PROJECT-BASED LEARNING TO RAISE STUDENTS' SPEAKING ABILITY:
ITS' EFFECT AND IMPLEMENTATION
(A MIX METHOD RESEARCH IN SPEAKING II SUBJECT AT STAIN PONOROGO)

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Abstract:
This research tries to attempt to know the effect of Project-based learning toward speaking ability and its' effective implementation. The design of the research sequential was designs in which data that are collected and examined in one stage inform the data collected in the next phase. This research applied a quantitative design for the first stage. It is categorized into causal comparative method, or ex post facto research design and the second stage is qualitative design. Population in this research was the 2nd semester of English Department Students in STAIN Ponorogo. The total numbers of the students are 85 students and the sample was 70 students. The researcher used questionnaires, test, observation and interview as data collection. Since the hypothesis is intended to find the effect of the Project-Based Learning toward students' speaking ability, the Simple Linier Regression by using SPSS 19.00 for Windows was applied. The second phase, the result of observation and interview were analyzed by Miles and Huberman's view of qualitative data analysis consisting of data reduction, data display, and drawing conclusion. The result of analysis showed that there was significant effect of Project-Based Learning toward students' speaking ability. Moreover, the effective procedures for the implementation of Project-Based Learning are (a) dividing the class into group, (b) explaining the project and (c) performing the project. At last, the students showed significantly positive attitude toward the implementation of Project-Based Learning in speaking class.

Keywords: Project-Based Active Learning, Speaking Ability

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A. INTRODUCTION

Responding to English as a language of international communication and lingua franca, people considerably think to learn English, which is used and spoken worldwide for education, business, communication, and others. With regard to the importance of English as a Second or Foreign language (ESL or EFL), the teaching of EFL speaking has been deemed important in the Indonesian context. In general, speaking is usually considered as the core skill in foreign language learning and it is what learners generally want to be able to do.[1] Jack C Richards and Renandya Willy also say that a large percentage of the world's language learners study English in order to develop proficiency in speaking.[2]

To be able to speak English fluently and accurately, however, requires supporting knowledge and other skills of speaking. It also entails a full understanding of what is involved in the speaking skill. Ann Burns and Joyce acknowledges that the mastery of the speaking skills engage a number of complex skills and types of knowledge about how and when to communicate.[3] Similarly, Thornbury adds that to have a sufficient skill of speaking the EFL learners require linguistic knowledge and extra linguistic knowledge.[4] Therefore, the significance of understanding familiarity of speaking skills might favor EFL learners to improve their speaking skill.

At the College of Islamic Studies of Ponorogo especially for English Department, the second semester of undergraduate students is required to take speaking II subject. Students themselves have already got speaking I subject before class begins. The objective of Speaking II subject is enabling the students to produce simple monologue and dialogue about daily communication in polite style.[5] This course is given in 16 meetings. 14 meeting for lecturing and 2 meetings for

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[1] Simon Graham, "Developing Speaking Skills in the Modern Foreign Language", In Norbert, P. & Ana, R. (Eds.), A Practical Guide to Teaching Modern Foreign Languages in the Secondary School. (Oxon: Roultledge, 2007), 45.

[2] Jack C Richards and Renandya Willy, Methodology in Language Teaching: An Anthology of Current Practice (Cambridge: Cambridge University Press, 2002), 201.

[3] Ann Burns A and Joyce H. Focus on Speaking (Sydney: Macquarie University Press, 1997), 2.

[4] Thornbury S, How to Teach Speaking (Essex: Pearson Education, 2005), 11.

[5] English Syllabus of STAIN Ponorogo, 2012.

evaluating, in this case the 7th meeting is for mid test and the 16th meeting is for final test. Referring to the objective above, the lecturers should be responsible for providing various activities and material in raising students' speaking ability.

Project-based learning, therefore, is alleged to help in solving this problem. Project-based learning can be defined briefly as a model that organizes learning around projects.[6] Project-based learning is an authentic learning model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom.[7] It is one of the methods grounded in constructivism by supporting student engagement in problem-solving situations.[8] Project-based learning increases the motivation of students. Teachers often note improvement in attendance, higher class participation, and greater willingness to do homework[9] When teachers successfully implement project-based learning, students can be highly motivated, feel actively involved in their own learning, and produce complex, high-quality work.[10]

Project-based Learning is an effective approach that allows multiple skills to be developed through an integrated, meaningful activity. This type of learning is valuable since it is connected to real-world issues and enables learners to demonstrate their knowledge in practical ways. It also engages learners in sustained investigations and allows learners to participate in a variety of tasks that seek meaningful interactions.

The success of PBL implementation has been reported by Gaer who taught speaking skill to a population of Southeast Asian refugees who had been in their beginning-level ESOL (English for Speaker of

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[6] John W. Thomas, A Review of Research on Project-Based Learning, (Online) http://www.autodesk.com/foundation, Retrieved on May 18, 2014.

[7] Peter Stuart Westwood, What Lecturers Need to Know about Teaching Methods, (Victoria: Acer Press, 2008), 5.

[8] Yaron Doppelt, "Implementation and Assessment of Project-Based Learning in a Flexible Environment", International Journal of Technology and Design Education, 13, 255–272. 2003.

[9] Bottoms, G. and Webb, L. D, Connecting The Curriculum To Real Life And Breaking Ranks: Making It Happen (Reston, VA: National Association of Secondary School Principals)1998, 67

[10] Blumenfeld, P., Soloway, E., Marx, R., Krajcik, J., Guzdial, M. and Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. Educational Psychologist, 26(3-4), 369-398.

Other Language) classes.[11] Their speaking skill is improved through PBL. Viewing the success of PBL implementation to Asian refugees in the United States by Gaer, this research tries to apply PBL in Indonesian context, especially to the university level. This research tries to attempt to know the effect of Project-based learning toward speaking ability and its' effective implementation.

B. REVIEW OF RELATED LITERATURE
1. The Nature of Speaking

Based on the perspective of a language as a means of communication among people, some linguists define speaking skill by referring to the ability of using a language in oral communication. It refers to the ability to function in the language which is generally characterized in terms of being able to speak the language.[12] To speak means that one should speak his or her idea to other. It implies that in speaking process there must be at least one speaker, one receiver, and a message communicated. Speaking is then interrelated to listening. In conversation, for example, when one speaks, the receiver will listen to him/her and alternately they change their role.

Speaking is also called social skill since there is interaction between more than one people who sends a message in one side and receives it in another. They play equally important roles in the conversation. In relation to this, Peter Lucantoni proposes the idea of reciprocity for the process.[13] He states that in most speaking situations, the receiver of the message is in close proximity to the speaker. It can be inferred that in conversation the speaker and the receiver may alternately tell and listen, perhaps even interrupt one another. It is different from public speaking where the roles of speaker and listener are clearly defined and remain stable.

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[11] Gaer, S, "Less Teaching And More Learning: Turning From Traditional Methods To Project-Based Instruction, The Author Found That Her Students Learned More", [Online] Available: http://www.ncsall.net /index.html@id=385. html. February 20th, 2015

[12] David Nunan, Second Language Teaching & Learning (Boston: Heinle & Heinle Publishers. 1999), 225.

[13] Peter Lucantoni, Teaching and Assessing Skills in English as a Second Language (Cambridge: Cambridge University Press, 2002), 48.

2. The Teaching of Speaking

To begin with, the language learning process differs from situation to situation because there may be much variation in the factor that may influence it. Thus, teachers need to know the background capability of the students. As stated by Ann Burns and Joyce, before EFL teachers decide to teach speaking skill, they need to find the background data about the students' needs and goals.[14] This involves gathering personal data, such as age, language background, and information about the students' goals and needs. It also involves assessing their current level of spoken language competency and proficiency.

3. Successful Speaking Activities

According to Penny Ur, there are four characteristics of successful speaking activities. First, learners are talking a lot during speaking class. It implies that the lecturers are required to provide the activities in which the students inhabit the most time to talk. The second, the participants have the same chances to speak. It infers that the classroom activities should not dominated by active students. The third, motivation is high. It means the activities can make the students eager to speak because they are interested in the provided topic. The fourth, the level of language is acceptable. It means that the learners can express in relevant, acceptable and comprehensible the words to each other when they assign to practice speaking.[15]

In order to have speaking activities in the classroom that make students get involved in is essential to be considered by the lecturers. An interesting activity however is not enough if it does not achieve the objective of the speaking class. Whatever the activities, they must help the students develop skills and knowledge in using the spoken language. Jeremy Harmer gives some good ideas for speaking activities that can arouse the students to practice their English. He explains three activities for speaking activities namely, (1) Rehearsal - the students are assigned to practice speaking outside the classroom and to take part in a role play such a real-life event in the classroom. (2) Feedback - the lecturers can see how well the students are doing the activities and what language problems they are having. (3) En-

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[14] Ann Burns and Joyce, H, Focus on Speaking, 55.
[15] Penny Ur., A Course in Language Teaching (Cambridge: Cambridge University Press, 1996), 120

gagement - it means that good speaking activities should be highly motivating in order to participate actively during speaking class.[16]

4. Project-Based Learning

Project-based learning has been defined in many ways. For this reason there exists no single definition. Project-based learning is based on the constructivist learning theory, which finds that learning is deeper and more meaningful when students are involved in constructing their own knowledge. Constructivism is a theory based on observation and scientific study about how people learn. People construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.[17] When we encounter something new, we have to connect it with our previous ideas and experiences, it may change what we currently know and believe. As we acquire new information we need to continue to ask questions, explore, and assess what we currently know.

Project-based Learning (PBL) is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, lecturer-centered lessons.[18] PBL learning activities are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices.

According to Sylvia Chard, the Project-based Learning approach is an "in-depth investigation of a real-world topic worthy of children's attention and effort." Hence, field trips, experiments, model building, posters, and the creation of multimedia presentations are sample activities within PBL where students with differing learning styles demonstrate their knowledge by means of inquiry.[19]

The main aim of project learning is an active connection of pupils to educational process. This process is characteristic of their openness. Problem situations and questions are created by lectur-

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[16] Jeremy Harmer, The Practice of English Language Teaching (Essex: Pearson Education, 2007), 87.

[17] Lev Vygotsky, Mind in Society: The Development of Higher Psychological Processes. (Cambridge, MA: Harvard University, 1978), 45.

[18] Educational Technology Division, Ministry of Education, Project-Based Learning Handbook: Educating the Millennial Learner (Kuala Lumpur: Educational Technology Division, Ministry of Education, 2006), 1.

[19] (Onlin e) http://www.edutopia.org/modules/PBL/whatispbl.php, Accesed on 11th June 2014

ers. These situations and questions caused thinking at pupils about topic.[20]

Project-based Learning helps students develop skills for living in a knowledge-based and highly technological society. Solving highly complex problems requires students to have both fundamental skills and Digital Age skills. With this combination of skills, students become directors and managers of their learning, guided and mentored by a skilled lecturer. Therefore, Project-based Learning is important for several reasons, they are:

a) Project-based Learning and the use of technology bring a new relevance to the learning at hand.
b) Project-based Learning lends itself to authentic assessment.
c) Project-based Learning promotes lifelong learning.
d) Project-based Learning accommodates students with varying learning styles and differences.

There are four major characteristics of project based learning namely :

a) self-responsibility for thinking and learning;
b) awareness of social responsibility;
c) thinking and acting from the scientific perspective but in a practical application;
d) relating both group process and product with professional practice.[21]

Likewise, John Thomas highlights five important criteria of project-based learning:

a) Project-based learning projects are central, not peripheral to the curriculum;
b) Project-based learning projects are focused on questions or problems that drive students to encounter and struggle with the central concepts and principles of a discipline;
c) Projects involve students in a constructivist investigation;
d) Projects are student-driven to some significant degree; and

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[20] Milan Kubiatko and Ivana Vaculová. "Project-Based Learning: Characteristic and the Experiences with Application in the Science Subjects", Social And Educational Studies 2011, 3(1): 65-74.
[21] Ibid.

e) Projects are realistic, not school-like.[22]

C. PREVIOUS RESEARCH

There are many researches dealing with Project-Based Learning. Mehmet Gültekin conducted a research dealing with the effects of project-based learning upon learning outcomes in social studies courses among fifth grade by using quantitative and qualitative methods. The results showed that there was a significant correlation between the academic successes of experimental and control groups. In addition, participants and lecturers indicated that project-based learning increased the success by providing students with various skills and making learning more enjoyable, entertaining, and meaningful. However, few problems were also reported such as arguments between group members and difficulties in carrying out the project.[23]

Kornwipa Poonpon, a lecturer of Khon Kaen University, Thailand conducted research entitled Enhancing English Skills Through Project-Based Learning. Forty-seven undergraduate students taking an English course on Information Science were required to work in groups to complete an interdisciplinary-based project. A semi-structured interview was used to elicit students' opinions about the implementation of the project and how such a project may enhance their English skills. The interview data were qualitatively analyzed. Results of the study revealed how the interdisciplinary-based project should be implemented in a language classroom to enhance the learners' English skills.[24]

Gökhan Baş investigated the effects of project-based learning on students' academic achievement and attitudes towards English lesson of 9th grade students. The research was carried out in 2010–2011

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[22] John Thomas, A Review of Research on Project-based Learning. Autodesk Foundation. (Online) http://www.bobpearlman.org/BestPractices/PBL_Research.pdf. Retrieved April 12, 2014.

[23] Mehmet Gültekin. The Effect of Project Based Learning on Learning Outcomes in the 5th Grade Social Studies Course in Primary Education. Educational Sciences: Theory & Practice 5 (2) • November 2005•548-556. (Online) http://s3.amazonaws.com/academia.edu.documents /11309167/138-libre.pdf, Retrieved at May, 1, 2014.

[24] Kornwipa Poonpon, "Enhancing English Skills Through Project-Based Learning", The English Lecturer Vol. XL: 1-10. (Online) http://www.melta.org.my/ET/2011/1_10_ Kornwipa%202011.pdf. Retrieved at May, 1, 2014

education-instruction year in a high school in Nigde, Turkey. Totally 60 students in two different classes in the 9th grade of this school participated in the study. The data obtained in the study were analyses by the computer program SPSS 17.0. In order to test the significance between the groups, the independent samples t-test was used. The results of the research showed a significant difference between the attitude scores of the experiment group and the control group. On the other hand, it was also found out that project-based learning was more effective in the positive development of the students' academic achievement levels. At the end of the research, it was revealed that the students who were educated by project-based learning was more successful and had higher attitude levels towards the lesson than the students who were educated by the instruction based on student textbooks. successful and had higher attitude levels towards the lesson than the students who were educated by the instruction based on student textbooks.[25]

Referring to the previous research above, most of them conducted research on Project-Based Learning on science and there are only few studies on the application of project-based learning in English lessons especially in Indonesia, there is a need to conduct more studies on this issue. Therefore, the researcher interested in investigating the effect of Project-Based Learning in order to raise students' speaking ability and its effective implementation on Speaking II Subject.

D. RESEARCH METHOD

This research applied mixed methods research. The design of the research was concurrent designs in which both quantitative and qualitative data are collected separately but at approximately the same time. This research applied a quantitative design for the first stage. It is categorized into causal comparative method, or ex post facto research design and the second stage is qualitative design. Population in this research was the 2nd semester of English Department Students in STAIN Ponorogo. The total numbers of the students are 85 students and the sample was 70 students. The researcher used questionnaires, test, observation and interview as data collection.

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[25] Gökhan Baş *Investigating the Effects Of Project-Based Learning on Students' Academic Achievement and Attitudes towards English Lesson. The Online Journal of New Horizons In Education* - October 2011, Volume 1, Issue 4.

Since the hypothesis is intended to find the effect of the Project-Based Learning toward students' speaking ability, the Simple Linier Regression by using SPSS 19.00 for Windows was applied. The second phase, the result of observation and interview were analyzed by Miles and Huberman's view of qualitative data analysis consisting of data reduction, data display, and drawing conclusion.

E. DATA DESCRIPTION AND DATA ANALYSIS
1. The Use of Project-Based Learning

Based on data obtained from a questionnaire distributed to 70 respondents indicated that the use Project-based learning showed the highest score was 80 and the lowest was 4. The result of students' questionnaire on the use of Project-based learning can be seen clearly on the following histogram.
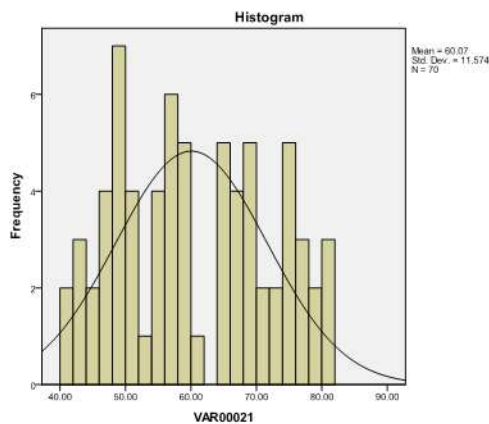

Figure 1 Histogram for the Use of Project-Based Learning

From the histogram above, it is stated M= 60.7 and SD = 11,574. To determine the category of the use of project-based learning was good, medium or poor, the researcher grouped scores using the standard as follows:
1) More than M + 1.SD (60.7+11.574 = 72) is categorized into good
2) Between M- 1SD to M + 1.SDx is categorized into medium.
3) More than M - 1.SD (60.7-11.574 = 49) is categorized into low

That categorization can be clearly seen in the following:

Table 1 The categorization of students' questionnaire on the Use of Project Based Learning

No	Score	Frequency	Percentage	Category
1	More than 72	15	22%	Good
2	49-72	42	60%	Medium
3	Less than 49	13	18%	Low
Total		70	100%	

From the such categorization can be seen that the students' questionnaire on the use of Project-based learning showed that 22% in the good category, 60% in a medium category and 18% in a low category.

2. Speaking Ability

Based on data obtained from a speaking performance test to 70 respondents indicated that the result showed that the highest score was 95 and the lowest was 60. It can be seen from the following histogram.
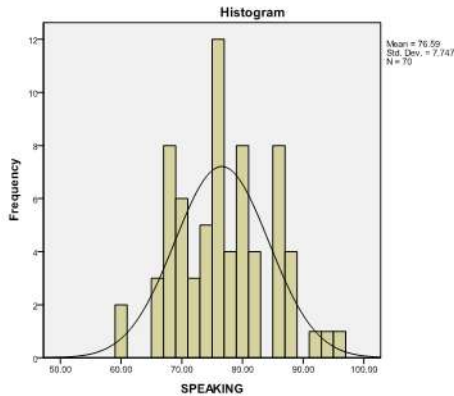

Figure 2. Histogram for the Speaking Ability

From the histogram above, it is stated M = 76.59 and SD = 7.747. To determine the category of the students' speaking ability was good, medium, or low the researcher grouped scores using the standard as follows:

1) More than M + 1.SD (76.59+7.747 = 84) is categorized into good

2) Between M- 1SD to M + 1.SD (69-84) is categorized into medium.

3) More than M - 1.SD (76.59-7.747 = 69) is categorized into low

That categorization can be clearly seen in the following:

Table 2 the categorization of students' speaking Ability

No	Score	Frequency	Percentage	Category
1	More than 84	15	22%	Good
2	69-84	42	60%	Medium
3	Less than 69-84	13	18%	Low
Total		70	100%	

From the categorization above, it can be implied that the students' speaking ability is in the level of medium. Most of the students, in this case, 60% students' scores are in the level of medium. Then, 22% students' scores are in the level of good and the rest, 13% students are in the level of low

3. Testing Hypothesis

					Change Statistics					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.983ᵃ	.966	.965	1.44173	.966	1924.224	1	68	.000	.419

Model Summaryᵇ

a. Predictors: (Constant), PjBL
b. Dependent Variable: Speaking Ability

The result of Linear Regression analysis by using SPSS 19.00 for Windows is as follows:

Based on the table result of calculation by using SPSS 19.00 for windows above, the value R as a symbol of coefficient correlation showed 0,983. It means that the correlation between two variables in this research namely the use of Project-Based learning and speaking ability is categorized into high. Moreover, the value of R squared / Coefficient Determination informs about how well the independent and dependent variable interacted. The R squared above showed 0,966. It implies that the independent variable X (the use of Project-Based learning) gives 96.6% contribution toward the dependent variable Y (speaking ability), then 4.7% influenced by other factors.

ANOVA[b]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3999.643	1	3999.643	1924.224	.000[a]
Residual	141.343	68	2.079		
Total	4140.986	69			

a. Predictors: (Constant), PjBL
b. Dependent Variable: Speaking Ability

Then the analysis focus on the linearity of each variable, namely, the independent variable, X (the use of Project-Based learning) toward the dependent variable Y (speaking ability), it can be seen from the ANOVA table below

Referring to the ANOVA table above, the significant value is 0,000. It means that the regression model equation is significant be-cause it has already fulfilled the criteria of linearity. The criteria is if the significant value (less than) $\overline{\text{ }}$ 0,05, linear regression could be applied and vice versa.

Then the analysis focus on the effect of the independent variable X (the use of Project-Based learning) toward the dependent variable Y (speaking ability), it can be seen from the Coefficient table below:

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	37.069	.917		40.416	.000
PjBL	.658	.015	.983	43.866	.000

a. Dependent Variable: Speaking Ability

Table coefficients table above gives a clear description about the equation regression model through Unstandardized Coefficients B. Therefore, the equation regression model is Y =37.069 + 0.658X.

Referring to the result of analysis through SPPS 19.00 for Win-dows, it can be concluded that H_0 was rejected and H_a was accepted. It implied the use of project-based learning is significantly influence the students' speaking ability.

4. The result of Observation and Interview

Knowing the result that there is significant effect of the use of project-based learning toward students speaking ability, the researcher carried on finding the effective implementation of Project-based learning in raising students' speaking ability through observation and interview.

The first observation was conducted on Monday, 11th of May, 2015 at fist period at AG Building. 17 students were present. . The material was in the form of narrative story – fairy tale, legend, fable. The Basic Concept of Past Tense and generic structure of narrative text was also given. The media used was puppet. The students showed good effort to perform better, even some mistakes in term of accuracy occurred. The performances can be seen in the following pictures.

Picture 1. The puppet of Cinderella Story
Picture 2. The puppets of *Ande-Ande Lumut* Story

The second observation was conducted on Monday, 1st of June, 2015 at fist period at AG Building. 20 students were present. The media used were real object – traditional food. The material was in the form of Procedure Text – How to make something. The generic structure and features of procedure text was also given. The lecturer told the students that the project for today's meeting was doing oral presentation on how to make food. She asked the students to submit

the traditional food and asked the students to browse the recipe from the internet and they had to present in turn. The first person mentioned the ingredients, the second and the third person talked about the steps in making the food. Most of the presentation was quite good and fluent, even there was still mistakes on grammar. The result of observation can be seen in the following pictures.

Picture 3. How To Make Tofu Ball
Picture 4. How To Make Traditional Porridge

The third observation was conducted on Monday, 8th of June, 2015 at fist period at AG Building. 19 students were present. The material was in the form of Recount Text – Unforgettable Holiday. The generic structure and features of Recount text was also given. The media used were picture series and they had to perform the telling story this meeting. They were enthusiastic in retelling the story. Most groups tried harder to organize the story in chronological order. They were successful to steal the audiences' attention even some mistakes on grammar still appeared. The activities are as follows:

Picture 5 Unforgettable Holiday in Grandfather's House
Picture 6 Presentation on Unforgettable Holiday in Bali

The fourth observation was conducted on Monday, 15th of June, 2015 at fist period at Watoe Dakon Basement. 19 students were present. Today's project was drama performance. The lecturer assigned the students to prepare themselves for performing drama two weeks before. They had to work in group in discussing the topic or the story they wanted to perform. They set up the scenario or wrote the script for drama performance. The performance was in the following:

Picture 7 'The Legend of Ponorogo"
Picture 8 'The Legend of Lutung Kasarung

The researcher interviewed the lecturer and some students in order to find the related information dealing with the implementation of Project-Based Learning. The interview was conducted after observations were carried out.

The interview with Mrs. Winantu Kurnianingtyas, M. Hum was on Monday, 15th of June, 2015 at the lecturer's room. When, the researcher asked the reasons why she implemented Project-Based Learning in her speaking class, she stated:

> In my opinion, Project-Based Learning is suitable for Speaking Class for some reasons. The first, Project-Based Learning supports the students to improve their critical thinking in order to communicate freely and spontaneously. The second reason is through Project-Based Learning, the students can bring real-life context and technology to the classroom in term of the use of various media and materials from internet.

It stated clearly that the lecturer believed that through Project-Based Learning, the students can foster their critical thinking to support the speaking skill and combining the technology to support their performance.

Then, the researcher asked for the way to apply Project-Based Learning in Speaking Class, the lecturer responded in the following:

> I apply Project-Based Learning in speaking class for several topics. Every topic has its own steps. For example, when conducting puppet show, I divide the class into some groups and assign each group to find the story from books or internet, then give each group to design puppet made from paper related to the selected story or photocopy a character from a book, cut a character from a colouring in book or draw a character, finally I have students perform puppet show. Another example of project based learning applied in my speaking class is drama performance. The procedure is I divide the class into 2 groups and ask them to discuss the topic of drama, and then I assign them to design the scenario for selected topic (in 2 weeks), after that they have to perform drama in front of the class.

The next question dealt with the students' responses toward the implementation of Project-Based Learning. The lecturer gave statement on the following:

> They were very enthusiastic in doing the project. It can be seen from their participation in their speaking performance. Most of them tried to speak spontaneously dealing with the topic discussed, and then they tried to be responsible to the group.
> Dealing with the statement above, it can be implied that the students actively involved on the activities for Project-Based Learning and they

were enthusiastic during the teaching and learning process. It also supported by the result of interview with the students in the following:

I am eager to do the project given by the lecturer in speaking class because it is challenging activities and assist me to cooperate with my friend in a group. (NS)

The project is very interesting, especially when the lecturer asked me to work in a group for performing drama. We discuss seriously about the topic and the dialogue. And the most interesting one is the discussion about the costume to wear during the performance. (DY)

F. DISCUSSION

1. The Discussion of the Effect of Project-Based Learning toward Students' Speaking Ability.

The formulation of hypothesis in this research is in the following:

H_0: There is no significant effect of the use of project-based learning toward students' speaking ability

H_a: There is significant effect of the use of project-based learning toward students' speaking ability

Referring to the result of calculation by the assistance of SPSS 19.00 for Windows, It found that the independent variable X (the use of Project-Based learning) gives 96.6% contribution toward the dependent variable Y (speaking ability), then 4.7% influenced by other factors. Likewise, the equational regression model is Y $=37.069 +$ 0.658X. It means that H_0 was rejected and H_a was accepted. It implied the use of project-based learning is significantly influence the students' speaking ability. The result tend to prove that project-based learning allows in-depth investigation of a topic worth learning more about[26] especially in speaking class.

2. The Discussion of the Effective Implementation of Project-Based Learning in Speaking Class

Referring to the result of observation and interview, it can be implied that the steps in implementing of Project-Based Learning in

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[26] *Judy Harris* Helm, and Lilian Gonshaw Katz, Young Investigators: The Project Approach in the Early Years, (New York: Lecturers College Press, 2001), 6.

speaking class depend on the kind of activities and topics. In general, the activities can be summarized into:

a. Dividing the class into groups

Most of the activities in speaking class are in the form of group work. The lecturer assigned the students to plan, discuss, and finish the project in group. For example, in assigning the students to have a project of puppet show, the lecturers divided the class into 5 groups, so each group consisted of 4 or 5 members. However, in drama performance, the lecturer divided the class into 2 groups only.

b. Explaining the project

The lecturer explained the project apparently. It deals with the purpose of the project, the preparation that the students should make, the material and media used and the assessment for each project. For example, assigning the drama performance is for enabling the students to perform a drama. In drama performance, the groups must prepare the scenario of the story, distribute the characters and select the media related to the chosen topics.

c. Performing the project

This stage, the students demonstrate the project that they have done, such as performing puppet show, in turn storytelling, role play and drama.

3. The Discussion of Students' Responses on the Implementation of Project-Based Learning in Speaking Class

Referring to the result of observation and interview, it can be seen that the students showed significantly positive attitude toward the implementation of Project-Based Learning in speaking class. The students actively participated in every steps of implementation.

G. FINAL REMARKS

Referring to the result of calculation by the assistance of SPSS 19.00 for Windows, It found that the independent variable X (the use of Project-Based learning) gives 96.6% contribution toward the dependent variable Y (speaking ability), then 4.7% influenced by other factors. Likewise, the equational regression model is $Y = 37.069 + 0.658X$. It means that H_0 was rejected and H_a was accepted. It im-

plied the use of project-based learning is significantly influence the students' speaking ability.

The effective procedure for the implementation of Project-Based Learning are (a) dividing the class into group, (b) explaining the project and (c) performing the project.

The students showed significantly positive attitude toward the implementation of Project-Based Learning in speaking class.

English teachers are recommended to make use of Project-Based Learning in EFL class since Project-Based Learning allows in-depth investigation of a topic worth learning more about especially in speaking class.

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