PROJECT BASED LEARNING AND WHATSAPP IN TEACHING SPEAKING: STUDENTS' RESPONSE

Nia Kurniasih Sudiarto[1], Gartika Pandu Bhuana[2]

IKIP Siliwangi, Indonesia
[1] niakurni35@gmail.com, [2] gartika@ikipsiliwangi.ac.id

Abstract

This research objective intends to investigate the students' responses in teaching learning speaking using project based learning through WhatsApp. This research used descriptive qualitative method. The subject were 20 students of nine grade junior high school in Batujajar. The questionnaire was used as an instrument in this research. The results of the research showed that the students had good response to the use project based learning and WhatsApp in teaching speaking. They agreed that the use of project based learning and WhatsApp provided the advantages for their learning, such as increasing their motivation, prompting them to express the opinion, or improving their critical thinking. Thus, the teachers can use it while their teach speaking to the students.

Keywords: Speaking; Project Based-Learning; WhatsApp

INTRODUCTION

In pandemic era, teaching and learning process has shifted from classroom interaction to online interaction. This is known as electronic learning or e-learning. There are two types of e-learning: synchronous and asynchronous (Plaisance, 2018). In the first type, the learning process occurs at the real time (Plaisance, 2018). It allows direct interaction between teacher and students virtually. In the implementation, teacher can provide learning materials in the form of papers or presentation slides and students can listen to presentations directly. Students can also ask questions or comments directly. Zoom, Skype, and Google Meet are examples of the applications that are mostly used. Asynchronous classes, on the other hand, allow students to complete tasks from anywhere with access to the internet within a flexible time parameter, for example within a week (Plaisance, 2018). In the process of teaching English language, many teachers mostly used synchronous types. Most of them used WhatsApp application. In this application, the teachers interacted with the students. They shared the learning material in the form of text, video, power point, or voice note. In the case of teaching speaking, the teachers usually asked the students to answer the question or respond what the teacher said through voice note. The aim was to examine the students' ability in speaking. This may not affective to access students' speaking ability as not all the students join or participate teaching learning activity in Whatsapp Group.

In response to the above condition, the teachers can attempt to combine the use of WhatsApp with Project Based Learning in teaching speaking. Dewi (2017) states that Project Based Learning is a learning model that focuses on the main (central) concepts and principles of a discipline, involving students in problem solving activities and other meaningful tasks, providing opportunities students to work autonomously to construct their own learning, and ultimately produce valuable and realistic products. In this model, students can identify the problem of the topic of the project given, describe a problem or analyse a problem, and evaluate the problem with multiple consideration and deficiencies (Setiawan, Puspitasari, & Baptista, 2020).

The advantages of the learning method using Project Based Learning are: (1) train students to use reasoning in overcoming business problems; (2) train participants in making hypotheses in problem solving based on simple business concepts; (3) train critical and contextual thinking skills with real business problems faced; (4) train students to conduct trials in proving hypotheses; (5) train in decision making about problem solving by:

1. Encouraging students to actively participate and concentrate in discussions
2. Stimulating students to think by returning questions to them.
3. Encouraging students to analyze problems, synthesize problems, conduct evaluations, and compile a summary of evaluation results.
4. Assisting students in identifying sources, references, and principles (materials) when studying problems and alternative problem solving (Murniarti, 2016).

Based on the statement above, the researcher is interested to the students' response to the use of teaching speaking procedure text using Project Based Learning through Whatsapp.

METHOD

This study used a qualitative descriptive design in processing the data. This meant that this study described and processed the data through words. Wiley (2019) says a definite step-by-step resource for qualitative methods is gathering evidence, compiling an analysis, and communicating it. This research was conducted in one of the junior high schools in Batujajar, West Bandung. This school is one of the Islamic-based schools in the Batujajar area. The researcher chose class 9A which consisted of 25 students. The data were collected through questionnaire. It was used to find out the students 'response toward its usage. The questionnaire was adapted from Muslihin (2018). The questionnaire consisted of 10 questions. The data gained were then analyzed.

RESULTS AND DISCUSSION

Results

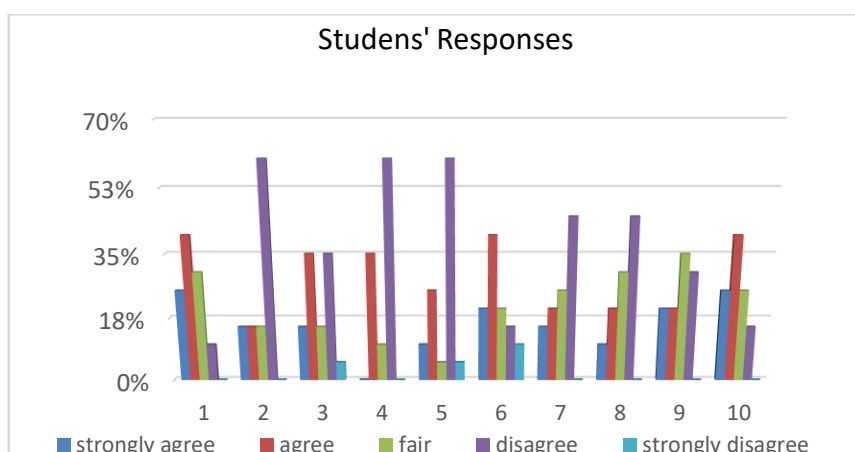The results of students 'response are described below:

Figure 4.6 Students 'Response

Statement 1: The learning that has been applied make you have a high willingness to take a lesson

The first statement was about willingness to take the lesson with the result : 25% of 20 students choose "strongly agree", 40% choose "agree", 30% choose fair, 03% choose "disagree", and 0% choose "strongly disagree". It showed that the learning has been applied make students have a high willingness to take lessons.

Statement 2: The learning that has been applied can eliminate the concept of mistakes in you
The second statement was about the elimination concept of mistake with the result: 15% of 20 students choose "strongly agree", 15% choose "agree", 15% choose fair, 69% choose "disagree", and 0% choose "strongly disagree". It showed the students agreed that the learning could eliminate the concept of mistake in learning writing.

Statement 3: The learning that has been carried out gives meaning and make it easier to understand the material
The third statement was about clear understanding with the result: 15% of 20 students choose "strongly agree", 35% choose "agree", 15% choose fair, 35% choose "disagree", and 5% choose "strongly disagree". It showed that the learning gave meaning and made the students easier to understand the material.

Statement 4: Learning by this method makes it easy for you to understand the material being taught
The fourth statement was about the ease in understanding with the results: 0% of 20 students choose "strongly agree", 35% choose "agree", 15% choose fair, 35% choose "disagree", and 5% choose "strongly disagree". It showed the students agreed that the learning speaking using project based learning method made the material being taught easy to understand.

Statement 5: Learning with this method is quite interesting, fun, and not boring
The fifth statement was about the learning interest with the results: 10% of 20 students choose "strongly agree", 25% choose "agree", 5% choose fair, 60% choose "disagree", and 5% choose "strongly disagree". It showed the students agreed that the learning speaking using project based learning method were interesting, fun, and not boring.

Statement 6: I feel the time spent understanding this concept is getting shorter
The sixth statement was about the effectiveness in understanding the material with the results: 2% of 20 students choose "strongly agree", 40% choose "agree", 20% choose fair, 15% choose "disagree", and 10% choose "strongly disagree". It showed the students agreed with the time spent for understanding this concept was getting shorter.

Statement 7: This lesson motivated me to get a high achievement
The seventh statement was about the achievement motivation with the results: 15% of 20 students choose "strongly agree", 20% choose "agree", 25% choose fair, 45% choose "disagree", and 0% choose "strongly disagree". It showed the students agreed that the learning activity made the students motivated to get a high achievement.

Statement 8: Learning with this method enhance your critical thinking
The eighth statement was about critical thinking enhancement with the results:
10% of 20 students choose "strongly agree", 20% choose "agree", 45% choose fair, 30% choose "disagree", and 0% choose "strongly disagree". It showed the students felt fair with the learning speaking using project based learning method enhanced the critical thinking.

Statement 9: I feel more valued in expressing my opinion

The ninth statement was about students' appreciation with the results: 20% of 30 students choose "strongly agree", 20% choose "agree", 35% choose fair, 30% choose "disagree", and 0% choose "strongly disagree". It showed students agreed that in implementing Project Based Learning method the students felt more valued in expressing their opinion.

Statement 10: I feel more willing to express my opinion in this learning process

The last statement was about willingness in expressing their opinion with the results: 25% of 30 students choose "strongly agree", 40% choose "agree", 25% choose fair, 15% choose "disagree", and 0% choose "strongly disagree". It showed the students agreed that they felt more willing to express their opinion in the learning process.

Based on the Likert Scale calculation, the percentage of students' response was 87.2%. This score was in the range of agree to strongly agree. Thus, it can be said that the students had positive response to the use of Project Based Learning and WhatsApp in teaching speaking.

(Pranatawijaya et al.,2019)
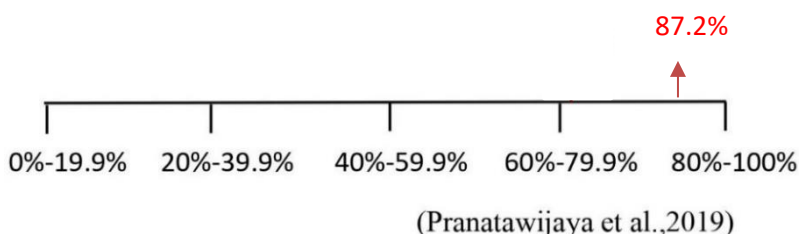
Discussion

The results indicates that the students had positive response to the use Project Based Learning via WhatsApp in Teaching Speaking. This is because the PjBL learning model allows students to solve problems on their own. This is consistent with Surya et al. (2018), who state that the PjBL learning model is designed so that students can solve problems through project activities. Through this project work, students will gain real-world experience with project planning.

The use of Project-Based Learning also increase students' creativity. This method can make the learning process more interesting and fun. This method is very suitable for pandemic situations that make students more involved, modern, and age-appropriate. Thomas (2000) states that PjBL is an effective teaching method that can be used in a variety of contexts, including racial and achievement groups. Meanwhile Aldabbus (2008) says that PjBl is not like traditional teaching methods where the teacher is considered the main source of information and dominates most of the speaking time in class. PjBL therefore provides a valuable opportunity for students to engage individually and in groups in formulating inquiry questions, setting goals and planning for project implementation and design processes.

In addition, the use of WhatsApp has the advantage. It can facilitate the learning process and support teaching to be more effective. This is in line with Pranajaya and Wicaksono (2017) who state that WhatsApp is used as a communication medium because it allows users to communicate with each other without spending a lot of money because WhatsApp does not use credit, but internet data. This means that WhatsApp can improve the quality of teaching and learning.

CONCLUSION

Based on the findings of this research, it can be concluded that the use of Project Based Learning which is combined by WhatsApp can be used by the teacher in teaching speaking. Most of the students think that it provides some advantages for their learning. It is able to increase their motivation in speaking. It also help them in understanding the concept or material. It prompts them to be more critical and able to express their opinion. In addition, it also provides interactive learning atmosphere.

ACKNOWLEDGMENTS

REFERENCES

Aguinis, H., & Solarino, A. M. (2019). Transparency and replicability in qualitative research: The case of interviews with elite informants. *Strategic management journal*, *40*(8), 1291-1315.

Aldabbus, S. (2018). Project-based learning: Implementation & challenges. *International journal of education, learning and development*, *6*(3), 71-79.

Dewi, S. P. A., Fitriani, Y., & Effendi, D. (2021, July). Improving Ability in Identifying Procedure Text Elements Using Visual Audio Media. In *International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* (pp. 1011-1015). Atlantis Press.

Mergendoller, J. R., & Thomas, J. W. (2005). Managing project based learning: Principles from the field. *Retrieved June*, *14*, 2005.

Muhlisin, A. (2018). Analysis of students' response of the implementation of rms (reading, mind mapping, and sharing) learning model in philosophy of science. *Unnes Science Education Journal*, *7*(1).

Murniarti, E. (2016). Penerapan metode project based learning dalam pembelajaran. *Univ. Kristen Indones*.

Plaisance, M. (2018). Online course delivery. *The TESOL encyclopedia of English language teaching*, 1-6.

Pranajaya, P., & Wicaksono, H. (2018). Pemanfaatan Aplikasi Whatsapp (Wa) Di Kalangan Pelajar: Studi Kasus Di Mts Al Muddatsiriyah Dan Mts Jakarta Pusat. *Orbith: Majalah Ilmiah Pengembangan Rekayasa Dan Sosial*, *14*(1).

Setiawan, R. Y., Puspitasari, R. D., & Baptista, G. (2020). Projet-Based Learning: Terobosan Baru dalam Melatih HOTs pada Keterampilan Speaking Mahasiswa. *Briliant: Jurnal Riset dan Konseptual*, *5*(4), 721-730.

Surya, A. P., Relmasira, S. C., & Hardini, A. T. A. (2018). Penerapan model pembelajaran project based learning (PjBL) untuk meningkatkan hasil belajar dan kreatifitas siswa kelas III SD Negeri Sidorejo Lor 01 Salatiga. *Pesona Dasar: Jurnal Pendidikan Dasar dan Humaniora*, *6*(1).

Winarni, W. (2019). Peningkatan Kemampuan Berpikir Tingkat Tinggi Menggunakan Huruf Kapital Melalui Penerapan Model PJBL di SDIT Izzatul Islam Getasan. *Manajemen Pendidikan*, *14*(1), 18-24.