

## **Project-Based Learning Method in Teaching English Speaking Skill for Eleventh Grade of SMA Negeri 3 Malang**

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**Abstract:** Despite the challenges of 21<sup>st</sup> century so called as a digital age, education is demanded to move away from traditional method, teacher-centered into student-centered. It requires scientific principles to promote the 21<sup>st</sup> century learning skills. In 2013, the Indonesian government under the responsibility of The Ministry of Education and Culture released a new curriculum known as the Kurikulum 2013. One of the teaching methods that highly recommended is Project-Based Learning (PjBL) method.

This descriptive qualitative research was aimed to investigate the implementation of PjBL in teaching English speaking skill at the eleventh-grade of SMA Negeri 3 Malang in academic year 2014/2015 along with the problems encountered by the teacher and recommended solutions. The result of the study showed that the stages of PjBL method were implemented based on the Curriculum 2013 guideline. There were six steps accomplished in three meetings such as: (1) determining the essential questions, (2) designing a plan for the project, (3) creating a schedule, (4) monitoring students and project progress, (5) assessing the outcome, and (6) evaluating the experience. The results of the research showed that the teacher implemented PjBL method well. It was concluded that the implementation of PBL thoroughly benefits for students. Moreover, the teacher successfully implemented scientific principles that moved away from traditional teacher-centered into student-centered teaching and learning process.

**Keywords:** *Project Based Learning, Teaching English, SMA Negeri 3*

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## Introduction

Nowadays, a rapid and massive growth of technology and information explosion mark the dawned of a new era called the Digital Age. Digital age students are immensely different from students who graduated 10 to 15 years ago. They are well-equipped with advanced technology and they easily gain new information in their everyday life. Seeing those current condition, educators overcome those challenges and formulate the 21<sup>st</sup> century skills in order to engage a life-long learning in which those are what actually needed by students today.

In 2013, the Indonesian government released a new curriculum so called as the Kurikulum 2013 (K-13). This curriculum is designed to put emphasis on learners' creativity and morality. As a result, the students are demanded to develop their creativity through several learning activities in order to enhance the learning objectives in cognitive, affective and psychomotor domain. Based on the K-13, teaching English speaking at senior high school level is that students are demanded for processing, analyzing and presenting developments of the concrete and abstract domains of the learned materials and being able to apply various methods according to scientific principles.

The researcher intended to conduct this research in SMAN 3 Malang since this school is appointed by the government to be a school model for implementing the K-13.

They are well-trained to implement Project-Based Learning in the class since they have had the manual of Project-Based Learning method from Kemendikbud and *MGMP Bahasa Inggris* (English Teacher Association) in Malang. Moreover, *Dinas Pendidikan Kota Malang* (Malang Education Office) has appointed SMAN 3 Malang as *Ketua Cluster* (the Head of Committee) for the Curriculum 2013 training program in Malang. The teachers in SMAN 3 Malang also serve as the model for other teachers around Malang municipality.

Simpson (2011) investigated whether PjBL could enhance students' English proficiency, their learning ability and self-confidence in English for Tourism Course. The findings indicated that PjBL enhanced students' learning skills (teamwork, higher-order thinking and presentation skills) together with self-confidence. Furthermore, Poonon (2011) also conducted a research about students' perspective toward the implementation of Project-Based Learning in teaching and learning English. Students believed that the implementation of Project-Based Learning was appropriate for the course because they could apply both their knowledge of Information Science and English skills. Both previous studies reveal that Project-Based Learning benefits in teaching and learning English. Consequently, considering some reasons as mentioned before, the researcher conducts a research entitled *Project-Based Learning Method*

*Implemented in Teaching English Speaking Skill at The Eleventh Grade of SMAN 3 Malang.*

Hence, the researcher determined three areas of investigation; they are the implementation of Project-Based Learning (PjBL) method, issues on the implementation and solutions offered toward the implementation PjBL method in teaching English speaking at the eleventh-grade of SMAN 3 Malang.

**Kurikulum 2013 (K-13)**

Starting on July 2013, Indonesian government has tried out to implement the Kurikulum 2013. Among 6.000 schools ranging from elementary (SD), junior high (SMP), and senior high (SMA) throughout the country have already implemented in the academic year 2013/2014. In 2015, all schools in Indonesia will implement the K-13 along with its scientific approach in the academic year 2015/2016 (Saragih, 2013).

The K-13 fulfills three main components of education: knowledge, skill, and attitude. This curriculum puts attitude on the higher priority than skill competencies and knowledge. Furthermore, The Ministry of Education reorganizes required-subjects. At the primary level, the subjects are cut from ten to six. English, science, and IT subjects are eliminated in order to improve character-boosting subjects, such as Bahasa Indonesia, Civics, and Religious Studies. At the secondary level, teaching hours in

English and IT classes are decreased in exchange for history and local language (Susanto and Natahadibrata, 2013).

**Teaching English Speaking**

Bashir (2011) mentions that in teaching speaking, language learners need to recognize that speaking involves three areas of knowledge: (1) mechanics, (2) functions, and (3) social and cultural rules (pp. 38-39). The first is mechanics (pronunciation, grammar, and vocabulary). It means using the right words in the right order with the correct pronunciation. The second is functions (transaction and interaction). It means knowing when clarity of message is essential (transaction or information exchange) and when precise understanding is not required (interaction or relationship building). The last is social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). It means understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

**Teaching Speaking English In Senior High School**

According to the K-13, the goals of teaching English at senior high school are relied on the four core competences are formulated as follows:

1. Core Competence 1 - Comprehending and applying

religious values.

2. **C o r e C o m p e t e n c e 2** - Comprehending and applying the value of honesty, self-discipline, responsibility, care (mutual aid, cooperation, tolerance, peace), polite, responsive and proactive; demonstrating such attitudes in solving various problems in interacting effectively with the social and natural environment as well as in being a model in the global society.
3. **C o r e C o m p e t e n c e 3** - Understanding, applying, analyzing factual, conceptual and procedural knowledge based on the interest in science, technology, arts, humanistic, nationalistic and civilized insight in relation to the causes of phenomena and events; applying procedural knowledge in desired specific field of knowledge of studies in solving problems.
4. **C o r e C o m p e t e n c e 4** - Processing, analyzing and presenting developments of the concrete and abstract domains of the learned materials; being able to apply various methods according to scientific principles (Kemendikbud, 2013, pp: 1).

### **Project-Based Learning (PjBL)**

Kemendikbud (2013) defines that in Indonesian context, Project-Based Learning is a teaching method which uses

projects or activities as the core media in teaching and learning process (pp: 2). Meanwhile, according to Iakovos, Iosif and Areti (2011), Project-Based Learning is one of the teaching methods which provides the natural teaching of the four language skills (listening, speaking, reading and writing) (pp: 115). Moreover, according to Beckett (2002), in implementing Project-Based Learning method, it generally takes time since it considers as a long-term (several weeks) activity which are part of an instructional method which promote the simultaneous acquisition of language, content, and skills.

### **Types of Project-Based Learning**

In designing Project-Based Learning, the project can be classified into different types or categories. It is as proposed by Henry, as cited from Sawsan (2014) as follows:

1. **Structured projects**

In designing structured projects, the teacher determines and organizes in terms of the topic, materials, methodology and presentation. It has the following characteristics: The topic is selected by the teacher as well as the methods for collecting and analyzing the information.

2. **Semi-structured project**

In designing semi-structured project, the project is defined and organized in part by the teacher and in part by students. The teacher

defines the general topic of the project, but the students have full authority to choose their own topic as well as the way they accomplish the information and the project.

3. Unstructured projects

The projects is defined and organized largely by the students themselves. Hence, the students have full responsibility in term of the topic, materials, methodology and presentation.

### Principles of Project-Based Learning

According to Kemendikbud (2013), there are six (6) steps for Project-Based Learning method in teaching and learning process. The explanation of each stage is elaborated as follows:

1. Starting with the essential question

The question that will launch a Project-Based Learning lesson must be one that will engage students. It is an open-ended question. It means that students possibly explain and find out different information to answer the question.

2. Designing a plan for the project

When designing the project, it is essential to select content standards to be addressed. After selecting the topic, the students and teacher determine the final outcome of the project (e.g., bulletin board display, written report, debate, brochure,

letter, handbook, oral presentation, video, multimedia presentation, theatrical performance).

3. Designing a fixed schedule

After the topic and final outcome of the project are determined, the students and teacher work out project details that guide students from the opening activity to the completion of the project.

4. Monitoring students project progress

In this stage, students and teacher have different role. Students are ready to work completing their project. Working in groups, students organize information and then discuss the value of the data that they have collected, keeping some and discarding others. The goal is to identify information that is critical for the completion of their projects. While students are working on their project, teacher monitors students' activity and their project progress. Teacher reminds students that every part of the process belongs to them and needs their total involvement. In can be a clear assessment if teacher assesses the process through creating team rubrics and project rubrics.

5. Assessing students outcome

During this stage, teacher also provides students with feedback on their language and content learning.

Teacher gives students feedback on how well they understand the information and what they need to improve on.

6. Evaluating students experience

Teacher allows students to do individual reflection, such as journaling, as well as group reflection and discussion. Teacher guides students to share their feelings and experiences, and discuss what worked well and what

**Methodology**

The subject of this research was an English teacher at eleventh-grade of SMA Negeri 3 Malang. The researcher chose him as the research subject because he was the only teacher who had ever implemented Project-based Learning administratively in SMA Negeri 3 Malang in academic year 2014/2015. He joined the K-13 training programs conducted by the Ministry of Education and Culture several times worked well and what needs change

Based on the explanation, the basic six steps of Project-Based Learning method can be drawn as follows:

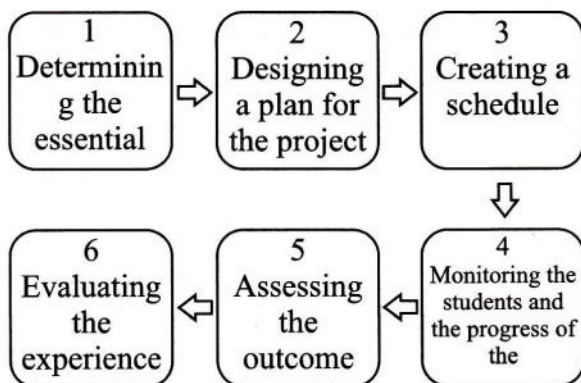


Figure 2: The Stages of Project-Based Learning

and granted several certificates with good results.

**Findings**

The findings presented in the following discussion were described from documents given by the research's subject, interview sections, and the result of direct observations while the teacher was teaching English speaking through Project-Based Learning method at XI MIPA 7 of SMA Negeri 3 Malang.

The findings covered the steps in implementing Project-Based Learning, the problems faced by English teacher, and how the teacher solved the problems in implementing Project-Based Learning method in teaching English speaking at the eleventh- grade of SMAN 3 Malang. Each of them was described as follows:

**Project-Based Learning steps are as follows:**

**1. Determining the Essential Question**

This step was as the first step in implementing the Project-Based Learning method and it was done in the first meeting. There were several activities as follows:

- a. Stating the learning objectives
- b. Brainstorming students through showing a video
- c. Initiating whole-class

discussion to learn the material

- d. Re-explaining the materials.
- e. Determining the essential questions

## 2. Designing a Plan for the Project

As the second step after determining the essential questions, the teacher and the students determine the final outcome or the end product of the learning process; a project. The activities in designing a plan for the project based on the observation as follows:

- a. Grouping students  
The teacher divided the students into several small groups. The teacher let students to choose their own group.
- b. Showing the example of students' project
- c. Telling the criteria for students' project

## 3. Creating a Fixed Schedule

After grouping students and discussing the end product, the teacher guided students to make their timeline and decided the deadline for submitting the project.

Figure 3: Students' timeline in Project-Based Learning

Meeting 1 Topic submission Wall magazine and group presentation planning
Meeting 2 Wall magazine, video and presentation slide submission Students' presentation Wall magazine and video display (It's for group 1 - 4) Students' feedback and discussion
Meeting 3 Students' presentation Wall magazine and video display (It's for group 5 - 8) Students' feedback and discussion

## Monitoring the Students and the Progress of the Project

After discussing about the project timeline with students, the teacher started to control the project that the students worked on and what they would do in the project and the process in doing the project. There were several activities that the teacher did in this stage as follows:

- a. Monitoring students' group discussion
- b. Delivering some probing questions to students  
During the project accomplishment, though occasionally, the teacher directly asked some questions to the students related to their project in order to encourage participation of the students in the learning process such as why they chose the topic, how they gained the information, and how they presented it in their project.
- c. Checking students' project progress
- d. The teacher checked students' project by asking them whether they found difficulties or not. Moreover, the teacher also directed students to keep their working related to the topic and the material discussed.
- e. Managing classroom condition

## 1. Assessing Students Outcome

The teacher began to assess students'

learning outcomes in the second and the third meeting. The assessment rubrics were adopted with necessary modification from the Culture and Education Ministry's Regulation (Permendikbud) No. 104/2014 about Assessment on the Learning Process of Elementary and Secondary Education.



Table 1 - Scoring Rubric for Presentations

Criteria	Score				
	5	4	3	2	1
Performance					
Language Skills					
Mastery of the Subject					
Visual Aids					
Overall Impression					
Final Score = Total score x 4					

Table 2 - Scoring Rubrics for Students' Project

No	Project aspects	Max Score
1	Planning -selecting the topic -determining essential questions	6
2	Prosess of completing the project -sources for collecting data/information -data collection -data analysis -organizing and presenting the data	12
3	End product -puctuation -language use -content -design	12
Maximum Score		30

Table 3 - Rubrics for Students' Competency

No	Name	Assessments					Notes
		Students' activities in the teaching learning process	Team work in the group works	Responi ve to the problems	Punctuali ty in task submissi on	Respect to others' opinion	
		5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	

Note: 1 = Very poor, 2 = Poor, 3 = Fair, 4 = Good, and 5 = Very Good

Table 4 - Rubrics for Students' Attitude and Behavior

No	name	Assessments					Total				
		Honest	Disci plin	Respon sible	Care	Polite	Respon sive and proactive	1	2	3	4
1											

Note: 1 = Poor, 2 = Fair, 3 = Good, and 4 = Excellent

### 1. Evaluating Students Experience

Evaluating the experience was accomplished by teacher through asking students' feedback and explaining the result of teacher's observation along with his comments and advice for upcoming project. The teacher initiated some questions to stimulate students to tell what they felt after completing a project.

#### **English Teachers Strategies to Cope Issues in Teaching English Speaking through Project-Based Learning**

The implementation of Project-Based Learning method in speaking class was completely accomplished in three meetings. However, the teacher encountered several problems during the teaching and learning process. The problems were listed as follows:

1. Time allotment. In the first meeting, the time allotment was limited. At that time, the teacher instructed students to do their project at home. As a result, the teacher also have limited role for checking intentionally on what the student has heard, learnt, and understood while conducting the project.
2. The use of mother tongue (L1). During the discussion or even students' presentation, some students tended to speak in Bahasa Indonesia.
3. Chaotic class condition. Based on the observation, during group discussion, students tended to do negative behavior such as talking and joking too loudly, texting and using

their mobile, or even playing a game in their phone. As a result, it led to a chaotic class condition.

4. Misleading topic. During group discussion, the teacher found that two groups had wrong topic. Their topic was not relevant with the topic that was already discussed in a whole class.
5. Uneven participation. In group working, some students participated frequently in doing project, and some of them had less contribution. Moreover, during presentation, some students had a lot of opportunity to speak, and some of them were reluctant to speak.
6. Students' performance. Even after the teacher explained some tips and trick at the beginning of the class, it was still found that some students were lack of speaking skill and lack of confidence. While presenting the project, some students only read their slide repetitively.
7. Students' speaking content. The teacher noticed that students' language need to be checked. The teacher found that students did not pay attention on their word choice and pronunciation.
8. Determining students' assessment. Different from the previous curriculum, KTSP, in the Curriculum 2013, the teacher was demanded to assess four aspects in implementing

Project-Based Learning method. The teacher used several rubrics for oral presentation, project, affective and attitude assessments. Hence, the teacher found some practical difficulties in determining students' assessment.

Table 5 - Problems and Solutions in Implementing Project-Based Learning

No.	Problems	Solutions
1.	Time Allotment	The teacher gave a clear timeline to the students in doing their project. Moreover, he also asked students to do the rest of the project at home. Hence, the deadline for submitting the end project (wall magazine and slide presentation) was only in a week. The teacher has a role as time reminder.
2.	The Use of Mother Tongue (L1)	The teacher always instructed and insisted students to speak in English. He also motivated students to speak English by always giving instruction in English, "Please, speak in English in the class. Even whenever you speak with your friends in group discuss to speak in English since students already had a good speaking skill but they were reluctant to speak in English.
3.	Chaotic Class Condition	The teacher tried to manage the class by giving instruction to keep silent and by keeping them to discuss about the project. He also tried to get students' attention through giving questions about what student were discussing.
4.	Misleading Topic	The teacher scrutinized the group discussion to ask the topic of each group. He directed students to keep on track based on the topic. If the students' topic was out of topic, the teacher discussed with the group about their selected topic and asked them to change their topic.
5.	Uneven Participation;	The teacher provided ongoing opportunities for students to speak during the discussion time. Furthermore, teacher accomplished this by asking probing questions such as what they were learning in their groups. It meant that the teacher motivated and stimulated students to speak by giving some questions.
6.	Students' Performance	The teacher stated reminders around the classroom, the teacher said "Please, do not only read your slides. Try to understand your topic entirely". Furthermore, the teacher showed a video that gave an example of unprepared presentation (the video showed some students presented their material by only reading the slide). Hence,
7.	Students' Speaking Content	The teacher directly correct it, or he took some notes, discussed and re-explained it through giving reflection at the end of the class and gave more example of the correct version.
8.	Determining Students' Assessment	The teacher circulated in the class and observed students' activity and progress. He noticed students' who participated a lot and students who were passive during the learning process. He tried to observe as detailed as possible students' activity. He took some notes in his book.

## Discussion

Based on the research findings, the implementation of Project-Based Learning method involved all of stages that are based on the Curriculum 2013 guideline. However, in term of determining the essential question, the teacher used different way. The teacher preferred to design semi-structured project. It was as proposed by Henry, as cited from Sawsan (2014), semi-structured project is settled by both the teacher and the students.

The teachers considered that students required more time to design the project, gain the information, compile the project, present the project and discuss the project. Additionally, the time allotment for English subject is only once a week. Hence, three weeks was considered as an appropriate time allotment. As it was supported by Beckett (2002), in implementing Project-Based Learning method, it generally takes time since it considers as a long-term (several weeks).

On the other hand, the research findings also showed that although the teacher implemented the method well, the teacher still encountered several problems. The use of mother tongue (L1) was the most problem that the teacher faced in each meeting. The teacher tried to keep students speaking in the target language by giving verbal prompting to ask the students to speak English and standing near students to monitor them. However, in general, the teacher was experienced enough to guide the process in each stage well. The teacher successfully acted his role as a facilitator to achieve the learning objectives.

## Conclusions

The implementation of Project-Based Learning method that the teacher implemented at XI MIPA 7 in academic year 2014/2015 was generally in line with the Curriculum 2013 guideline in which it consisted of six stages. During the implementation of PBL, several problems were encountered. However, the teacher had already had several strategies to overcome those problems. As a result, the implementation of PBL runs well. The teacher successfully implemented scientific principles that moved away from traditional teacher-centered into student-centered learning process as demanded on the Curriculum 2013.

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been reached the necessary business to better reach the vast teacher as was it to help educators meet English as was it to help by helping to better a project structured in (4-10) students and not the other.

That participants stated that the designed to help students understand the information, but they did not discuss the project and to help for the project. Additionally, the time for English was only once a week. Hence, an adaptation was necessary as it was as it was to help in implementing Project-Based Learning method, it generally takes time since it considers a long-term (several weeks).

On the other hand, the research findings also showed that although the teacher implemented the method well, the teacher still encountered several problems. The most problem was that the teacher had to use the target language (L2) to help students in each meeting. The teacher tried to keep students speaking in the target language by giving verbal prompting to ask the students to speak English and standing near students to monitor them. However, in general, the teacher experienced a low success in the process. The teacher successfully acted his role as a facilitator to achieve the learning objectives.

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