English Education Journal

The Implementation of Project Based Learning Strategy in Teaching Spoken English

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Article Info	Abstract
	Project-Based Learning is a learning model in 2013 curriculum that provides an opportunity for students to actively participate in making a project within the group or individual work to improve English language skills, especially in spoken English. The objectives of this study are to explain; 1) the Implementation of project topic stimulation in project based learning, 2) the implementation of project planning design in project based learning, 3) the implementation of schedule arrangement in project based learning, 4) the implementation of project monitoring in project based learning, 5) the implementation of project assessment in project based learning, and 6) the implementation of project evaluation in project based learning. This study was a descriptive qualitative method. The data were collected by implementing observation, field note, document analysis, questionnaire, speaking transcription, and interview. The subjects were an English teacher of SMA Futuhiyyah Mranggen. The result of the study showed that; 1) the English teacher of Futuhiyyah Senior High Schools have implemented the topic stimulation to begin the project. 2) The project design planning is implemented to create the project design for students. 3) The schedule arrangement should be planned to make the project run well. 4) The teacher's project monitoring should be implemented in order to guide the students' process in doing the project 5) the project's assessment should be implemented to know the students' result in doing the project and 6) the teacher's evaluation was intended to check whether the students understand or not about the project.

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INTRODUCTION

Nowadays, the role of English as a communication should be built again. Students feel difficult to communicate using English. They just learn English as a subject in classroom without practicing English to communicate. Thus, learning English becomes passive. Moreover, English as an international language used to absorb and develop science, technology, art and culture. English is an International language and the most widespread medium of communication, both because of the number and geographical areas of its speakers and because the large of non-native speakers who use it for part of their international contact. In Indonesia, English has been taught at the elementary level to high school and included as one of the subjects tested in the national examination. By learning English, students will be assisted in dealing with the development of the global era and the rapid modernization because English plays an important role.

Entering the globalization era in which has been declared by our government, we realize it or not, accept it or not, we are now being faced a big challenge. One of the ways to adapting ourselves with the progressive world is that learning English. The government in Indonesia always makes efforts to improve the English language education. The quality of the teachers and components which are involved in process education are developed from time to time. The curriculum in Indonesian from school based curriculum to 2013 curriculum brings a progress transition within Indonesian education system. The transition influences some changes on teaching material, learning strategy, learning assessment and other curriculum aspects. The 2013 curriculum provides a new method in teaching and learning process as the demand in 21st century. The learning process in this curriculum applies scientific approach. In the scientific approach, the skills are acquired through activities of "observing the material that relates to lesson, questioning something to know deeper, implementing what have been understood, associating and communicating what have been obtained to other students"(Kementrian Pendidikan dan Kebudayaan, 2013c). The 2013 curriculum adapts a concept where the goal of teaching and learning English is the students are expected to be able to communicate in spoken and written language (Agustien, 2013:42). In Senior high school, English materials should cover the four skills as listening, speaking, reading and writing. In 2013 curriculum, English lesson has a goal to make students' active to communicate as the language means as a communication tool.

Speaking is one of language skills, which should be mastered by English learners. Speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation. Turk, 2003:9). According to Brown (2001: 257) speaking is literally defined as to say things, express thought aloud, and use the voice. Spoken language and speaking are similar in meaning that how people use the voice loudly that occurs in time cannot go back and change, and it is produced and processed. However, speaking is not an easy skill for students. They tend to be afraid to practice speaking in their daily life. Meanwhile, there are some aspects which should be mastered when someone begins to speak English. They should pay attention the speaking criteria as using appropriate grammar, enrich vocabulary, able to speak fluently, comprehend the material and able pronounce phonemes correctly. Shofyana (2014) states that the purpose of speaking is the students can communicate in their lives. They can speak English with their friends, teacher and other people. However, in reality most of students in Futuhiyyah senior high school of Mranggen especially at tenth graders they are still afraid to speak up because they never try to speak at class. Jannah (2018) argues that since speaking is considered as a complex skill in learning and teaching a second language, the teacher then should apply the appropriate method for the students to gain more understanding. It also motivates students to speak up with their friends.

The regulation of Education Minister Number 81A year 2013, states that learning strategies are indispensable in supporting the realization of all competencies contained in the curriculum 2013. The curriculum includes what should be taught to students, while learning is how what is taught can be controlled by learners. Project based learning is one of learning models in 2013 curriculum. Project based learning is one of methods recommended to be applied in class. Project based learning (PJBL) is a learning method allowing "students to design, plan and carry out an extended project that produces an output such as a product, publication and presentation" (Patton, 2012). Through project based learning, students are engaged to do meaningful activities. Students are motivated to involve the activities through the process. Thus, project based learning helps students develop their skills in learning process, especially in spoken English. Project based learning becomes a learning method which can be implemented in teaching spoken English. Due to, project based learning insists students being active in learning process. It also results a product that is composed by students. In this case, project based learning can be implemented to teach spoken English.

Based on the background above, this research is aimed to describe the implementation of project based learning strategy in teaching spoken English. The main purposes of this study are, firstly, to investigate the implementation of project topic stimulation in project based learning. Secondly, this study investigates the implementation of project planning design in project based learning. Thirdly, this study attempts to describe the implementation of schedule arrangement in project based learning. Fourthly, this study investigates the implementation of project monitoring in project based learning. Fifthly, this study investigates the implementation of project assessment in project based learning. Finally, this study is aimed to investigate the implementation of project evaluation in project based learning. This research is hopefully support the concept of teaching spoken English. It is also

can be beneficial for educators as additional knowledge in developing their teaching technique. It also may improve their ability in teaching spoken English for students appropriately.

METHOD

In this study, the researcher used descriptive qualitative approach. According to Ary et al (2010) stated that a qualitative descriptive research is the research which allow the researcher to observe characteristics of some individuals to measure their attitude and opinion towards some issue. For instance, in the field of education the researcher gathers information from the model of learning which applied by a certain teacher to build successful language learning in the class. In qualitative research, the researcher generally uses dominant written conclusion to complete the report of study based on the whole process of data collection technique and data analysis. In addition, the researcher adopted a qualitative descriptive research in this time. This is because the possibility of the implementation process in depth understanding of the current study. As Cohen et al (2007) stated that "qualitative data analysis involves organizing and accounting to explain the data, by defining a learning situation and noting patterns, themes, categories and regularities in the data collection process of the study. In this study, the researcher acted as the observer in the classroom. The researchers will observe the implementation of project based learning strategy in project based learning. The following data has been summarized based on the research. In this chapter, there are some elements that are used to conduct research, which consists of research design, research subjects, research instruments, data collection techniques, and data analysis techniques. The design of this study is descriptive qualitative research.

The subjects of this study were a teacher who taught English at the tenth grade of Futuhiyyah Senior high school in Mranggen. In collecting the data, this study implemented classroom observation, field note, and document

analysis, questionnaire, speaking transcription and interview as the instruments of this study. In this study, the writer distributed the questionnaire to the teachers. The questionnaire used in this research was an open ended questionnaire and close ended questionnaire. It was used to elicit in depth about teachers' and students' views and opinions regarding their perceptions of project based learning implementation. In this research, the writer conducted individual interviews and the questions were scheduled in Bahasa Indonesia for students in order to get clear understanding of the content. Furthermore, it uses English for teacher. The purpose of doing interview was to enhance the teachers' answers about their perspective of project based learning implementation and complete their explanation after doing the questionnaires. The documents analysis covered anything that supported the questions asked. In this case, the researcher used the teachers' documents including the syllabus, the lesson plans, and the scoring rubrics. The classroom observation involved observing and recording through the use of notes, and teachers' behavior in the observation place. In this research, the writer did the classroom observation when the process of project based learning implementation was in progress. It was conducted in order to gain descriptions of teacher's implementation in project based learning.

RESULTS AND DISCUSSIONS

This presented and discussed the results of all data and the interpretation of data analysis on the implementation of project based learning in teaching spoken English.

The Implementation of topic stimulation
The data that was analyzed was obtained from the document and teaching learning process observation and field note. The teacher had prepared lesson plan which focused on the project based learning. She had arranged lesson plan based on the 2013 curriculum stages. Based on the lesson plan, teacher did project topic stimulation in main

activity. After that, the teacher began to stimulate students with pictures related to the legend in Indonesia. The teacher asked students to mention the legend title and the character in this picture. In addition, the teacher played video entitled "The story of A friends in Needs' A friend Indeed" and the students observed in video. The teacher discussed with students about the legend title, character, setting, and also moral value. The students paid attention to the teacher's explanation about that information. Teacher also directed students to ask question about video as the title, character, setting and moral value. Teacher had begun to stimulate students about topic in project based learning through all stages above. After that, teacher tried to gain students' response from this video. Teacher asked to student what project could be done by them from the video. Some students answered the questions. They wanted practice the story with Indonesian and English story as Malin Kundang, Timun Mas, Tangkuban Perahu, Snow white, the beauty and the beast and Cinderella. In addition, teacher asked her students to discuss with their group to discuss that topic in each group. Based on the explanation above, it was found that teacher had stimulated her students to selecting topics in project based learning. She had done some phases to make students being active to find the topic in project based learning. She gave examples toward the project. She also directs some essential questions to make students being stimulated through pictures and video.

The Implementation of Project Planning Design in Project Based Learning
In this part, the teacher continued the previous step as selecting topic in project based learning. This part was taken in second meeting. The teacher began the class as usual, she greeted the students, prayed together, checked the students' attendance list, recalled the previous lesson, explained the learning objectives and the basic competence that would be achieved by the students, and told the students what activity that would be done by them. In main activity, the teacher asked the students to gather in each group.

After students gathered with their group, the teacher asked the project topic which had discussed in the previous meeting to each group. After that, teacher guided the students to determine the kind of project. The students had told in previous meeting that they wanted to practice the story. The teacher directed the students to make a speaking activity as drama. The students agreed with the teacher's opinion to their project. Furthermore, the teacher guided the students to determine the rule of project. Teacher and students agreed some terms in doing the project. First term was the drama script should be written by each group. The students could look for reference through the text book, internet and others. Second term was the drama script could be written in the next meeting and if it hadn't finished, the students would have finished at home. Third term was the students could practice the drama at school or home. Fourth term, the project could be done in school area or outside. The last term was the drama project should be documented through video. Later the teacher and students determine the project rules, the teacher asked students to arrange the duties and responsible in doing project to their group. The teacher directed to the students to divide the duties, so the project would finish well. There were many duties which had to be done by students such as the script writer, the actor or character in drama, the equipment in drama until the person who took the video. All duties should be arranged well. Thus, students could cooperate well with their friends and the project would accomplish in good result. Furthermore, the teacher asked students to make list about material and equipment which were needed in their project.

The Implementation of Schedule Arrangement in Project Based Learning

The teacher arranged the project schedule after doing project planning design. The teacher discussed the project planning design with students in second meeting. After the teacher and students designed the project planning, the teacher directed to students to arrange the project schedule. It

should be confirmed because schedule would give description to accomplish the projects. There were six schedules in doing a project. First, teacher guided students to determine the schedule in writing a script drama. Second, teacher guided students to determine the training schedule. Students could practice drama not only at English class but also at home. The training schedule needed at least five times. Third, teacher discussed the next schedule after writing a script and training. The next schedule was project construction. The teacher asked student to document the project into video. Fourth, teacher discussed the next schedule after making a project video. It was the schedule to submit the project. The teacher required the project submission punctually. Fifth, teacher determined the assessment schedule. The assessment schedule was acquired to assess the students' project. The last schedule was the evaluation. Evaluation is the making of a judgment about the amount, number, or value of something; assessment.

The Implementation of Project Monitoring in Project Based Learning

Teacher told that she did monitoring to students. She did it to support students' project. She was active to ask students about their difficulties. Students got some difficulties as writing a script, team work and practicing a drama. However, teacher gave some solution to her students. Teacher insisted on students to work together in doing project because the project didn't accomplish without good collaboration in group. Furthermore, teacher also gave solution to students in writing a script. In this section, the teacher stayed to help their students' problem because it was a very classical matter that concerned to their limited vocabulary. She guided the students to find a suitable vocabulary. However, they could not directly solve their problem in completing the assignment. They still needed a help from the teacher in translating the word into English so that the teacher allowed them to search the difficult words in the dictionary. Teacher asked students to look for dictionary to

know the meaning in English. The students could look for other references as textbook or internet. After that, teacher could correct their script if there were still grammar errors there. Then, she also asked students to practice pronunciation through online dictionary. Students could know the correct pronunciation through it. But if they still had difficulty to pronounce, they could ask their difficulty with teacher. Meanwhile, teacher also gave feedback to students. Teacher gave description about students' progress in doing the project. She also gave suggestions and critics to the students. Teacher's feedback was very important to students because it could motivate students to accomplish their project. The teacher emphasized the skill that was going to be scored. The teacher made the students become realized that they had to perform well in speaking ability for the next meeting with their completed project. They also had to prepare themselves to be ready in their speaking components which considered to comprehension, fluency, vocabulary, grammar, and pronunciation.

The Implementation of Project Assessment in Project Based Learning

The teacher had done the speaking assessment for students' project. The teacher assessed the students with some criteria in spoken English. The result of speaking ability had been reported as well by describing the students' speaking ability, related to their speaking components, including content, fluency, vocabulary, pronunciation, and grammar. The teacher explained that all students had tried to cover all assessment criteria but from his speaking result, students made some errors in creating their words. His fluency should also necessarily be considered in speaking assessment. Any grammatical error was still accepted in this text. Based on the students result, it seemed that students covered vocabulary, grammar, and comprehension. Meanwhile, the students weren't covered fluently and pronunciation. Due to those criteria needed time to be covered by students. The project assessment was done by teacher to measure the students' result in doing their project. The main purpose of an assessment is to help the students learn and monitor learning through progress. Assessment can motivate individuals to work to the best of their ability, it measures and evidences learning.

The Implementation of Project Evaluation in Project Based Learning

Based on the result, some students told that the drama project was fun learning and some others told that it was challenging. Moreover, they seldom spoke English much in class. Due to, they felt unconfident to speak up in class. Through the project based learning model, they were motivated to speak in English language because they were insisted to speak with English in this project. They also said that the method which had implemented make them easy to speak English. They ensured this method also make the lesson become more interesting and clear. In addition, they also said by doing drama, they could practice speaking English. Therefore, they agreed that this kind of method was excellent way to increase students' motivation and spirit of study. In evaluation part, the students told that their teacher explained the students' project result to them. The teacher delivered her opinion about the students' project. She also gave feedback to students. Furthermore, teacher also gave motivation to students about their project so that students could do the next project well.

CONCLUSIONS

According to the finding and discussion, first finding indicated that teacher had implemented the stimulation on selecting project's topic. The teacher had prepared lesson plan which focuses on the project based learning. Furthermore, the teacher did several activities in topic stimulation. She used picture and video to stimulate students' creativity in selecting a topic in project based learning. The second findings indicated that teacher guided the students to determine the project planning design. The teacher directed the students to make a speaking activity as

drama. Furthermore, the teacher guided the students to determine the rule of project. Teacher and students agreed some terms in doing the project. After the teacher and students determine the project rules, the teacher asked students to arrange the duties and responsible in doing project to their group. The project planning design should be done in order to assist students to accomplish their project. The third finding indicated that teacher monitored student by conducting it in five steps. First, teacher guided students to determine the schedule in writing a script drama. After the drama script had composed, the next schedule was training schedule. The training schedule needed at least five times. Third, the next schedule was project construction. The teacher asked student to document the project into video. Fourth, it was the schedule to submit the project. Fifth, teacher determined the assessment schedule. The fourth finding indicated that the students were the learning center who should be active in doing the project. The teacher directed her students to solve their problem in doing the project. She gave solution as students' obstacles in doing the project. The fifth finding indicated that the teacher had done the speaking assessment for students' project. The teacher assessed the students with some criteria in spoken English. The result of speaking ability had been reported as well by describing the students' speaking ability, related to their speaking components, including content, fluency, vocabulary, pronunciation, and grammar. The teacher explained that all students had tried to cover all assessment criteria but from his speaking result, students made some errors in creating their words. His fluency should also necessarily be considered in speaking assessment. Any grammatical error was still accepted in this text. Based on the students result, it seemed that students covered vocabulary, grammar, and comprehension. Meanwhile, the students weren't covered fluently and pronunciation. Due to those criteria needed time to be covered by students. The sixth finding indicated that some students told that the drama project was fun learning and some others told that it was challenging. Through the project based learning model, they were motivated to speak in English language because they were insisted to speak with English in this project.

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