

## THE IMPLEMENTATION OF PROJECT BASED LEARNING METHOD TOWARD STUDENTS OF SMP MUHAMMADYAH PROGRAM KHUSUS SURAKARTA

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### **Abstract**

This article aims at finding out whether Project Based Learning can improve students' speaking skill or not and what speaking aspects are improved through Project Based Learning. It also aims at determining students' responses toward the implementation of Project Based Learning Method. The step in implementing the Project-Based learning covers creating good atmosphere, attracting students' attention, choosing the topic, creating the project, process and feedback, collecting the material, presenting and evaluating the project (Journal English Language Teaching, vol 1 no.3, November 2013). After implementing the method, the writer found out that Project-Based Learning have some advantages and also weaknesses. The advantages was initiated in the improvement of the students' speaking aspects adapted from Harries (1984) and Brown (2004) which covers comprehension, vocabulary, grammar, fluency, and pronunciation. Of all the five aspects, comprehension and vocabulary were improved most significantly.

**Key words:** project based learning, speaking

### **INTRODUCTION**

Speaking is one of the skills that takes very important role in learning English language. Sometimes it measure someone's ability as well. By speaking english well, someone can be determined to have good english proficiency. Otherwise, the other skills should also be taught while learning speaking since all are unseparable in learning English language.

Yet, the mastery of speaking skill is a priority for students and they often evaluate their success in language learning as well as the effectiveness of their English learning especially in their spoken nlanguage proficiency (Richards, 2008: 19) In this case, in learning speaking English at class there are several factors that affect the learning process. Those factors include lecturers, students, the environment, as well as the facilities and systems used in the teaching learning process. These factors are related to each other in determining the success of the process of learning language. They may also affect the success of students in learning activities.

Many lecturers these days tend to use conventional models in every learning process. They probably have lack of teaching methods mastery. Actually, the mastery of teaching method is necessary to improve their professional skills to vary his or her model of teaching. It may encourage students' motivation in learning process as well. Conventional method in which lecturers merely give lectures in every meeting made students become passive in the class. Consequently, the students are not interested to learn more . Based on the previous facts, there is one learning models that supposed to be appropriate and more challenging to teach speaking skill. It is the Project-Based Learning. It is stated in the theory from Larmer and Mergendoller, a classroom filled with the students' project may suggest that students have been engaged in meaningful learning. It is because the project is a series of tasks for the students to learn the content of material in depth comprehension in a group or individually. Project-Based Learning is a learning model 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 speaking skills (ability to speak). It can be seen from the uniqueness of presentation and exhibition where the learners possibly discuss issue based on PBL principles (Thomas, 2000).

Through this learning model, the researcher expects to know students' speaking ability conducted in groups outside the classroom and at the same time observes whether students feel comfortable and confident to express their creativity and ideas through the implementation of this learning method. Project-Based learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation (Patton: 2012, 13). In this study, students will be instructed to make a project.

This project is about making a recorded mini drama containing situational communication. Students are supposed to work in group and out of the class to make short script of their own containing conversation in several situation. They may record it in settings chosen by themselves with full properties based on the situation performed. By holding this project, students are going to inquire the basis learning and define the feature of project. In process of making project, it gives students a better understanding about the English expression used in certain situation and at the same time challenge their ability to give their best performance and record their mini drama. By doing this activity, students will be motivated and challenged to make their project successful with their group. By doing this out of the class, they are supposed to be more confident and creative to make the mini drama as attractive as possible. The similar study has been already conducted by students of State University of Surabaya from class of 2009, who entitled her thesis "The Use of Project-Based Task to Improve Eleventh Graders' Ability in Writing Hortatory Exposition Text at SMAN 1 Ngadirojo Pacitan". The previous study has been applied the same

method which support the study, that is Project-Based Learning. However, she provides students with complex tasks based on challenging questions or problems that involve the students' problem solving.

Based on the background described above, it can be identified the following issues:

1. How is the implementation of Project - Based Learning to teach Speaking Skills of the eighth grade students in SMP Muhammadiyah Program Khusus?
2. How is the students' ability in conducting their recorded mini drama during the implementation of Project-Based Learning in the speaking activity in the eighth graders of SMP Muhammadiyah Program Khusus Surakarta?
3. How are the students' responses towards Project-Based Learning during the speaking activity in the eighth graders of SMP Muhammadiyah Program Khusus Surakarta.

## RESEARCH METHOD

In this research, the researcher acted as the observer of the activity in which the project based learning is given . The research begins with teacher giving instruction to the students at the speaking class about the project based learning. The teacher than divides the class into groups then gives assignment. Each group is given project assignment about recording mini drama using situational communication material and with the title provided. They are supposed to do the project outside the classroom. Meanwhile, the researchers will observe the use of Project-Based Learning as a method to teach students' speaking ability in order to motivate students to be active participants in their learning activities.

Some elements are used to carry out the research. It consists of research design, research subjects, research instruments, data collection techniques, and data analysis techniques. The design of this study is descriptive qualitative research. According to Marshall and Rossman (1999), qualitative research is a research that should provide clear explanation through intuition, complex reasoning, possible research question and

conceptual framework, alternative design, and strategies for gathering the data. In this research, the researcher considers all elements during the research held. As it should be reported in detail written work to represent how the research has been conducted. 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. 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". Ary et al (2010) stated that a qualitative descriptive research is the research which permit the researcher to observe characteristics of some individuals to measure their attitude and opinion towards some issue. Here the researcher also gather information from the model of learning applied by an English teacher to construct successful language learning in the class. In accordance with the statement, qualitative descriptive study aims at clarifying the existing variable or the result of English teaching and learning process conducted in the classroom. Here the researcher collect the data through observation of the student project results (in the form of recorded mini drama under the theme situational communication). In this case, the researcher observes the activity conducted outside the classroom and at the same time also the students performance. Moreover, their speaking ability will be seen after they have recorded their mini drama.

In this study, the researcher took the study sites in SMP Muhammadiyah Program Khusus Surakarta located in Sumber Surakarta. The implementation of research will took place on 13-16<sup>th</sup> february 2016. There will be three meetings and each meeting will be observed by the researcher. The subjects in this study were students of class VIII SMP Muhammadiyah Program Khusus. The number of students who have received the application of learning models Problem-Based Learning (making

advertisement) is 33 students. The subject of the research is chosen because the eight grade students have adequate ability and comprehension to practice their ability to construct mini drama, perform it and record it at the same time.

In this study, the researcher will use some instruments to support the qualitative data, namely field note, observation sheet, students' speaking transcription and interview. Field note is a kind of instrument which is usually used in qualitative research. This type of instrument is like a transcribed note that describes all of data collection during observation. The data collection contains the idea thought, activity, question, etc. Actually, in writing field note, the observer should describe the event in the observation as soon as possible. The details of event in the observation are the content of field note. It is generally used to record the data based on the reality in the field. There are two part of field note, that are descriptive and reflective (Santyarini and Susanto, 2014). In the observation, the researcher directly makes a note on the paper to record all the activities in the class. The field note contains the students and teacher's activity in detailed information. The content of field note will describe the whole process of teaching and learning process, including the activity in the beginning until the end of teaching and learning activity. The activity which is recorded in the field note, such as: greeting, opening the lesson, explaining, discussing, questioning, presenting, closing, etc. All of the activity should be written in detail to depict the entire of teaching and learning process. Observation sheet is one of instruments that usually used in qualitative research to record the data. According to Clerck et al (2011), writing observation sheet involves detailed and concrete observation. It means the observation sheet showed what happened actually in the classroom. It will conclude objective observation made by the researcher which has been gained from the information acquired through conversation among the subject of research. Besides, it also include the general information of teacher and students' activity in the class. In

this observation, pencil and pen are helpful to record the observation. At home, the researcher should transform their short-hand note into detailed description on the computer as quick as possible. Finally, the observation sheet will be used by the researcher as the one of sources to analyze the data of the study.

## **RESULT AND DISCUSSION**

### **1.THE IMPLEMENTATION OF PROJECT BASED LEARNING IN SMP MUHAMMADIYAH PROGRAM KHUSUS SURAKARTA**

As stated in the early part of the paper, in this research, the researcher acts as an observer. Before the observation, the researcher and the teacher made coordination on the project based learning method should be given to the students and the suitable material for it.

The researcher then observed the activity of the English Speaking class in which the material delivered with project based method is given. The subject is the students of SMP Muhammadiyah Program Khusus Surakarta. The observation was conducted three times from 13 to 16 february 2016. During the observation. The researcher took notes on the way teacher delivered the material. First the teacher opened the class and check the students' attendance as usual. After that, he check the students assignment and discussed them.

After completing the discussion of homework, the teacher then moved to the next material on situational communication. The teacher also explained about project based learning. The students were then given example about how to make conversation in certain situations. The teacher also gave vocabularies related to the topic provided. Next, students are given a chance to ask questions. After that the teacher give instruction on how they should complete the assignment. Teacher then divided them into groups in order to do the next step.

In the next step, students were supposed to make transcript of mini drama using the material of situational communication under the theme Indonesian

folklore. They arrange their project in class in order to be carried out outside the classroom. They had a discussion on the performance, the setting, the script, the player, and the recording. During the discussion, teacher check the groups one by one and gave further explanation. After finishing the discussion, the teacher closed the class and made sure that all students understood about the project.

In the next meeting, the teacher checked the students' progress on their project. Most of them hadn't finished recording the mini drama. It turned out that they prefer to use actual theme instead of Indonesian folklore which they consider out of date. They chose to perform Korean drama which they believe to be more interesting and actual. At the second meeting, the students rehearse their mini drama. Teacher gave suggestion and input to what had been prepared by the students to be recorded.

In the third meeting, the students submit their assignment to the teacher in the form of file. They recorded their mini drama by camw phone. The teacher then gave comment and score to the students' work. Based on the observation, students tend to be more enthusiastic and responsible in doing the project. They felt that they could be free to express themselves without feeling shy and nervous in front of the teacher and friends.

### **2.THE INCREASE OF STUDENTS' ENGLISH CAPABILITY**

The eighth graders of SMP Muhammadiyah Program Khusus consist of students with above average ability of English compared to students from other regular school. in accepting new students, the school put higher requirement than other schools. That is why the input of the school tend to have higher ability one of them is English skill.

Based on the fact above, the eight graders tend to have no difficulties in practicing their English for the implementation of project based learning. They were successfully completed their project in a relatively short period.

### 3. THE IMPROVEMENT OF STUDENTS' SPEAKING ASPECT AND THE WEAKNESS OF THE METHOD

Harries (1984) and Brown (2004) stated that there are five speaking aspects which covers comprehension, vocabulary, grammar, fluency, and pronunciation. Of all the five aspects, comprehension and vocabulary were improved most significantly in the process of completing the students' project. In completing the project, students seem to be very enthusiastic. They work hard in groups to make their performance perfect. They had a vivid discussion if they met difficulties. Automatically, they created their mini drama seriously and tried to minimize errors as little as possible. They use the new vocabulary and expression in accordance with the situation. Consequently, the comprehension and performance rised significantly.

### 3. THE STUDENTS' RESPONSE TOWARD THE PROJECT BASED LEARNING METHOD

Based on the interview done by the observer to the students, it turn out that students enjoy the process learning english using project based learning method. They said that they can be free to expressthemselves without being nervous or shy. Usually if they have drama performance in front of their teacher or friend, they tend to forgot dialogue because of nervousness. By recording their mini drama out of the class they feel free to perform and they feel significant improvement in their English.

About the atmosphre of learning, compared to the teaching learning in class, they stated that project based learning make Learning English less boring. They said that they somwetimes have to practice speaking in real condition in order to avoid monotonous learning and boredom.

### 4. THE STRENGTH AND WEAKNESSES OF PROJECT BASED LEARNING METHOD

From above explanation, it can be concluded that project based learning has many advantages. Students may improve

their speaking ability as well as vocabulary and comprehension. They can also be more creative in expressing themselves. Students also think that doing their project with their group and out of the class is a good alternative in learning English. Learning using conventional method sometimes make them passive students.

The weakness found in the implementation of the method was on the media and time allotment. As stated before, they had difficulties in matching their schedule to record their mini drama. Each student took project based learning has many advantages. Students may improve their speaking ability as well as vocabulary and comprehension. They can also be more creative in expressing themselves. Students also think that doing their project with their group and out of the class is a good alternative in learning English. Learning using conventional method sometimes make them passive students. different subject in ths semster so it was very diifficult to be compromised. They had also difficulties in making use of the media. Sometimes their camera phone did not work well in recordng the mini drama

### CONCLUSSION AND SUGGESTION

Project based learning has many advantages. Students may improve their speaking ability as well as vocabulary and comprehension. They can also be more creative in expressing themselves. Students also think that doing their project with their group and out of the class is a good alternative in learning English. Learning using conventional method sometimes make them passive students.

Lecturers and teachers better vary their way of teaching in order to avoid monotonous activity and boredom. Students will be very creative if given chance to express themselves freely. Learning in class sometimes make them boring and passive

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