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The Implementation of Project-Based Learning's Speaking Skill for Tenth Grade Vocational High School Students

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Abstract: Project-Based Learning (PBL) is one of strategies which English teachers use in teaching oral activities. The activities which can be implemented in PBL are discussion, conversation, presentation (individual or group), role-play, and others. It also can be an aid in studying and teaching. Based on previous research, using PBL technique can improve students' speaking ability for second graders of SMPN 1 Kawedanan, Magetan by Permatasari (2013). Because of that, the researcher implements the teaching of speaking using PBL at SMK Dian Indonesia, Sidoarjo. The descriptive qualitative is used as a design of this research. The subject of the research is 20 first-grade students of nursery class, from the academic year 2015/2016. There are three instruments used to collect the data. First is the documentation of related lesson plan and syllabus, second is the observation of field-notes, third is a questionnaire for the students. PBL in teaching speaking is found helpful to regulate students' ideas and stimulates the group presenter to extend the statement using their own words. PBL was interesting for them, because the researcher gives occasion for them to choose their own topics. They found themselves interested, happy, joyful, and comfortable during the implementation of the PBL because the process of teaching and learning is designed appropriately with the students' ideas. To gain an effective teaching speaking using PBL, students needed to be active in making collaborative discussions, and giving feedbacks to each other, so that they can build social relationship. The PBL activities have made students build knowledge and think critically.

Key words: Project-Based Learning (PBL), speaking skill, Sidoarjo

***Abstrak:** Pembelajaran Berbasis Proyek (PBP) adalah salah satu strategi yang digunakan guru bahasa Inggris dalam mengajar kegiatan oral. Kegiatan yang dapat diimplementasikan dalam*

pembelajaran berbasis proyek adalah diskusi, percakapan, presentasi (individu atau kelompok), bermain peran, dan lain-lain. Hal ini juga dapat membantu dalam pembelajaran dan pengajaran. Berdasarkan penelitian yang dilakukan sebelumnya, menggunakan teknik pembelajaran berbasis proyek untuk meningkatkan kemampuan berbicara siswa-siswa kelas II SMPN 1 Kawedanan, Magetan yang dilakukan oleh Permatasari (2013). Karena itu, peneliti bermaksud untuk melaksanakan pengajaran berbicara menggunakan PBP di SMK Dian Indonesia, Sidoarjo. Peneliti memilih deskriptif kualitatif sebagai desain penelitian ini. Subjek penelitian adalah siswa kelas satu jurusan keperawatan, di tahun akademik 2015/2016 dengan jumlah siswa: 20 siswa. Ada tiga instrumen untuk mengumpulkan data. Pertama adalah dokumentasi terkait dengan rencana pelajaran dan silabus, kedua adalah observasi catatan lapangan, ketiga adalah kuesioner yang ditujukan kepada siswa. Menggunakan PBP dalam mengajar berbicara sangat membantu untuk mengeksplor ide-ide siswa dan merangsang presenter kelompok untuk memperpanjang pernyataan menggunakan kata-kata sendiri. Itu menarik bagi mereka, karena peneliti memberikan kesempatan bagi mereka untuk memilih topik sendiri. Mereka merasa tertarik, senang, menikmati, dan nyaman selama pelaksanaan PBP karena pengajaran proses belajar dirancang sesuai ide siswa. Untuk memperoleh pengajaran berbicara yang efektif, siswa harus aktif dalam semua kegiatan selama pelaksanaan PBP. Melalui PBP, siswa telah belajar untuk berkolaborasi, berdiskusi, dan memberikan koreksi atau pendapat satu sama lain sehingga mereka dapat membangun hubungan sosial yang baik. Kegiatan dalam PBP telah membuat mereka membangun pengetahuan sendiri dan berpikir kritis.

Kata kunci: Pembelajaran Berbasis Proyek, kemampuan berbicara, Sidoarjo.

INTRODUCTION

According to the national standards in Indonesia (Depdiknas, 2004), oral communication competence or speaking skill is the goal of English learning in Senior Vocational Schools. Speaking skill is considered as an initial skill that leads learners to develop the other communication competences (listening, reading and writing). This is in line with the saying that speaking is the skill that needs to be improved by foreign English learner to increase their communication. However, it is assumed that developing speaking skill to foreign English learners in Indonesia is not easy because

of the status of English as a foreign language which is not used in national or social life (Broughton, 2003).

The use of English for speaking is not simple because the speakers, in this case, the students should master several important elements of English, such as pronunciation, grammar, vocabulary, and fluency. According to Richards & Renandya, there are four components of speaking skill concerned with accent, grammar, vocabulary, fluency, and comprehensive (2002, p. 223). But most of the students, in fact, still feel confused on the rules of those elements like: vocabulary, pronunciation, grammar, and fluency. Some of the students are afraid to be active in speaking, for example, they get confused when the teacher asks them to pronounce some words in English and they do not response well. Besides, they also have difficulty in translating many words into English since they do not have enough vocabulary.

The use of Project-Based Learning (PBL) is considered as an appropriate strategy to help the students to improve their speaking skill. Project-Based Learning is an individual or group activity that goes on over a period of time, resulting in a product, presentation, or performance as quoted in IAE- Pedia. PBL is defined as “instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop” (Moss & Van Duzer, 1998, p.1). PBL is different from traditional instruction in which it emphasizes learning through student-centred, Interdisciplinary, and integrated activities in real world situations (Poonpon, 2011).

More importantly, PBL is both process and product oriented (Stoller, 1997). Krajcik, Blumfeld, Marx, Bass, Fredricks & Soloway (1998) stated that “PBL has (a) a positive effect on student’s content knowledge and the development of skills such as collaboration, critical thinking, and problem solving; (b) benefits students by increasing their motivation and engagement; and (c) is challenging for teachers to implement, leading to the conclusion that teachers need support in order to plan and enact Project-Based Learning effectively while students need support including help setting up and directing initial inquiry, organizing their time to complete tasks, and integrating technology into projects in meaningful ways”. In view of this, PBL as one of the methods recommended to be used refers to a method allowing “students to design, plan, and carry out an extended project that produces a publicly exhibited output such as a product, publication, or presentation” (Patton, 2012, p. 13).

LITERATURE REVIEW

Speaking can be considered as a process where meaning is created, exchanged and understood in a particular context. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. This is in line with Brown (2007) who states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In addition, Brown & Yule (1983) believed that man language learners regard speaking skills as the criteria for knowing a language.

According to Richard and Renandya, there are four components of speaking skill; they are grammar, vocabulary, pronunciation, and fluency (Richards & Renandya, 2002, p.223). PBL is an innovative approach to learning that teaches a large number of strategies critical for success in their project. Students drive their own learning through examination, as well as work collaboratively to research and create projects that reflect their knowledge (Geier et al. 2008). PBL is not a supplementary activity to support learning. It is the basis of the curriculum. Most projects include reading, writing, and mathematics by nature. Many inquiries are science-based or originate from current social problems. The outcome of PBL is greater understanding of a topic, deeper learning, higher-level reading, and increased motivation to learn. PBL is a key strategy for creating independent thinkers and learners. Children solve real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies. Students improve under this child driven, motivating approach to learning and gain valuable skills that will build a strong foundation for their future in our global economy (Bell, 2010).

The following general stages can be used for successful project implementation. They represent a practical guide for the sequencing of project activities for teachers who want to implement projects in their classrooms (Kriwas, 1999).

Stage 1: Speculation

Stage 2: Designing the project activities

Stage 3: Conducting the project activities

Stage 4: Evaluation

Most cognitive, emotional and psychomotor aims of project work were achieved by the majority of students. More specifically, in relation to language skills, most learners' willingness to participate in learning activities increased. They were more eager to experiment with new language, since they were less concerned with "sounding silly" (Lightbown and Spada, 1999, p. 31). At the end of the school term, most students showed an improvement in all four language skills. Their speaking and listening skills, in particular, had the greatest improvement. This was particularly important, since it is not uncommon for students to have good knowledge of the linguistic system of the target language, but little listening comprehension and speaking skills, because they are not provided with opportunities to participate in real and authentic communication activities.

METHOD

This study is designed to implement of PBL to teach speaking that has been applied by the English teacher. It is expected to solve the classroom problem in teaching and learning of speaking at tenth grade students. The classroom action research (CAR) design is chosen to know the process of teaching and learning of speaking which is focused on language components (grammar, vocabulary, pronunciation, and fluency) and students' response in learning speaking by using PBL. According to Cohen et al. (2007, p. 297) action research is a powerful tool for change and improvement at the local level.

Besides, Nunan (1992, pp. 19-20) states that action research can be done repeatedly for several weeks by a teacher by planning and implementing appropriate method to students based on their needs and interest in order to increase students' speaking skill in the process of learning. Furthermore, Koshy (2005, p. 9) states that action research as a constructive enquiry is carried out by a teacher to analyze the way of his or her practice and reform it through planning, acting, evaluating, and refining. It is a continuous learning process in which the teacher learns from the experiences to get better understanding of his or her own practice.

The researcher employed classroom action research which was done to implement of project-based learning method to teach speaking. Classroom action research consists of cycles which converge toward better situational understanding and improve action implementation. The cycles are based in evaluative practice that alternates between action and critical reflection. Each cycle consists of three stages: (1) planning, (2) acting and observing, and (3) reflecting.

This study is carried out at the Tenth Grade of Vocational High School Nursery in Sidoarjo. This is chosen as the field of the study to know the process of teaching and learning of speaking which is focused on language components (grammar, vocabulary, pronunciation, and fluency) and students' response in learning speaking. Because of this, applying of PBL method is used as the result of this study.

The subjects of this study are among the twenty students in class X of SMK Nursery of Dian Indonesia, Sidoarjo. According to Susanto (2008, p. 6), subject is the person (people) and the number of people you study, why those people and so on. It is done to describe the implementation of project-based learning to teach speaking based on the lesson plan revised. The class consist of 8 male and 12 female students.

The procedure of implementing PBL in the teaching of speaking can be seen in the following table.

Table 1:
The PBL procedure in teaching speaking

Stage	Explanation
Speculation	The teacher and students had discussion to choose interesting topic. Interesting topic aimed to create conductive learning process.
Designing the project activities	The teacher made formation of groups and assigning of roles. The teacher ordered students to find sources of information. The teacher organized activities that took place in order to make the learning conducive. For instance, Teacher activity: <ul style="list-style-type: none">• Dividing the students into some groups by using computer and LCD for informing the list of groups and the leader of each group• Asking the students to sit in their group• Asking the group leader to take worksheet 1 and hand in it to the member

	Student activity:
	<ul style="list-style-type: none">• Taking a look at their name and group in the slide• Sitting in their group• Receiving worksheet 1 from their group leader
Conducting the project activities	Each group implements the activities designed in the previous stage. Students gather information, process and categorize it. The students discuss their problem cooperatively. The teacher controlled the process discussion.
Evaluation	The teacher evaluated the students' progress through self students' performances. The teacher ordered them to record their performance individually and save it in CD (Compact Disk).

In order to get the data to make report of research there are some technique to collect the data method done by the research in this study. They are observation, documentation, and questionnaire. Observation is conducted to observe the process of project-based learning in teaching speaking skill. The aim of documentation to find some aspects, those are about syllabus, lesson plan, material, media, assessment, the process of teaching and learning which is focused on language components (grammar, vocabulary, pronunciation, and fluency) in the implementation of project-based learning and also how the vocational high school students' responses in learning speaking by using PBL. Questionnaires are made to know students' response during implementation of PBL in teaching speaking.

RESULTS AND DISCUSSIONS

In relation to the use of PBL activity, there were six meetings in teaching descriptive speaking sequences of event. Each of three meetings was included in the stages of project-based learning processes. They were speculation, designing the project activities, conducting the project activities and evaluation. The first and fourth meetings were included in speculation and designing the project activities stages, the second and fifth meetings were regarded as conducting the project activities stages, and the third and sixth meetings were referred as evaluation stages.

This step is the phase to implement the strategy in speaking based on the revised lesson plan which has been designed in the planning stage. In this research, the implementation of action into the classroom was brought out by the researcher; a learning scenario that suits the planned action should be made. The researcher elaborates what to learn and the objective. Beside that, the process of students' discussion was controlled by the researcher in order to students could achieve the objective in applying PBL.

In the core activity, the students' project was finished to achieve the instructional objectives. All students' activities were observed by the researcher. Observation sheet was used by the researcher to find the data. Beside that, camera digital also was used by the researcher to record the students' activities during implementing project-based learning. In the last activity, the students' final products have been evaluated by the researcher to measure the students' knowledge and understanding. Vocabulary errors focused when the students had a mistake in the word choices in implementing project-based learning. It happened because the students had limited vocabularies, so they could not determine the proper words that they wanted to express. This case for the first cycle that the students' project. In this project, each student was able to report what had they discussed in group. However, in the final project, the students are able to report the result of discussion orally and individually.

Group (1) : Two days ago, the clock had been showed 5 a.m. Andi got up and then he prayed shubuh. After that, he cleaned up his bed. Andi took a bath and change the clothes. After that, he had breakfast in order not to starved. Next, he prepared his bicycle. Then he asked permission to his parents to rode with his friends. He started to rode his bicycle and soon picked all his friends to rode together. And he rode with happily.

Group (2): Yesterday, Dani woke up at 5 a.m. Then, he opened the window. After that, he cleaned his bed. He wore a clothes and shoes. He spent a time to bike at that day. Before cycling, he listen music to the radio. Next, he took her bicycle in garage. He also checked her bicycle and repaired it if there was problem. He biked on the road around her house. He drove her bicycle slowly and carefully. He really happy.

Group (3): Last week, Yuan get up at 4 a.m. After that, he wash his face and read a book. Then, he take a bath and pray shubuh. He also accompany his mother to buying vegetables in the market. Then, he prepare to going to school. He study at school at 06.45 a.m. until 01.30 p.m. He come back to home at 02.00

p.m. Then, he watch movies on television. He sweep the yard in the evening. After that, he read Holy Qur'an and then he has dinner with his family. At 09.00 p.m. he go to bed.

Group (4) : Last Sunday, I wake up in the morning at 5 o'clock. Then, I cleaned up my bed and took a bath. Next, I changed the clothes and had breakfast. After that, I used shoes. Before going to the town square Sidoarjo I prepared my bicycle. Then, I asked permisson to my parents to join car free day overthere. I am so happy when I rode my bicycle on the way. Finally, I arrived in the town square Sidoarjo.

Table 2:
The PBL implementation in teaching speaking

NO.	ERRORS	CORRECTIONS
1.	Clock (noun)	Time (noun)
2.	Bike (noun) Drove (verb)	Ride (verb) Ride (verb)
3.	-	-
4.	Used (verb)	Wore (verb)

As shown in the example above (1, 2, 3, 4), the word of 'time' was the incorrect word. It should be 'clock'. 'Time' is a noun describing a point of time as measured in hours and minutes past midnight or noon. 'Clock' is a noun describing a mechanical or electrical device for measuring time, indicating hours, minutes, and sometimes seconds, typically by hands on a round dial or by displayed figures.

The word 'bike' and 'drove' was the incorrect word. It should be 'ride'. 'Bike' is a noun describing a bicycle or motorcycle. It should produce the correct vocabulary be 'ride'-verb means ride a bicycle or motorcycle. 'Used' is a verb describing the action of take, hold, or deploy (something) as a means of accomplishing a purpose or achieving a result; employ. It should produce the correct vocabulary 'wore' as a noun that describes having on one's body or a part of one's body as clothing, decoration, protection, or for some other purpose.

In cycle 1, the students need to learn English pronunciation as well as to speak clearly. Before the students learn English pronunciation, the teacher should teach the sounds of English letters, stress, and intonation. The sounds of English relate to pronunciation. By definition, the learning of pronunciation refers to the act of putting articulated sound together in

proper combination with proper stress to correctly from word. Many studies have been made to persuade the students because most of us spend a considerable life engaged in oral communication especially pronunciation. Speech errors in pronunciation is focused when the students had a mistake on pronouncing a word in implementing PBL. It happened because the students had recognized and produced the correct elocution, so they could not determine the accurate pronunciation that they wanted to express. The data could be seen as follows:

Beni: Two days ago, the clock had been showed 5 a.m. Andi got up and then he prayed shubuh. After that, he cleaned up his bed. Andi took a bath and change the clothes. After that, he had breakfast in order not to starved. Next, he prepared his bicycle. Then he asked permission to his parents to rode with his friends. He started to rode his bicycle and soon picked all his friends to rode together. And he rode with happily.

Maya: Yesterday, Dani woke up at 5 a.m. Then, he opened the window. After that, he cleaned his bed. He wore a clothes and shoes. He spent a time to bike at that day. Before cycling, he listen music to the radio. Next, he took her bicycle in garage. He also checked her bicycle and repaired it if there was problem. He biked on the road around her house. He drove her bicycle slowly and carefully. He really happy.

A mistake in pronouncing the word is also found in the use of the word 'got up', 'prayed', and 'cleaned' (1, 2). He pronounced the word 'got up' like the Indonesian language /got up/. He should pronounce the word 'got up' with the correct pronunciation /gɒt/ /ʌp/. He also pronounced the word 'prayed' with the pronunciation /praɪd/. He should pronounce it with the correct pronunciation /preɪ (d)/. Lastly, he pronounced the word 'cleaned' with the pronunciation /klined/. He should have pronounced it with the correct pronunciation /kli:n (d)/.

A mistake in pronouncing the word is also found in the use of the word 'yesterday', 'woke up', 'wore', 'shoes', and 'listen'. She pronounced the word 'yesterday' like the original form written /yesterday/. She should have pronounced the correct pronunciation /'jestədeɪ/. She also pronounced the word 'woke up', 'wore', and 'shoes' with the pronunciation /wəʊk/ /ʌp/, /wɔ:/, and /ʃu:/. Lastly, she pronounced the word 'listen' with the pronunciation /listen/. She should have pronounced it with the correct pronunciation /'lɪs (ə) n/. Here are other examples:

Fahmi: Last week, Yuan get up at 4 a.m. After that, he wash his face and read a book. Then, he take a bath and pray shubuh. He also accompany his mother to buying vegetables in the market. Then, he prepare to going to school. He study at school at 06.45 a.m. until 01.30 p.m. He come back to home at 02.00 p.m. Then, he watch movies on television. He sweep the yard in the evening. After that, he read Holy Qur'an and then he has dinner with his family. At 09.00 p.m. he go to bed.

Intan: Last Sunday, I wake up in the morning at 5 o'clock. Then, I cleaned up my bed and took a bath. Next, I changed the clothes and had breakfast. After that, I used shoes. Before going to the town square Sidoarjo I prepared my bicycle. Then, I asked permission to my parents to join car free day overthere. I am so happy when I rode my bicycle on the way. Finally, I arrived in the town square Sidoarjo.

A mistake in pronouncing the word is also found in the use of the word 'week', 'wash', 'school', 'buy', 'studied', and 'came' (3, 4). He pronounced the word 'week' with the pronunciation /wek/. He should have pronounced it with the correct pronunciation of /wi:k/. He also pronounced the word 'wash' with the pronunciation /was/. He should have pronounced it with the correct pronunciation /,wɒʃt/. Moreover, he pronounced the word 'school' with the pronunciation /skol/. He should have pronounced it with the correct pronunciation /sku:l/. Besides that, he pronounced the word 'buy' with the pronunciation /bui/. He should have pronounced it with the correct pronunciation /baɪ/. Lastly, he pronounced the word 'came' with the pronunciation /cam/. He should have pronounced it with the correct pronunciation /kem/.

A mistake in pronouncing the word is also found in the use of the word 'Sunday', 'bath', 'before', and 'square'. She pronounced the word 'Sunday' as Indonesian pronunciation /sundai/. She should have pronounced it with the correct pronunciation /'sʌndeɪ/. She also pronounced the word 'bath' like the original form written /bath/. She should have pronounced it with the correct pronunciation /bɑ:θ/. Beside that she pronounced the word 'before' also like the original form written /befor/. She should have pronounced it with the correct pronunciation /bɪ'fɔ:/. Lastly, she pronounced the word 'square' with the pronunciation /skuar/. She should have pronounced it with the correct pronunciation /skwe:./.

The grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning. Having a good

grammar system of a language, students are helpful in delivering their ideas, messages, and feelings either to the listeners or readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. Hence, learners need to know the grammatical system of language they can communicate with others in order to transfer the message properly. In teaching learning process, the students faced many problems when they are asked to speak in English because English is not as means of their daily communication. In cycle 1, sometimes the students made many grammatical errors when they produced the English language. Here are some examples:

Beni: Two days ago, the clock had been showed 5 a.m. Andi get up and then he pray shubuh. After that, he cleaned up his bed. Andi take a bath and change the clothes. After that, he had breakfast in order not to starved. Next, he prepared his bicycle. Then he asked permission to his parents to rode with his friends. He started to rode his bicycle and soon picked all his friends to rode together. And he rode with happily.

Maya: Yesterday, Dani woke up at 5 a.m. Then, he opened the window. After that, he cleaned his bed. He wore a clothes and shoes. He spend a time to bike at that day. Before cycling, he listen music to the radio. Next, he took her bicycle in garage. He also checked her bicycle and repaired it if there was problem. He biked on the road around her house. He drove her bicycle slowly and carefully. He really happy.

Fahmi: Last week, Yuan get up at 4 a.m. After that, he wash his face and read a book. Then, he take a bath and pray shubuh. He also accompany his mother to buying vegetables in the market. Then, he prepare to going to school. He study at school at 06.45 a.m. until 01.30 p.m. He come back to home at 02.00 p.m. Then, he watched movies on television. He sweep the yard in the evening. After that, he read Holy Qur'an and then he has dinner with his family. At 09.00 p.m. He go to bed.

Table 3:
Maya and Fahmi's errors and corrections

NO.	ERRORS	CORRECTIONS
1.	Andi get up and then he pray shubuh.	Andi got up and then he prayed shubuh.
2.	After that, he had breakfast in order not to <i>starved</i> .	After that, he had breakfast in order not to <i>starve</i> .

3.	Then he asked permission to his parents to <i>rode</i> with his friends.	Then he asked permission to his parents to <i>ride</i> with his friends.
4.	He started to <i>rode</i> his bicycle and soon picked all his friends to rode together.	He started to <i>ride</i> his bicycle and soon picked all his friends to rode together.
5.	He <i>spend</i> a time to bike at that day.	He <i>spent</i> a time to bike at that day.
6.	Next, he took <i>her</i> bicycle in garage.	Next, he took <i>his</i> bicycle in garage.
7.	After that, he <i>wash</i> his face and read a book.	After that, he <i>washed</i> his face and read a book.
8.	Then, he <i>take</i> a bath and pray shubuh.	Then, he <i>took</i> a bath and prayed shubuh.
9.	He <i>come</i> back to home at 02.00 p.m.	He came back to home at 02.00 p.m.
10.	He <i>go</i> to bed.	He went to bed.

An arrangement of grammatical errors is found in the utterances (1). The utterances of '*Andi get up and then he pray shubuh*', '*After that, he had breakfast in order not to starved*', '*Then he asked permission to his parents to rode with his friends*', and '*He started to rode his bicycle and soon picked all his friends to rode together*', should be corrected as '*Andi got up and then he prayed shubuh*', '*After that, he had breakfast in order not to starve*', '*Then he asked permission to his parents to ride with his friends*', '*He started to ride his bicycle and soon picked all his friends to rode together*'. In the sentence of '*Andi get up and then he pray shubuh*' he should have used V2 because in the previous sentence there is the word two days ago which explain the time in the past. He should have also changed the word 'get up' and 'pray' with the correct word 'got up' and 'prayed'.

In the sentences '*After that, he had breakfast in order not to starved*', '*Then he asked permission to his parents to rode with his friends*', and '*He started to rode his bicycle and soon picked all his friends to rode together*', use to infinitive should be used. In the word 'to starved' and 'to rode' he should use to +V1. So, the correct form should be 'to starve', and 'to ride'.

An arrangement of grammatical errors is also found in the utterances (2) '*He spend a time to bike at that day*'. He should have used V2 in the word for 'spend' because the sentence explains the time in the past. Thus, the correct form should be '*He spent a time to bike at that day*'. '*Next, he took*

her bicycle in garage'. He should have used the possessive noun in the word of 'he took her bicycle'. The correct form should have been 'he took his bicycle' because the subject of that sentence 'he'.

An arrangement of grammatical errors is also found in the utterances (3) '*Then, he take a bath and pray shubuh*', '*He come back to home at 02.00 p.m.*', and '*He go to bed*', where the correct form of the utterances (3) should be '*Then, he took a bath and prayed shubuh*', '*He came back to home at 02.00 p.m.*', and '*He went to bed*'. It should use V2 because he explains the time in the past.

CONCLUSION

Based on the findings, it can be inferred that the PBL process were included into four stages. They were speculation, designing the project activities, conducting the project activities, and evaluation. In speculation stage, the researcher leads the process of discussing and gives occasion for the students to choose an interesting topic.

The second stage is in designing the project activities; the researcher divides the students into some groups. The students are asked to sit in their group by the researcher. Then, the group leader is called by the researcher to take worksheet and read the instruction given. In the next stage is conducting the project activities. The researcher gives the students opportunity to identify what are they see in the worksheet. After that, the students are ordered to make an outline and asking question about the materials which is not clear. The researcher also motivates students to finish their project well and punctuality even guides students to conclude the result of their project orally.

The last stage is evaluation. Here, the researcher observes students' activities during the implementation of the process and make final product. The researcher sees that the students have discussion cooperatively and enthusiastically. However, the researcher still finds the students' difficulties in pronouncing the word and nervous when they explore their ideas orally.

In implementing PBL the researcher had problem. It was caused by the time and the students' characteristic. Time is limited, so the researcher cannot control students maximally. Students had less attention to the lesson. The researcher overcame the problem by creating engagement activity. Interesting activity is used by the researcher. In the PBL classroom the researcher has created a meaningful and joyful learning because students will learn better in that condition.

The implementations of PBL have some effect to the students' achievement. The effect of the implementation of project-based learning in the class is that students achieve better due to the project-based learning. The students' engagement increases because of the implementation of PBL. They were motivated and interested to get involved in the activities. Students were become more excited about the project given. They perform better in task, project and performance. It can be seen from the students score.

From the result of the observation above, the researcher gives the solution of offering some suggestion to the teaching and learning process for teaching speaking, by giving motivation. Motivation gives the spirit of students to do their task, and to make them study hard, and enjoy their lesson. Motivation is very strongly related to the achievement in language learning. It will be easy for conducting the lesson in the class and make a progress, if the students have had motivation. Learners' motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive. Thus, the researcher is always aware about selecting the speaking topics, because good or bad topics can influence the students' willingness for participating in the class activities. A good topic will make learners relate their ideas with their experience and knowledge. Lastly, about the allocated time, this research has found that time should be handled well, in order not to waste too much useless class time, thus, can make more productive results in the teaching and learning process.

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