topic for that day was chapter 5 in the book "when English rings a bell", it was about "Let's Visit Niagara Fall" To connect the material and the media that teacher will use next, teacher brainstormed student with asking them what kind of historical places that he or she visited before. Almost of the students answer the question. Next, the teacher played video about Tugu Pahlawan and the teacher asked the students related to the video. The teacher writes some note about this activity. Before end the class, the teacher gave summary about what the students learn today. End the class with pray together.

Second observation

The second observation was conducted on Wednesday, 15th November 2017. Before started the lesson, the teacher greeted the students and pray together. The teacher give review the previous class. Next, the writer plays promotional video about Candi Borobudur and asks the students to make note about the video. After that, the teacher asks to the students what kind video is that? what is the purpose of the video, what kind of tense that video use? How the structure of the video, what type of text the video use? Surprisingly, almost all students answer it correct. The teacher gave summary in the of the activity and close the class with pray.

Third observation

the third observation was conducted on Wednesday, 22nd November 2017. The teacher give review the previous class. The teacher will ask the students to make group consist of 4-5 students. Next, the teacher will be explained about the project. The project will be in form of promotional video and for each video will run 5 until 10 minutes. The student's start makes a draft and console to the teacher. The member of the group makes a video about Historical places and preform in front of the class. All students give the feedback about the video and end the class.

Fourth observation

The fourth observation was conducted on Wednesday, 29th November 2017. Teacher gave greet students and pray together. Teacher remained the students about the project and gave 15 minutes to students for preparation on their project. Teacher asked random students to perform in front of the class. Teacher assessed student (he or she) performance. Teacher gave conclusion for each group. Teacher reviewed about the meeting and close the meeting after pray

Fifth observation

the fifth observation was conducted on Wednesday, 6th December of 2017. In this activity the writer would ask the question about descriptive text and the question will be asking the participant to describe about historical place and the participant will answer one by one. This activity shows that most of the students shows their speaking ability improve and the can uses variety of word.

The Student's feel toward the Implementation of Project-based Learning in Teaching Speaking of Descriptive Text for Senior High School Students

Second, to answer research question number 2, the researcher interviews 2 students to asked about the how about students feeling after the implementation of project-based learning. There are 5 questions for each section during interview the writer will be show the result of interview. The aim of this activity to knew how the student's feel toward the implementation of Project-based Learning. The result would be in form of transcription. The result of 1st interview will be show below:

I: Interviewer and S: Student

I: good morning, my name is mite, I'm going to ask several questions related to the method that I implement to teach English. Is it ok to you?

S: good morning miss, my name Riska. I will answer the questions miss.

I: First, I'm going to ask you about English, how was the teacher give the material to the student?

S: I think it's quite ok miss, easy to understand miss and My grade in English Subject is fine miss. But there are some points in English that I would improve.

I: can you explain what kind of skill?

S: Honestly miss, I'm not doing great when the teacher does the activities such as speaking

I: What do you feel when the teacher asks you to speak?

S: I feel like afraid miss because I will make a mistake and sometimes I also got confused I attempt to a mumbling miss.

I: How's now? after I teach you use the method; do you feel helpful?

S: based on what I feel, it is helpful miss because we can work together as group and share our difficulties also solve the problem together. It is fun and make the learning process joyful

I: do you feel any differences before I implement this method and after implement the method?

S: Yes, miss, I feel like before that I have difficulties when I speak but now I feel more calm and easy to understand and the most important things is I can speak clear without mumble.

I: so do you think the method is suitable when teacher use to teach you?

S: yes, miss I sure because I feel it the different, I hope my English teacher can use this method when he or she teach students

I: so this the end of the interview, I hope the method that I use to teach you the other day will help you and others students. Thank you because you answer all questions and I'm sorry if I make a mistake during teaching you and your friends or this interview.

S: same miss, I am sorry if myself and my classmate make a mistake. I hope my answer will help you to continue your research. Good morning miss and see you next time.

I : good morning and thank you again.

3.2.2 Next, the result of 2nd interview will be show below:

I: Interviewer and S: Student

I : good morning, my name is mita, I'm going to ask several questions related to the method that I implement to teach English. Is it ok to you?

S: good morning miss, my name Reza. I will answer the questions miss.

I: First, I'm going to ask you about English, how was the teacher give the material to the student?

S: I think it's quite ok miss, at some point easy to understand miss. I just saying that my skill in English is average miss, but there is some skill that I would like to improve

I: can you explain what kind of skill?

S: actually I'm not really good at speaking

I: What do you feel when the teacher asks you to speak?

S: I feel like afraid miss because I'm afraid that I can make a mistake and sometimes when I talk find difficult to find the word.

I: How's now? after I teach you use the method; do you feel helpful?

S: I think its help me and I can feel the different before and after miss use the method and also I find fun activity with my friends during work as a group

I: do you feel any differences before I implement this method and after implement the method?

S: Yes, miss, now I feel like I can speak clearly with anxious and also I learn some new word from my friends

I: so do you think the method is suitable when teacher use to teach you?

S: yes, miss, I think the method can be so useful for teacher so can motivated the students

I: so this the end of the interview, I hope the method that I use to teach you the other day will help you and others

students. Thank you because you answer all questions and I'm sorry if I make a mistake during teaching you and your friends or this interview.

S: same miss, I say thank you that miss give important knowledge and I'll say sorry if me or my friends make a mistake, good morning. See you next time miss

I : good morning and thank you again.

The result of the interview showed that, both of them faced difficulties student 1 stated: "based on what I feel, it is helpful miss because we can work together as group and share our difficulties also solve the problem together. It is fun and make the learning process joyful" this implying that he feel happy during make a project. Also student's no.2 stated: "Yes, miss, now I feel like I can speak clearly with anxious and also I learn some new word from my friends" as we can see from the interview that both of the students feel that the use of project during teaching learning process can improve their speaking ability. Moreover, both students (no1 and no. 2) no. 2 say "miss, I think the method can be so useful for teacher so can motivated the students" it showed same as students no.1 "I hope my English teacher can use this method when he or she teach students" give recommend to other teacher to use a video as a project in teaching learning process.

DISSCUSSION

Based on that result, there was 3 steps on the implementation of Project-based Learning : Dividing the class into group, Explaining the project, and Performing the project (Judy Harris Helm, and Lilian Gonshaw Katz, Young Investigators: The Project Approach in the Early Years, (New York: Lecturers College Press, 2001).

During the implementation, the teacher gave same steps like how to implement PJBL on teaching learning process. Also, during the implementation of Project-based Learning, most of the students felt so nervous and when the spoke in English. For examples, students number 5, he attempted to pause or say in Bahasa if he or she did not know the word or meaning and student number 11 when she described about historical place, she attempted to asked the teacher if she doesn't the word.

On the other hand, during treatment activity most of the students felt calmer and did not feel scare of making a mistake during spoken. Next, on last activity most of students showed there are improvement on their speaking ability. They felt like their speaking ability getting better and some of them stated that might be suggest their teacher to use project-based learning during teaching learning process because can make a collaboration among the students.

This is proof that Project-based learning can make student improve speaking ability. Also It is in line with a research by Mujiningsih (2009) in her research found that through project work the students' can improve self-confident, and the collaboration between the students in group also increase the students speak effectively.

Stuller: 1997; Fried-Booth: 2002; Grant: 2002; Solomon: 2003; Brunetti et al: 2003; Srikrai: 2008; Poonpon: 2011; Simpson: 2011 give that there are 11 characteristics of PBL: 1) A student-centered during teaching learning, 2) Build self-motivation, 3) Creativity, 4) A collaborative learning environment, 5) Present feedback, 6) united the use of technology and various learning sources, 7) Direction and staging, 8) Focusing on communicative purpose rather than on grammatical rule, 9) Contextualizing language knowledge and skills to the real life situations, 10) Integrating language skills and 11) Interdisciplinary learning.

Moreover, summary of 2 interviews, the students stayed that they felt happy during the implementation of project-based learning and both of participant feel like more motivated and the activity in class more fun. Same as like Fragoulis (2009) and Bell (2010) express that there are 6 Benefits of implementing PBL in English For Foreign Language. Those are: 1. PBL can awards contextual and meaningful learning for students, 2. PBL can design optimal environment to practice speaking English., 3. PBL can require students actively engage in project learning, 4. PBL can enrich the students' interest, motivation, engagement, and enjoyment, 5. PBL can develop social learning that can enhance collaborative skills, 6. PBL offer chance to improve students' language skill

CONCLUSION & SUGESSTION

Conclusion

In short, use project-based learning can improve students speaking ability. As stated in result and discussion, it showed that during the protest activity some of student has difficulties to spoke up (descript important place) because nervous or afraid to made mistake, but after the method implement it showed that the method helped the students to be able to spoke and the most important to did not feel afraid to made a mistake.

Besides that, during the implementation the students shows their interested the method because it helped them to improve their speaking ability's as we knew English is not our first language. Also, it stated it during the interview, both of the students may suggest to their students to use Project-based Learning during teaching learning process.

Suggestion

After conduct this study, the writer suggests this study used as a reference to other researchers who conduct the same studies, for the teacher expected to use Project-based Learning as approach or method in teaching learning process and for the students are encourage and motivated in order to speak especially English.

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