

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was conducted in class 12 language of MA Al Falah Putera Banjarbaru. The research was conducted for three meetings, namely on 27 July, 2, and 10 August 2022. The findings of this study consist of two parts. The first is to know the implementation of Project Based Learning in Students' Speaking Skills. The second is to know the strengths and weaknesses of Project Based Learning in teaching speaking.

1. The Implementation of Project-Based Learning in Students' Speaking Skills.

From the results of observations made by researchers on 27, July, 2, and August 2022 that teachers carry out four stages in teaching and learning activities using project-based learning, namely starting projects, developing projects, implementing/implementing projects, and assessing projects.

The first stage is to start the project. Activities in the class started by greeting, checking the attendance list of students, and telling the learning objectives, and assignments given. This activity consists of brainstorming and activating the students' background knowledge and context before doing the speaking practice. To start the project, the teacher tells a story entitled Malin

Kundang to be read in front of the class in a short, but captivating way. For example, the teacher plays the tone of voice, imitating the attitudes and characters of Malin Kundang, mother, and other characters. Spontaneously students pay attention to the teacher. Then, when the text or reading shows a dilemma or problem, the teacher discusses the problem in the story so that all students can catch the problem clearly. It is intended that students orientate themselves to the problems that exist in the content of the drama story. Then the teacher asks prompting questions that make students think about it. As the problem raised as follows.

- a. What made Malin Kundang not recognize his mother?
- b. Why did Malin Kundang and his mother have to live hard?
- c. What made Malin Kundang's mother sad?
- d. What trust can we take in the story of Malin Kundang?

After that, the teacher asks students to form small groups, each group consists of 5 people. The teacher helps students define and organize learning tasks related to the problem. For example, how this small group can carry out active discussions in solving problems, including the division of roles in completing tasks. Then, the teacher instructs the students to plan/choose a drama to discuss which they will present in front of the class. As for the drama they choose freely.

The second stage is developing project. Students conduct discussions according to the teacher's direction to choose a drama for them to present in front of the class. After that, students discuss the division of roles in the drama

they have chosen in the group. Discussion sessions require students to interact with other students about the project. This stage is not completed in one day, students must continue this stage outside of class as a boarding job. In this activity, they need to work together as a team outside of the classroom. When developing projects, they can ask teachers and friends about the obstacles they face. After the discussion, they do a practice session to present the drama they have chosen and discuss it outside the class. In this session, students practice drama by playing the tone of voice, imitating the attitudes and characteristics of each character. This activity is carried out so that students are able to show their best when presenting the drama they have chosen.

The third stage is implementing the project. At this stage, it is time for each group's presentation and drama in front of the class. They present and practice the drama they have chosen and discuss it in front of the class in groups. Before entering the presentation stage, the teacher asked each group representative to come forward to take the distribution of presentation numbers. After that, the teacher starts the presentation stage which will be guided by the teacher. When presenting plays, students are allowed to bring aids such as posters, pictures, etc. At this stage students are given the opportunity to explore their English skills both in groups and individually. Presentation time is 8 minutes and students should make the best use of the time given. At the time of presentation, students carry out their respective tasks with the agreed distribution. The presentation was guided by each presenter in their respective groups, starting with opening the activity, telling

the title, explaining the role of each character, and guiding the story to the end.

The last stage is assessing the project/evaluation. After finishing the presentation, the teacher will give an assessment of the students' abilities. Each group provides questions, feedback, or suggestions to each group regarding the performance of their project. Students are free to ask questions, provide input or suggestions to other groups. The group that is asked a question and a response or suggestion must answer the question. After that, the teacher analyzes and evaluates the problem solving process. Teachers help students to reflect or evaluate their investigations and the processes used. Teachers can also assess the problem-solving process through ongoing discussion. In addition, the teacher can observe the results of the discussion of the report with an oral or written assessment.

From the results of interviews conducted by researchers on August 10, 2022 to teachers and three students. First, the researcher interviewed the teacher. The teacher said:

“They are enthusiastic about working on the project. This can be seen from their participation in their speaking performance. Most of them try to speak fluently according to the topic being discussed, and then they try to take responsibility for group work.”

second, the researcher interviewed the students, the students said that they agreed if the PBL method was applied in class activities.

"I don't really understand what the PBL method is, but this is a good alternative way to apply because the teacher provides project activities so that students have motivation in learning, teamwork, and we will study harder" (Student 1).

Furthermore, they said that in their PBL activities they were given the freedom to explain their opinions and share information with each other.

By using this method, we become more independent and provide motivation to learn in order to utilize our abilities and ideas in a way that the teacher gives us responsibility and trust that we are capable of doing it. (Student 3).

“Certainly especially for those of us who rarely speak but because activities that require us to speak upfront become a must for us to practice and improve our speaking skills, but most people disagree because we have to speak in front of the class without bringing a textbook” (Student 2).

"Of course it can make our speaking skills better, because we are required to be active in speaking and it encourages us to continue practicing and improving our English skills" (Student 1).

Other students also stated that they liked the PBL method as they could share knowledge and exchange ideas. Most of the respondents also said that using this method could improve their speaking skills.

“I’m very happy, this technique creates a pleasant condition. We can share experiences and learn from each other, such as asking about something we don’t know, so we can get to know more, more and more” (Student 3).

Then, the students were very happy to learn by presenting their drama, because it was interesting and helped them to be creative and active.

“I like dramas the most because the activities are very fun. My friends and I worked hard to memorize and act out the script. We can express the scene easily if the script is written in Indonesian, but we find it very difficult to add some improv because we have to think before we speak, hahaha. (Student 1).

Based on the description above, the implementation of project-based learning in students’ speaking skills showed very well. Other respondents also gave positive responses in learning to speak through PBL. In addition,

students agree that PBL can improve their speaking skills in class because it makes students more diligent in practicing, getting used to speaking English, making them work together with their friends and making variations in learning that make students not bored and the teaching and learning process becomes more fun.

2. The Strengths and Weaknesses of Project-Based Learning in Teaching Speaking.

This research was conducted with data findings from interviews conducted on August 10, 2022 to find out the Strengths and weaknesses of learning to speak using the implementation of project-based learning in students' speaking skills.

Based on the results of interviews with teacher and conducted on August 10, 2022 that there are strengths implementation of project-based learning in teaching speaking. As the results of the interview below:

"In my opinion, if we give projects to students, it will create students' ideas, enthusiasm, and interest in learning and can encourage speaking skills". The teacher also said: *"Uhm, I don't know what percentage but it's really improving, both visually and audio, and they also learn in teamwork, share information with each other and encourage them to be responsible people".* **(Teacher)**

"Yes, I like to study with PBL because it is not monotonous and boring. We become creative and active learners." **(Student 1).**

"Yes, I feel my English fluency is getting better, I feel creative, active while working on my project and I can brainstorm my ideas into a project." **(Student 3)**

In addition, students' progress was found in aspects of speaking, namely pronunciation, grammar, vocabulary, fluency, and understanding. Most of them realized their progress, some of them realized that they found the difference before and after doing PBL in class. This can be seen from the interviews conducted by researchers to students starting from Pronunciation.

"Yes, I founded it. For example: I recognize the correct pronunciation." (Student 1)

"Sometimes I mispronounce words, but now I know how to pronounce them well." (Student 3)

Next, the researcher looked at the grammar aspect. The findings are quite diverse, some students have built their awareness in learning and become independent learners. As the researcher conducted the interview with the students below:

"Yes, I have found the difference. Before I had PBL in my class I didn't consider my grammar, but after PBL in my class I realized that my grammar is still bad and correct me if I make a mistake." (Student 3)

Then, the researcher jumps to the vocabulary aspect. In this section, most students find themselves making progress. They get new words through the project. PBL seems to be able to improve students' speaking skills and the results can be seen from the interview below:

"Before there was PBL in my class, I didn't have any new vocabulary. But after PBL in my class, I had new words because the project helped me find those words." (Student 2)

"I find new words through the project, because I need to explain my project to other groups." (Student 3)

The next finding is the Fluency aspect. In this phase, one of the three participants is still experiencing problems in fluency, this condition is caused

by several factors such as anxiety, low vocabulary, and grammatical systems. However, other participants had the opposite view of fluency. The results of the interview can be seen below:

“My fluency has gotten better since we used PBL in class.” (Student 1)

“Erm... I still have some problems with my fluency. For example: I know what I'm thinking and I've built it up in my mind but it's hard to convey. Because my grammar is still bad.” (Student 2)

“Yes. It has become a habit for me to speak English.” (Student 3)

And for the last aspect is understanding. For this section, most students can interpret the ideas, topics, and materials given into a project. The results of the interview can be seen below:

“I am confused by the given topic. But once there are activities to make the project I feel it helps to understand the topic that has been given.” (Student 2)

“yes, it is acceptable for me.” (Student 1)

In addition, this study also found the weaknesses in implementation of project-based learning in teaching speaking. Teachers and students also shared their ideas about the implementation of PBL in the classroom. The teacher stated that the implementation of PBL in teaching speaking takes a long time in the teaching and learning process in the classroom. In addition, there are some students who still do not understand the learning using PBL, because their characters and abilities are different.

“Before I said, the PBL method takes a long time and not all students understand learning using this method, because each student has different characters and abilities, and sometimes students have to complete other subjects because there is a buildup of assignments that

makes students less focused and unable to complete assignments on time". (Teacher)

Then the students also said that when the process of working on the project, the time was too short or too little which caused the lack of results obtained. In addition, it was also found that some students had difficulty in speaking English.

"The time is too short to work on the project and prepare the project, we need at least two weeks." (Student 2).

"The duration was too short, and I couldn't finish my project on time. As a result, the product quality is unsatisfactory." (Student 3).

"For me, my weakness is grammar and vocabulary. I am confused about organizing good sentences thinking about the rules and structure, and I only have a small collection of vocabulary". (Student 1)

Based on the results above, the researcher found that the strengths of PBL in teaching speaking were able to improve students' speaking aspects, namely pronunciation, grammar, vocabulary, fluency, and comprehension. In addition, researchers realize that working on a project is not easy, it requires time and concentration in investigating and responding to project questions, problems, or challenges. Likewise, it was found that the weaknesses of PBL in teaching speaking was found, namely, there were some students who spoke other than English in the class and some students still did not act like the others. They need more teacher control in doing the project. It is a bit difficult to handle and monitor all student activities because there are some students who are still talking outside the material during class.

B. Discussion

The discussion of this research consists of two parts. The first is about the implementation of project-based learning in students' speaking skills. The second is about the strengths and weaknesses of project-based learning in teaching speaking.

1. The Implementation of Project-Based Learning in Students' Speaking Skills

The teacher carries out teaching and learning activities in the classroom by implementing project-based learning using four stages, namely starting the project, developing the project, implementing the project, and assessing/evaluation the project. This is in line with Fauziati (2014) which states that there are several stages of PBL implementation, namely starting the project, developing the project, reporting to the class, and assessing the project.

The findings of the data based on the results of interviews conducted with teachers showed an increase in students' interest in working on projects. This result is in line with Bell (2010), as quoted in Maulany (2013) which states that Project Based Learning increases student interest, motivation, engagement and enjoyment.

Then, based on the results of interviews conducted with teachers and students they agreed if the PBL method was applied in class activities and in PBL activities they were given the freedom to express opinions and share

information. Katz & Chard (2000). Stating that Project-based learning is a highly effective method that allows students to voice opinions on subjects related to their area of interest, ask questions, make estimates, develop theories, use various tools, apply learned skills in real and significant life contexts, and come up with original solutions to problems both inside and outside the classroom.

Students also stated that they liked the PBL method because it was very suitable for use in the teaching and learning process. They can share knowledge and exchange ideas. This is in line with Westwood's (2006) theory, project-based learning helps students acquire knowledge of the scientific method, which increases their capacity for scientific inquiry, discussion, and deduction.

The implementation of PBL also helps them to be more confident and more active in presenting/speaking in English. (Harris, 2002, McGrath, 2002, Solomon, 2003), stated that the implementation of this educational method assists students in developing their practical reasoning abilities, empowering them to participate confidently in research and decision-making processes.

2. The Strengths and Weaknesses of Project-Based Learning in Teaching Speaking

Based on the results of interviews that have been conducted with teachers and students, it was found that there are strengths to the implementation of PBL in teaching speaking. The first is from the results of interviews with teachers that giving assignments to students in the form of projects encourages students to create ideas, enthusiasm, and student interest in speaking English. This is in line with the theory of Katz & Chard (2000), Project-based learning is a very effective method that allows students to voice opinions on subjects related to their area of interest, ask questions, make estimates, develop theories, use various tools, apply skills learned in real and significant life contexts, and coming up with original solutions to problems both in and out of the classroom. The teacher also said that working in groups helped students to be more active in speaking English. As stated by (Bell, 2010), is to generate learning opportunities where students can work together in groups to respond to questions prompting questions, solving problems, or overcoming obstacles to generate solutions.

As for the results of interviews conducted with students, the implementation of PBL helps them to be more active and creative in learning English. This is in line with the theory from Bell (2010), as quoted in Maulany (2013), Project-Based Learning can also make students actively

involved in project learning and also can provide an optimal opportunity to improve students' language skills.

Then, based on the results of interviews that have been conducted with teachers and students, it was found that there are strengths to the implementation of PBL in teaching speaking. There was an improvement in the students' speaking aspects, namely pronunciation, grammar, vocabulary, fluency, and comprehension. This result is the same as Brown's (2004) theory that there are several indicators for speaking, namely vocabulary, grammar, pronunciation, fluency, and comprehension.

a. Improve students' vocabulary

It was found that the students' vocabulary increased in Project-Based Learning, because they brought out their hidden vocabulary to practice. This is in line with the theory of Banchi & Bell (2008), students can improve their vocabulary mastery by studying several projects as the main activity, so that students can use the right range and flexibility of vocabulary to tackle topics to express ideas.

b. Improve Students' Grammar

In PBL learning they practice to present project results so that their ideas can be conveyed well. Therefore, the arrangement of words must be considered so that they focus on what they want to convey. This is in line with Mikulec's (2011) theory as cited in Moyer (2013), Project-Based Learning allows students to practice and improve the language

skills they already have, while focusing on foreign grammatical structures and cultural connections at one time.

c. Improve students' pronunciation

In working on the project students do English pronunciation repeatedly, with that students unconsciously get good pronunciation in speaking English. This is in accordance with the theory According to Prince & Felder (2006) which states that Project-Based Learning can help improve students' pronunciation.

d. Improve student fluency

While doing project activities, students discuss their projects and present the results. To present something they practice by repeating a few sentences so that they do not hesitate to say it and create fluency in conveying project results. This is in line with the theory of Millar and Abrahams (2008) which states that in Project-Based Learning, students can develop fluency in English by using English to communicate with various purposes.

e. Improve students' understanding

To improve understanding, Project-Based Learning provides activities such as questions and answers, presentations, and discussions that can improve students' understanding in the teaching and learning process. The essence of implementing Project-Based Learning is to involve students to exchange information. Furthermore, students must understand the information conveyed or received from their friends.

Without understanding the information during the implementation of Project Based Learning, they cannot complete the project. This is in line with Bell (2010) as quoted in Maulany (2013) who said that Project-Based Learning provides contextual and meaningful learning for students and an optimal environment to practice speaking English.

Then, it was found that there were shortcomings in the implementation of PBL in teaching Speaking, including: the implementation of PBL in teaching speaking takes a long time in the teaching and learning process in class, time is too short/little in working on projects, and there are some students who have difficulty speaking English. This is in line with Ivanova's (2009) theory, there are a number of flaws in the project-based learning approach to teaching English as a foreign language, particularly when it comes to speaking instruction. Namely:

- 1) Previous learning experiences did not prepare students well for Project Based Learning.
- 2) Project Based Learning takes more time and takes learning time from other subjects.
- 3) This creates some anxiety because studying is more messy.
- 4) Sometimes group dynamics issues interfere with the effectiveness of Project Based Learning.
- 5) Lack of content knowledge can be learned.

Based on the data above, it can be concluded that the implementation of project-based learning in teaching speaking shows an increase in students' speaking activities. They also gave a good response to this study, which was that they agreed to learn speaking activities using PBL techniques. This finding is similar to previous research conducted by Angelia. EN (2020) and Marlina H (2021). The results of this study also found a statement that this method can be used as an alternative in the learning process and has benefits for teachers and students because this method is a good method that can increase students' motivation, interest, creativity, and teamwork but still with learning objectives. which has been agreed. As the theory stated by Simpson (2011), found that project-based learning offers students benefits, such as increasing high-level collaboration skills, in addition to allowing teachers to distribute assignments over a long period of time and to methodically focus on students' specific requirements.

Students are also greatly helped by the benefits/strengths provided by using the implementation of project-based learning. It can be seen from the respondents' statements, PBL contributes to the improvement of students' speaking skills and helps students to increase their motivation in learning speaking skills. According to Ichsan (2016) Project-based learning can be used and successfully to teach speaking. besides, the students may find some difficulties in doing and doing the project, but it

can inspire the students to study the language harder, especially to be bolder in speaking English.

In short, the implementation of project-based learning is effective on the students' speaking skills of the 12th grade students of MA Al-Falah Putera Bahasa. Class 12 Bahasa students found some difficulties in completing projects, but when they study and work together in groups and guided by teacher evaluation, they can improve their abilities gradually and they have greater motivation in learning to speak English.