

IMPROVING STUDENTS' SPEAKING SKILL THROUGH PROJECT BASED LEARNING TECHNIQUE AT CLASS III-B OF THIRD SEMESTER STUDENTS

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Abstract: Pada awal penelitian ini, mahasiswa/i kelas III-B semester tiga di STKIP "Tapanuli Selatan" Padangsidempuan menghadapi beberapa masalah pada kemampuan berbicara bahasa Inggris. Beberapa model pembelajaran berbicara telah diterapkan untuk meningkatkan kemampuan berbicara mahasiswa/I. Namun pembelajaran tersebut tidak berhasil meningkatkan kemampuan berbicara mereka. Hal tersebut mempengaruhi hasil belajar mereka. Karena nilai kemampuan berbicara bahasa Inggris siswa rendah maka penelitian ini di lakukan. Tujuan penelitian ini adalah untuk menjelaskan apakah pembelajaran berbasis proyek dapat meningkatkan kemampuan berbicara bahasa Inggris mahasiswa/I dan untuk mengidentifikasi faktor- faktor yang mempengaruhi perubahan kemampuan berbahasa mereka selama pembelajaran berbasis proyek. Penelitian ini dilakukan dengan desain penelitian tindakan kelas selama dua siklus. Hasil penelitian ini menunjukkan tingkat peningkatan kemampuan berbahasa Inggris yang positif. Kemampuan mereka dalam berbahasa Inggris meningkat dari 62.1 dari sebelum perlakuan menjadi 65.73 pada siklus 1 dan seterusnya menjadi 76 pada siklus 2. Disamping itu, faktor-faktor yang mempengaruhi perubahan kemampuan berbahasa mereka juga diidentifikasi, yakni pemberian topik yang nyata, aktivasi kemampuan sebelumnya, pemberian respon terhadap proyek teman- teman lain, kegiatan dalam kelompok dan juga presentasinya.

Key words: *Speaking Skill, Project Based Learning, Classroom Action Research*

INTRODUCTION

Speaking is one of the four skills that students should master. It is the basic skill that the students should possess in order to be able to access other knowledge.

In speaking, the students should be able to speak and express their opinion. In general, the aim of teaching speaking is to develop the students' skill in speaking, and to be

able to tell something to the other in English.

Based on the Curriculum of the English Department in (STKIP) "Tapanuli Selatan" Padangsidempuan, which has been implemented since 2004 and modified in 2008 by English Department, the curriculum 2008 denotes Speaking as one of the compulsory subjects to be taught in English Department Teacher of

(STKIP) “Tapanuli Selatan” Padangsidimpuan. Speaking is the tool of communication in order to understand and convey information, ideas, and feeling as well as to develop knowledge, technology and culture.

There are several purposes of teaching speaking in (STKIP) “Tapanuli Selatan” Padangsidimpuan. They are, 1) to prepare its English department students to be the teachers than can speak english., 2) to develop students’ communicative competence in speaking, 3) to have the students aware of the nature and importance of English so that they are ready to compute in global era., and 4) to develop students understanding in spoken language.

Speaking is one of the important skills that should master. In speaking activity, students are required to be able to comprehend the text that they have listened before. Besides, the speaker needs to know the meaning of the individual words. They construct an understanding of the sentences by assembling and making sense of the words orally. In other words, the students should have rich vocabulary as a basic component to speak. They need to comprehend what words that to get the meaning. Moreover speaking includes the skill to comprehend the oral text that they have listened. In comprehending speaking, there are indicators that become important to be considered by the students of STKIP “Tapanuli Selatan” Padangsidimpuan they are Vocabulary, Accent, grammar, fluency and comprehension.

Based on the researcher’s observation and pre test result of the students in speaking, the researcher can give the preliminary conclusion that the students still have poor English skill. Since there are few students that can speak fluently. The researcher took 44 students as the sample. The fact is also found from the List of their Score (DKN) in (STKIP) “Tapanuli Selatan” Padangsidimpuan. 54% of the students got “C” and 46 % they got “B”. Meanwhile, the expectation is 75 % it means they should get “B”. Besides, in teaching learning process there are few students that can respond well, and rest of the students did not respond or had no desire to speak.

In fact, a great number of students still get difficulties in Speaking. Based on the researcher’s experience in STKIP “Tapanuli Selatan” Padangsidimpuan, especially at the third Semester, there are some problems found in teaching speaking. When the researcher asked the students to speak, they still got difficulties in speaking activities especially in responding to oral questions. The students feel shy to express their ideas in English, the students seem to be in doubt and nervous to speak English, the students did not know how to apply different transactional and interaction expressions in different situations. Some of them did not attempt to respond, they seemed lazy to speak. Consequently, the students could not develop their English creativity and they still have low skill in speaking.

These problems are caused by several factors. It could be from the students themselves such as, students’ low desire, lack of

vocabulary and grammar, moreover it can also be caused by lectures in the teaching materials, teaching technique and topics given in speaking. The students have low motivation either intrinsic or extrinsic. Some of them did not have desire to speak; they were not interested to speak English when their lecturer asked them to. In addition support the students to speak without thinking of the grammar.

Related to the problems above, an English lecturer has an important role in teaching and learning process should be able to have the students to speak with their own words. The lecturer should be creative and wise to choose an appropriate technique of teaching. By using appropriate technique, the purpose of speaking activities can be achieved.

Based on the problems above the researcher concluded that the technique used by the lecture in teaching speaking had not been effective yet. The students were still poor in speaking skill. Most of them could speak English, but they often did not seem to understand what they speak. They were not able to respond to their friends while practicing. That is the way that the researcher must revise and improve the teaching technique in speaking. The researcher should be able to apply the appropriate teaching technique, especially to improve the students' motivation and speaking. Actually, some teaching techniques can be applied to improve students speaking skill such as, Problem Based Learning, Discovery Learning, Inquiry Based Technique and Project Based Learning. The researcher is

interested to find the way on how to overcome the problem through project based learning technique. That is to make authentic learning for the learning process, to have practitioners plan, to implement and evaluate project in real life situation beyond the classroom.

Based on the explanation above it was realize that the importance of improving students Speaking skill by implementing an effective technique for teaching speaking. For this reason, it was necessary to find ways to help the students (especially for student in class III-B of the third Semester students in the Teacher College (STKIP) "Tapanuli Selatan" Padangsidempuan in improving their speaking skill. Besides, it was also necessary to find out the factors that influence the change of their speaking skill improvement.

After reading some literatures, it was found that Project based Learning technique could be used as effective way for teaching speaking. Regardless of how it fits into the curriculum Ribe and Vidal (1993) recommend the following:

ten-step sequence for implementing project based learning technique, such as: creating a good class atmosphere, getting the class interested, selecting the topic, creating a general outline of the project, do basic research around the topic, report to the class, process feedback, putting it all together, presenting the project, and asses and evaluate the project.

Furthermore, Thomas (2000: 34) “suggests that learning that arises from project work tends to be retained more readily than learning acquired as a result of didactic teaching technique”. In addition, if we examine project-based learning technique in the most general way, we can break it down into the following nine steps (of course, teacher-coaches should modify the steps accordingly to suit the task and the students), Stix and Hrbek (2004) explain that:

1. The teacher-coach sets the stage for students with real-life samples of the projects they will be doing.
2. Students take on the role of project designers, possibly establishing a forum for display or competition.
3. Students discuss and accumulate the background information needed for their designs.
4. The teacher-coach and students negotiate the criteria for evaluating the projects.
5. Students accumulate the materials necessary for the project.
6. Students create their projects.
7. Students prepare to present their projects.
8. Students present their

projects.

9. Students reflect on the process and evaluate the projects based on the criteria established in Step 4.

Based on explanation above it can be stated that many lecturers use and study the implementation of teaching speaking by using project Based Learning Technique.

Although studies on teaching speaking have been done previously, but it is necessary to have more knowledge on teaching speaking especially by using project based learning technique. One of the reasons is that the authentic materials or the real life topic are designed to have goll activities and practices whether group or individually, can improve the students' interest and desire.

Besides, Project Based Learning technique can be used with specific teaching such as; to motivate students to became critical thinking and also build the students' confidence. Thus, this reason differentiates this research with previous researcher that also uses Project Based Learning in their classroom.

METHOD

To improve the students' speaking skill, it would be helpful to conduct a classroom action research entitled “ Improving Students' Speaking Skill through Project Based Learning technique at class III-B of third semester students' in STKIP “Tapanuli Selatan” Padangsidempuan”. It is because classroom action research is the appropriate research design to solve the students' problem in the classroom. This classroom action

research is a cyclical process consisting of four stages.

According to Mattetal (2003) classroom action research is a research designed to help the teacher to find out what is happening in his or her classroom, and to use that information to make wise decision for the future. Kemmis and Mc. Taggart (1998:10) state that there are four fundamental aspects of the action research ; they are planning, action, observation and reflection

FINDINGS AND DISCUSSION

Based on the findings during cycle 1 to cycle 2, which had been carried out for six meetings, the researcher could answer the research question “To what extent can the use of project based learning technique improve the students’ speaking skill at class III-B of the third semester in Teachers College (STKIP) “Tapanuli Selatan” Padangsidimpuan?”. To explain the extent of the use of Project Based Learning Technique in teaching speaking skill, the researcher made the following chart

figure 1

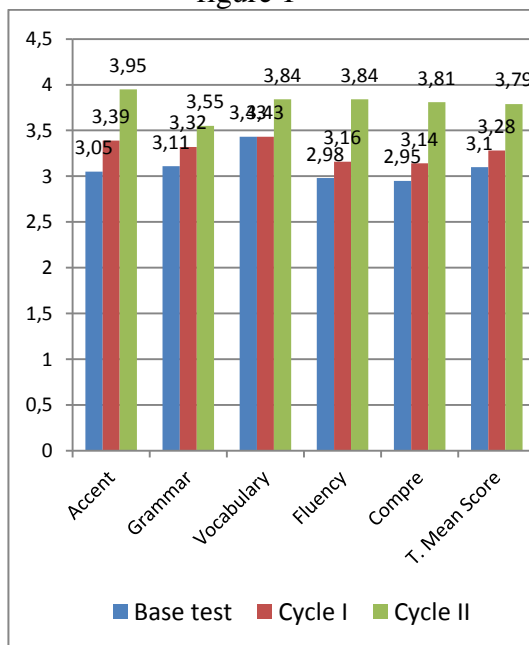


Figure 1 shows the extent of the students speaking skill improvement when they are taught by using project based learning technique during two cycles. The students’ improvement in accent, grammar, vocabulary, fluency and comprehension can be seen in figure 1. These findings implied that the students speaking skill would get richer if this research was continued. The factors that could influence students’ speaking skill by using project based learning technique can be revealed from the qualitative instrumentations such as observation, field note, and interview. The factors are:

a. Project Based Learning were interesting to the students

Most of the students were interested to the project based learning technique. This was shown by the result of interview that most of them agreed that they enjoyed project based learning technique. Here some excerpts of interview that support this finding:

Table 1. Students’ responses in interviews

No	Question and answer
1	How do you feel during teaching learning process through Project Based Learning Technique? Answers: S4: I enjoy, but I should tried to speak spontaneously S5: I felt enjoy madam, but we should have good grammar and pronunciation while presenting the project result. S6: I felt enjoy but should have good preparation to present the project result
2	Did the activities of PBL technique help you to improve your speaking? Answers: S6: yes mam, especially for my

	vocabulary and pronunciation was better. S7: yes, I was speak fluently S8: my pronunciation while speak better
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Besides, the result of the observation also showed The lecture and students participation gave great influenced to the effectiveness of project based learning technique to improve the students speaking skill. The Lecture was success to get the students interest to speak in English by asking some question to them.

The lecture used real model activities, so the students seem understood well about what they had to do. It can be seen that the students enjoy with the project-based learning because the students become more active, they practiced their speaking with their peers.

b. The activities during the used of project based learning technique were design to make the students interest to speaking english

In conduction of the research, the reseacher used the real life topic for the project. Real life topics activated students background knowledge because the students made relations to the situation and use many words or phrases in order to activate their prior knowledge. The activities also made the students became critical thinking.

Thus, it could be concluded that the two research questions had been answered positively. The question are formulated since the lecture as the researcher had to pay

great attention to the effort of improving speaking skill.

Regarding the result of this research, there has been several researchers on the use of project based learning in teaching English as a foreign language that support the result. Chayati, (2007) The result of research is that speaking through project work can really improve the students' speaking skill. The students' involvement to find the authentic materials and to design the activities, and to practice both in-group and individually, improve the students' interest and motivation.

Therefore, the researcher suggested that project based learning in teaching English could be recommended for English lectures.

Another finding on the use of project based learning has been investigated by Hanani (2007). She found that the changes of the classroom climate, which become more relaxed and alive. It can be seen when the students enthusiastically participate in the learning process and show their happiness and creativity during the projects. Besides, the speaking activities become more naturally since project works provide wide opportunities for the students to speak a lot in a real conversation; by conducting a real interview with the sources that they have not known before. The other indicator is the improvement of the students' speaking score.

Besides, Mujiningsih (2009) in her research found; through project work the students' self confidence improve, and the collaboration in group also increased

the students can speak effectively . Furthermore, Handayani (2010), said that the students speaking competence improve, which covers: 1) Appropriateness, 2) Adequacy of vocabulary for purpose, 3) Grammar accuracy, 4) Intelligibility, 5) Fluency, 6) Relevance and Adequacy of content.

All of the researcher findings, which have been described above, have relationship with the result of this research. Thus, the result of this research is supported by the previous researches.

Regarding the factors influencing the change of the students' speaking skill using project based learning technique, some theories also support the factors found in this research. One of the factors found in this research was that the project improved the students' interest and desire through real life topics. It was in line with Chayati, (2007) who found that when the students used the authentic materials in designing the activities, they are enforced to practice both in-group and individually, they improve their interest and desire.

Therefore, using project based learning can motivate the students to speak english. In addition there are some advantages of using project based learning to improve speaking skill, Stix and Hrbek (2004) explain that:

1. The students learn valuable processes and skills for gathering and analyzing data.
2. Students are responsible for their own learning,

thus increasing self-direction and motivation.

3. The learning process encourages various modes of communication and representation.
4. The approach encourages use of higher order thinking as well as acquisition of facts.
5. The approach develops deeper knowledge of subject matter
6. The approach also increases team working and cooperative learning skills

In brief, good English teachers should be creative in teaching and learning process and they should be up-to date grasping of the language teaching. In other words, they should be able to improve students' oral production by maximizing the opportunity for the students to speak freely and communicatively, so that the students can practice the language inside and outside of the classroom.

The important skill here that the lecture motivated the students in learning. It was expected that this research has motivated those lectures who do not yet use the project based learning. Beside that, it is hoped that those of lecture who used project based learning have gained new ideas from the result of this research.

Conclusion

The research is concluded that the presentation of the research is in line with the data. It has been analyzed in the previous chapter. From all the data analysis about using Project Based Learning technique to improve students'

speaking skill (a classroom action research at class III-B of third semester students in STKIP “Tapanuli Selatan” Padangsidempuan) it can be concluded as follows:

The use of Project Based Learning technique improves uses in teaching speaking process. Typically, the project is very interesting to be implement to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in their project. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom.

There are some factors that influence speaking through Project Based Learning technique such as the improvement activation of the students background knowledge, the real life topic given, given peer response to other friends project and group work. This project made students became critical thinking.

Project Based Learning technique can improve the students' speaking skill and influences some factors of the students' speaking skill in terms of accent, grammar, vocabulary, fluency, and comprehension and their confidence as well. It can be implied that project based learning technique is very useful in teaching speaking.

Suggestion

There are some suggestions of this research that can be given as follows:

1. The researcher as an English lecturer should continue using project based learning technique in teaching

speaking class.

2. The other researchers are do the related research based on learning technique that can be used from the research finding as the relevant material

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