

CHAPTER IV

FINDINGS AND DISCUSSION

In order to answer the questions, this chapter presents findings and discussion of the results. Based on the theoretical review that the researcher employed in this study, the first question explored the finding by table checklist to answer question about how does the implementation of project-based learning in teaching speaking. The second question contains a deeper explanation about what are the difficulties by the teacher when used project-based learning in teaching speaking.

A. Findings

The research about the implementation project-based learning in teaching speaking was presented in the form of a description based on data obtained in this research either through observation and interview. The results description of this study is based on the formulation of the problem that referred to the research question in Chapter I. The result showed the following data.

1. The Implementation of Project-Based Learning in Teaching Speaking

The researcher used observation as the research instrument for the first research question. The researcher was invited to the class by the teacher and participated in the class as an observer. Then, the researcher observes all activities carried out by the teacher and students in the teaching and learning process about how the implementation of project-based learning in teaching speaking and

teacher difficulties of it. Anything important such as the conversation in the teaching and learning process and students' projects, was used as documentation in this research.

The researcher observed during two meetings and the teacher also divided the teaching process into four steps; speculation, design a plan for the project, conducting the project, and evaluation that explained as follows:

a. Speculation

The first meeting was conducted at 11:00-12:30 AM on September 03rd, 2023, in class of IX (boys). The class consists of a teacher, 20 students, and the researcher herself. In the first meeting, the class that the researcher did the students were boys, totaling 20 people.

The second meeting was conducted at 07:30-10:00 AM on September 04th, 2023, in class of IX (girls). The second meeting the group consists of a teacher, 18 students, and the researcher herself. In the second meeting, the class that the researcher did the students were girls, totaling 18 people.

The speculation/brainstorming between the first and second meetings were the same. Before class begins, the teacher starts the class with an opening session. The teacher greets and asks how they are doing, and students respond to the teacher enthusiastically. Then, the teacher asks students to pray together by saying *basmalah* before the learning process begins. After praying, the teacher asks students to list their names to check their attendance.

The teacher explained the English lesson material about labels text, and also gave an example for students to learn. Before continuing the lesson, the teacher asks students if there is any question or not.

After the question session, the teacher continued the lesson about the definition labels text and the example of labels text. The teacher explained them in Indonesian. In this step the teacher gives the speculation about some vocabulary that they learn on the last week, that is the vocabulary that they had learn yesterday, example like:

Teacher: "Is there anyone remember, what we learned yesterday?"

Students: "Obligation and prohibition miss, usually use the words must/have to and must not"

Teacher: "You must be silent". What do you think about the sentence?"

Students: "Obligation miss"

b. Design a plan for the project

This activity was explained during the teaching and learning process in the class. Before the lesson begins, the researcher observed how the teacher asks their students if they have any knowledge about the project. Some students said their responses.

1) First Meeting

The first meeting was conducted at 11:00-12:30 AM on September 03rd, 2023, in class of IX (boys). In the first meeting, the teacher explained the English lesson material about the definition of label text and gave an example

for students to learn. Before continuing the lesson, the teacher asks students if there is any question or not. After the question session, the teacher continued the lesson about the definition of label text, the example of label text using project-based learning models.

Then the teacher gives students chance to participate by sharing their ideas on the projects. The teacher gives the rules of the project development and the students are quiet, watched and hearing the teacher explanation with carefully. The teacher gives the selection of the materials and the activities leading to the project accomplishment. On this meeting, the teacher explained it clearly and the students are seemed understand with the material.

The teacher informed everything in the beginning. She informed the material, steps to do the project, and the things that the students need to prepare. Then the teacher asked the students about what the label text that comes up from their imagination, how they will design their label text and what information that the students want to put there.

The teacher gives them the task of looking for used food or drink wrappers that they have bought and then making a project about labels text. The food or drink wrappers are then cut into pieces and pasted in their books according to the material that day, namely labels text. then the teacher asked the students to present the results of their respective projects.

2) Second Meeting

The second meeting was conducted at 07:30-10:00 AM on September 04th, 2023, in class of IX (girls). In the second meeting, the teacher explained the English lesson material about the definition of label text and gave an example for students to learn. Before continuing the lesson, the teacher asks students if there is any question or not. After the question session, the teacher continued the lesson about the definition of label text, the example of label text using project-based learning models.

Then the teacher gives students chance to participate by sharing their ideas on the projects. The teacher gives the rules of the project development and the students are quiet, watched and hearing the teacher explanation with carefully.

The teacher gives the selection of the materials and the activities leading to the project accomplishment. On this meeting, the teacher explained it clearly and the students are seemed understand with the material.

The teacher informed everything in the beginning. She informed the material, steps to do the project, and the things that the students need to prepare. Then the teacher asked the students about what the label text that comes up from their imagination, how they will design their label text and what information that the students want to put there.

Design a project about label text



Figure 4.1

The teacher gives them the task of looking for used food or drink wrappers that they have bought and then making a project about labels text. The food or drink wrappers are then cut into pieces and pasted in their books according to the material that day, namely labels text. then the teacher asked the students to present the results of their respective projects.

c. Conducting the Project

In this step, the teacher and students discuss about the time allocation of conducting the project. The teacher looked around, supervised the students, asked the students' progress, assisted the students who need help. The teacher moves around to check and make sure all students involved in the project. After that, the teacher facilitated the learning process to guide the students during the

project development and also helped students when they find difficulties, and to ensure that the student is involved in the project.

Collecting the project about label text



Figure 4.2

The students were very enthusiastic about doing the project because they felt that this kind of learning was more fun and not boring, they were also very active and worked together with other friends to work on the project.

Reminding the students about the time is really needed especially for young learners. The teachers need to help them to manage their time well so that they can finish the project on time. The students really show their interest and effort in conducting the project whether it is focused on listening, reading, speaking or writing.

d. Evaluation

The evaluation step between the first and second meetings were the same. Before the teacher closes the class, the teacher gives an evaluation of the material that has been taught. The teacher and students reflect on the project they have done. The teacher needs to make sure that the students are able to find answers of essential question. The teacher and students share their experience of conducting the project and discuss about the projects. For this step, the teacher asked the students if they have a question and gives the conclusion. After the teachers always do assessment to check the result of their project as well as measure the students` achievement. Then, the teacher asked students if there were any difficulties.

Teacher : “so, what did we learn today?”

Students (1) : “about label text”

Students (2) : “today's lesson is about text labels and how to make projects
from plastic waste”

Teacher : “good job all”

(Then the teacher giving evaluation/feedback using Indonesian Language)

Teacher : “The conclusion from what we learned today is,

- Label is the information that contained in the outer of packaging of product. Dalam bahasa Indonesia, Label adalah informasi yang terdapat dalam kemasan suatu

produk. For example: Label of food, label of drink and label of medicine

- Generic structure of label text is: brand of product or name of product, descriptions of product, ingredients, and expiration of product.

Finally, the teacher closes the class by saying *hamdalah* and *salam*.

Following the teachers' evaluation of the students' projects or presentations, reflection is typically conducted. Teachers typically inquire about any challenges that students have encountered or what they found most fascinating about the project. To assess the comprehension of their students, educators must ensure that they. Students and teachers discuss the projects, what needs to be changed and improved for the next project, and the teacher's experience leading the projects. The students really enjoy and show their enthusiastic when learning using project-based. They do the project happily. They never worry, the teachers treat them just like a friend. They are also really confident when they have to present their project in English.

2. The Difficulties Faced by The Teacher when Use Project-Based Learning in Teaching Speaking

The researcher interviewed on September 05th, 2023, with the English teacher. The interview consists of several questions. Based on those questions, the researcher got information about teacher difficulties through teaching and learning

process. The teacher thought that teaching with project-based learning models was kind of difficult.

The teacher was able to share her difficulties, challenges, experiences with the teaching and learning process, her recommendations for how to teach and learn speaking use project-based learning, and any other techniques her wished to employ.

In support the findings of this research, the researcher made a brief explanation and provided evidence from the teacher responses. The researcher used an interview to found the difficulties that faced by the teacher when use project-based learning in teaching speaking. The interview consists of several questions. Based on those questions, the researcher got information about the difficulties faced by the teacher when used project-based learning in teaching speaking.

a. Language/Confusing with Wording

Language was seen as a barrier in the lesson and it was one of the main problems faced by the teacher to express the material lesson, and while delivering normal instruction. Regarding the difficulties faced by the teacher when use project-based learning in teaching speaking, there is the teacher that said “All students admitted that the lack of language proficiency, such as vocabularies, grammar, and pronunciation, was their obstacle when learning English”.

To facilitate students in understanding difficult words, the teacher should let them to explained the material in Indonesian. The teacher also facilitated students to use English-Indonesian or Indonesian-English dictionary to make them easier in understanding the words.

b. Responses

In finding the challenges of using project-based learning during the teaching, responses from students were seen as a factor to see whether students were able to comprehend the material. In applying project-based learning, the teacher used the communicative language strategy in learning to attract the students` responses, the teacher always used a game and also used the interesting project that can make the class to be comfortable.

Another answer from the teacher is “When teaching with project-based learning especially when I explained the material, most of the students have shown their increased duration of attention and their vocabulary skills, the teacher asked the students to open the dictionary and find the word that they think are difficulties”. Responses from students were seen as a factor to see whether students were able to comprehend the material.

Beside of that, most of the students still seemed to pay attention to the teacher after the learning was done, they response the teacher questions, even though, they did not all answer the questions correctly.

c. Technical and Time Management Problem

In order to complete the project well, teachers as a facilitator need to have good management skill. Sometimes the teachers found problems in managing the time to reach all the materials within the project. Therefore, all need to be well prepared in the preparation step. This might be the biggest challenges faced by the teachers because the students' capabilities are different one with another. The teacher said "Yes, usually in managing time, sometimes I found problems in managing the time to reach all the materials within the project. Therefore, I need to consider everything well in the preparation and having good time management. But the students usually do the project nicely.

Difficulties during preparation such as choosing the best topic which can cover material which need to be achieved, difficulties in time management for project plan or when in the class because need to handle and guide all students, why difficulties? because of the different capability of students and also because of classroom interaction such as indiscipline student".

Therefore, the teachers need to design a project which can be done both by the students who have high capability and the low one. Sometimes the teachers find confusion in choosing the best topic and suitable project for the students. It is solved by sharing to other teachers and sometimes do discussion with the students.

Based on the findings, it is widely known that project-based learning not only has many benefits for teachers and students, but also has its own shortcomings or difficulties for teachers in applying it. Addressing difficulties or problems that

may occur in using project-based learning in English learning will provide better insight for future education. It is suggested to use using project-based learning that has been proved to have various positive impacts on students' learning.

B. Discussion

This sub-chapter presented the discussion of the finding above as follows:

1. The Implementation of Project-Based Learning in Teaching Speaking

The teaching and learning process can be judged to be effective based on the findings of the research conducted through observation and interview. It can be seen from the way the teacher explained the material to students through the project-based learning model. Students liked this project because it was thought to be a good application.

This was suitable to what Doppelt's explained in chapter II that project-based learning is an instructional method that uses a genuine, real-world project that is based on a really engaging and motivating question, task, or trouble to teach students academic content in the context of cooperating to solve the problem for teachers and students. This method gives learners the freedom to seek content knowledge on their own and expose their new understanding through a range of presentation modes. He also explained that project-based learning can help students to learn a language better and improve their English proficiency (Doppelt, 2003).

The teacher gave an explanation in both English and Indonesian to help the students comprehend the subject matter better. In other words, the instructor wanted to ensure that the teaching and learning process could go as planned and that no student would be distracted from the lesson. The steps the teacher used were almost the same as the steps that were used by Kriwas as cited in Bell's. He explained that there are several steps in teaching speaking using project-based learning. The adjusted step by Kriwas as cited in Bell's was already mentioned in Chapter II as follows (Bell, 2010): Here, the teacher was almost doing the same thing as Kriwas as cited in Bell's did. The explanation will be explained as follows (Bell, 2010):

1. Speculation

The first is speculation in which teachers provide the choice of project topics initially based on curriculum and discuss them with the students. In this stage, teachers and students speculate possibilities that will lead to the projects smoothly. The researcher observed how the teacher introduces the topic to the students and asks them to discuss or ask questions. Then, the teacher starts the teaching and learning process by giving students essential questions. During speculation/brainstorming sessions, the teacher usually giving important questions that are pertinent to the objectives that the student needs to meet while developing their projects.

The teacher also gave a brainstorming to the students in order to stimulate their speaking related to the material that they going to learn. The teacher

explained the material using two languages so that students can understand the material easily.

2. Design a Plan for The Project

The second stage is designing the project activities, referring to organizing the structure of a project activity that includes group formation, role assigning, concerning methodology decision, information source, etc. The researcher observed that the teacher gives students chance to participate by sharing their ideas on the projects. The teacher told the rules of the project. The teacher told everything in the beginning. She informed the material, steps to do the project, and the things that the students need to prepare.

Then the teacher gives students chance to participate by sharing their ideas on the projects. The teacher gives the rules of the project development and the students are quiet, watched and hearing the teacher explanation with carefully. The teacher gives the selection of the materials and the activities leading to the project accomplishment. On this meeting, the teacher explained it clearly and the students are seemed understand with the material.

The teacher informed everything in the beginning. She informed the material, steps to do the project, and the things that the students need to prepare. Then the teacher asked the students about what the label text that comes up from their imagination, how they will design their label text and what information that the students want to put there.

3. Conducting The Project

The third is conducting the project activities in which the students work what had been planned and designed in the previous stage. At this stage, the students gather information, discuss it with their group member, consult problems encountered in their work with the teachers, and exhibit their final products that might be in form of presentation, performance, product, publication, etc. to wider community such as other classes, teachers, foreigners, etc. The researcher observed that the teacher facilitated the learning process to guide the students during the project development. The teacher looked around, supervised the students, asked the students' progress, assisted the students who need help. The teacher helped students when they find difficulties, and to ensure that the student is involved in the project.

The teacher moved around to check and make sure all students involved in the project. The students were very enthusiastic and enthusiastic about doing the project because they felt that this kind of learning was more fun and not boring, they were also very active and worked together with other friends to work on the project.

Reminding the students about the time is really needed especially for young learners. The teachers need to help them to manage their time well so that they can finish the project on time. The students really show their interest and effort in conducting the project whether it is focused on listening, reading, speaking or writing.

4. Evaluation

The last stage is evaluation, Bell's also says that the evaluation, towards the project organization, problems encountered during the process of working it, student's attitudes toward it, etc., also includes evaluation from others and self-evaluation. The researcher observed how the teacher and students reflect on the project they have done. They had a discussion after the students presented the project. The teacher asked about the difficulty faced by the students and the most interesting part in doing the project. The teacher needs to make sure that the students are able to find answers of essential question. The teacher and students share their experience of conducting the project and discuss about the projects.

. The teacher and students share their experience of conducting the project and discuss about the projects. For this step, the teacher asked the students if they have a question and gives the conclusion. After the teachers always do assessment to check the result of their project as well as measure the students' achievement. Then, the teacher asked students if there were any difficulties.

2. The Difficulties Faced by The Teacher when Use Project-Based Learning in Teaching Speaking

To answer the second research question, the researcher used data from the interview which was about the difficulties faced by the teacher when used project-based learning in teaching speaking. The researcher gets the data from the teacher by asking her 5 questions.

The teacher thought that when teaching use project-based learning is kind of difficult. The results were in line with Thomas suggestion that the implementation of using project-based learning 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 (Thomas, 2000).

Other results from this research are relevant to Marx`s research findings that projects usually take more time than expected. They added that some teachers find it difficult to monitor and scaffold students' activities, as they either give them too much freedom or too little modelling (Marx, 1994).

The teacher said that she has many difficulties when teaching with project-based learning such as language proficiency, students` responses, time management problem and how to get ideas. It can be seen from the respondents' statements, PjBL contributes to the improvement of students' speaking skills and helps students to increase their motivation in learning speaking skills.

This was suitable to what Marx`s explained in chapter II stated that projects usually take more time than expected. They added that some teachers find it difficult to monitor and scaffold students' activities, as they either give them too much freedom or too little modelling. Some students were unable to come up with effective driving questions, keep up motivated and actively engage in the process of conducting the project till the end. They also noted that some students were

sometimes not able to access the technology necessary to search for information (Marx, 1994).

Project-based learning can be used and successfully to teach speaking besides the teacher may find some difficulties in doing the project, but it can inspire the students to study the language harder, especially to be bolder in speaking English. As the theory is in accordance with Bakken`s suggestions 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 (Bakken, 2011).

The teacher believed that the teaching and learning with project-based learning can help the students` in speaking skill. She believed that the technique can help the students` to increase students' motivation to study with collaboration skills, getting more ideas and vocabularies, and increase their pronunciation.

Their opinion is similar to Suha`s that project-based learning has the ability to promote intrinsic motivation and build a range of competencies, making it "an outlet for every student to feel achievement." Project-based learning is claimed to increase student autonomy and active, student-centered language practice when used in the teaching of English. The students benefit greatly from this because it gives them practice using the language (Suha, 2013).

In conclusion, the teacher agreed that teaching use project-based learning can give more benefit. The implementation of project-based learning is effective on the students' speaking skills of the 9th grade students of Raudhatussyuban. The

teacher found some difficulties in completing projects, but when the teacher work together with the students, they can improve their abilities gradually and they have greater motivation in learning to speak English.