

# The Use of Project-based Learning in Teaching Speaking Skill to Young Learners

*by Wulan Pangesti*

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# The Use of Project-based Learning in Teaching Speaking Skill to Young Learners

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## Abstract

The objective of this study was to find out the effectiveness of using project-based learning to improve students' speaking skill at the seventh grade of SMP Muhammadiyah 1 Kudus by using quasi experimental research design. The participants of the study were 59 students which were from experimental and control classes. The data was acquired from the test which conducted on pre-test and post-test. The results showed that the mean scores of the students' speaking ability the pre-test were 65.17 and 63.67 in the control class, and 68.97 and 68.71 in the experimental class. Therefore, the students' mean scores of the post-tests were 69.43 and 68.50 in the control class, and 77.07 and 77.24 in the experimental class. However, in hypothesis testing used independent sample T-test which the Sig. value (2-tailed) was lower than 0.05. The results on T-test showed was on the first and the second question were  $(0.013 < 0.05)$  and  $(0.004 < 0.05)$ . It means that the use of project-based learning in students' speaking ability for the seventh-grade students of SMP Muhammadiyah 1 Kudus had a significant difference. By using this method, it made the students more fun, active, and interactive to practice speaking.

**Keywords:** project-based learning, young learners, speaking skill

## INTRODUCTION

English is a global or international language. It is because English is a globalized world's tool for communication and connection with individuals from different countries. According to Gunantar (2016), speaking English consisted of 325

million native speakers, 425 million as second language, and 750 million as the foreign language. However, many people in Asia speak English as a second or foreign language. It can be summarized that some of Asia's country has capable to speak English.

Indonesia is one of countries which use English as a foreign language. It has the potential to communicate in a variety of fields, including education, medicine, media, business, travel, and so on. The society rarely uses English as medium language with the others in daily life. It used in the classroom and proficiency test of some requirements (Riswandi, 2018). Moreover, English is one of subjects which taught in any level of school in Indonesia.

English teaching process in Indonesia does not include variant of activities, especially in speaking. The teacher does not encourage students to interact or communicate, instead focusing on certain abilities such as grammar and reading comprehension (Fitria, 2013). The teacher's monotonous technique bores the students and causes them to lose interest in the subject. In certain cases, the students have difficulty speaking English because they rarely practice and participate in class activities. In the other case, the students are unable to convey their ideas because they are afraid to try practicing, then causing the learning process to be affected. However, the students are not willing to participate actively and the learning's goal cannot reach if the teachers are not enough support in speaking practice.

Speaking is one of productive skills consists of speaker and listener to make communicative relation. In speaking English, we must know about the aspect of speaking during process happened. According to Mora (2014), there are some aspects of speaking such as comprehension, fluency, grammar, vocabulary, and pronunciation. Comprehension means the someone understand a language well, it means it is the important aspect to measure the discerning conversation. Fluency means that how fast and low someone speaks without hesitation. Grammar is the structure of language, the language will be accurate if match the appropriate context. Vocabulary is the important things in language, because without vocabulary it cannot mean anything. Pronunciation is the way how someone assemble language clearly such as on stress, intonation, and tone of each word.

Young learners are the learners which have four stages, the pre; sensory motor stages between 0-2 years old; pre-operational stages between 2-7 years old; concrete operational stages between 7-11 years old; and formal operational stages between 10-15 years old (Piaget, 1967). Teaching on young learners need to know and understand about their characteristic. Between young learners and adult learners have differentiated on some aspects in learning such as teaching style, methods, learning material, lesson plan, and the way of getting of them. According to Juhana (2014), young learners have different on some extent, such as on responding the meaning, focusing on situation of design lesson, having all five senses stimulated, and having short attention. It means that the junior high

school's teachers have the responsibility to create students enjoy on the learning process.

Project based learning is one of learning method that includes student-centered through problem solving experience which have the output as a product. The output of this method such as presentation, performance, product, and so on. With this method, it makes the students increasing their knowledge and motivation in learning, having effective problems solving skill, learning in self-directed, and being effective on collaboration skill (Dewi, 2016). In this method, there are four stages; speculation, designing, commanding, and conducting (Fauziati, 2014). Speculation refers to the teacher present a topic list to the students and have discussion about it. Designing entails forming the group, allocating roles, and making methodology selections. Commanding refers to the students carrying out what has been planned and organized in prior. Conducting entails the students presenting their final product to the class. It could be summarized that PBL create the students more creative which can design a project and arrange plan that will improve their motivation.

The study about using project-based learning in improving students' speaking skill on young learners have been done by the other researchers. Maulany (2013) conducted the study about "The Use of Project Based Learning in Improving the Students' Speaking Skill". It found the result that the effect of project-based learning was significant on the participant by the post test. Then, from Dewi (2016) with the title "Project Based Learning Techniques to Improve Speaking Skills". The result was found that the reaction for the students on using the PBL responded positively. And from Riswandi (2018), it analyzed about "The Implementation of Project Based Learning to Improve Students' Speaking Skill". It found the result that the students have an increase in intensive and extensive speaking performance. Moreover, those studies could be a reference for the researcher to conducted this study.

## METHOD

In this study, the researcher employed experimental research as design method. The objective of this study is to detect a specific effect under controlled conditions (Sugiyono, 2013). As a result, this method is a research method that manipulates the research object in order to determine whether the group receiving the treatment has a cause-effect relationship. The study utilized quasi-experimental research which selected the samples that were not chosen or random.

## Respondents

The participants of the study were from the students of seventh grade from one of Islamic private schools, SMP Muhammadiyah 1 Kudus. It took three classes based on school agreements, there were 7A as the try-out class, 7B as the experimental class, and 7C as the control class. Those classes consist of 29-32 students which were 29 in experimental class, and 31 in control class. This study investigated on young learners, it found that the average of students was 11 until

13 years old. It means that the participant of the study were the formal operational stages of young learners.

### **Instruments**

In conducting the study used the test as the instrument of the study. It aims to assemble the data of the study. The instrument was a type of speaking result that was used to determine a students' ability, such as the students' score and the individual score after the method was used. The test consisted of two questions based on the topic in syllabus. The instrument was scored by two raters, they were first rater by the researcher, and rater two by the English teacher.

### **Procedures**

The test forms as the instrument were arranged by the researcher, and asked the experts to get the validation. Before giving on the experimental and control class, the instrument conducted the test on tryout class to measure the validity and reliability. After the data was said valid and reliable, it could be conducted on next steps of study. The next study was conducted the pre-test on experimental and control class. It aimed to find out the result before the treatment applied. Then, the treatment applied on experimental research which used project-based learning method, and control class which used conventional method. After the treatment was applied with three meetings, the researcher conducted the post-test on those classes which aimed to find out the result after the treatment conducted.

### **Data analysis**

After the researcher had collected the required data, the data analysis can proceed. The researcher counted the data in SPSS (Statistical Product and Service Solution) version 16 as part of the data calculation process. The researcher employed data analysis and statistical computing in the study that was undertaken. It aims to identify the different results between two classes, experimental and control class. These classes were examined, and the results were compared by using T-test. There are two terms that must be met in order to apply the test according to the normality and homogeneity standards. As a result, after these terms have been completed, this test can be conducted.

## **RESULT AND DISCUSSION**

The study's result is explained about the finding of the study. Furthermore, the discussion clarifies the findings about the students' speaking abilities and project-based learning.

### **Validity and Reliability**

Validity is a test that determines an instrument's level of validity (Arikunto, 2010). It was required to test the validity of the instrument to be offered in order to identify the data was valid or not. The validity test was conducted on tryout



class to see whether it was valid. The data can be said valid if the r-value is greater than r-table with the  $df = n-2$  which n is sample (Ghozali, 2011). The following are the result:

Table 1 The result of validity

#### Question 1

##### Rater 1

Table 2. The validity of the question 1

Aspects	r-value	r-table 5% (30)	Description
Fluency	0.914	0.361	Valid
Grammar	0.905	0.361	Valid
Vocabulary	0.803	0.361	Valid
Pronunciation	0.887	0.361	Valid

##### Rater 2

Aspects	r-value	r-table 5% (30)	Description
Fluency	0.877	0.361	Valid
Grammar	0.809	0.361	Valid
Vocabulary	0.705	0.361	Valid
Pronunciation	0.751	0.361	Valid

#### Question 2

##### Rater 1

Aspects	r-value	r-table 5% (30)	Description
Fluency	0.862	0.361	Valid
Grammar	0.788	0.361	Valid
Vocabulary	0.801	0.361	Valid
Pronunciation	0.871	0.361	Valid

##### Rater 2

Aspects	r-value	r-table 5% (30)	Description
Fluency	0.883	0.361	Valid
Grammar	0.771	0.361	Valid
Vocabulary	0.701	0.361	Valid
Pronunciation	0.767	0.361	Valid

According to the table on first and second question, it could be assumed that between first rater and second rater gave a different score. In calculating the data's validity, it was determined by r-value which must be higher than r-table (r-table at  $df = 32-2 = 30$  is 0.361). Moreover, from the table and description above that the value of r-value had exceed r-table in the first and second questions. Each of the aspects had a value greater than 0.361. Furthermore, the instruments in the first and second question were found to be valid and may be used in the next steps, there was count the reliability of the data.

After determining the data's validity, the next step was to determine the data's reliability. Reliability is a test used in study to assess the consistency of measuring instruments and determine whether they are reliable or consistent (Dewi, 2018). The reliability data was taken from the tryout class after counting the data's validity. Cronbach Alpha was used to calculate this data, which is considered reliable if the r-value is greater than r-table (Widiyanto, 2010). The following is a summary of reliability findings:

Table 2 The result of reliability

#### Question 1

Rater	r-value	rtable 5% (32)	Description
Rater 1	0.555	0.349	Reliable
Rater 2	0.553	0.349	Reliable

#### Question 2

Rater	r-value	rtable 5% (32)	Description
Rater 1	0.554	0.349	Reliable
Rater 2	0.553	0.349	Reliable

The first and second questions were evaluated by two raters who had different values, according to the data description above. The r-values for the first questions were 0.555 and 0.553, respectively the r-values for the second questions were 0.554 and 0.553. It was 0.349 in the cases where each r-value was higher than r-table with the df of 32. According to the data, it can be summarized that first and second questions might be said reliable or consistent.

#### Normality and Homogeneity

Normality data is a data test to determine whether the variable is normal or not. The data to be evaluated was conducted to a normality test using the Kolmogorov test with the normality data. A general significance data level of more than 0.05 was used in this analysis. The data can be said normal if Sig. >0.05 or higher than 0.05, then the data is said unnormal if the Sig. <0.05 or lower than 0.05. The results of the normality test are as follows:

Table 3 The result of normality data

**Question 1**

1

**One-Sample Kolmogorov-Smirnov Test**

	Pre_Experimental	Pre_Control
N	29	30
Normal Parameters <sup>a</sup>		
Mean	68.966	65.167
Std. Deviation	10.8668	9.0003
Most Extreme Differences Absolute	.174	.150
Positive	.174	.150
Negative	-.101	-.096
Kolmogorov-Smirnov Z	.939	.821
Asymp. Sig. (2-tailed)	.341	.511

a. Test distribution is Normal.

b. Calculated from Data.

**Question 2**

**One-Sample Kolmogorov-Smirnov Test**

	Pre_Experimental	Pre_Control
N	29	30
Normal Parameters <sup>a</sup>		
Mean	68.707	63.667
Std. Deviation	10.3644	8.2716
Most Extreme Differences Absolute	.140	.205
Positive	.140	.205
Negative	-.105	-.095
Kolmogorov-Smirnov Z	.754	1.120
Asymp. Sig. (2-tailed)	.620	.162

a. Test distribution is Normal.

b. Calculated from Data.

According to table above, normality test on the experimental class got Sig. (2-tailed) 0.34 in the first question, and 0.62 in the second question. Then on control class got Sig. (2-tailed) 0.51 in the first question and 0.16 in the second



question. It can be decided that the data was higher than 0.05. Moreover, the data was said normal and could be conducted on next steps there was counting the homogeneity test.

Concerning the following test, the next step was counting the homogeneity test. It aims to determine how homogenous the data is. It must consider the needs in order to determine whether the data is homogenous or not. The data is said homogenous if Sig. >0.05 or more than 0.05, then the data is said inhomogeneous if Sig. <0.05 or lower than 0.05. Here the following are the findings of the homogeneity test:

Table 4 The result of Homogeneity Data

**Question 1**  
**Test of Homogeneity of Variances**

SCORE_PRETEST			
Levene Statistic	df1	df2	Sig.
.933	1	57	.338

**Question 2**  
**Test of Homogeneity of Variances**

SCORE_PRETEST			
Levene Statistic	df1	df2	Sig.
1.026	1	57	.315

The value of Sig. in the first question from experimental and control classes was 0.34, based on the table data above. The homogeneity data from second question was 0.31. The outcomes of these data met the criteria for a Sig. value of higher than 0.05. It can be deduced that the data declared homogenous in the first and second question was homogeneous.

**T-Test**

The t-test is used to evaluate the difference in the mean among independent data after the two terms are met. The researcher employed an independent sample t-test which determine the differences in average score between the experimental and control groups. This test had the rules, if the Sig. value (2-tailed) >0.05 the  $H_0$  is accepted and  $H_1$  is rejected. Meanwhile, if the Sig. value (2-tailed) is <0.05, the  $H_0$  is rejected and  $H_1$  is approved (Sujarweni, 2014). The following can be used to understand the statistical test's results:

- The null hypothesis ( $H_0$ ) is rejected if Sig. (2-tailed) >0.05. This means that Project Based Learning has no significant difference on the students' speaking skill at seventh grade of SMP Muhammadiyah 1 Kudus

- b. The null hypothesis (H1) is accepted if Sig. (2-tailed) < 0.05. It means that Project Based Learning has significant difference on the students' speaking skill at seventh grade of SMP Muhammadiyah 1 Kudus

Here the results of T-test data:

Table 5 The result of t-test data

#### Question 1

#### Independent Samples T-test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Post- Equal test variances assumed	.807	.373	2.569	57	.013	7.65230	2.97907	1.68681	13.61779	
			2.562	54.995	.013	7.65230	2.98714	1.66592	13.63868	

#### Question 2

#### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Result Equal variances assumed	.443	.508	2.979	57	.004	8.7414	2.9343	2.8656	14.6172
Equal variances not assumed			2.970	54.752	.004	8.7414	2.9428	2.8432	14.6396

The Sig. value (2-tailed) in each question was lower than 0.05, as shown in the results table for the first and second questions. The Sig. on first question was  $0.013 < 0.05$ , and the second question was  $0.004 < 0.05$ . It means that employing project-based learning to teach speaking has a significant difference. The null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_1$ ) was accepted.

### Students' Speaking Skill

On this study, the researcher had four aspects were rated on students' speaking skill. The aspects were fluency, grammar, pronunciation, and vocabulary.

#### Fluency

Fluency is one of the important aspects in speaking. Sometimes, students' fluency on speaking was said not smooth because a lot of thinking to avoid mistakes. Based on Littlewood (2007), students get into stuck in expressing the opinions. It concluded that the lack of fluency can occur due to confusion in expressing. The researcher found that experienced, as an example:

*"I study in SMP Muhammadiyah one Kudus. I seven grade. My hobby is ... umm ... watching Youtube. And my favorite color is black. My favorite food is ... umm ... noodle. I like noodle because that is ... aaa ... delicious food."*

Based on the example, it concluded that the students got a lack of fluency such as pausing, and thinking about what to say. It found in speaking was initially low in pre-test, although in the post-test has an increase on this aspect.

#### Grammar

Grammar is one of the most crucial aspect in speaking English. If there is an error in selecting the structure, it can change in meaning. On this study, grammar was assessed aspect in the test. It used the simple present tense which tells about the facts. The results showed that on the pre-test was lower than the post-test result. Students got some grammatical errors such as in the inverse word order, to be, pronoun, article, regular and irregular words, and countable words. Here the example of the error's grammar:

Table 6 The error of grammatical

Error Grammatical	Should be
I have four uncle.	I have four uncles.
I seventh grade.	I <u>am</u> seventh grade.
I have a mother, he is a housewife.	I have a mother, <u>she</u> is a housewife.
My mother like cooking.	My mother <u>likes</u> cooking.

According to the example above, it can be explained that the students have grammatical error in speaking. Based on Leong & Ahmadi (2017), students were often confused and doubtful then made students did not realize that had grammatical error. Then, the researcher conducted the treatment to improve

students' grammatical which aims can minimize the occurrence of grammatical errors.

### **Pronunciation**

Pronunciation is the important aspect to assemble how to speak the language. The researcher found that the students' pronunciation result was low in pre-test. It caused a lack of clarity in speaking or mispronunciation in speaking English. According to Harmer (1991), there were several aspects on this aspect; the influence of the mother tongue as a first language, the choice of words which difficult to pronounce, and unfamiliar words. Here the example of mispronunciation:

Table 7 The list of mispronunciation

Vocabulary	Mispronunciation	Should be
my	/mi/	/maɪ/
live	/laɪf/	/lɪv/
birth	/brɪð/	/bɜ:θ/
family	/famili/	/ˈfæməli/
child	/chil/	/tʃaɪld/

In overcoming of mispronunciation, the researcher gave the treatment to pronounce in the right way. Then, the students could improve their speaking pronunciation. Moreover, in the post-test outcome had increased from the previous test.

### **Vocabulary**

Vocabulary is the most important aspect in language. It is because if there is no any vocabulary, the communication will not occur. In this study that had been done, the researcher found the students who were still minimal in using vocabulary. Based on Harmer (1991), the nature applied of mother tongue used by students. Moreover, the students also still used their mother tongue if they did not know about the English vocabulary. As an example:

Table 8 The list of error vocabulary

Vocabulary	Should be
My date of birth is <i>delapan belas Juli dua ribu delapan</i> .	My date of birth is eighteen July, two thousand and eight.
My date of birth twenty three, address Prambatan Lor RT <i>dua</i> RW <i>dua</i> .	My date of birth is twenty three January, two thousand and nine. I live in Prambatan Lor, RT two, RW two.

According to the examples above, it stated that the students were minimal in using vocabulary. There were due to two factors namely, using the mother tongue, and unfamiliar with the vocabulary to be used. Moreover, the confusion and fear of being wrong were also one of factors why it happened.

## Project Based Learning

In this study, the researcher used project-based learning as the learning method which has the output in the form of a project. Learning with this method can help students overcome understanding, increasing the flexible knowledge, and increasing motivation in learning (Dewi, 2016). When this method was applied, the students were very engaged in the learning process. The students could practice their creativity by producing a project. Furthermore, this method was more enjoyable than conventional method.

According to the findings of the data analysis, teaching with project-based learning method has increased. This was evident in the pre-test data, which showed total scores of 68.97 and 68.71 respectively, and increased in the post-test data which showed scores 77.07 and 77.24. The post-test data results have improved before the treatment. Furthermore, when comparing the experimental class that conducted the PBL got higher score than conventional method. It explained the post-test data with experimental class scores of 77.07 and 77.24, and 69.42 and 68.50 in control class.

The null hypothesis was rejected based on the results of the test were conducted. There was a significant difference between the experimental post-test and the control class. Therefore, this method was proven to be effective as a learning method in teaching students' speaking than conventional method learning.

## CONCLUSION

According to the data, there was a significance difference in student's speaking ability after implementing project-based learning. It was explained by the result of the post-test in the experimental class, which used this method to get the higher scores of 77.07 and 77.24 respectively. The results of the post-test class which used the conventional method were 69.42 and 68.50. As a result, one of the learning methods, project-based learning might be used to improve students' enthusiasm, creativity, and motivation in learning English, particularly the students in the seventh grade at SMP Muhammadiyah 1 Kudus. Furthermore, English teachers are encouraged to employ this strategy as a creative method for engaging students in the learning process. Moreover, the next researcher is encouraged to continue this study, particularly in the area of speaking issues in students of all levels.

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