

THE IMPLEMENTATION OF PROJECT BASED LEARNING TO IMPROVE STUDENT'S SPEAKING SKILL

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Abstract

The background of the experiment was to find out whether the influence of project based learning in improving the speaking skill among eighth grade students of SMPN 3 Padalarang in the academic year of 2018/2019. The method of this study was quantitative technique and the one shot case study design conducted in single class. The researcher conducted the tests before (pre-test) and after (post-test). The research effect display the improvements in speaking ability. The score of pre-test was 63.87, and the post-test was 76.29. Based on students' attitudes toward the utilized Project based learning, the discovery indicated that most of students rated the use of technique moderately positive. Nearly all of students agreed that project based learning is capable to improve their speaking mastery, accumulate their vocabulary mastery, develop their creative thinking, and increase their presentation skill. Issue of this study showed that by applying project based learning on learning English can increase students' speaking skill.

Keywords: *project based learning, speaking skill*

INTRODUCTION

Teaching English in Indonesia began at the time after Indonesian Independence. Various curriculums and teaching methods have been developed to improve students' ability to master English. Nevertheless the results are still not maximized in making students speak well through the language. Various problems and factors are the background why the results achieved are not as expected.

The common problems for students are to speak fluently and correctly, because to master speaking skill the students must speak and think at the same time. It means that being fluent and correct in speaking need critical thinking competence. Richard (2008: 19) as cited in Parmawati (2018) states "the mastery of speaking skill in English is a priority for many second language or foreign language learners". Generally, why speaking is difficult for students because: first, the limitation of students vocabulary, which make them unable to express their ideas. Second, they are influenced by their mother tongue. Third, the students rarely practice their English during teaching and learning process or out of class. Thus, they are ashamed when they want to explore their mind in English, they are afraid to make mistake either in grammar or in using of vocabulary. In line with the explanation above, the other factors come from the students side such as they feel English is difficult. These difficulties can be caused by inside and outside factors such as lack of confidence and lack of motivation (T. Scott, 2005). Lack of confidence can be caused by the psychology factors like, students are ashamed to speak, scare to make mistake. They are not confident if they speak while others laugh them.

In learning English, motivation and opportunities are important because the teacher can motivate the students to talk by giving them opportunity to speak. Gardner (Howard, 2003) (Susanto, 2018) says that “motivation is the key factor in successful language learning – teaching process, because those students who can study a language will be better if there is a motivation by the teacher”. In other words motivation has an important role in making students succeed learning English. Furthermore, lack of motivation occurs because the teacher never makes exploration in their teaching. They are monotonous in using the strategy in his/her way of teaching.

Talking about motivation, sometimes in learning method the teacher does not use an appropriate method to encourage the them to communicate actively. Consequently, they should be discouraged to express their ideas in English. In other words, we can say, that the teacher does not apply an interesting way to provide opportunity for the students with the intention that they can be motivated to practice their speaking skills. Those are the real factors that happen among the students. Hence, to overcome these problems there are so many approaches, methods, techniques, that can be used to activate students speaking ability. So, they did, feel a shame, or afraid, and make them aware being is better than never. Try here means that, the students try to explore their mind in English or they should be brave to say something in English during teaching and learning process. Therefore in this paper, the writer chooses Problem- based learning as a method in activating students speaking ability (Tanireja., 2011). According to Levin (A, Brigsten, 2001) in (D. B. Scott & Medioli, 1980), Problem-Based instruction is an instructional method that engages students to apply critical thinking, problem solving skill, and content knowledge to real problems and issues. Problem-Based learning (PBL) is a learner-centered educational method. Problem-based Learning was described as instructional approach that students do an authentic problem to arrange their own knowledge, to develop inquiry and the higher thinking process, and to develop confidence independently. From those activities, that is offered by problem based learning are freely let the students decide them self, what they want to do. Hence, what can activate or foster the students to explore their main in English consequently, it will help them improve their speaking ability.

Problem based- Learning is a method to engage the students to communicate, share each other in order to solve their learning problem, automatically, day by day their speaking ability will be improved. If the students are obedient to practice their speaking, it has the significant effect in improving their speaking ability. Problem Based Learning is not only used in science field but also in the other discipline (Tarhan & Acar-Sesen, 2013). Problem based learning (PBL) has spread to other professions because it was found to foster growth in many areas, such as: ability to be critical thinkers, skills to analyzed and solve complex problems, expertise in finding, evaluating, and using information resources, ability to work cooperatively in groups, skills to communicate in written form.

METHOD

This research was about improving English speaking skill through project based learning in the eighth grade at SMPN 3 Padalaran. The purpose of the research is to know that the project based learning is able to improve students' speaking skill or not. The researcher will employ a quantitative method and the pre-experimental research design conducted in one class. The population in this research is eighth grade students of SMPN 3 Padalarang with the total number of the population are 360 students with 31 as samples, and that is class VIII.E. The data is collected with the pretest and posttest as an instrument.

RESULTS AND DISCUSSION

Results

In this section the researcher using *SPSS version 15.0* to answer whether crossword puzzle is effective to improve students' vocabulary at the eighth grade of SMPN 3 Padalarang, with the title below:

Table 1. The Result of Pretest and Posttest

No	Name	Pretest	Posttest
1	Student 1	60	85
2	Student 2	60	70
3	Student 3	70	75
4	Student 4	70	85
5	Student 5	70	75
6	Student 6	80	85
7	Student 7	55	60
8	Student 8	60	70
9	Student 9	65	70
10	Student 10	70	80
11	Student 11	60	70
12	Student 12	60	65
13	Student 13	75	90
14	Student 14	60	75
15	Student 15	70	85
16	Student 16	60	65
17	Student 17	60	85
18	Student 18	70	85
19	Student 19	70	75
20	Student 20	65	70
21	Student 21	60	80
22	Student 22	60	75
23	Student 23	70	75
24	Student 24	60	70

25	Student 25	60	90
26	Student 26	60	65
27	Student 27	60	70
28	Student 28	60	80
29	Student 29	60	80
30	Student 30	60	85
31	Student 31	60	75

Table 2. Tests of Normality

Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.358	31	.000	.776	31	.000
posttest	.154	31	.061	.943	31	.100

a. Lilliefors Significance Correction

Criteria:

If Sig > 0.05

The sample was normal distribution.

Pretest : Sig 0.00 < 0.05

Posttest: Sig 0.61 > 0.05

The sample on pretest was not normal distribution

The sample on posttest was normal

We look to Kolmogorov-Smirnov because the sample is less than 33.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	63.87097	31	5.875043	1.055189
posttest	76.2903	31	7.95485	1.42873

At this output we show the data of statistics from the sample pretest and posttest. The mean of pretest is 63.87 and the mean of posttest is 76.29 it means that score has improved from using project based learning.

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				

				Lower	Upper			
Pai pretest - r 1 posttest	-12.419355	7.401685	1.329382	-15.134315	-9.704395	-9.342	30	.000

Criteria: If Sig > 0.05 H0 is accepted

If Sig. < 0.05 H0 is rejected

The result Sig. 0.000 < 0.005 so, the null hypothesis was rejected and the alternative hypothesis was accepted.

CONCLUSION

The aim of the research is to know that the Project Based Learning is effective on improving students' speaking skill by using quantitative method and the pre-experimental research design conducted in one class. Based on the data statistic above, result of the research shows that the improvement of students' speaking skill could be seen in the increasing of mean score of pretest and the mean of posttest 76.29.. It means that score was improving by using project based learning at the eighth grade students of SMPN 3 Padalarang. From the statements, it can be concluded that Project Based Learning is able to improve the students' Speaking skill.

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