EFL Students' Experiences on Transactional Speaking Projects

Pengalaman Siswa dalam Proyek Berbicara Transaksional

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Abstract

Speaking for Transactional Functions as a course in English foreign language learning curriculum is essentially needed. This Speaking class provides students beneficial activities for the English language speaking skills development and give them a lot of experiences in the process of learning in and beyond the classroom and working through a project. This study aims at describing the students' experiences on transactional speaking projects. Since this research describes the condition that exists, the most appropriate method used in this research is the descriptive method. Seven EFL students become the participants of the research. An interview are used for the data collection. The result of interview is then transcribed. The responses on the interview show that Students get a lot of benefits from the transactional speaking projects. The projects improve their 21st century skill : communication, collaboration, creativity, and critical thinking. It also improves the skill of technology use and English language skills development. Besides the benefits, the students also face some challenges in doing the project, such as choosing and exchanging the appropriate background for the topic, editing video, and taking turn in conversation. However, the challenges encourage them to learn and do more for the improvement of their knowledge and behaviour. In short, the students get benefial experiences in the projects.

Keywords: Experience, transactional speaking project

Abstrak

Berbicara untuk Fungsi Transaksional sebagai salah satu mata kuliah dalam kurikulum pembelajaran bahasa Inggris pada dasarnya sangat dibutuhkan. Kelas berbicara ini menyediakan kegiatan yang bermanfaat bagi siswa untuk pengembangan kemampuan berbicara bahasa Inggris dan memberikan mereka banyak pengalaman dalam proses pembelajaran di dalam dan di luar kelas dan bekerja melalui sebuah proyek. Penelitian ini bertujuan untuk mendeskripsikan pengalaman siswa dalam proyek berbicara transaksional. Karena penelitian ini menggambarkan kondisi yang ada, maka metode yang paling tepat digunakan dalam penelitian ini adalah metode deskriptif. Tujuh mahasiswa EFL menjadi partisipan dalam penelitian ini. Wawancara digunakan untuk pengumpulan data. Hasil wawancara kemudian ditranskrip. Tanggapan dari wawancara menunjukkan bahwa siswa mendapatkan banyak manfaat dari proyek berbicara transaksional. Proyek-proyek ini meningkatkan keterampilan abad ke-21 mereka: komunikasi, kolaborasi, kreativitas, dan pemikiran kritis. Proyek ini juga

meningkatkan keterampilan penggunaan teknologi dan pengembangan kemampuan bahasa Inggris. Selain manfaat yang didapat, para siswa juga menghadapi beberapa tantangan dalam mengerjakan proyek ini, seperti memilih dan menukar latar belakang yang sesuai dengan topik, mengedit video, dan bergantian dalam percakapan. Namun, tantangan-tantangan tersebut justru mendorong mereka untuk belajar dan melakukan lebih banyak hal untuk meningkatkan pengetahuan dan perilaku mereka. Singkatnya, para siswa mendapatkan pengalaman yang bermanfaat dalam proyek tersebut.

Keywords: *Pengalaman, Proyek Berbicara Transaksional*

INTRODUCTION

English department students need to accomplish all the courses as the requirements to finish their study. One of the courses that underlies on the curriculum is speaking for transactional functions. The emphasis of this speaking class is to introduce and increase the students' skills in transaction communication. Through this class, the students learn various topics of transaction communication and practice them in real situation. They are assigned to work on projects to make a video recording on each topic during the semester taken. Working through the projects, they can connect to real world issues and maximize learning by the integration of technology. They attain powerful and momerable learning experiences. They are provided with the opportunities and activities that allow them to work collaboratively and increase their critical thingking. In projects, students read, investigate, analyze, work in teams, use various technologies, create, synthesize, and evaluate in the process of the learning. The projects may motivate and engage the students in their studies enthusiastically. Unconsciously, they may become knowledgeable and be able to produce concrete results to embody what they have learned. Working on projects, video projects may result the students having numerous English language learning experiences.

Communication is a process of speaking that involves two or more people. One is the sender and the other/s is the receiver. They speak or communicate intentional or unintentional to transfer a meaning. Among some kinds of English communication, one of crucial communication skills is the ability to use English language to be able to do transaction communication. Transaction communication refers to situations where the emphasis is to get things done rather than maintain social relationship. As Richards (2008) stated that talk as transaction refers to situations where the focus in on what a person is said or done. The main focus is the message not the speakers and making someone understand precisely and clearly and how they each other interact socially. Further John cited in Richards (2008) added that in such interactions

> ....*talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g. in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding. (p.24)*

From the above explanation, Burn cited in Richards (2008) differentiated two types of talk as transaction. The first type involves the situations where the focus is on giving and receiving information and where the speakers focus mainly on what is said or done. Accuracy is not the the main concern, as long as information conveyed is communicated or understood well.   The second type is transaction that focus on obtaining goods or services. It is focused on information. This type of communication

is related to certain activities and often happens in particular situations. In addition, talk as transaction has some main features. They are as follows:
a. It has a primarily information focus;
b. The main focus is on the message and not the participants;
c. Participants employ communication strategies to make themselves understood;
d. There may be frequent questions, repetitio, comprehension checks;
e. There may be negotiation and digression;
f. Linguistic accuracy is not always important . (Richard, 2008, p. 26)

In learning a language students interact with each other and they interact with the environment internally or externally where the learning process happens. A number of activities done will result them having a lot things and information which give them amount of experiences in language learning. Kolb as cited in Darani (2018) states "learning is the process whereby knowledge is created through the transformation of experience" (p.113). Students gain knowledge after done something and they get the experience through it. Project Based Learning method is closely related to experiential learning. Kotti (2008) defines "Experiential learning refers to the organization of the learning process on the basis of the pedagogical principle of "learning by doing", which means that learners acquire knowledge after having experienced or done something new" (p.32). Further, Silberman (2007) asserts "In experiential learning learners participate in concrete activities that enable them to 'experience' what they are learning about" and the "opportunity to reflect on those activities"(p.8). This shows that experiences are got from the process of learning. In addition, getting the experience through the process of learning, the students not only get the knowledge but also alter the way of thinking and change behaviors (Meziro as cited in Darani, 2018).

The discussion above shows that the language learning process result students gain experience which gives them a number of lesson. They acquire the knowledge of the English language skills improvement as well as other skills.

As the development of the world of education, the approaches of learning always changes and develops from time to time. The model of behaviorism changes into constructivism. Behaviorism is a teacher centered model of learning, while constructivism is student centered model of learning. One of the examples of constructivism learning model is Project Based Learning (PBL). Stivers (2010) stated that PBL creates constructivist atmosphere of learning in which students build their own knowledge and develop their skill. PBL is a learning model where the learning is organized through projects. John at al cited in Thomas (2000, p.1) defines

"projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations".

Moreover, Moss and Van Duzer in Lam (2011, p.140) says "PBL is an instructional approach that contextualized learning by presenting learners with problems to solve or products to develop". These definitions revealed that PBL model of learning raises the students' knowledge and abilities to acquire and develop a number of skills. The students learn contextually, cooperatively, and collaboratively which end creating the final product of the project. The students become self-directed learners in which they

have the autonomy and be responsibility for their own learning to reach the learning goal.

In addition, in order to be considered as PBL model of learning, the project must meet certain criteria. Thomas (2000, p.3-4) listed the five criteria below:

1. PBL projects are central, not peripheral to the curriculum
2. PBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline.
3. Projects involve students in a constructive investigation.
4. Projects are student-driven to some significant degree.
5. Projects are realistic, not school-like.

Those criteria above should be bared in mind for the language learning setting through PBL.

Further, one of the examples of the projects that could be assigned to the students is video project. A skill in using technology is importantly needed in making a video As one of the features of the PBL is the use of cognitive (technology based) tools. (Krajcik, Blumenfeld, Marx, & Soloway, 1994). Besides having the skill in using technology, the process of making it will make them engage actively in the project. It provides them the chances to have positive attitudes. Working in group may train the students have cooperative and collaborative skills. It also assists strengthen social relationship among group members (Coleman,1992). It shows that PBL on video project is very beneficial for the setting of language learning.

Several researchers have conducted studies on transactional speaking. For examples, Damanik (2018), conducted a study on Students' Problems in Transactional Speaking on English Foreign Learners (EFL). The findings showed that the students faced some problems in vocabulary namely the choice of inaccurate word, the wrong arrangement of word and the limitations of vocabulary. Further, Arfiyantama (2015) conducted a research on Video Making Project to Improve Students' Autonomy and Ability in Transactional and Interpersonal Conversations. He found that using Video Making project in teaching transactional and interpersonal conversations can improve the students' speaking competence as well as autonomy. In addition, Siahaan and Sihotang (2021), conducted a case study on Effectiveness of Transactional Communication in the Implementation of Collegiate Curriculum. The results of the study showed that the implementation of the Collegiate Curriculum, namely planning, implementation, learning and learning outcomes are effective by using transactional communication.

Hence, the first study concerned on students' problems in transactional speaking, the second one focused on improving students' ability in both transactional and interpersonal communication, and the third study examined the effectiveness of transactional communication. Since less studies about describing the EFL students' experiences in Transactional speaking projects, the current study aimed at filling in this gap by conducting a research on the EFL students' experiences on Transactonal Speaking projects.

RESEARCH METHODS

Since this research describes the condition that exists, the most appropriate method used in this research is descriptive method. Cohen, Manion and Morrison (2018) say that a descriptive study describes and interprets what it is. It is concerned with conditions and relationship that exist, opinions that are held, processes that are

going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current situations. This research described the EFL students' experiences on Transactional Speaking projects. There were fifteen EFL students involved in the projects, but only seven students were selected became the research participants (4 males and 3 females). Those seven were selected based on the results of their performance in the project. Practical considerations such as the availability and accessibility of potential participants were also taken into account. Those who were readily available and willing to participate within the given timeframe and location. The participants' names were written in a code. An interview was used for the data collection. It was at the range of 8 to 10 minutes per participant. The interview items covered the topics of the projects, 21st century skills involved in the projects, the influence of the projects on the students' speaking skill, preparation for the projects, and challenges of the projects. The data got from the interview results were then transcribed to know the EFL students' experiences on Transactional Speaking projects. The data were then analyzed, interpreted, and concluded.

RESULTS AND DISCUSSION
Results

This research aimed at describing the students' experiences on Speaking for Transactional projects. Specifically, an interview was administered to the students for the data collection. The interview items covered the topics of the projects, 21st century skills involved in the projects, the influence of the projects on the students' speaking skill, preparation for the projects, and challenges of the projects. The responses on the interview showed that the students had a lot of beneficial experiences through working on the projects; however, they faced some challenges or difficulties while doing the projects.

Students' experience on the transactional speaking projects' topics.

The results of the interview showed that mostly participants had good opinion about the topics. They said that the topics were interesting, useful and they were closely to daily lives. For examples, Reg said that the topics were very useful and they were not difficult. I was familiar with the topics since they were used in daily lives. Further, Feb and Ir also stated that they did not find any problems with the topics. Although there were some topics that they have never been in the situation. Overall, they said that the topics were interestings. The whole findings of the interviewe are presented as follows:

> "In my opinion the topics were very useful and they were not difficult. It was because they were used in daily lives. And... I learned some very important expressions from the topics especially for the situation that I haven't experienced yet. For example, with the topic "At the Airport", I had to find and learn the expressions commonly used in transactional speaking "At the Airport". Overall, that was Okay, very nice and interesting. I learned something that was very useful". (Reg)

> " I think, the topics were really useful. They were all related to our daily lives. What we had to do with the topic in the projects, those we usually did in our daily lives. For examples, on the topics "Check in at the Hotel, At the Airport, and At the Restaurant". (Ib)

"The topics were Okay... because we, the students were free to choose which one that we were interested in. So that, It was not difficult for us to write or make a draft of transactional speaking dialogue before we presented the speaking and recorded it. Yah... I think... We were familiar with the topics given". (Al)

"I think the topics were not difficult since I had experienced some of the speaking situations in my lives. For example, making a transaction communication in a cafe, at the restaurant, I did not find any obstacles since I always went there with some of my friends. But, for a certain topic.... it was unfamiliar, but I think I have not been in the situation, so I had to find and see through the internet (you tube) the examples of those transactional speaking video such as "At the Airport, At the Travel Agent". (Feb)

"The topics were interesting because they were closely to daily lives and I have experienced of some situations of the topics. But for the topic "At the Airport, At the Hotel, I have not been there, so I learned some important expressions how to check in at the hotel and how to check in at the airport. So, who knows may one day I will be there I can use the expressions I learned for the speaking for transaction class. Yah.... They were very useful, I think. (Ir)

"To me, the topics were nice. Most were familiar. But I think... there were some topics that I had to research, I mean.... I had to find some models of transaction communication about the topic to know what it was like, such as the expressions used for the certain situation". (Ad)

"I think the topics were not too easy or difficult. I can say that they were average. I mean.... they were not difficult to understand and to work on. I know what I had to do with the topic". (Sy)

The above findings show that the students experience valuable things. They learned some new expressions related to the speaking topics and got new experiences of some situations that they have never been experienced yet.

Students' experiences working with 21st-century skills: Communication, Collaboration, Creativity, and Critical thinking in transactional speaking projects.

The projects were assigned online and it was an individual project. Although it was not the group project, the twenty first century skills involved in the process of doing the projects. They are presented on the following interview results.

"Since the class was online, the projects were assigned online as well. I communicated with classmates about the projects through whats App and sometimes Google Meet to discuss about the topic we were doing. Besides, I also communicated with my parents about the projects, asked them about something that I did not know. I practiced speaking with my mother especially. She is able to speak English. In doing the projects, I did not

collaborate directly with classmates since we had online learning at that time, we did not meet each other. So, I asked for my brother's help to record my speaking video. For the creativity, of course, we created a lot in this project. For example, we had to be creative in selecting the background that suited the topic, found suitable properties to be used in speaking, etc. The creativity was much emphasized in this project. Well, for critical thinking.... I watched and analyzed some videos of transactional speaking related to topics assigned before I made the project". I think... this project really improved my creativity and critical thinking especially". (Ib)

"I think these skills were more on the development of creativity and crtitical thinking. I had to find a lot of ideas to make the project interesting and good, starting from making the outlining of the dialogue, choosing appropriate videos to be analyzed as a model for the project, choosing appropropriate items using in the project, and etc. I discussed about the projects mostly with classmate and also with my seniors that especially already had the experiences in doing the projects. In recording and video editing, my friend helped me a a lot with this. Yah... I think... overall the projects really improved my ability on these skills". (Al)

"For communication skill, I communicated with my classmates about the projects like how they did the projects. For the video editing I asked some friends (from other department) about the application could be used especially for video editing. Then, this project really improved my creativity like finding appropriate backgrounds, doing the editing... Well, I think I really enjoyed this".(Reg)

"I think... because this project was an individual one, I did not communicate a lot with my classmates or others, I did almost the whole things by myself. I found the inspiration for my project through the internet like youtube. I found many examples of transaction speaking there. Then, I analyzed the ones which were appropriate to the topic. This project really forced us to be creative in many ways. All things had to be well organized to produce a good project. Although I had to work hard, I was impressed. (Feb)

"I didn't have enough knowledge about video editing, so I asked for my friends help to teach me how to do it. For examples, how to choose and change the background, make a transation in the video. When my projects were doned, I asked some feedback from my friends which parts I needed to improve. It helped me a lot in making a better next project. I played more than one roles, so I had to be creative in changing my appearance like one topic "At the Airport" I played a role as a man officer, I used a mustache and a cap...". The problem was I could not make a man's voice... It was quite hard, but so far it was intesting. Nice experience I think. (Ir)

"I communicated and collaborated a lot with my friends. What we had to do with the project, what we had to have in the project. We exchanged a lot of ideas. We had to be creative in finding a good background, I borrowed my Mom's properties several times like some fabrics. We had to have several background for one topic. For playing more than one roles, I had to change

my accent to make the communicatiom more interesting and to avoid monotonous in speaking. There was one project that I had to change clothes for five times. I ever thought that It was annoying. However, when I saw the good result of my work, I was really satisfied. Well, I think it was good". (Ad)

"I think... this project really improved my 21st-century skills especially creativity. We had to be creative to make the project more attractive and great. Creativity was really the point of the project. I think the creativity really emphasize much among the four. For the collaboration, I worked with some peers especially for video recording and video editing. Well, before working on the project, I had to brainstorm for generating some ideas for drafting the transaction speaking dialogue by analyzing some models of transaction speaking videos". I think most of the projects were challenging, but I liked it". (Sy)

The findings above enabled the researcher to conclude that transactional speaking projects overall improved the students' 21st-century skills. They learned to communicate and collaborate among the classmates and also people out there, created a new interesting thing by developing their imaginations, and thought critically in the process of going through working on the projects.

The Impacts of the projects on the students' speaking skill

Since the projects were in form of transactional speakings. Less or more the projects influenced the students' speaking skills. In the findings, most participants pointed out that the projects improved all aspects of speaking skills: grammar, pronunciation, vocabulary, and fluency. For example, Al stated in the interview that the projects improves his pronunciation, especially for the unfamiliar words. While writing the dialogue draft, he learned grammar. It also improved his fluency since he had to practice several times before making the projects. New words and expressions found in the dialogue improved his vocabulary. The whole results of interview findings are presented as follows.

"I think... the projects really improved my speaking skill like my pronunciation is better because I had to practice to pronounce the words especially those which were not familiar before my speaking was recorded. It also improved my grammar. When writing the draft of the dialogue, I had to check the grammar several times to make sure that the grammar was correct. I used grammarly application to check it, automatically I learned grammar through it. My vocabulary improved since I found new words or expressions used in the dilaogue. It also improved my speaking fluency, I had to practice several times till three times." (Al)

"The projects helped me to improve my speaking ability. For the dialogue that I prepared I had to practice many times, about five times. I practiced and repeated some words that I did not know or not so sure how to pronounce. I checked the grammar of my speaking draft many times, and I asked for some friends' help to do it as well". (Reg)

"The projects of course improved my speaking skill especially pronunciation because I practiced to pronounce some words or expessions. For the

grammar, I was not confidence to write the draft of speaking dialogue directly in English, so I wrote them in Indonesian. Then, I translated into English. I could say that I learned grammar through it". (Feb)

"Definitely the projects improved my speaking ability especially pronunciation and vocabulary. I practiced a lot to pronounce not only the the unfamiliar words but also the familiar ones to make sure that I would not mispronounce them while the process of speaking recording went. I got a lot of new vocabularies from the projects. For examples, for the topics "Check in at the Hotel, At the Airport, At the Travel Agent" because I have never been at those places before, so I had to find and learn the vocabularies that were related to the topics". (Ir)

"Since the projects were really specific about speaking for transactional functions, so we had to pay attention on grammar used for certain expressions. I tried to learn the grammar of those expressions from youtube especially. Well.... besides, the projects also improved my vocabulary to some extent. It also improved my pronunciation. When the draft was ready I practice speaking the dialogue, I practiced to pronounce even every single word in the dialogue to avoid mistakes in pronouncing the words". (Ad)

"Fluency was really needed for the speaking projects because it had to be spoken perfectly, not like an awkward conversation. So, I practiced speaking a lot, especially pronouncing the unfamiliar words to make sure I pronounced them properly . (Sy)

From the above findings the researcher enable to conclude that having experience in working transactional speaking projects improved the students speaking skills.

Preparation made for the projects.

There were a lot of preparations that had to be prepared by the students before completing the projects. Ib stated in the interview that most parts that many to be prepared were the properties for the projects. It depended on the topic. The detailed results of interview are as follows:

"For the preparation for the projects, Firstly, Before I wrote a draft of a transactional speaking dialogue I found some relevant references about the topic from the youtube. I used them as a model to write my draft. Next, I provided some properties needed for for the projects, it depended on the topics. For example, on the topic "At the Restaurant", I had to find a suitable background for my video, prepare the waiter/waitress clothes, the menu book, the cashier machine, the foods, the drinks, the table cloth, the eating equipments like plates, glasses, and etc. Well... I think... I was very busy in finding and preapring those things, but I enjoyed it much". (Ib)

"I made the outline of the dialogue before writing the draft. I prepared all things needed for the projects. For example, the topic at the travel agent, I had to provide the cellphone, (Alvin)the computer, some chairs, the table, brochure of holiday destinations, the forms to fill in by the customers, airplane tickets, and etc". (Al)

"I did brainstroming before writing the draft by searching through the internet some relevant videos of transactional speaking. Then, I asked some friends about appropriate application for video editing. I used filmigo and Inshot. I prepared all things for the projects. For example I had to condition some of my rooms as they were, prepare all properties such as the clothes, my hairstyle, the cellphone. I needed two cellphones, but because I just had one, so I replaced another one with a tv remote control. We had to be creative on preparing and using all the things for the projects, I practiced some accents of English as playing some roles".(Reg)

" Before starting recording, I had to prepare the clothes. I had to change the clothes for five times to suit it with the role of the speaker I played. I had to memorize the dialogue and practice several times. I had to set the lighting, because I recorded the project very early in the morning. It was still quite dark". (Feb)

"I searched through google and youtube for relevant videos for my project to be learned. I combined some expressions and adjusted them with my words. Then, I had to set good lighting to produce good video. I prepared the camera for recording and other properties for the projects". (Ir)

"Well... Firstly, I googled the references and searched through you tube. Next, I wrote the dialogue draft. When it was ready, I practiced speaking several times while playing some roles. Then, I prepared for the appropriate background. For the properties, I had to arrange some furnitures in my room to be look like I was in the place where I played. And... the video editing application of course to edit the video in order the result was good". (Ad)

"At the first step, I prepared all things related to the topics such pen, paper, and other thing. Then, I started brainstorming, writing the script, practicing speaking the dialogue several times, starting the recording, and editing. (Sy)

The findings above shows that overall students prepared all things for the projects well. They got many experiences to handle all things for the projects. Although they were very busy with all the staffs but they did enjoy doing it.

The challenges faced by the students while doing the projects.

While doing the projects, the students faced some challenges. Mostly had problems with the video editing since they did not any experience on it and the time for doing the projects. The result can be seen on the following interview findings:

"I had a problem with my device, my cellphone I mean. The storage was full, so I had to delete some application or media in order I could record the video. The other challenge was the noise because I lived in a crowded place. There were sounds of people, hard musics, animals like cocks, dogs, cats, that could disturb my recording. So, I recorded the video at midnight or even at 1 or 2 a.m". I went to bed early, so I could get up at that time to do the project. It was very hard, but I enjoyed it. (Ib)

"Mostly I found problems in recording and editing part. I had to take the video several times and edited it several times as well until I found a good result of my work. But, by the assistance of some friends, everything ran well finally. (Al)

"The difficulties I found was my cellphone was not affordable to store a good editing application. But, it was hard to me to me to find the application that did not have big capacity. Besides, I had to have the application that could reduce the noice of recording". (Reg)

I found it difficlut to have a proper background for the video. Another one was I had to take the video more than five times until I considered the result of my projects were good. It was tiring, but I enjoyed it. (Feb)

"I had a problem in editing the video because I did not have any experience on it. Another problem was the environment sorrounds my house. It was noisy. There were many children playing and shouting during the day. The sounds of the airplane that passed by. So, I recorded and took the video late at night. I did not think it was annoying".(Ir)

"I used the old cellphone, so I removed some data in order I could record the project. But, when I did editing using my cellphone, it was really hard. The other problem was noisy around my house. In front of my house was a motorcycle workshop. So, It was impossible for me to take the video at mid day. I did it after 8 p.m. I was also difficult to find the appropriate background. I borrowed some of my mother's fabric and put some properties on it. (Ad)

"The part that I found difficult was speaking with different English accents to adjust with the roles I played. And... editing ability. I did not have good editing ability. Firstly, I asked my friends to teach me, and then finally I could do that by myself. Apparently, it was interesting to be abel to do it". (Sy)

In conlusion, students got many valuable experience through the project. The projects improved their English language skills, especially speaking as well as other skills. The challenges faced did not discourage them; however, those challenges encouraged them to keep struggling doing the projects. They considered that was a part of learning.

Discussion

The findings of the research shows that the students were very anthusiatic in working on the transactional speaking projects. The results of interview revealed that they learned a lot of things from the experiences of doing the projects. Having experience through working on a project is very important in creating influential, memorable, and impressive learning experience for students. (Boss and Krauss , 2007; Boss and Krauss, 2013). The research findings showed that the projects improved the students' speaking skill (Arfiyantama, 2015), since they practice a lot to speak. As Greene (2008) said that communication skills do not appear instantaneously, they are fully developed. In pronunciation especially, they needed to repeat more and more for

certain words or expressions. Repetition is one main features in a talk as transaction (Richards, 2008). This shows that experiences are got from the process of learning. In addition, getting the experience through the process of learning, the students not only get the knowledge but also alter the way of thinking and change behaviors (Meziro as cited in Darani, 2018).

Having the experience through learning, the students participate in concrete activities. It is learning by doing (Kotti,2008). It enable them to experience what they are learning about and the chance to reflect on activities done (Silberman, 2007). They get knowledge after having experience or done something new. The engagement of the students themselves in the activities and the environment build their knowledge and develop their skills (stivers, 2010; Beard and Wilson, 2013;Kolb, 2015). From the interview findings that the speaking transactional projects improved students's critical thinking. Using technology in the projects became very important to get knowledge and skills to connect digital technologies power to widen the students' commuinication, collaboration, and creativity (Trilling and Fadel 2009).

In video editing, most students had problems on this ability. They did not know what application to use since they did not any experience on it. They had to be familiar with the technology in order to able to do it well. Boss and Krauss (2007) stated that students may set up using technology to access and analyze information from all parts.). Regarding the preparation for the projects, the students analyzed some references or sources (videos especially), and prepare some other things (projects properties) and faced some challenges and tried to overcome the problems in doing the projects. Griffin and care (2015) said that to solve a problem, the students are required to have various knowledge, strategies, resources, and skills, but not all the students have these abilities. When a task was complicated or difficult, they will face challenges. They will try to find a way to solve those challenges.

CONCLUSION

Learning atmosphere and environments were very potential in serving joyful, exciting, and inspriring work settings where students can engage in exciting project activities. The projects are able to stimulate some aspects of real world context that arouse the students to get good understanding of material learned. A conclusion that can be drawn from the research is Transactional speaking projects brought the students into a meaningful way of learning where they get a lot of beneficial experiences through working on the projects. The projects improved their speaking skills such grammar, vocabulary, pronunciation, and fluency. It also improved students' 21st-century skills: communication, collaboration, creativity, and critical thingking. The students enjoyed doing the projects though some challenges faced during the project. Overall, students got wealth of experiences through their engagement in the projects that improve their hard skills as well as soft skills.

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