

# CHAPTER I INTRODUCTION

## A. Background of the Problem

The fact that English is an international language makes English is regarded as an important subject in Indonesia. English is a foreign language that is taught in elementary, junior high, and senior high schools. However, English is taught more intensively since the students are in junior high school as English becomes one of subjects that is tested in the National Examination. The teaching-learning process of English in junior high school should be emphasized at helping them to be able to communicate in English. They have to master English in forms of spoken and written.

Speaking is one of the macro skills of language which is concerned with the abilities to carry out spoken communication, such as conversation, dialogue, and monologue. The skill is important for some reasons. One of primary indicators in junior high schools language learning is the speaking skill. It becomes one of final goals to be achieved in the learning language (BSNP, 2006: 278). Moreover, the English speaking skill is an important medium of communication. In daily life, people often communicate to other people in the oral form rather than in the written form. When meeting people from abroad, people communicate with them, instead of writing something to them. Besides, many jobs need speaking skills. Employees have to be able to speak with their partners well to create a good communication climate in their companies. They also have to be able to speak well to consolidate and talk about business with the other

companies. The speaking skills, especially in English, are needed by the students to be applied in their real life now as well as in the future.

As discussed in the previous paragraph, the speaking skills, especially in English, are important for the students. As a matter of fact, the English speaking skills of many students of junior high school were still low. The condition also happened in SMP N 1 Kalasan. Actually, SMP N 1 Kalasan is one of good schools in Yogyakarta. In the academic year of 2012/2013, the passing grade of the school was 26.85 and the average mark of the new students in the school was more than 9.00. There were three kinds of classes at grade eight of SMP N 1 Kalasan. They were bilingual, sport, and regular classes. The students' English potential in the bilingual classes was high, but it was different from the sport and regular classes. The potential of both of the classes, especially in speaking, had not been maximized.

Based on the observations and interviews conducted by the researcher, she found some problems. Although the students had learnt English since elementary schools, still they were not able to speak English correctly. In the real teaching-learning of speaking in SMP N 1 Kalasan, the students had difficulties to pronounce certain English words since the spelling and pronunciation of the words were not the same. Secondly, they also had limited vocabulary mastery. When they wanted to speak English properly but they did not know the words in English, they tended to use Indonesian or Javanese. Thirdly, they were confused when the teacher gave some instructions in English. They did not understand what the teacher explained. Those problems made the students passive and shy. They

also were not motivated and not confident to speak because of those problems. Based on the condition above, it could be concluded that the speaking skills of the students were low.

As solution to overcome these obstacles, there were many activities that connect to real world and authentic problems and issues that could be employed in teaching the speaking skills. Project-based Learning was one of them (Klein, 2009). It goes beyond generating students' interest. Well-designed Project-based Learning encourages active inquiry and higher-level thinking (Thomas, 1998). The use of Project-based Learning in teaching English is said to foster students autonomy and encourage active, students-centered language practice (Philips, 1999). In addition, it boosts students' confidence (Klein, 2009). Besides, it carries out self-directed learning activities, from memorizing and repeating to discovering, integrating, and presenting; from listening and reacting to communicating and taking responsibility; from knowledge of facts, terms, and content to understanding processes; from theory to application of theory; from being teacher dependent to being empowered (Candau, 2003). There would be more chances for the students to practice speaking and being active during the lesson. From the significance of Project-based Learning above, it could be concluded that it could solve the SMP 1 Kalasan students' problems in the speaking skills.

After having a discussion with the teacher related to the students' speaking skills, the researcher decided to employ Project-based Learning to improve the students' speaking skills at grade eight of SMP 1 Kalasan. By improving the

speaking skills of the students, the teaching-learning results of the students would be increased significantly.

### **B. Identification of the Problem**

In identifying the problems, the researcher interviewed the English teacher and the students of SMP N 1 Kalasan. She also conducted some classroom observations of the English teaching-learning process. Based on the interviews and the observations that were held at SMP N 1 Kalasan, there were some problems that could be identified, including the problems of their pronunciation and vocabulary mastery, confidence, and speaking activities.

Firstly, the students had poor pronunciation and limited vocabulary mastery. Pronunciation and vocabulary were important aspects of speaking. However, spelling and pronunciation of English words were not the same. That was why the students had some difficulties in pronouncing English words. Besides, vocabulary mastery could be enriched by having a lot of practice and opening an English dictionary. Unfortunately, they were reluctant to do those activities. That was why when they spoke but did not know some English words they wanted to say, they paused and continued in Indonesian or Javanese.

Secondly, the students were shy and unconfident. They seemed passive and did not get involved actively in the teaching-learning process. There was a little speaking interaction among the students. They spoke when they were called on by the teacher, but they were shy and lacked confidence when they were asked to speak. They were afraid of mispronouncing English words. Therefore, they became silent and passive.

Thirdly, the students had less speaking practice and monotonous activities during the teaching-learning process. The researcher thought that there were still problems in the teaching-learning process. The teacher explained first and then asked the students to answer LKS and textbooks' exercises. There was less interaction and practice to speak in the teaching-learning process.

### **C. Delimitation of the Problem**

In doing delimitation of the problems, the researcher had a discussion with the English teacher. Considering some of the problems in the identification of the problem, the researcher concluded that the research was focused on what activity could effectively improve the students' speaking skills at grade eight of SMP N 1 Kalasan. She considered Project-based Learning as an interesting activity to be given to the students. Currently, there were still not many teachers regarded Project-based Learning to be the classroom activity. In this research, she tried to employ Project-based Learning activity as the central role in the teaching-learning process. She applied, monitored, and evaluated Project-based Learning to improve the students' speaking skills at grade eight of SMP N 1 Kalasan.

### **D. Formulation of the Problem**

The problem of the research could be formulated as follows:

How could Project-based Learning improve the students' speaking skills at grade eight of SMP N 1 Kalasan?

### **E. Objective of the Study**

The objective of the research was to improve the students' speaking skills at grade eight of SMP N 1 Kalasan through Project-based Learning.

## **F. Significance of the Study**

### **1. Practical Significance**

Practically, the researcher and the teacher could learn how to improve the students' speaking skills so that they could make their teaching-learning process successful and enjoyable. This research was expected to increase their awareness of contribution of Project-based Learning to improve the students' speaking skills. This also gave the researcher experience in doing the research working with other people as well.

### **2. Theoretical Significance**

Theoretically, the research findings give a contribution in English teaching-learning process. The research study is beneficial for further research and development purposes.

## **CHAPTER II LITERATURE REVIEW**

### **A. LITERATURE REVIEW**

#### **1. The English Language Teaching-Learning of Speaking Skills**

##### **a. The nature of speaking**

The ability to speak fluently does not only mean knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2001: 269). It was assumed that the ability to speak fluently was followed naturally from the teaching of grammar, vocabulary, and pronunciation. In fact, it is much more complex than this and involves both a command of certain skills and several different types of knowledge, such as speech production, conceptualization and formulation, articulation, self-monitoring and repair, automaticity, fluency, and managing talk (Thornburry, 2005:2).

Firstly, speech production takes place in real time. It is linear. Words follow words and phrases follow phrases. Speech is produced utterance-by-utterance, in response to the word-by-word and utterance-by-utterance productions of the person people are talking to. The nature of speech is spontaneous. It is not unplanned, but the planning time is limited.

Secondly, the idea has to be mapped out or formulated first. It involves making strategic choices at the level of discourse, syntax, and vocabulary. At the formulation stage, the words need to be assigned their pronunciation. It will not

only include the individual sounds of the words, but also the appropriate placement of prominence or stress and the meaningful use of intonation or pitch direction.

Thirdly, articulation involves the use of the organs of speech to produce sounds. A stream of air is produced in the lungs, driven through the vocal cords, and shaped by among other things, the position and movement of the tongue, teeth, and lips (Thornburry, 2005:2). Vowel sounds are determined by the action of the tongue and lips, while consonant sounds are determined by the air stream is obstructed, e.g. lips and teeth, and kind of constriction the air stream is subjected to.

Fourthly, self-monitoring is a process that happens concurrently with the stages of conceptualization, formulation, and articulation. At the formulation stage, it may result in a slowing down, or a pause and the subsequent backtracking and re-phrasing of an utterance.

Fifthly, automaticity makes speakers focus their attention on the aspect of the speaking task that immediately requires it, whether it is planning or articulation. To get any degree of fluency, automaticity is important.

The sixth is fluency. Pause is also important in speaking, especially when speaker draw breathe. However, speakers have to use appropriate placement of pauses. Natural-sounding pauses occur at the intersection of clauses, or after groups of words which form a meaningful unit, while unnatural pauses occur midway between related groups of words (Shumin, 2002:204). Another important

factor in the perception of fluency is the length of run. They are the number of syllables between pauses. The longer the runs, the more fluent the speaker sounds.

Lastly, managing talks includes interaction, turn-taking, and paralinguistic. The delicate moment is successfully negotiated because speakers are familiar with the rules and skills of turn-taking. Here, speakers should take turns to hold floor. It can be said that two speakers should not speak at once, at least not for any sustained period of time. Paralinguistics is the interactional use of eye gaze and gesture (Shumin, 2002:204). There is tremendous variation cross-culturally and cross-linguistically in the specific interpretation of gestures and body language (Brown, 2001:24). The process of speaking turns is not based only on words. An example of the wish to take of breath a turn is a sharp intake of breath and raising of the shoulders. Little head nod from listeners can be also used in speaking turns. The paralinguistic signals apply only in face-to-face conversation. Speakers can concern to intonation, tempo, and pausing when speaking on the phone.

#### **b. The speaking ability**

Knowledge that is related to speaking can be categorized as knowledge of features of language (linguistic knowledge) or knowledge that is independent of language (extralinguistic knowledge). Speakers of language must know extralinguistic knowledge, linguistic knowledge, and speech condition. The kinds of extralinguistic knowledge that influence speaking are topic and cultural knowledge, knowledge of context, and familiarity with the other speakers. Context knowledge makes speakers create reference to the close context.

Sociocultural knowledge is knowledge about social values and the norms of behavior in a given society. From a pragmatic perspective, language is a form of social action because linguistic communication happens in the context of structured interpersonal exchange, and meaning is thus socially regulated (Dimitracopoulou, 1990). The social knowledge includes the way these values and norms are realized through language. Cultural differences cause misunderstanding or even breakdowns in communication.

In linguistic knowledge, there are genre, discourse, and pragmatic knowledge that have to be considered. In general, there are two main goals for speaking based on genre knowledge. Firstly, speaking serves the transactional function to convey information and facilitate the exchange of goods and services. Secondly, it serves an interpersonal function to establish and maintain social relations. There are also planned and unplanned speeches that differ genres.

Discourse competence is competence in knowing how to manage and connect individual utterances, as well as to map out the knowledge on to the turn-taking structures of interactive talk (Yule, 1996: 84). Speakers usually use discourse markers in conversation. Effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time, and indicate cause, contrast, and emphasis.

Pragmatics is the relation between language and context (Yule, 1996: 3). The knowledge is knowing how to do things with language, taking into account its context of use. There are some aspects in pragmatics including speech acts or

commonly called functions, co-operative principle, politeness, register, grammar, vocabulary, and phonology.

Speech conditions play an important role in determining the degree of fluency that is achievable. The conditions can be divided into three factors. They are cognitive, affective, and performance factors. Firstly, cognitive factors include familiarity with the topic, familiarity with the genre, familiarity with the interlocutors, and processing demands. Secondly, there are feelings towards the topic and the participants and self-consciousness in affective factors. The affective factors related to learning speaking are emotions, self-esteem, empathy, anxiety, attitude, and motivation (Shumin, 2006:206). It is a complex task that is influenced by human anxiety that is related to feelings of uneasiness, frustration, self-doubt, and apprehension. Lastly, performance includes mode, degree of collaboration, discourse control, planning and rehearsal time, time pressure, and environmental conditions.

### **c. Micro- and macroskills of speaking**

To achieve different purpose in speaking, good speakers need to master speaking skills. Brown (2004: 142-143) divides speaking skills into two elements, namely microskills and macroskills. The microskills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macroskills imply speakers' focus on the large elements, such as fluency, discourse, functions, styles, cohesion, nonverbal communication, and strategic options. These are microskills and macroskills of speaking stated by Brown (2004).

Micro- and macroskills of oral production

**Microskills**

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices—pauses, filler, self-corrections, backtracking—to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

**Macroskills**

12. Appropriately accomplish communicative functions according to situations, participants, and goals.
13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events, and feelings, new information and given information, generalization and exemplification.
15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

**d. Speaking skills in English foreign language learning (EFL)**

The aims of learners course in EFL for speaking are: (1) to help the learners to be able to cope with meaning-focused input and meaning focused output as soon as possible; (2) to motivate them in their language study by getting them to engage in successful listening and speaking; and (3) to make the early learning as relevant as possible to their language use needs (Newton,

2009:17). In speaking, speakers tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, questioning strategies) to indirect approaches which create conditions for oral interaction through group work, task work and other strategies (Richards & Renandya, 2002).

In learning a foreign language, a lack of automaticity, grammatical knowledge, and lexical knowledge influence a lack of foreign language fluency (Thornbury, 2005:28). Practice, especially in interactive speaking, is important in learning speaking. In general, there is no significant difference in terms of the stages of mental processing involved between first and foreign languages. Like the first language speakers, the foreign language speakers also produce speech through a process of conceptualizing, formulating, and articulating when they are doing self-monitoring. The skills of speaking are essentially the same and should, in theory, be transferable from speakers' first language into the foreign.

The difference between two languages is the language itself. The process of arranging the grammar or retrieving the word is not yet automatic. It may be complicated by a tendency to formulate the utterance first in the first language and then translate it into the target language with an obvious cost in terms of speed.

Interest, motivation, and confidence to speaking can be built up through interesting activities, group work, and contextualized learning activities. To

maintain learners' interest, activities need to be short and varied, and to involve learners in responding to or using the language (Newton, 2009:21). Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using student-student interaction as the key to teaching language for communication because "communication derives essentially from interaction" (Rivers, 1987: xiii). It is also because effectiveness of teaching-learning processes depends also on the mediated activities and media: reading 10%, listening 20%, seeing 30%, listening and seeing 50%, talking 70%, doing 90% (Dwyer in Pujiriyanto, 2005:6)

Learning speaking skills is more effective if it attracts the attention and interest of learners, is obviously relevant, requires action on the part of learners, and is contextualized so that learners understand how and when to apply it. The best learning experiences generally available are either high-fidelity simulations or interactive sessions with skilled facilitators. However, most learning experiences involve heavy use of texts, too many knowledge test assessments, and facilitators who might care but are not as skilled as is needed.

## **2. The Roles of Teachers and Students in the EFL of Speaking**

In general, there are many perspectives in teaching speaking that lead to teacher-centered instruction, where teachers specify the goals of instruction and keep the classroom learning environment directed and moderately structured (Richards & Renandya, 2002: 202). However, there is a different set of assumptions about teaching-learning to apply students-centered. The assumption

believes that knowledge, instead of being objective and fixed, is personal, social, and cultural. Students build meaning through experience.

It is believed by modern school to run the teaching-learning process with learners taking an important part in instructional activities (Sugeng, 2010:5). Here, students are seen mobile, show a lot of verbal interactions, do much hand and body movement. In students-centered classes, the classrooms will look more alive than one where students sit neatly and were quiet listening obediently to teachers and copy silently everything teachers say. Richards and Renandya (2002) assumes that speaking classroom activities should be chosen by teachers on the method of problem students experience with different aspects of speaking and various interactions provided. Furthermore, teachers should consider how students will get feedback on the language they use during speaking tasks.

The students-centered model emphasizes successful classroom atmospheres in which students take part actively in class interaction. Teachers must attempt to do kinds of techniques and activities as possible to facilitate the students' learning. It is often referred to as a *constructivist perspective* on teaching and learning. It needs a significantly different set of behaviors for teachers and students, also different approaches to classroom management and assessment.

In the students-centered model, teachers are in charge to establish conditions for students' inquiry, involve in planning, encourage and accept students' ideas, and provide them with autonomy and choice. Students' roles are most often active. They interact with others and participate in investigative and problem-solving activities. In planning tasks, teachers and students input are

balance. It is flexible to tie to curriculum standards and goals. The learning environments of students-centered models are loosely structured, characterized by democratic processes, choice, and autonomy to think and inquire. It encourages students to explore ideas and requires a learning environment free of threat (Arends, 2009:346).

In the real teaching-learning activities, there are many roles of teachers in the teaching English as a foreign language, especially in speaking. Teachers should stimulate students to speak by providing them extensive exposure to authentic language through audiovisual stimuli and with opportunities to use the language (Shumin, 2002:208). Harmer (2001) assumes that teachers can have some roles as a prompter, a resource, or a tutor. When teachers act as a controller, they take the role, tell students things, and organize drills. It is important to be a controller when announcements must be made, when order needs to be restored, when explanations are given, or when teachers are leading a question and answer session. Then, teachers act also as an organizer. Here, they give students information, tell them how they are going to do the activity, put them into pairs or groups, and finally close things down when it is the time to stop.

Another important role of teachers is as an assessor. Teachers offer feedback and correction and grades students in various ways to make students measure themselves. Next, teachers act as a prompter that encourage students to think creatively rather than hang on teachers' every word (Harmer, 2001: 60). They have to prompt students in monolingual groups to speak English rather than

using their mother tongue. Furthermore, there are times when teachers might want to join activities not as a teacher, but as a participant.

In speaking, students might ask how to say something or what a word or phrase means. In the middle of an activity, they might ask information about it or where they can get source to solve the problem in the activity. Here, teachers have a role as a resource. Afterwards, teachers can combine the roles of prompter and resource to act as a tutor. When students work in groups or in pairs, teachers can go around the class and staying briefly with a certain group or individual, offer the sort of general guidance. Students will have a real chance to feel supported and helped. Therefore, the learning result will be enhanced.

Finally, oral communicative activities give students useful group and individual feedback (Harmer, 2001: 62). Here, teachers act as an observer. They must observe simultaneously, listen, watch, and absorb so that they can make the best kind of rapport between teachers and students. If necessary, they can also judge the success of the different materials and activities that they take into lessons so they can change in the future by acting as an observer. Teachers have to be able to switch between the kinds of roles and judge when it is appropriate to use one or other of them.

### **3. The Types of Classroom Speaking Performance**

There are six types of classroom speaking performance based on Brown (2001) that can be used in the classroom by students. The first is imitative. Imitation can focus on some particular elements of language form. Teachers can use drilling to offer students a chance to listen and orally repeat certain strings of

language which may pose some linguistic difficulties, either logical or grammatical (Brown, 2001:272). It offers practice that is limited through repetition and allows one to focus on one element of language in a controlled activity. Furthermore, it can help to establish specific psychomotor patterns and associate selected grammatical forms with their appropriate context.

The second type of classroom speaking performance is intensive. It is designed to practice some phonological or grammatical aspect of language. It can be self-initiated or it can even form part of some pair work activities, where students are going over certain forms of language

The third is responsive. Short replies to teachers or students-initiated questions or comments are usually sufficient and do not extend into dialogues. The fourth is transactional that is completed for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

The next is interpersonal that is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The last type of classroom speaking performance is extensive in monologue. Students at intermediate to advanced levels are called on to give extended monologues in the forms of oral reports, summaries, or speeches. The monologue can be planned impromptu.

#### **4. Principles for Techniques in Teaching Speaking**

Brown (2001) assumes that there are some principles for techniques in teaching speaking. Firstly, teachers can use techniques that cover the spectrum of students' needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. The techniques designed in teaching speaking must help students to perceive and use the building blocks of language. The drilling in teaching language can be done as meaningful as possible so that it does not make students bored.

Secondly, the techniques should provide intrinsically motivating techniques (Rivers, 1981: 189). Teachers interest to students' ultimate goals and interest to their needs for knowledge, for status, for achieving competence and autonomy, and for being all that they can be (Brown: 2001:275). Students must understand how the techniques and activities will have advantages to them.

Thirdly, the techniques might improve the use of authentic language in meaningful contexts (Shumin, 2002:208). They may need efforts to devise authentic contexts and meaningful interaction, however, teachers can find from resource materials. Drills even can be used to fulfill the need of authentic language.

Fourthly, providing appropriate feedback and correction is the next principle for the techniques in teaching speaking (Tsang, 2002:212). Students in EFL country need much feedback to their speaking. It is important to teachers to take advantage of their knowledge to inject the kinds of corrective feedback which are appropriate for the moment (Brown, 2001: 275).

Fifthly, the techniques must capitalize on the natural link between speaking and listening. The two skills can reinforce each other. Skills in producing language are often taught through comprehension.

The next is giving students opportunities to initiate oral communication. Teachers can give chance to students to initiate oral communication rather than initiating by themselves. That includes initiating conversations, nominating topics, asking questions, controlling conversations, and changing subject.

Finally, the techniques have to encourage the development of speaking strategies (Tsang, 2002:212). They are not developing students' personal strategies. Students can be aware of and have an opportunity to practice some strategies like asking for clarification, asking someone to repeat something, using mime and nonverbal expression, and using fillers.

## **5. Project-based Learning as an Activity for Teaching Speaking**

### **a. The definition of Project-based Learning**

Project-based Learning is the instructional strategy of empowering students to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes (Klein, 2009:8). The use of Project-based Learning activities in teaching English is said to foster students' autonomy and encourage active and students-centered language practice (Philips, 1999). Learning and achieving a deeper level of understanding can be encouraged effectively by learning from examples and learning by doing. The collaborative nature of Project-based Learning promotes a greater appreciation for social responsibility (Scott, 1994).

The Buck Institute for Education (BIE) defines Project-based Learning as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully-designed products and tasks (Markham, et al, 2003:4). Students are responsible for their own learning. They work to solve problems which are authentic, curriculum-based, and interdisciplinary cooperatively. It can be concluded that Project-based Learning aimed at problem solving in collaborative environment over a period of time. It is a hand-on experience which starts from driving questions or problems which make activities and leads to meaningful products at the end.

Project-based Learning can be assumed as an instructional approach which contextualizes learning by presenting learners with problems to solve or products to develop (Moss and Van Duzer, 1998). It is students-centered and driven by the need to make an end-product (Fried-Booth, 2002). Project-based Learning is caused by intrinsic needs of students who develop their own tasks individually or in small groups. It links language in real world with language in textbooks.

Hutchinson (1993) suggests Project-based Learning as a powerful and motivating teaching method to develop students' second and/or foreign languages through learning by doing. Students often see the target language as something outside their world since they have no chance to use the language learnt in the classroom or to use it outside the classroom. Project-based Learning allows them to work in authentic and meaningful context and they can work either alone or in groups. They are challenged and responsible to solve authentic problems.

Students can develop their language skills and communicative competence when they see that language can be used in their lives and beneficial to their tasks and needs. It will also gain confidence, cooperation, imagination, independence, and self-discipline. Therefore, they can communicate about their life, culture, and world in the target language. Guo in 2006 said that it is an activity that enhances language and content learning in English as a foreign language.

**b. The significance of using Project-based Learning**

Project-based Learning can be an interesting activity for teaching speaking. They help and encourage many learners to sustain their interest to speak. A Project-based Learning activity can be ideal vehicle to teach junior high school students for a number of reasons. Firstly, it is an integrated unit of work (Phillips, 2008:6). It is a recognizable unit of work with a beginning, middle, and end. Students can gain a real sense of achievement with worthwhile activities that are linked to form an end product. Students have to make something to be showed to their parents and friends. In the process of project, students will be encouraged to speak unconsciously.

Secondly, it educates all students (Phillips, 2008:6). Besides improving language skills, the use of project will also improve their intellectual, physical/motor, social, and learner independence skills. It encourages emotional and personal development. Learning that involves an emotional aspect will make the students memorize what they have just learnt effectively. Students can work both in groups and individually. When they work individually and are given

opportunity to speak, they will reflect their ideas, tastes, and interest. They can also encourage expressing their feelings and opinions orally by using the project.

Thirdly, the Project-based Learning gives students an opportunity to bring their knowledge of the world into the classroom (Beglar, 2002:197). They will use their general knowledge into the classroom, so it can be contextual learning. It can encompass a wide range of topics.

Fourthly, the Project-based Learning can be experiential learning. It integrates language knowledge and skills (Beglar, 2002:197). Students are forced to produce something with their hands and to use the language that is needed for the successful completion of the activity so students will get worth experience. It can introduce and practice language skills in natural way that is needed to teach speaking. They will use language as a means to achieve rather than as a body of knowledge to be learned. It will provide repeated exposure so that patterns of a second language can be internalized by the students as well as the first language.

Fifthly, the Project-based Learning can improve learner independence. The experiential learning, like the project, enables students to continue their learning independently of the teacher. Project-based Learning forces students to make choices and take responsibility for their own work. They can also start developing the research and study skills that they need in all subjects in their junior high and further education.

Sixthly, the Project-based Learning suits for mixed-ability classes. Every class in a school may have different abilities, needs, and interests. It can be helped by the project work since it gives opportunities for different students to make

different contributions, depending on their capabilities. Their individual contribution will be valued, so their confidence will be encouraged. Therefore, they will feel positive to speak English and motivated to speak well. Finally, the project is flexible within curriculum. It can be supplement, compliment, even the main activity to be designed in syllabus.

**c. The roles of teachers and students in Project-based Learning**

Traditionally, Indonesian teachers have been such kind of center in the classroom. Students become passive participants with no degree of control, especially in content language production. Nowadays, learning grammatical rules is emphasized rather than communicative approach. It has to be changed since there is Communicative Language Teaching (CLT) that focuses on using the language for communication purposes. There is interaction in the target language between teachers and students and other students that is emphasized. The use of authentic and meaningful language is also introduced. Teachers act as a facilitator, a resource, and an advisor in the teaching-learning process. They monitor the process of learning.

Project-based Learning is based on Communicative Language Teaching (Richards, 2005). Teachers do not only play a role as a facilitator, but also act as an advisor. The advisor should establish rapport with students and care for students by helping them to get their journey of learning (Newell: 2003). Teachers need to support and encourage students psychologically and morally to make them confident and motivated throughout their project (Fried-Booth, 2002). They should be aware of the abilities, aptitudes, and learning styles of students so that

they can facilitate their different paces of learning. Teachers need to become a knowledgeable master in the project so that the project can run smoothly.

Students have a great role in project since it is student-directed learning (Diffily, 2001). They act as a self-directed learner, a team member/collaborator, and a knowledge manager/leader. They design their learning goal that helps with stimulation and motivation from the beginning to the completion of the project. At the completion of the project, students can demonstrate their results, understanding, and knowledge development through their meaningful and high-quality products.

## **6. Designing a Lesson Plan**

A daily lesson plan is written description of how students will move toward attaining certain goals (Farrell, 2002: 30). That describes the teaching behavior that will happen in students learning. Richards and Renandya (2002) emphasizes the significance of lesson planning for English language teachers. The success of a lesson depends on effectiveness with which the lesson was planned.

Lesson planning can be explained as the daily decisions that are made by teachers for achieving the results wanted for an outcome of a lesson. Farrell (2002) suggests that it is systematic records of teachers' thought about what will be given during the lesson. More importantly, it helps teachers think about the lesson in advance to resolve problems and difficulties, to provide a structure for the lesson, to provide a map for the teacher to obey, and to give information of what has been taught (Richards & Renandya, 2002: 103).

Successful lesson plans start with suitable and clearly written objectives. Effective objectives describe what students will be able to do in terms of observable behavior and using the foreign language (Shrum and Glisan, 1994:48). They are some steps in designing lesson plans. The first step that has to be done by teachers to design lesson plans is to choose what to teach. It is beneficial to write the script of the lessons to help teachers conduct the class. Also, it makes teachers be more specific in the planning prevent classroom mistakes where teachers get all tangled up in explaining something or students take teachers off on a tangent.

Teachers must also decide the activities and procedures they will use to make sure the successful attainment of the objectives. Teachers have to note a about variety, sequencing, pacing, and timing (Brown, 2001:152). Besides, measuring difficulty is essential to be done. Figuring out in advance how easy or difficult certain techniques and activities will be usually learned by experience. Teachers can do cognitive empathy to position them in the students' situation to anticipate problem areas. The table below is Shrum and Glisan's (1994) adaptation of Hunter and Russel (1997) model that shows generic components of lesson plans.

Table 1: **Generic Components of Lesson Plans**

<b>Lesson Phase</b>	<b>Role of Teacher</b>	<b>Role of Students</b>
<i>I. Perspective (opening)</i>	Asks what students have learned in previous lesson Previews new lesson	Tell what they have learned previously Respond to the preview
<i>II. Stimulation</i>	Prepares students for new activities Presents attention grabber	Relate activities to their lives Respond to attention grabber
<i>III. Instruction or Participation</i>	Presents activities Check for understanding Encourages involvement	Do activities Show understanding Interact with others
<i>IV. Closure</i>	Asks what students have learned Previews future lessons	Tell what they have learned Give input on future lessons
<i>V. Follow Up</i>	Presents other activities to reinforce same concepts Presents opportunities for interaction.	Do new activities Interact with others

In realizing lesson plans, part of a skilled teachers' logic in use involves managing such departures (from original lesson plan) to maximize teaching-learning opportunities (Bailey in Farrel, 2002:30). More importantly, some clear plans will maximize time and minimize confusion of what is thought will happen of the students. They help the classroom management of teachers. Finally, after making good lesson plans, teachers can implement and evaluate the plans.

### **7. Designing Speaking Assessment Tasks and Rubrics**

Speaking is a productive skill that can be observed directly and empirically and is related to the listening skill. In the performance, the oral and written stimulus must be specific enough to elicit output. To evaluate disparate responses is to assign not one but several scores for each response, each score representing one of several traits including pronunciation, fluency, vocabulary use, grammar, and comprehensibility (Brown, 2004: 140).

Brown (2004) assumes that there are five basic types of speaking, including imitative, intensive, responsive, interactive, and extensive. They have different characteristics. To assess each basic type of speaking, it is needed good design of speaking assessment tasks. There are some tasks that can be designed to the five basic types of speaking.

Firstly, in designing an assessment to imitative speaking, the tasks have to be noticed and focused on a specific phonological criterion. In a simple repetition task, test-takers repeat stimulus in forms of a pair of words, a sentence, or perhaps a question. Scoring specifications must be clear in order to avoid reliability breakdowns.

Secondly, in intensive speaking, the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, and phonological relationships. There are some tasks to assess speaking including directed response tasks, reading aloud, sentence and dialog completion, limited picture-cued tasks, and translation up to the simple sentence level.

Thirdly, to assess responsive type, it includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like (Hingle & Linington, 2002:355). The assessment can be forms of question and answer, giving instructions and directions, and paraphrasing.

Fourthly, interactive is different from responsive in the length and complexity of the interaction. It includes more than one participant and exchange.

It can be transactional or interpersonal exchanges. The forms of the assessment are interview, role play, discussion and conversation, and games.

Lastly, extensive oral production tasks include speeches, oral presentations, and story-telling. Language style is more deliberative or needs planning and formal for extensive tasks.

In assessing speaking tasks done by students, it is needed a speaking rubric. It is also called analytic scale for assessing speaking. Below is the example of it that is adapted from Nakatsuhara (2007).

**Table 2: Analytic Scale for Assessing Speaking**

<b>Aspects</b>	<b>Score</b>	<b>Indicators</b>
Pronunciation	4. Excellent	No consistent/conspicuous mispronunciation; approaches native-like pronunciation with good intonation and juncture.
	3. Good	Some identifiable deviations in pronunciation, but with no phonemic errors. Non-native accent evident with occasional mispronunciations that do not interfere with understanding.
	2. Fair	Identifiable deviations in pronunciation with some phonemic errors. Non-native accent requires careful listening, and mispronunciations lead to occasional misunderstanding.
	1. Poor	Frequent pronunciation errors with a heavy non-native accent. Many phonemic errors that make understanding difficult.
Fluency	4. Excellent	Speech is effortless and smooth, with speed that approaches that of a native speaker.
	3. Good	Speech is mostly smooth but with some hesitation and unevenness caused by rephrasing and groping for words.
	2. Fair	Speech is slow and often hesitant and jerky. Sentences may be left uncompleted, but speaker is able to continue, however haltingly.
	1. Poor	Speech is very slow and exceedingly halting, strained, stumbling except for short or memorized

(Continued)

(Continued)

Aspects	Score	Indicators
		expressions. Difficult for a listener to perceive continuity in utterances and speaker may not be able to continue.
Grammar/ Accuracy	4. Excellent	Very strong command of grammatical structure and some evidence of difficult, complex patterns and idioms. Makes infrequent errors that do not impede comprehension.
	3. Good	Good command of grammatical structures but with imperfect control of some pattern. Less evidence of complex patterns and idioms. Limited number of errors that are not serious and do not impede comprehension.
	2. Fair	Fair control of most basic syntactic patterns. Student always conveys meaning in simple sentences. Some important grammatical patterns are uncontrolled and errors may occasionally impede comprehension.
	1. Poor	Any accuracy is limited to set or memorized expressions. Limited control of even basic syntactic patterns. Frequent errors impede comprehension.
Vocabulary	4. Excellent	Very good range of vocabulary with evidence of sophistication and native-like expression. Strong command of idiomatic expressions. Infrequent use of circumlocution because part words are rarely lacking.
	3. Good	Good range of vocabulary with limited evidence of sophistication. Some expressions distinctly non-native but always comprehensible. Limited evidence of idiomatic expressions. Speaker is comfortable with circumlocution when lacking a particular word.
	2. Fair	Adequate range of vocabulary with no evidence of sophistication. Some distinctly non-native expressions or errors in word choice may impede comprehension. No evidence of idiomatic expressions. Speaker has difficulty with circumlocution when lacking a particular word.
	1. Poor	Limited range of vocabulary. Lack of repertoire and frequent errors in word choice often impede comprehension. Speaker shows no attempt at circumlocution when lacking a particular word.

## **B. CONCEPTUAL FRAMEWORK**

Based on the literature review, it can be concluded that speaking is saying words, using the voice, and having a conversation with someone. It is related to grammar, fluency, vocabulary, and pronunciation. To achieve the target of learning the speaking skills, fluency and accuracy are both crucial. Fluency is the first aim of learning speaking, while accuracy is gotten to some extent by allowing students to give a lot attention on the elements of language in their spoken output. A number of people believe that if they desire to be able to speak fluently in English, they have to master pronunciation of phonemes correctly, use suitable stress and intonation and speak in connected speech. They also have to be able to speak in different genres and situations.

As stated in the previous chapter, the teaching-learning process of English in junior high school should be emphasized at helping the students communicate in English. However, there were some problems encountered by some English teachers in finding the best activity that could help to achieve a good result of the learning of speaking. It also happened to the teacher at SMP N 1 Kalasan. Based on the observations and interviews conducted by the researcher, she found some problems there. Although the students had learnt English since elementary schools, they still were not able to speak English correctly. In the real teaching-learning of speaking there, they had difficulties to pronounce certain English words because the spelling and pronunciation of the words were not the same. Secondly, they also had limited vocabulary mastery. When they wanted to speak English properly but they did not know the English words, they tended to use

Indonesian or Javanese. Thirdly, they were confused when the teacher gave some instructions in English. They did not understand what the teacher explained. Those problems made the students passive and shy. They also were not motivated and unconfident to speak because of those problems. Based on the condition above, it could be concluded that the speaking skills of the students were low.

To solve those obstacles, the researcher with the English teacher collaboratively tried to conduct action research to improve the students' speaking skills. They decided to use Project-based Learning. Project-based Learning serves many advantages. It is a systematic, powerful, and motivating teaching activity that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. It makes the students get involved actively in the teaching-learning process since it gives a way of creating a rich communicative environment in which they can learn by doing in authentic environment. Furthermore, they can have many opportunities to speak up in English by using Project-based Learning. Moreover, they can be responsible for their own learning. Besides improving the language skills, the use of project will also improve their intellectual, physical/motor, social, and learner independence skills. It encourages emotional and personal development.

In the real situation, achieving communication is a long process and developed by an intensive practice. The students have to be engaged in a situation in which they can practice to negotiate meaning in the target language. The activities that involve them to express meaning orally are needed by the activities.

By using the Project-based Learning activities, the students were expected to improve their speaking practice in the classroom.

It was important to build the students' skills to express meaning in the target language orally in speaking practice. Therefore, collaborative work to improve their speaking practice in action research was needed among the teacher and the researcher. The research became the responsibility of not only the researcher, but also all research members related to the process. By employing an action research approach, the researcher believed that the speaking skills of students at VIII C of SMP N 1 Kalasan in learning English could improve. The diagram of conceptual framework can be seen below.

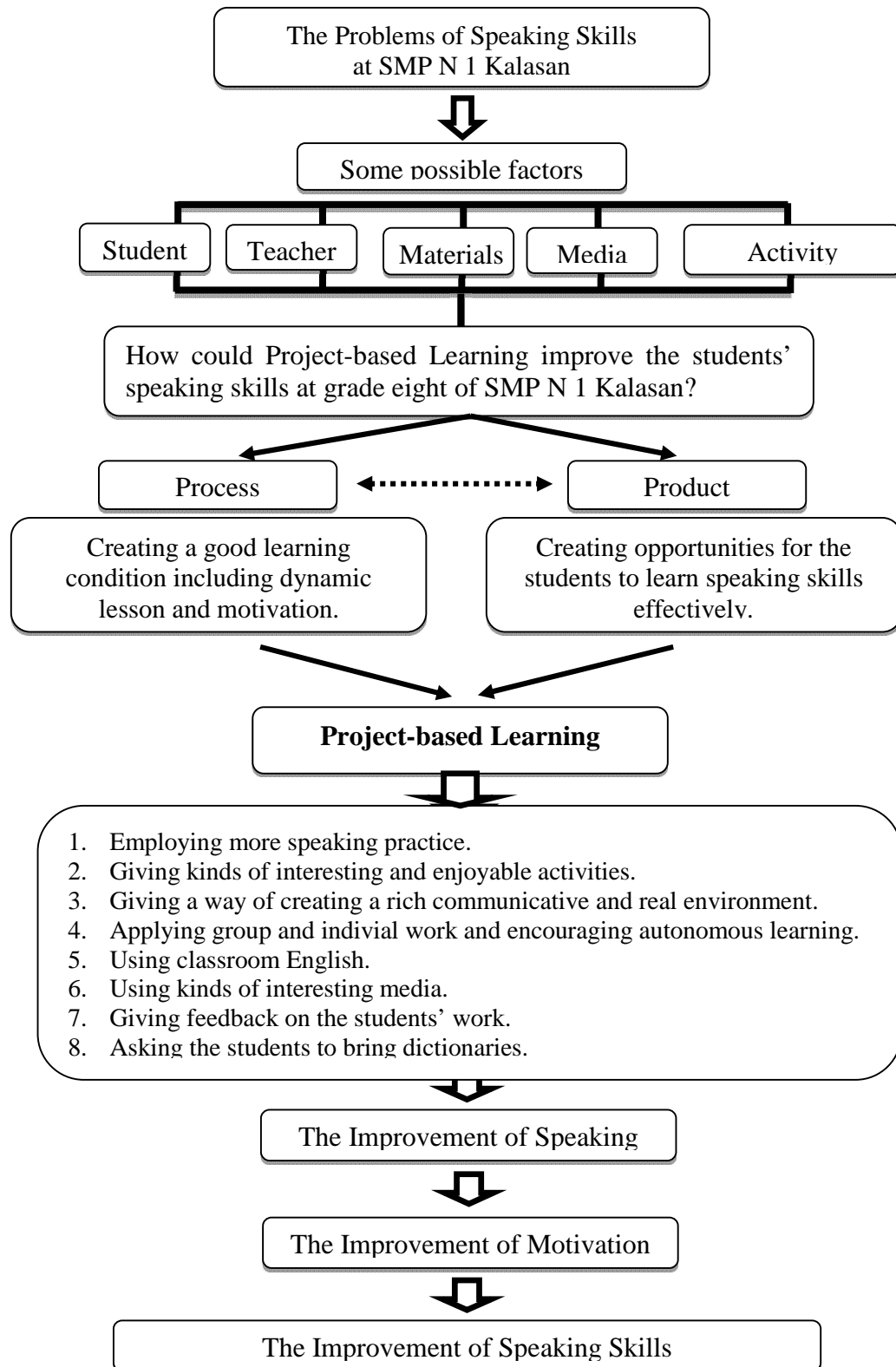


Figure 1: **The diagram of conceptual framework**

## **CHAPTER III RESEARCH METHODS**

This chapter presents some aspects in the research methods. They are the type, the setting, the participants, the instruments, the techniques of collecting data, the techniques of data analysis, the procedure, and also the validity and reliability of the research. The explanation of each aspect is below.

### **A. The Type of the Research**

This research on improving the students' speaking skills through Project-based Learning at the grade eight of SMP N 1 Kalasan was a piece of action research which focused on the efforts to improve the real condition of the English teaching-learning process. One of the main goals of action research was to identify a problematic situation or issue that the participants such as teachers, students, managers, administrators, or even parents care about worth looking into more deeply and systematically. The stages of action research were planning, action, observation, and reflection that problematised (in a positive sense) issues, dilemmas or gaps in teaching situations. There were distinct benefits that made action research attractive to many teachers and made a difference to the way they regarded themselves as teaching professionals. Action research could be considered part of a continuum of becoming a thinking and theorizing professional.

This research observed the way to improve the junior high school students' speaking skills by using Project-based Learning. The data were

described qualitatively so that the research used a descriptive-qualitative design. However, the researcher also used quantitative data to support her qualitative data.

### **B. The Setting of the Research**

This research was held in April-May 2013 using the eighth grade students of SMP N 1 Kalasan as the subjects of the research. This school was selected for the research setting because of the researcher's interest in overcoming problems related to the students' speaking skills found in the school. It was conducted in class VIII C at SMP N 1 Kalasan in the academic year of 2012/2013. Based on the observations and the interviews, there were some speaking problems in this regular class. The class had the lowest average of speaking scores if it was compared with the speaking scores of other classes at the same grade. Moreover, their motivation and interaction throughout the teaching-learning process were also not optimal. The research was conducted in 6 meetings. The English teaching-learning activities in class VIII C were carried out 3 times a week, 80 minutes for each meeting. The English class was held every Tuesday, Thursday, and Friday.

The location of SMP N 1 Kalasan is near a main road and traffic lights. It is at Jalan Solo km 14, Tirtomartani, Kalasan, Sleman. The size of the school is big enough with 18 classrooms. The buildings of the school are modern and consist of two floors. The school had 3 kinds of classes at grade eight in the academic year of 2012/2013. They were bilingual, sport, and regular classes. In the bilingual class, the teacher used 80% English and 20% Indonesian. The sport class had students who had talent in sports. It was an athlete class. On the

curriculum of the school, the students got more exercises and lessons in sport, but they also got other lessons that were the same like the other classes. The school wanted to create athletes that had academic and athletic excellence. The difference between the sport class and the other classes was they had more hours in the sport lesson. The last class was regular class that had no additional treatments.

The condition of the eighth grade class was not of an acceptable standard. There were 36 students in the classroom, 18 boys and 18 girls, whereas a standard class of junior high school had to have 32 students. The classroom was big enough. There was an LCD in the classroom. SMP N 1 Kalasan had a language laboratory. There were computers, tape recorder, and headsets. There was also internet connection and “*lektora*” at the school. However, there were not many English books and novels there.

There was no English day at the school, but every teacher, whatever the subjects, used English in the classroom when they gave classroom instructions to the students. There were five English teachers in the school. The English teacher who taught VIII C was not a civil servant. She taught 4 classes at the eighth grade classes of the school. The students of the school had middle-high ability. Most of them came from middle-high socioeconomic background too.

### **C. The Participants of the Research**

The participants in the research consisted of the researcher as the teacher, the English teacher and student-teacher as the collaborators, and the students as the research subjects. The students were from class VIII C consisting of 36 students. There were 18 boys and 18 girls. They were chosen as the research

subjects based on the discussion with the English teacher. There were some considerations of choosing the students of class VIII C of SMP N 1 Kalasan. The considerations were related to their speaking skills. The English teacher said that the class had the lowest average of speaking scores if it was compared with the speaking scores of the other classes at the same grade. The observations held by the researcher also showed it. Moreover, those problems were also culminated by the problems of the students' motivation and interaction during the teaching-learning processes which were not optimal. Therefore, based on the complexity of the problems, the researcher and the collaborator decided to choose class VIII C of SMP N 1 Kalasan as the research subjects. It was expected that Project-based Learning could give contribution to their improvement in speaking skills.

#### **D. The Instruments of the Research**

The researcher had a duty as an observer that collected the data, also as the person that would implement the actions. The English teacher as the collaborator played a role as the observer while the researcher implemented the actions in the classroom. The data of the research were qualitative and quantitative. The qualitative data were in the forms of field notes or vignettes and interview transcripts. The quantitative data were in the forms of speaking scores (obtained from pre-test and post-test). To get qualified data, the researcher would collect the data by employing the instruments of the research such as observation sheet and checklist, interview guideline, and a speaking rubric.

Firstly, the researcher employed the observation sheet and checklist as the instruments. The goal was to enable the observer to record the students' behavior

during sessions of the research quickly, accurately, and with minimal interviewer effect on behaviors. The next instrument was the interview guideline. She and the collaborators recorded the questions or issues to be explored during the interview. She could organize and did the interview systematically by the list of questions and issues. The last was the speaking rubric. She employed the speaking rubric to be guideline on assessing and collecting the data about the students' speaking skills. The rubric was focused on four aspects of speaking skills. They were pronunciation, fluency, accuracy, and vocabulary. Each aspect of speaking skills had different indicators.

#### **E. The Techniques of Collecting Data**

The data of the research were qualitative and quantitative. The researcher got the data through observations, interviews, and documentation related to the teaching-learning process of speaking in the classroom. The data included the techniques used by the teacher, the learning media, and the classroom speaking activities.

Firstly, the researcher employed the observations. During the research, the researcher and the collaborators would record the activities and situations of the teaching-learning process. The observations were conducted to know what happens in the classroom when the actions were implemented. Moreover, they were to discover valuable information related to the teaching-learning process, the students' engagement during the lesson, the students' understanding of materials given, the methods and techniques employed, and the media used. To support the observations, the researcher provided observation sheet which included some

steps in implementing the actions. It was done in order to make the observers could observe whether the actions done as planned before or not. The observations' result would be in forms of field notes that were beneficial to examine experience in order to understand it better and do the problem of analysis by writing about it.

Next, the researcher employed interviews to ask follow-up questions and reveal rich insights into thinking of the participants. It also helped to explain why the participants made choices they did. In the reflection stage, the researcher would interview about the actions, the improvement of their speaking skills, their difficulties during the actions, the collaborators' opinions about the actions, the condition of the class, and the involvement of the students during the lesson.

Finally, the researcher also made documentation. It consisted of taking photographs, audiotape, and videotape recording to monitor and evaluate the actions.

Besides the qualitative data, the researcher also employed the quantitative data. They were from the pre-test and the post-test. The researcher used the tests to measure the improvement in the students' speaking skills. In conducting the speaking assessment, the researcher and the English teacher worked collaboratively.

#### **F. The Techniques of Data Analysis**

To analyze the data that were in forms of field notes, interview transcripts, and students' speaking scores, the researcher employed the qualitative and

quantitative descriptive analysis. The qualitative data were analyzed by employing stages that was suggested by Burns (1999). They were:

### **1. Assembling the data**

To analyze the data, bringing together the data like field notes and interview transcripts that had been collected over the period of the study was the first stage. In this step, the researcher compared broad patterns to see what fit together.

### **2. Coding the data**

The next step was coding the data. It was to reduce the large amount of data which could be collected to more manageable categories. In this step, the researcher scanned the recorded data and developed categories of phenomena. They were called codes. Because of them, she could manage the data by labeling, storing, and retrieving it according to the codes.

### **3. Comparing the data**

The researcher identified the relationship and connection between different sources of data after the data had been categorized. The goals of this step were to describe and display the data rather than to explain or interpret them.

### **4. Building interpretations**

After comparing the data, the researcher interpreted the data based on the previous steps to make some sense of the meaning of the data.

### **5. Reporting the outcomes**

Lastly, the researcher reported the major process and outcomes that were well supported by the data.

The researcher obtained the quantitative data from speaking performance that were analyzed by employing the quantitative descriptive analysis. The quantitative data in the forms of the students' speaking scores were analyzed by calculating the mean of each test. They were given in the forms of tables and mean scores. She would compare the means of the pre-test and the post-test and also use t-test by using SPSS. By looking at the analysis, the researcher could see the improvement in the speaking skills of the students.

### **G. The Procedure of the Research**

This classroom action research was conducted in several cycles as needed. Here, the researcher conducted the research in two cycles. Each cycle consisted of:

#### **1. Planning**

The researcher planned to do the action research at the eighth grade of SMP N 1 Kalasan in several cycles. Each cycle was done in 3 class meetings. In planning, she identified the possible problems, chose one of them, set an action to solve the problem, and prepared the problem solving by relevant theories. She made some plans of actions to be implemented to improve the students' speaking skills. Besides, she prepared the lesson plans based on the curriculum and syllabus from the school. The materials and the other instruments needed in the research were selected. Finally, she tried to find and develop the materials which were suitable based on the indicators of learning that would be achieved during the teaching-learning process of speaking.

## **2. Action**

In the action, the researcher did the plans and collected all the data by the instruments and analyzed the data. The researcher implemented the actions until the improvement had been gained.

## **3. Observation**

The researcher observed some steps of this classroom action research by direct observation in the classroom. She did it to find out the success of the actions and the problems that occurred during the implementation. Her collaborators and she made some field notes of each meeting and took some pictures in the classroom. The observation was also based on the observation checklist.

## **4. Reflection**

The research members analyzed the data and made reflection of the actions. It was done by discussing the success of every action and problem which occurred in the actions. In this step, the researcher and the collaborators evaluated the problems and tried to find the solution so that the researcher could do better in the next cycle. If the result of the action was not significant yet, she would do the next cycle using the other expressions or language functions and may give some changes in the action.

In brief, the actions implemented in the action research were based on planning, acting, observing, and reflecting. The research members worked collaboratively in finding the obstacles and weaknesses of the students' speaking skills, identifying the problems, making a plan again, carrying out the actions, and

doing the observation and reflecting the actions. The process was conducted as the cycle(s) that is described below.

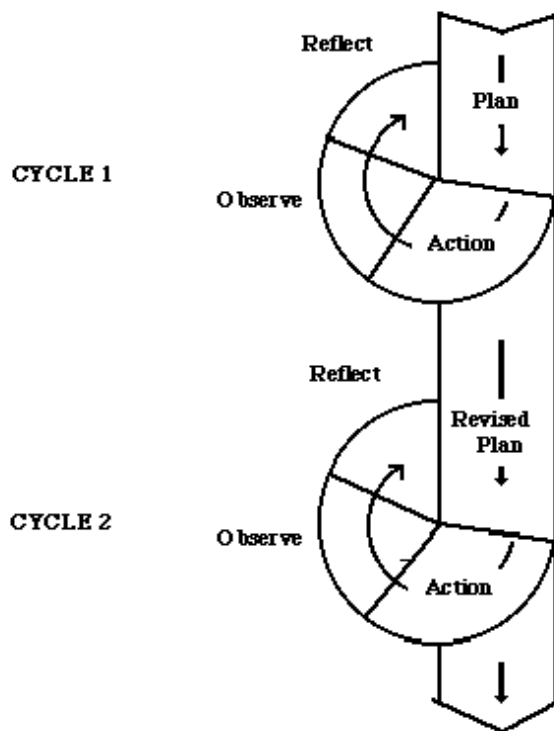


Figure 2: The diagram of action research cycles

## H. The Data Validity and Reliability

### 1. Validity

According to Anderson coded by Burns (1999: 161-162), there are five types of validity. They are democratic, outcome, process, catalytic, and dialogic validity.

#### a. Democratic validity

Democratic validity in the research could be achieved by involving the collaborators, the students, and the researcher in decision-making through a meeting. The students and the collaborators were involved in decision making in

the classroom activities. The solutions in this research would also benefit all stakeholders and have relevance or applicability to the context.

**b. Outcome validity**

The outcome validity in this research involved not only a resolution of the problem, but also the reframing of the problem in such a way that it would lead to new questions. The research was conducted based on the need of successful learning using Project-based Learning.

**c. Process validity**

The process validity could be achieved by determining how adequate the process of conducting the research was. The research participants were able to go on learning from the process. The events and behavior were also viewed from different perspectives and through different data sources in order to guard against simplistic or biased interpretations. The worth of the research took on the process not merely on the results of the research. In this way, the process was done systematically in order to get the complete information to describe the process in the implementation of Project-based Learning.

**d. Catalytic validity**

The researcher made the research allow the participants to deepen their understanding of the social realities of the context and how they could make changes within it to achieve the catalytic validity. It would be addressed by recounting changes in the teacher and the students' understanding of the role and the actions taken as a result of these changes, or by monitoring the other participants' perceptions of problems in the research setting. The research was

done by considering the principle that it would be useful and give deep understanding for the researcher and all members of the research and also motivate them to do related research.

**e. Dialogic validity**

The researcher used peer-review with practitioner peers to find the weakness or lacks by a discussion. In conducting the action research, when she wanted to take a decision, she consulted the other members of the research, the expert or even to the researcher herself. It was in order to consider the action or to get a conclusion.

**2. Reliability**

To fulfill the reliability, the researcher employed some kinds of triangulation. Burns (1999: 164) stated four types of triangulation. They are time, space, investigator, and theoretical triangulation. Nevertheless, she only used three forms of triangulation. They were the time, investigator, and theoretical triangulation.

She completed the time triangulation by collecting the data over a period of time. It was done to get a sense of what factors involved in change processes. In this research, she did the actions from April to May 2013. The changes related to the improvement in the students' speaking skills were monitored in every cycle.

Next, the teaching-learning process was observed by two observers or more. It was called investigator triangulation. In this form of triangulation, the researcher used more than one observer to collect the data about the students' speaking skills. They were the English teacher, the student-teacher, and the

researcher herself. It was done to avoid the bias in the observation. In this case, the researcher and the collaborators collected the same data about the students' speaking skills related to the researcher's way in presenting the materials, the students' attitude in the class, and the class atmosphere. After collecting the data, they crosschecked the data to see the reliability of the data.

To fulfill the theoretical triangulation, she also used more than one theory to fulfill the reliability. The data were analyzed from more than one perspective from some theoretical reviews also. The reviews of the theories were gotten from some experts and some books. Finally, she gave genuine data, including field notes and interview transcripts.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter consists of some sections. They are reconnaissance, reports of Cycle I, and reports of Cycle II. Reconnaissance discusses the identification of the field problems, the identification of the field problems to solve, and determining actions to solve the feasible problems. The next section explains the planning, actions and observations, and reflections of Cycle I. The final section reviews the planning, actions and observations, and reflections of Cycle II.

#### **A. Reconnaissance**

At the first part of her research, the researcher conducted some activities to determine the problems in the teaching-learning process of class VIII C at SMP N 1 Kalasan. Then, she interviewed the English teacher and the students of VIII C to find the problems. Finally, she discussed further the problems with the English teacher as the first collaborator and her peer as the second collaborator.

##### **1. Identification of the Field Problems**

She did some observations and interviews to identify the problems of the class. The observations of the classroom were done for three months at her *KKN-PPL*, 2 July until 2 September 2012. In addition, she did the last observation on 27 February 2013. All of the observations were in class VIII C that consisted of 36 students. Next, she interviewed the students to find out their problems. She interviewed their likes and dislikes in the English subject, understanding, difficulties, and expectations in the teaching-learning activities of the subject.

The researcher interviewed the students informally to understand the problems in the class. She employed also some observations to find the problems. Moreover, she conducted an interview with the English teacher about the teaching-learning process. She gave questions about the students' problems in the class and the difficulties of the teacher in teaching English, especially in teaching speaking, the sources of materials, the media used, the attitudes of the students toward the lesson, the involvement of the students, and the classroom management.

Based on the observations, interviews, and discussions, the teacher as a collaborator and the researcher identified several problems in the teaching-learning process. The problems can be seen in the following table.

**Table 3: The Field Problems in the Teaching-Learning Process of VIII C at SMP N 1 Kalasan**

No.	Field Problems	Code	Source
1	The pronunciation of the students was still weak.	S	Observation, Interview, and Pre-test
2	The students lacked vocabulary mastery.	S	Observation, Interview, and Pre-test
3	The students were shy and not confident to speak English.	S	Observation, Interview
4	The students had less practice in speaking.	S	Interview
5	The students were silent and passive in the teaching-learning process.	S	Observation, Interview
6	The students were afraid of making mistakes when they spoke.	S	Interview
7	The students had low motivation to get involved actively in the English subject.	S	Observation, Interview
8	The students were confused about the use of English words.	S	Interview
9	The students were bored with the activities and needed enjoyable activities, such as games.	S	Interview

(Continued)

(Continued)

No.	Field Problems	Code	Source
10	When the English teacher explained in English, the students did not respond her well so that the she mostly used Indonesian in the class.	S	Observation
11	The students did not improve their comprehension and were not accustomed to listen to English.	S	Interview
12	Reading and writing were more focused to be taught by the teacher, than listening and speaking.	T	Interview
13	The teacher focused on teaching grammar more, rather than contextualized materials.	T	Interview
14	The materials given were only relied on LKS and textbooks.	Ma.	Interview
15	The LKS and textbooks were not good enough and not contextualized.	Ma.	Observation, Interview
16	The materials were not interesting and enjoyable.	Ma.	Observation, Interview
17	There were not any interesting media to support the teaching-learning process.	Md.	Observation, Interview
18	The activities in the teaching-learning of speaking were monotonous and not interesting.	TLP	Observation, Interview
19	The activities conducted by the teacher did not really encourage the students to learn speaking in English.	TLP	Observation, Interview

S= Students    T= Teacher    Ma.= Materials    Md.= Media  
 TLP= Teaching and Learning Process

To support the result of the classroom observations and interviews, the researcher conducted a pre-test. It was to obtain the speaking scores of the students on each aspect and to get a clearer description of the students' speaking skills. Moreover, the mean scores of the pre-test would be compared to the post-test mean scores to find out if there was any improvement after employing the actions. She also would check the t-test of the data by using SPSS. Here is presented the students' mean scores in each aspect of the pre-test.

Table 4: The Pre-Test Mean Score of each Speaking Aspect

Aspects	Pronunciation	Fluency	Accuracy	Vocabulary	Maximal Score
Mean Score Assessor I	1.57	2.06	1.89	1.66	4.00
Mean Score Assessor II	1.57	1.77	1.74	1.69	4.00
The Final Pre-test Mean Score	1.57	1.91	1.81	1.67	4.00

From the result of the pre-test above, it can be seen that there were still problems in the speaking skills of the students in terms of pronunciation, fluency, accuracy, and vocabulary.

## 2. Identification of the Problems to Solve

After identifying the field problems, the teacher as a collaborator and the researcher conducted a discussion to decide the problems to solve. Firstly, she listed the problems that they had identified. Then she showed the list to the teacher. After having the discussion, they agreed to solve some problems. The problems were classified based on the sources of the problems.

After deciding the field problems to solve, they continued the discussion to analyze the main causes. That was crucial to recognize the obstacles and weaknesses related to the field problems. The teacher confirmed that there were still problems in the teaching-learning process. They agreed to conclude some causes of the problems to solve.

According to the discussion with the teacher, they concluded that there were 19 problems identified based on the result of the observation, interview, and pre-test. The most urgent problems are presented in Table 5.

**Table 5: The Most Urgent Problems of Speaking in Class VIII C at SMP N 1 Kalasan**

<b>No.</b>	<b>Problems</b>	<b>Code</b>
1	The pronunciation of the students was still weak.	S
2	The students lacked vocabulary mastery.	S
3	The students were shy and not confident to speak English.	S
4	The students had less practice in speaking.	S
5	The students were silent and passive in the teaching-learning process.	S
6	The students were afraid of making mistakes when they spoke.	S
7	The students had low motivation to get involved actively in the English subject.	S
8	The students did not improve their comprehension and were not accustomed to listen to English.	S
9	The materials given were only relied on LKS and textbooks.	Ma.
10	The LKS and textbooks were not good enough and not contextualized.	Ma.
11	The activities in the teaching-learning of speaking were monotonous and not interesting.	TLP
12	The activities conducted by the teacher did not really encourage the students to learn speaking in English.	TLP

After weighing the field problems based on the urgency level, then the researcher had a discussion with the English teacher to determine the most crucial problems to be solved. By doing careful thinking of the time, fund, and energy, they selected the most important problems in speaking that were feasible to be solved. Firstly, the students had poor pronunciation and limited vocabulary mastery. Pronunciation and vocabulary mastery were important aspects of speaking. However, spelling and pronunciation of English words were not the same. That was why the students had some difficulties in pronouncing English words. Besides, vocabulary could be enriched by having a lot of practice and opening English dictionary. Unfortunately, they were reluctant to do those activities. That was why when they speak and did not know some English words they wanted to say, they paused and continued in Indonesian or Javanese.

Secondly, the students were shy and not confident. The students looked passive and did not get involved actively in the teaching-learning process. There was a little speaking interaction among the students. The students spoke when they were called on by the teacher but they were shy and lacked confidence when they were asked to speak. They were afraid to mispronounce English words. Therefore, they became silent and passive.

Thirdly, the students had less speaking practice and monotonous activities during the teaching-learning process. The researcher thought that there were still problems in the teaching-learning process. The teacher explained first and then asked the students to do LKS and textbooks' exercises. Therefore, there was less interaction and practice to speak in the teaching-learning process.

After analyzing the causes of the problems, the teacher and the researcher continued the discussion and concluded that the problems related to the teaching-learning process had to be solved as soon as possible. The first effort to solve the problems was starting to change the ways of teaching of the teacher. Therefore, they decided to employ Project-based Learning activities to stimulate the students to be confident, interested, and active in learning to speak English. They also agreed to employ some media and materials from many sources that were appropriate with the curriculum and the students' needs. The teacher needed also to make a good atmosphere so that the students could learn comfortably without feeling anxious and afraid of making mistakes. If the teacher created a good atmosphere and used various media and materials during the teaching-learning

process, the students would be active, attentive, responsive, and confident in speaking English. The table below shows those feasible problems.

**Table 6: The Most Feasible Problems of Speaking in Class VIII C at SMP N 1 Kalasan**

<b>No.</b>	<b>Problems</b>	<b>Code</b>
1	The pronunciation of the students was still weak.	S
2	The students lacked vocabulary mastery.	S
3	The students were shy and not confident to speak English.	S
4	The students had less practice in speaking.	S
5	The students were silent and passive in the teaching-learning process.	S
6	The students were afraid of making mistakes when they spoke.	S
7	The students had low motivation to get involved actively in the English subject.	S
8	The students did not improve their comprehension and were not accustomed to listen to English.	S
9	The materials given were only relied on LKS and textbooks.	Ma.
10	The activities in the teaching-learning of speaking were monotonous and not interesting.	TLP

### **3. Determining Actions to Solve the Feasible Problems**

Based on the feasible problems to solve and the possible causes, in collaboration with the English teacher, the researcher designed some actions to solve the problems. At the beginning, Project-based Learning would be used as activities in the teaching-learning process to give the students appropriate materials of the target language and to make the students get involved in the teaching-learning process.

To support the main actions, the researcher and the collaborator would apply some supportive actions that had to be covered in the teaching-learning process. The use of various media like videos, recordings, pictures, and authentic materials would be applied to make the teaching-learning process more enjoyable

and interesting. Furthermore, classroom English would optimally be used during the teaching-learning process so that the students could carry out a conversation using English in a real context and could apply the practice they got from the Project-based Learning activities.

Next, asking the students to bring dictionaries would be implemented in the teaching-learning process. Moreover, they would give feedback on the students' work that included pronunciation, vocabulary, grammar, and fluency. By employing the actions, they hoped they could do the activities that were crucial for them in order to improve their speaking skills. The relation between the feasible problems and the actions that would be implemented can be seen below.

**Table 7: The Feasible Problems to Solve and the Solutions**

<b>No.</b>	<b>The Feasible Problems to Solve</b>	<b>The Solutions</b>
1	The pronunciation of the students was still weak.	<ul style="list-style-type: none"> <li>• Employing Project-based Learning</li> </ul>
2	The students lacked vocabulary mastery.	<ul style="list-style-type: none"> <li>• Using interesting media like videos, recordings, and pictures</li> <li>• Giving feedback on the students' work</li> <li>• Asking the students to bring a dictionary</li> </ul>
3	The students were shy and not confident to speak English.	<ul style="list-style-type: none"> <li>• Employing Project-based Learning</li> <li>• Giving feedback on the students' work</li> </ul>
4	The students had less practice in speaking.	<ul style="list-style-type: none"> <li>• Employing Project-based Learning</li> <li>• Using classroom English optimally during the teaching-learning process</li> </ul>
5	The students were silent and passive in the teaching-learning process.	<ul style="list-style-type: none"> <li>• Employing Project-based Learning</li> </ul>

(Continued)

(Continued)

No.	The Feasible Problems to Solve	The Solutions
6	The students were afraid of making mistakes when they spoke.	<ul style="list-style-type: none"> <li>• Employing Project-based Learning</li> <li>• Giving feedback on the students' work</li> <li>• Asking the students to bring a dictionary</li> </ul>
7	The students had low motivation to get involved actively in the English subject.	<ul style="list-style-type: none"> <li>• Employing Project-based Learning</li> <li>• Using interesting media like videos, recordings, and pictures</li> </ul>
8	The students did not improve their comprehension and were not accustomed to listening to English.	<ul style="list-style-type: none"> <li>• Using classroom English optimally during the teaching-learning process</li> <li>• Using interesting media like videos, recordings, and pictures</li> </ul>
9	The materials given were only relied on LKS and textbooks.	<ul style="list-style-type: none"> <li>• Employing Project-based Learning</li> </ul>
10	The activities in the teaching-learning of speaking were monotonous and not interesting.	<ul style="list-style-type: none"> <li>• Employing Project-based Learning</li> </ul>

To implement the actions, the researcher and the collaborator did preparations and plans in order to make the actions as successful as possible. They were:

**a. Developing the research instruments**

The researcher developed the research instruments that included the observation checklist and sheet, interview guideline, speaking tests, and speaking rubrics. The observations would be conducted during the implementation of the actions.

The interviews were employed during the planning, the implementation of the actions, and the reflection stages. They were done to get some input related to

the problems faced by the research participants and also their suggestions concerned with the implementation of the actions.

Besides, the researcher would use the speaking test to support the main data. It would measure the improvement in the students' speaking skills and the speaking rubric would be the guideline and basic scoring scheme to assess and evaluate the students' speaking skills in the pre-test, the post-test, and the speaking practices during the implementation.

#### **b. Selecting the teaching media**

The researcher and the teacher would employ some media in the teaching-learning process. They would employ videos, recordings, and pictures. The students would be able to see the authentic models of English and could get adequate input and examples of the target language. They could learn also how to use the language in real life contexts and daily conversations. Moreover, it would support a real situation in the Project-based Learning activities. Furthermore, they would create also an enjoyable and interesting atmosphere in the teaching-learning process.

#### **c. Making a course grid and lesson plans**

A course grid and lesson plans were made to make the researcher in collaboration with the English teacher easy to design the materials and the activities. They were revised more than once based on the expert's judgment. Below is the description of the teaching-learning scenario to represent the course grid and the lesson plans in Cycle I.

Table 8: The Teaching-Learning Scenario in Cycle I

The Activities	The Descriptions
<b>1. Opening</b>	The teacher greets the students.
	The teacher checks the attendance.
	The teacher leads the prayer.
	The teacher checks the students' readiness.
	The students and the teacher review what they have learnt in the last meeting.
<b>2. Building Knowledge of the Field</b>	The students are shown some pictures and videos.
	The students are asked some questions to build their knowledge.
<b>3. Modeling of the Text</b>	The students watch and listen carefully to a video of dialog about expressions of asking for, giving, and refusing opinions.
	The students answer the teacher's questions about some information related to the dialog.
	The students learn and practice the dialog with good pronunciation and intonation.
	The students are given the expressions of asking for, giving, and refusing opinions and agreement.
	The students learn the expressions of asking for, giving, and refusing opinions and agreement.
<b>4. Joint Construction of the Text</b>	The students do some activities leading to the main activity (project work).
	The students do the project work (Designing CD Covers for the first and second meetings and Music around the World for the third meeting).
	In pairs or in groups the students practice to act out dialog.
<b>5. Independent Construction of the Text</b>	The students practice the dialog.
	The students present the result in front of the class what opinion and agreement they ask, give, and refuse to their friends.
<b>6. Wrap-up</b>	The teacher and the students summarize what they have studied.
	They do simple reflection about the activities that they have done.
	The teacher gives the students feedback.
<b>7. Closing</b>	The teacher tells the students about what they will learn in the next meeting.
	The teacher tells the students that the class is over.
	The teacher gives words of advice to them.
	The teacher takes leave.

## B. Reports of Cycle I

### 1. Planning

Based on the discussion with the teacher on 27 February 2013, some actions would be implemented in Cycle I. The plans of the actions that would be implemented were expected to get the improvement in some aspects below.

Table 9: **The Actions and the Expected Improvement to Achieve**

No.	Actions	Expected Improvement to Achieve
1	Using classroom English optimally during the teaching-learning process	The students could improve their comprehension and were accustomed to listening to English.
		The students had more opportunity to practice speaking.
2	Employing Project-based Learning	The students had higher self-confidence to express their ideas freely.
		The students had more opportunity to practice speaking.
		The students got involved and participated actively in the lesson.
		The activities in the teaching-learning process of speaking became enjoyable and interesting.
		The students would not be afraid of making mistakes.
		The students had adequate mastery of pronunciation and vocabulary.
3	Using interesting media like videos, recordings, and pictures	The students had adequate mastery of pronunciation and vocabulary by watching the videos and listening to the recordings.
		The students were highly motivated in learning the target language.
		The students could improve their comprehension and were accustomed to listening to English.
4	Giving feedback on the students' work	The students had adequate mastery of pronunciation and vocabulary.
		The students would not be afraid of making mistakes.
5	Asking the students to bring dictionaries	The students would be confident and not be afraid of making mistakes.
		The students had adequate mastery of pronunciation and vocabulary.

The implemented actions focused on improving the students' speaking skills through Project-based Learning. Based on the results of the discussion with the English teacher, the researcher would act as the classroom teacher while the English teacher acted as the collaborator during the implementation. Meanwhile the action plans performed in the first cycle were:

**a. Using classroom English during the teaching-learning process**

The researcher became the English teacher in the class during the actions. It was planned by her and her collaborators to use classroom English during the teaching-learning process with the aim to get the students more familiar with English words and pronunciation and they could increase their chances to speak English. English would be used in the class for some functions, for example, in greeting the students at the beginning of the meeting, explaining the materials, giving the instruction of the tasks or activities, giving feedback, and also ending the meeting. From the interviews employed before the actions, the students and the teacher said that they did not understand the teacher's explanation when she spoke English all the time. For that reason, throughout the research, she would use the Indonesian translation in some difficult aspects like in giving instructions and explaining materials. However, she would explain it in English again and again so that the students could understand and get English exposure. Finally, it was easy for the students to recognize English because the frequency of English to be seen, met, and heard and learning English would be better.

### **b. Carrying out Project-based Learning**

Project-based Learning would be implemented to give more practice in speaking English. Furthermore, it was to motivate the students and to make them participate actively in the teaching-learning process. The Project-based Learning was applied in the forms of interesting and enjoyable speaking activities to make the students actively involved in English teaching-learning process. The activities would be suited to the students' age, needs, and interest as junior high school students so that they would enjoy the activities. They were able to work in groups and in pairs. The students would be grouped by her. In this way, each group consisted of various students in terms of English proficiency. They would do the activities together to practice or to act out dialogs, to perform the dialogs, and to do many tasks in real situation because the tasks provided the activities that were related to their daily life. The activities in the cycle named "*Designing CD Covers*" and "*Music around the World*" enabled them to use English through real media and situation. It was believed that they could build their speaking skills and communicate with others to find out the information they needed.

### **c. Using interesting media**

Based on the interviews and the observations done by the researcher, it was concluded that the media and materials of the teaching and learning process were less varied. She would use videos, recordings, and pictures to vary the materials and media. The dialogs would not only be from the LKS and textbooks, but also from some videos and recordings. The authentic pictures would also support the teaching-learning process and interest them. They would be highly

motivated in learning the target language. Finally, they could get real models of the English speaking skills and have adequate mastery of pronunciation, fluency, grammar, and vocabulary by watching the videos and listening to the recordings.

**d. Giving feedback on the students' work**

The feedback given by the teacher was to make the students do not make the same mistakes next time. That would be done during the teaching-learning process covering the opening, main activity, and closing. Therefore, their awareness of pronunciation, fluency, grammar, and vocabulary could be improved.

**e. Asking the students to bring dictionaries**

The students would be asked to bring their dictionaries in order to help them in their learning to speak. By reading the dictionaries, they would have adequate mastery of pronunciation, fluency, grammar, and vocabulary.

**2. Actions and Observations**

In Cycle I, the researcher implemented the actions three times on 12, 18, and 19 April 2013. She gave a lot of attention to the implementation of Project-based Learning that enabled the students to work in small groups or in pairs. The collaborators and the researcher shared their duties along the teaching-learning process of the first cycle. She implemented the actions while the teacher as the first collaborator took notes to observe the teaching-learning process. Another collaborator took the videos and photographs and also made some field notes of the teaching-learning process so that the investigator triangulation of the research

could be achieved. She would collect the data by employing classroom observations, interviews, and video recordings.

A pre-test was held by the researcher before the first meeting was held. The form of the assessment employed by her was a role play. She applied performance assessment approach to gather the data about the students' speaking skills. The aspects assessed were pronunciation, fluency, accuracy, and vocabulary. In addition, the students' speaking skills were assessed based on what they performed and what the assessors observed. The assessors were the researcher and the teacher that assessed different students by using the same criteria. Then they checked the videos to assess the other students in order to fulfill the reliability.

The complete description of the actions and observations in Cycle I can be seen below.

**a. Using classroom English during the teaching-learning process**

The researcher has stated before that she taught the students during the implementation of the research by using classroom English in every meeting to familiarize the students with English. The researcher used the classroom English to open the meeting at the beginning of the lesson, to greet the students, to explain the materials, to give instructions, to give feedback, and to end the meeting. However, sometimes Indonesian was also used by her in some difficult parts to help the students know what she was saying like in explaining the materials and giving the instructions of the activities. Nevertheless, she said the English utterances again and again after she translated them to give such kind of English

exposure to the students. Considering the whole meetings, the classroom English succeeded to enhance the students' confidence to speak English during Cycle I. It was because there was always two-ways communication between her and them although the Indonesian translation was still employed. Related to the effort to use classroom English that was employed in the cycle, the following extracts are presented.

*...Kemudian guru memulai pelajaran dengan menyapa siswa, "Hi, good morning everyone". Mereka menjawab kompak. "Good...morning...Miss". "How are you today?" "I'm very well,,,,,, thank you,,,,,, and you?", para siswa menjawab sambil tersenyum... (...Then she started the lesson by greeting the students, "Hi, good morning, everyone". They answered together, "Good...morning...Miss". "How are you today?" she said. "I'm very well, thank you,,,,,, and you?", the students answered and smiled to the teacher)...*

(Field Note V, 12 April 2013: See Appendix A)

*...Guru mengucapkan terima kasih dalam bahasa Inggris, lalu menyiapkan media pembelajaran hari itu berupa laptop, LCD, speaker, koran, dan plastik. Kemudian guru bertanya, "Is there anybody absent today?". Tidak ada siswa yang absen di hari itu. Sebelum pelajaran inti benar-benar dimulai guru memimpin doa, "Before we start our lesson, let's say our prayer, shall we?"... (...The teacher thanked the students in English, then prepared the media for that day, including a laptop, an LCD, a speaker, some newspapers, and plastic. Then the teacher asked, "Is there anybody absent today?" No one is absent on that day. Before the main part of the lesson was really started, the teacher led the prayer, "Before we start our lesson, let's say our prayer, shall we?"...)*

(Field Note VII, 19 April 2013: See Appendix A)

She used the same expressions and questions in opening the meeting and giving the instructions, such as "How are you?", "Is there anybody absent today?", and "Have you finished?". They could answer them well and appropriately. However, sometimes, when she used different expressions and questions for the

same meaning, they did not understand the meaning and they looked puzzled. That happened in the third meeting of the first cycle. She asked the students, “How are you getting on?” They looked confused and did not answer the question. After she changed the question into the expression, “How are you today?”, they finally said, “I’m fine, thank you, and you?” It can be seen in the extract below.

*...Setelah itu, guru menanyakan kabar siswa, “How are you getting on?” Para siswa nampak kebingungan dan tidak ada satupun yang menjawab. Kemudian guru bertanya dengan ungkapan yang lain, “How are you today?” dan mereka pun mengangguk sambil berkata, “owalah, I’m fine, Miss. Thank you, and you?”... (**...After that, the teacher asked the students’ condition, “How are you getting on?” The students looked puzzled and no one answered her question. The she asked with other expression, “How are you today?” and finally they nodded their heads and said, “owalah, I’m fine, Miss. Thank you, and you?”...**)*

(Field Note VII, 19 April 2013: See Appendix A)

The researcher used also the other expressions and instructions in the teaching-learning process, such as “have a seat”, “sit down, please”, “silent, please”, and “look at the whiteboard”. When they wanted to go to the bathroom, they did not use the appropriate expression. Therefore, the teacher made them understand the appropriate expression. The description can be seen in the following extract.

*.... Dua orang siswa meminta izin untuk pergi ke kamar mandi sambil berkata, “Miss I want to go to the bathroom”, guru tersenyum sambil berkata, “You can say May I wash my hand?” Kemudian siswa-siswa tersebut menirukan ungkapan yang diajarkan guru. Guru membolehkan, “Okay, but you cannot go there together, Ahmad first then Deo”. Setelah itu, guru mengajarkan ungkapan tersebut kepada seluruh siswa...(**...Two students asked for permission to go to the bathroom and said, “Miss I want to go to the bathroom”, the teacher smiled and said, “You can say ‘may I wash my hands’?” Then the students repeated the expression taught by the teacher. She allowed them, “Okay, but you cannot go there together, Ahmad first then Deo”. After that, she taught the expression to all students...**)*

(Field Note VI, 18 April 2013: See Appendix A)

According to the interview, the classroom English had helped them in practicing speaking. It can be concluded from the following interview transcript.

R	: <i>Miss Dwi kan pakai bahasa Inggris terus tuh, nah itu kecepatan nggak? (Miss Dwi always used English, was that too fast?)</i>
S3	: <i>Eggak kok Miss. Aku dong. Enak, jadi bisa biasa dengerin bahasa Inggris. (No, Miss. I understood. It's comfortable, it familiarized us to listen to English.)</i>
S1	: <i>Jadi kan kita njawabnya juga pakai bahasa Inggris tuh Miss, jadi bisa lebih banyak prakteknya. Kowe piye Ro?( We could answer in English Miss, we could practice more. How about you, Ro?)</i>
S2	: <i>Iya. Nggak kecepatan kalau menurutku. Seneng jadi praktek ndengerin sama njawab pakai bahasa Inggris, walaupun kadang susah mbuat kalimatnya. hehe.. (You're right. I think that was not too fast. I was happy since we could listen and answer in English, although sometimes it was difficult to make a sentence. hehe..)</i>
(Interview Transcript I)	

In addition, the students were enthusiastic in learning new expressions since they asked her some expressions in the class. They had memorized the expressions since they were quite new for them. The description can be seen in the following interview transcript and extract.

S3	: <i>Terus kita juga tahu kalau kita mau bilang ini itu. Contohnya waktu tadi lho Miss, waktu mau bilang biasa aja. Kita baru tahu kalau bahasa Inggrisnya tuh "just so so". (We also understood if we wanted to say this and that, for example, just now, when we wanted to say just so so. We had just understood that the English word of that is "just so so.)</i>
S1	: <i>Terus kalau genre tuh mbacanya / .r /, padahal biasanya dengernya /genre/. (That we should pronounce genre as / .r /, whereas we usually heard /genre/.)</i>
R	: <i>Terus apa lagi?( What else?)</i>
S2	: <i>Apa ya, oh iya Miss. Waktu pertama mbuka pelajarannya tu lho, jadi kebiasaan tanya kabar di bahasa Inggris. Kan banyak juga yang kita denger, misale silent, please, look at the slide, opo meneh yo, eee, come in front the class, akeh lah pokoke Miss. (What is it? Oh, when you opened the lesson first, it could be usual for us to ask for condition in English. There were many expressions we listened to, such as silent, please, look at the slide, what else? eee, come in front the class, so many Miss.)</i>
R	: <i>Terus seneng nggak belajar ekspresi baru?(So, are you happy learning the new expressions?)</i>
S1,S2,S3	: <i>Seneng Miss. (Sure, Miss.)</i>
(Interview Transcript II)	

... Gurupun melanjutkan pertanyaan demi pertanyaan demi memancing siswa untuk aktif, hingga akhirnya guru bertanya, "What do you think about the video clip?". Beberapa siswa di barisan depan menjawab, "biasa aja, Miss". Guru pun berkata, "Use English, please. You can say just so so or I think it's just so so"... (...**The teacher continued the questions to force the students to be active, finally the teacher asked, "What do you think about the video clip?" Some students in the front row answered, "Just so so, Miss". The teacher said, "Use English, please. You can say just so so or I think it's just so so"...**)

(Field Note V, 12 April 2013: See Appendix A)

From the data above, it could be concluded that the classroom English was effective to familiarize the students with English, such as in aspects of words, pronunciation, and kinds of expressions. Finally, they did not think that English was difficult. Nevertheless, sometimes the students seemed puzzled with the instructions in English so that translation in Indonesian and repetition again and again in English were needed to be done.

#### **b. Carrying out Project-based Learning**

The researcher who acted as the English teacher carried out Project-based Learning in every meeting. The activities enabled the students to cooperate with their friends in working in pairs and in groups. Considering the whole meetings in Cycle I, they were enthusiastic in doing the Project-based Learning. They were interested and happy doing the activities with their friends.

During Cycle I, the researcher used "*Designing CD Covers*" and "*Music around the World*" activities. They were from *Project for Young Learners* book by Diane Philips. The researcher adapted and developed the activities from the book so that they suited the students' needs, context, and interest as junior high school students. There were some activities leading to the main activity. The

implementation of the activities was aimed to build the students' speaking skills by communicating one to another to find information.

The students, in general, could improve their involvement in the teaching-learning process. The activities allowed them to understand the materials given by the researcher as the English teacher easier. The description can be concluded from the answers or opinions of the students about the activities on the interview transcripts after the teaching-learning process in Cycle I below.

- R : *Apakah belajar speaking dengan Project-based Learning membuat kamu menjadi lebih aktif dan terlibat dalam KBM di kelas?***(Did learning to speak through Project-based Learning make you more active and involved in the teaching-learning process in the class?)**
- S1 : *Iya, karena menyenangkan dan materinya cepet masuk.* **(Yes, it did because the activities were enjoyable and the materials could be understood quickly.)**
- S2 : *Iya, karena kegiatannya menuntut kita aktif.* **(Yes, it did, because the activities forced us to be active.)**
- S3 : *Iya, karena seru pakai permainan yang membuat saya belajar dengan cara lain.* **(Yes, it did because it was amusing using such kind of game that made me learn through different ways.)**
- (Interview Transcript III)

- R : *Tadi gimana pelajarannya?***( How about the lesson?)**
- S1 : *Asyik, seru..* **(It was cool, amusing..)**
- R : *Serunya gimana?***( In what way?)**
- S2 : *Yaa kalau belajar kayak gitu tuh, bisa lebih masuk gitu.* **(If we learned in that way, the materials could be understood more easily.)**
- R : *Oke, belajar pakai project jadi lebih gampang apa lebih susah?***(Okay, so, when you learnt speaking skills by using project, it could be easier or more difficult?)**
- S3 : *Lebih gampang..* **(It was easier..)**
- (Continued)

(Continued)

R : *Terus suka belajar pakai LKS atau kayak tadi? (So, which one do you like? Learning by LKS or the previous activity?)*

S1 : *Pake... yo aktivitas kayak gini. Karena, asyik, seru, bisa masuk ke otak. (Using ... yeah the previous activity because, it was amusing, cool. My brain could easily accept it.)*

(Interview Transcript IV)

It was because they could work together with their friends and improve their creativity, which became two important characters that should be built and achieved in teaching-learning process. Those statements can be inferred from the following interview transcripts.

R : *Dewi and Dira, what do you think of this project? Apa pendapat kalian tentang Designing CD Covers tadi? (Dewi and Dira, what do you think of this project? What do you think of Designing CD Covers a while ago?)*

S1 : *Ngerjainnya, e, asyik, terus kayak gitu tuh bisa mbuat kreatif juga kan Miss. Terus... (The making of the cover design was amusing. That way could make us creative Miss, right? Then...)*

S2 : *Bisa buat kerja sama, sama temen-temen sekelompok. (It could make us cooperate with our partners in a group.)*

R : *Setelah belajar pakai project yang tadi, jadi lebih gampang nggak buat speakingnya? (After learning through project, is it easier to speak?)*

S2 : *Lumayan. Jadi tau gimana cara nanya pendapat, ngasih pendapat, menolak pendapat. (That was fair. We could understand how to ask for, give, and refuse opinions.)*

R : *Tadi yang ngerjain cover CD nya siapa? (Who made the CD cover just now?)*

S2 : *Dewi..Tapi ada yang usul-usul nama bandnya apa, desainnya, nggunting kertas, ya dibagi-bagi lah Miss. (Dewi..However, there were persons that suggested the name of the band, the design, cutting the paper/newspaper. Those were shared, Miss.)*

R : *Jadi lebih bisa bekerjasama gitu kan? (So, you could be more cooperative, right?)*

S1&S2: *Iyya.. (Sure...)*

(Interview Transcript V)

The students could get more chances to practice speaking and interact with the other. By practicing speaking in English, they learnt how to use the language in daily conversation. They liked to have more time to practice speaking English. The following data can be considered to describe the fact.

*...Guru menyuruh siswa berkelompok masing-masing empat orang dan menyuruh siswa untuk berlatih dialog dengan menggunakan ungkapan-ungkapan asking for, giving, and refusing opinions tentang genre musik dan memutuskan yang terbaik berdasarkan pendapat mereka. Guru menuliskan macam-macam genre musik di papan tulis. Siswa-siswa pun bertanya kepada teman-temannya dalam kelompok dan menuliskan hasilnya di kertas yang sudah disediakan. Mereka terus berlatih bertanya kepada teman sekelompok mereka... (...The teacher asked the students to work in groups of four and asked them to practice the dialogs by using the expressions of asking for, giving, and refusing opinions, about the music genres and decided the best genre based on their opinions. She wrote kinds of music genre on the board. They asked their friends in the group and wrote the result on the provided paper. They practiced asking their friends in their groups...)*

(Field Note V, 12 April 2013: See Appendix A)

R : *Apakah menurut kamu KBM praktik speaking bahasa Inggris menjadi lebih efektif setelah menggunakan Project-based Learning? (In your opinion, did the practice of the teaching-learning process in speaking English become more effective after using Project-based Learning?)*

S1 : *Ya, karena banyak praktiknya. (Yeah, because there were more practice.)*

(Interview Transcript VI)

Since they had more practice, their pronunciation and vocabulary mastery were getting better. The students liked to get new vocabulary and pronunciation. It was because they liked the Project-based Learning activities and were motivated to do and practice the enjoyable activities. Below were the data that can show the description.

- R : Kalau tentang pronunciation dan vocabulary jadi lebih meningkat ndak? **(About the pronunciation and vocabulary, were they getting improved?)**
- S1 : Iya dong jadi lebih meningkat. **(Of course they were more improved.)**
- R : Karena ? **(Why?)**
- S2 : Karena kan ada tambahan juga. **(It was because there were enhancements.)**
- R : Tambahan apa? **(What enhancements?)**
- S2 : Tambahan materinya. Kan soalnya Miss Dwi kalau ngomong njelasin kan jelas. Dibenerin pronunciationnya juga, misalnya kalau kata think / *ɪnk*/, kita dibenerin, belakangnya k-nya kan jelas. Jadi lebih tahu. **(The enhancement in materials. It was because when Miss Dwi explained clearly, right? Our pronunciation was corrected too, for example, in the word think / *ɪnk*/, we were corrected. The last sound “k” was clear. We could be more understood.)**
- (Interview Transcript VII)

- R : Apakah belajar speaking dengan Project-based Learning membuat pronunciation dan vocabulary kamu menjadi lebih baik? **(Did speaking through Project-based Learning make your pronunciation and vocabulary better?)**
- S1 : Ya, karena semakin banyak kosa-kata yang kita pahami. **(Yeah, because there were more words we understood.)**
- S2 : Ya, karena banyak pengetahuan yang diterima. **(Yeah, because there was more knowledge I got.)**
- S3 : Ya, karena jadi bersemangat. **(Yeah, because we could be more motivated.)**
- S4 : Iya, karena cara belajarnya enak. **(Yeah, because the learning way was enjoyable.)**
- S5 : Iya, karena lebih cepat menangkap materinya. **(Yeah, because it was easier to understand the materials.)**
- (Interview Transcript VIII)

The students preferred more the activities in Project-based Learning to the activities in LKS or textbooks. They were more motivated to use the Project-based Learning activities than the traditional way of teaching as they were not boring. They enjoyed the activities much. Those can be seen in the data below.

R	: So, which one do you like? <i>Lebih suka pengajaran yang pakai LKS atau yang buat Cover CD?</i> ( <b>So, which one did you like? Did you like teaching by using LKS or making CD Cover?</b> )
S1&S2:	<i>Buat cover CD...</i> (Making CD Cover...)
R	: <i>Kenapa?</i> (Why?)
S2	: <i>Kalau LKS tuh bosen, cuma ngerjain soal, dijelasin, gitu-gitu doang kayak biasanya. Kalau desain cover CD kan baru, lebih kreatif juga ya? (Sambil melirik temannya)</i> (The LKS was boring, we just answered the questions and the teacher explained, just like usual. The designing CD Cover was new, more creative, right? (While sight to her friend))
S1	: <i>He eh...</i> (Right...)

(Interview Transcript IX)

Besides, they could work together with their friends and be relaxed, not so serious, in the activities in the class by using the activities in Project-based Learning than the activities of answering LKS/textbooks. It could a make good atmosphere in the teaching-learning process. Finally, their understanding about the expressions improved. It can be concluded from following interview transcript.

R	: <i>Terus lebih suka pakai LKS atau aktivitas kayak tadi?</i> (So, did you prefer LKS or the previous activity?)
S3&S2:	<i>Aktivitas main kayak tadi.</i> (The previous activity.)
R	: <i>Kenapa?</i> (Why?)
S1	: <i>mmmm, lebih ceria, lebih seneng. Terus kekompakannya makin kompak. Terus kalau ngerjain LKS kan serius banget. Ngerjainnya kan nggak kelompokan kan, sendiri-sendiri gitu.</i> (mmm, we could be gladder, happier. Also, we could be more cooperative. In addition, the activity of doing exercises in the LKS was too serious. The process was not in group, alone, right? )

(Interview Transcript X)

The students' opportunity to speak and interact with others could be enhanced since they had partners to practice with although they were still nervous to show up their idea and expression. Although some of them still mispronounced certain words and used wrong intonation and stress patterns, they enjoyed and were enthusiastic in having the activities. However, they felt more confident in answering her questions as they practiced and worked with their friends that enabled them to have more chance to get feedback from their peers, besides the teacher, if they made mistakes.

- R : *Lebih suka pakai LKS apa kayak tadi? (Did you like using LKS or the previous activity?)*
- S1,S2,S3,&S4: *Kayak tadi. Kayak tadi. (The previous activity. The previous activity.)*
- S1 : *Kayak tadi. (The previous activity.)*
- R : *Kenapa e? (Why?)*
- S2 : *Kalau pakai LKS pusing. (We were dizzy if we used LKS.)*
- R : *Jadi lebih mengerti apa makin bingung buat penggunaan ekspresi-ekspresi kayak tadi? (Well, was it more understood or more confused to use the expressions?)*
- S4 : *Yaa jadi lebih ngerti gitu lah. (Of course. We could understand more.)*
- S1 : *Kalau kayak tadi kan bisa seru, kalau LKS kan sepaneng gitu. Terlalu serius lah. (By using the activities was amusing, in contrast, by using LKS was severe, too serious.)*

(Interview Transcript XI)

Generally the action could be implemented well, but there were still problems happening during action of Project-based Learning. They were about the classroom management, especially the time management and the teacher's control during the teaching-learning process. The problems happened when the researcher employed "Designing CD Covers" activity in the first lesson. She felt a little bit awkward and surprised at the atmosphere of the class in the first meeting,

especially when the students caused noise during the group work. It was not easy to control them. Below is the discussion between the researcher and the collaborators about the teaching-learning process. The classroom management, especially the time management and the teacher's control, should be increased for the next meeting.

- R : *Tadi gimana Ma'am? (How was that, Ma'am?)*
- C1 : *Ya mungkin karena pertama kali ngajar to. Njenengan kan dah lama nggak ngajar sini. Saya aja yang dah lama aja kadang masih suka nervous kalau lama nggak ketemu anak-anak. Makanya tadi njenengan taksuruh datang lebih awal, biar bisa ngeliat kondisi anak-anaknya dulu to. Biar santai. Ya bagus, cuma besok lagi waktunya aja yang lebih diperhatiin Mbak. (That may be because it was your first time to teach the class again. You had not taught here for a long time. I myself who have taught in that long time sometimes still felt nervous if I did not meet the students for a long time. That was why I asked you to come earlier, in order to make you be able to see the students' condition first, right? So you could be relaxed. That was good, but the time has to be concerned more, Miss.)*
- C2 : *Iya sama control yang bagian belakang tuh Wi' yang suka bikin ramai. (Right and you have to control the students in the back who like to make noise.)*
- R : *Oh iya Ma'am, Nit, makasih. Besok tak perhatikan lagi masalah dua itu. (Oh okay Ma'am, Nit, thank you. Tomorrow I will concern about those issues.)*

(Interview Transcript XII)

### c. Using interesting media

During the teaching-learning process, the researcher employed some media that were interesting and enjoyable like videos, recordings, and pictures. These media were shown in the Building Knowledge of the Field and Modeling of the Text stages. In order to give appropriate models of speaking English, she used videos and recordings as the media. These media were provided as the input text. These media were also believed to elicit the students' attention so that they could

get as much information as possible about the language. By watching the videos and listening to the recordings, they could learn how to use the language in real life context and daily conversations. Below are the facts that show the benefits of the use of the videos and recordings.

- R : *Apa pendapat kalian mengenai belajar speaking pakai project kayak tadi? (What do you think about the learning of speaking by using the project?)*
- S1 : *Bisa jadi lebih masuk, Miss. Apalagi pakai video kayak tadi. Videonya menarik jadi tau pengucapannya sama gerak-gerakannya orang yang ngomong. (It could be easier, Miss, especially by using the previous videos. The videos were interesting so that we could understand the pronunciation and the gestures of the speakers.*  
(Interview Transcript XIII)

Also, the media enabled the students to get appropriate models from the native speakers' talk. The media could attract their attention in the Building Knowledge of the Field stage.

*...Setelah itu guru melanjutkan pelajaran dengan memutar video klip dari penyanyi James Blunt. Lalu guru bertanya tentang video untuk memancing background knowledge siswa. Guru bertanya, "Who is the singer?". Siswa pun serempak menjawab, "James Blunt, Miss". Gurupun melanjutkan pertanyaan demi pertanyaan untuk memancing siswa untuk aktif, hingga akhirnya guru bertanya, "What do you think about the video clip?". Beberapa siswa di barisan depan menjawab, "biasa aja, Miss". Gurupun berkata, "Use English, please. You can say just so so or I think it's just so so"... (...After that, the teacher continued the lesson by playing a video clip from a singer James Blunt. Then the teacher asked about the video to grab the students' background knowledge. The teacher asked, "Who is the singer?" The students answered together, "James Blunt, Miss". The teacher continued the questions to force the students to be active, finally the teacher asked, "What do you think about the video clip?" Some students in the front row answered, "just so so, Miss". The teacher said, "Use English, please. You can say just so so or I think it's just so so"...) (Field Note V, 12 April 2013: See Appendix A)*

The other media such as pictures were also used by the researcher to support the teaching-learning process. These media were to elicit the students' knowledge and to guide them when they practiced speaking and performed a conversation. These media could help the teaching-learning process. Below is the information that shows them.

*...Guru memberikan beberapa gambar fashion show dan berbagai macam desain baju dan bertanya, "What is in the picture?" Siswa pun menjawab bersahutan, meskipun masih ada siswa di barisan belakang yang diam. Guru kemudian memberikan pernyataan, "Mmmm, I think the desain of the kebaya is very beautiful. Do you agree with me?" Siswa terdiam dan tiba-tiba terlihat empat siswa di barisan kedua dan ketiga berkata, "Yes, Miss". "Good, you can say Yes, I do", kata guru memberi umpan balik. Guru terus menunjukkan gambar-gambar model baju dan memberi pernyataan kepada siswa dan bertanya apakah siswa-siswa setuju atau tidak. Lebih banyak siswa yang menjawab dalam pertemuan ini. Guru pun menyimpulkan apa yang guru tanyakan kepada siswa... (...The teacher gave some pictures of a fashion show and kinds of cloth design and asked, "What is in the picture? "The students answered, although there were some students in the back row that were silent. Then she gave a statement, "Mmmm, I think the design of the kebaya is very beautiful. Do you agree with me?" The students were silent and suddenly four students in the second and third rows said "Yes, Miss". "Good, you can say Yes, I do", said the teacher to give feedback. The teacher kept showing some pictures of some clothes and gave statements to them and asked whether they agreed or disagreed. There were more students that answered in the meeting. The teacher concluded what she asked to them then...)*

(Field Note VII, 19 April 2013: See Appendix A)

From the extract above, it could be seen that the teacher could elicit the previous knowledge of the students and help them to imagine what they would discuss in the lesson by employing the pictures. The videos were played more than once and did not provide a subtitle in its first presentation. After the teacher asked information and understanding about what the speakers discussed in the video, she showed the subtitle. The videos were designed to present the subtitle at

its second and third presentations. Then they were asked to practice the examples of the expressions given through the recordings and the dialog in the video by seeing the dialog transcripts. They all were from the Internet and a book entitled *Speaking Naturally* by Bruce Tillit.

However, there was still a weakness related to the use of the videos. The video showing took time. Considering the students' ability, in the first meeting of Cycle I, the English teacher as the first collaborator suggested to play and replay more than once so that the students could understand what the speakers discussed. It influenced the time management of the lesson. In the next cycle, it is needed the shorter videos and recordings so that it could skimp the time. The following is the interview transcript that proofs them.

- |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C1 | : <i>Nanti gimana Mbak? Jadi yang kemarin itu? (How about today's activity, Miss? Is that the yesterday lesson plan?)</i>                                                                                                                                                                                                                                                                                                                                                          |
| R  | : <i>Ya Ma'am. Ya biasa Ma'am. Pakai PBL gitu, sebelumnya liat video, ndengerin recording, praktik. Kayak biasanya dulu pas PPL Ma'am (Sambil memperlihatkan RPP) (Yeah, Ma'am. It is like what I usually did Ma'am, using PBL activities, before that, they watched video, listened to the recording, and practice. It is like what I usually did in PPL, Ma'am. (While showing the RPP))</i>                                                                                     |
| C1 | : <i>Pasti seru. Rame tapi nanti mesti. Tapi nanti dimatengke sik wae yo Mbak. Sampe mereka nangkep. Nggak masalah njenengan berkali-kali muter videonya. Ntar diulang-ulang terus wae praktik di modeling of the text nya, sampe nglotok. (It must be cool, but it must be noisy. However, you must make sure that they understand it well, until they really understand. You must continue to repeat the practice in the modeling of the text, until they really understand)</i> |
| R  | : <i>Oke Ma'am.. Siap. (Okay, Ma'am.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                          |

(Interview Transcript XIV)

#### d. Giving feedback on the students' work

Throughout the teaching-learning processes in the first cycle, the researcher gave feedback to help the students know their mistakes or errors. She gave the feedback in several ways such as repeating the mistakes or errors made, echoing like a precise way of pin-pointing error, stating confirmation and questions, hinting the mistakes or errors directly, giving a facial expressions and gestures, and reformulating their sentences. The following field notes show that she gave feedback to the students in every meeting in Cycle I.

*...Siswa-siswa tersebut mempraktikkan dialog itu dengan ragu-ragu. Lalu, guru memberi umpan balik dan memberi tahu pronunciation yang benar tentang beberapa kata... (...The students practiced the dialog unconfidently. The teacher, then, gave feedback and made them know the right pronunciation about some words.)*

(Field Note V, 12 April 2013: See Appendix A)

*...Kemudian guru berkeliling ke meja yang lain untuk membantu siswa apabila ada kesulitan. Beberapa siswi memanggil-manggil "Miss..Miss..." kebanyakan mereka bertanya kalimat tertentu dalam bahasa Inggris dan bertanya apakah kalimat di dialog yang mereka latihkan benar atau tidak. Guru pun memberi feedback... (...Then the teacher walked to the other desks to help them if they had difficulties. Some students called "Miss..Miss..." Most of them asked about some sentences in English and asked whether their sentences that they practiced the right or wrong. The teacher gave feedback...)*

(Field Note VI, 18 April 2013: See Appendix A)

*...Guru mengulang-ulang pronunciation kata-kata dalam dialog dan melakukan drill. Sese kali siswa melakukan kesalahan dalam mengucapkan dan menggunakan intonasi. Gurupun memberi umpan balik lalu memperdengarkan dan menunjukkan contoh-contoh ekspresi untuk bertanya, menyetujui, dan tidak menyetujui sesuatu. Siswa menirukan apa yang guru praktikkan dengan suara lantang... (...The teacher repeated the pronunciation of words in the dialog and did a drill. Sometimes the students made mistake in pronouncing and using intonation. She gave feedback then showed the examples of expressions to ask for agreement, agree, and disagree something. The students repeated what she practiced loudly...)*

(Field Note VII, 19 April 2013: See Appendix A)

When the students had negative attitude toward English, the teacher reminded them and gave feedback to have positive attitude toward English. It can be seen in the following field note.

*...Gurupun mempraktikkan dan mengulang-ulang pronunciation beberapa kata. Kemudian para siswa menirukan berkali-kali dan mempraktikkannya dengan teman sebangku mereka. Beberapa siswa mempraktikkan dialog sambil tertawa, kemudian guru berkata, "Okay, you have to say oh gitu tooo, not kog gitu sih?, so you have to have positive attitude toward English, okay?"... (...The teacher practiced and repeated the pronunciation of some words. Then they repeated again and again and practiced with their friends in the desks. Some of them practiced the dialog and laughed, after that the teacher said, "Okay, you have to say oh gitu tooo, not kog gitu sih?, so you have to have positive attitude toward English, okay?"...)*

(Field Note V, 12 April 2013: See Appendix A)

The action improved the students' confidence when they wanted to perform something. They could enhance also their pronunciation and vocabulary mastery. It can be concluded from the facts below.

- R : *Kalau tentang pronunciation dan vocabulary jadi lebih meningkat ndak? (About the pronunciation and vocabulary, are they getting improved?)*
- S1 : *Iya dong jadi lebih meningkat. (Of course they were more improved.)*
- R : *Karena ? (Why?)*
- S2 : *Karena kan ada tambahan juga. (It was because there were enhancements.)*
- R : *Tambahan apa? (What enhancements?)*
- S2 : *Tambahan materinya. Kan soalnya Miss Dwi kalau ngomong njelasin kan jelas. Dibenerin pronunciationnya juga, misalnya kalau kata think / ɪŋk/, kita dibenerin, belakangnya k-nya kan jelas. Jadi lebih tahu. (The enhancement in materials. It was because Miss Dwi explained clearly, right? Our pronunciations were corrected too, for example, in the word think / ɪŋk/, we were corrected. The last sound "k" was clear. We could more understood.)*

(Continued)

(Continued)

R : *Apakah belajar speaking dengan Projects-based Learning membuat pronunciation kamu meningkat, Di?* (**Did learning speaking through Projects-based Learning make your pronunciation improve, Di?**)

S : *Ya, karena jika salah dalam pengucapan kita bisa langsung dibenarkan.* (**Right, because if we were mistaken in pronouncing we could be corrected directly.**)

(Interview Transcript XV)



Figure 3: **The teacher walked around the class to check the students' work and to give feedback**

Finally, during the teaching-learning process, the students' involvement enhanced. They were confident to answer questions given by the the teacher or perform a dialog in front of the class. Since she had checked and given feedback on their works, they were not afraid to answer the questions.

#### **e. Asking the students to bring dictionaries**

Considering that a dictionary is very crucial to support the students in learning English, the researcher asked them to bring dictionaries in the class. She asked the students to bring dictionaries from the first meeting. However, the

students' interest in bringing the dictionaries was not really significant. It can be seen from the field note and interview transcript below.

*...Beberapa siswa membuka kamus mereka, tetapi beberapa yang lain tidak membawa dan meminjam kamus milik temannya. Melihat hal itu, guru menyuruh mereka untuk membawa kamus mulai pertemuan selanjutnya...  
 (...Some students opened their dictionaries, but some others did not bring them and borrowed their friends' dictionaries. Seeing those, the teacher asked them to bring dictionaries starting from the next meeting...)  
 (Field Note V, 12 April 2013: See Appendix A)*

S1 : *Tapi tu susah juga bahasa Inggris to. (But it is difficult to use English.)*  
 R : *So, you have to bring a dictionary. (So, you have to bring a dictionary.)*  
 S2 : *Tapi... kan kalau dari kamus kan cuma per kata per kata gitu doang. Kalau ngomong per kalimat kan nggak bisa. Tadi aja bingung mau ngomong apa, terus diajarin dan dibenerin Miss Dwi jadi bisa. (But...the dictionary just provides every word. We cannot find in the dictionary to speak in sentence. A short while ago I was confused to speak, then Miss Dwi was taught me so that I could.)  
 (Interview Transcript XVI)*



Figure 4: The student opened the dictionary to find the pronunciation of some words

However, some students still borrowed their friends' dictionaries so that they made noise in the teaching-learning process. Some of them kept their dictionaries in a cupboard of the class so that they would not forget to bring them. Nevertheless, some of them were still lazy to bring their dictionaries because of the thickness of the dictionaries.

### **3. Reflection**

After implementing the actions in Cycle I, the researcher and the collaborators had a discussion to reflect what they had done. As stated in Chapter III, the purpose of that was to fulfill the democratic and dialogic validity. In the discussion, they analyzed the data from the observations, and interviews. That was to make some evaluations of the actions implemented by them. In expressing their opinions, feelings, thinking, and suggestions related to the conducted actions, each of them could do that freely. The results of the reflection can be seen below.

#### **a. Using classroom English during the teaching-learning process**

The researcher used classroom English regularly in each meeting. It was used in the opening, main activity, and closing. Generally, classroom English improved the students' speaking skills successfully. Also, it could make them more familiar with English. Furthermore, their opportunities in speaking English throughout the teaching-learning process could be enhanced. The improvement was because they were exposed to use English when answering her questions in English. The questions, expressions, instructions of her were acquired by the students and influenced them to use the language usage.

Anyhow, some students were still shy to speak English or respond to the teacher's questions. They were still not confident to speak up. In this way, they were asked more than once by her about who would be a volunteer to answer the questions or perform a dialog. She repeated the same questions to greet and gave instruction so that it could improve their retention. In addition, to increase their motivation in speaking English, she gave the English expressions they liked.

#### **b. Carrying out Project-based Learning**

During Cycle I, the researcher used the activities of Project-based Learning named "*Designing CD Covers*" and "*Music around the World*" in the Joint-Construction of the Text. They were from *Project for Young Learners* book by Diane Philips. The students, in general, could improve their involvement in the teaching-learning process. The activities allowed them to understand the materials given by the researcher as the English teacher. It was because they could work together with their friends and had more time to practice speaking English. By practicing, they learnt how to use the language in daily conversation. Their opportunity to speak and interact with others enhanced since they had partner to practice with although they were still nervous to share their idea. Although some of them still mispronounced certain words and used wrong intonation and stress patterns, they enjoyed and were enthusiastic in having the activities. However, they felt more confident in answering her questions as they practiced and worked with their friends that enabled them to have more opportunity to get feedback from their peers, beside the teacher, if they made mistakes.

Generally the action ran well, but there were still problems happening during the action of Project-based Learning. The researcher as the English teacher found difficulties to control, to monitor, and to observe the students because they made noise when they did the activity and practiced speaking in the first lesson. She felt a little bit awkward and surprised in the situation of the class in the first meeting, especially when they caused noise during the group work. It was not easy to control them. Therefore, they would still work in pairs and in groups. That should be continued and maximized so that it was easy controlling the students

**c. Using interesting media**

The media employed by the researcher were videos, recordings, and pictures. Broadly speaking, the media supported much the main action. It could be the input text in the modeling of the text stage and the knowledge grabber in the building knowledge of the field stage. They could get much information about the language use and learn to use the language in real life context and daily conversation by watching the videos or listening to the recordings. The videos were played more than once and did not provide a subtitle on its first presentation. After the teacher asked information and understanding about what the speakers discussed in the video, she showed the subtitle. The videos were designed to present the subtitle on its second and third presentations. In addition, the use of the pictures as the media could also support the main action. The previous knowledge of the students could be grabbed. Moreover, they could be helped to imagine what they would discuss in the lesson. All of the interesting media were

from Internet, pedagogical videos, movie extracts, and a book entitled *Speaking Naturally* by Bruce Tillit.

By employing the videos, she enabled the students to get appropriate models from the native speakers' talk. In addition, they attracted their attention. However, there was the video showing took time. Considering the students' ability, the English teacher as the first collaborator suggested to play and replay more than once so that the students could understand what the speakers discussed. It influenced the time management of the lesson. For the next cycle, it was needed the shorter videos and recordings so that it could skimp the time.

**d. Giving feedback on the students' work**

Generally speaking, during the teaching-learning process, the students' pronunciation improved since the researcher gave feedback on the students' work. They were drilled many times in pronouncing the correct words when the task focused on language focus and when they performed the dialog. In addition, their involvement and confidence improved during the teaching-learning process. Since she had checked and given feedback on their work, they were not afraid to answer the questions. This action should be continued in the next cycle

**e. Asking the students to bring dictionaries**

The awareness of the students in bringing dictionaries was not really significant. It was not too successful in making them bringing their dictionaries. Commonly, they were lazy to bring the dictionaries because the dictionaries were thick. Several students put their dictionaries in a cupboard in their class so that they did not need to bring them in the next meeting, but some others still

borrowed their friends' dictionaries. The awareness of the students to bring their dictionaries was needed to be enhanced.

#### **4. Findings of Cycle I**

To see the improvement in the students' speaking skills, the researcher employed observations, and interviews during the implementation and the reflection. After having the reflection of the actions, the researcher and the collaborators inferred the findings of Cycle I. During the implementation of the action in this cycle, there were some successful and unsuccessful actions. The details of those can be seen as follows.

##### **a. The successful actions**

- 1) The determined objectives of implementing Project-based Learning in cycle I were achieved a lot. During the teaching-learning process, the students could be enthusiastic and enjoyed the activities. They knew the expressions taught by her as the English teacher and applied them in real context.
- 2) The students were motivated and interested to learn English by using the Project-based Learning activities and the interesting media.
- 3) The use of interesting media in order to provide right and good models of English for the students, to present the real context of communication, and to grab the students' attention were achieved successfully.

- 4) The students had more chances practicing the target language in real situation through the use of the activities of Project-based Learning and the classroom English.
  - 5) Some students could pronounce words and use intonation appropriately.
  - 6) When they performed a dialog, they could speak confidently.
- b. The unsuccessful actions
- 1) There was a technical problem dealing with the Project-based Learning.
  - 2) Some students still had difficulties in choosing appropriate words to express their ideas.
  - 3) Some of them still had difficulties in pronouncing certain words.

They were some actions in Cycle I that succeeded and did not succeed. Although there was improvement in the students' speaking skills, there were still some problems that needed to be solved faced by the students in Cycle I. After having discussion in democratic and dialogic way, the implementing some actions would be continued by researcher and the collaborators in the next cycle in order to enhance their speaking skills. The table below summarizes the findings of Cycle I and recommendations for Cycle II.

Table 10: The Conclusions of the Actions in Cycle I

No.	Actions in Cycle I	Reflection in Cycle I	Recommendations for Cycle II
1	Using classroom English during the teaching-learning process	The classroom English improved the students' speaking skills successfully. Also, it could make them more familiar with English. However, some students were still shy to speak English or respond the teacher's questions. They were still not confident to speak up.	The amount of Indonesian translation should be decreased. Therefore, the students could get enough chance to share their ideas in English. The researcher would replace it by paraphrasing the expressions and using synonyms, simpler words, and nonverbal clues.
2	Carrying out Project-based Learning in the teaching-learning process	The researcher as the English teacher found difficulties to control, to monitor, and to observe the students because they made noise when they did the project and practiced speaking.	The students would still work in pairs and in groups. That should be continued and maximized in order to make easier in controlling the students.
3	Using interesting media, such as videos, recordings, and pictures	The use of videos, recordings, and pictures successfully attracted the students. However, the video showing took time. It influenced the time management.	The shorter videos and recordings were needed so that they could skimp the time.
4	Giving feedback on the students' work	It was effective to give feedback whenever they were needed. They were to get the students know their mistakes or errors so they could perform the speaking well.	This action should be continued in the next cycle.
5	Asking the students to bring dictionaries	The awareness of the students to bring them was needed to be enhanced.	This action should be continued and improved in the next cycle. Some students were reluctant to bring dictionaries as the thickness of their dictionaries. Therefore, the teacher would allow them to bring the small one and give a dictionary as a reward to the most active student in the next cycle.

### **C. Reports of Cycle II**

The researcher and the collaborators carried out Cycle II as a follow-up to the previous cycle. They would gain some research success indicators in Cycle I that had not been achieved yet. The meetings in Cycle II were implemented on 26, 30 April, and 2 May 2013. The plans for the next cycle would be based on the reflection of the previous cycle. In Cycle I, there were several successful and unsuccessful actions. Therefore, in Cycle II the successful actions would be continued or even enhanced again. Moreover, some unsuccessful actions in the first cycle would be repaired in order to make them successful.

#### **1. Planning**

After having a discussion with the collaborators, it was decided that some problems in the first cycle would be still focused. She determined to carry out the same activities and a new action in order to make the teaching-learning process more enjoyable. Finally, the speaking skills of the students would significantly improve. The following points were the action plans in the second cycle.

##### **a. Using classroom English during the teaching-learning process**

The researcher would use classroom English in some ways, for example, in opening the lesson and greeting the students, explaining the materials, giving the instructions, giving feedback, and closing the lesson. It was the same as the action plan in the first cycle. However, in Cycle II she would not translate the expressions which were usually used during Cycle I since they had been familiar with them.

### **b. Carrying out Project-based Learning**

During the teaching-learning process in Cycle I, there were several problems that required to be solved. She found some students always made noise with their partners in the same group. Therefore, she would separate them in different groups. Her role as the controller during the classroom activities would be maximized. To make the classroom management run well, especially in managing time, she would ask her collaborators to remind her during the teaching-learning process.

The researcher adapted and developed some activities from a book entitled *Projects for Young Learners* by Dhiane Philips. She employed the simpler ones. Therefore, they would not find significant difficulties in practicing speaking. Before the main activities in the project, she would still employ pre-activities to prepare them to the main ones. The main Project-based Learning activities in Cycle II were “*Music around the World*”, “*Taking Pictures*”, and “*Map Your City*”. They were developed and suited to the students’ interest, age, and needs so that it was expected that they would be enthusiastic in doing the activities.

### **c. Using interesting media**

The researcher continued to use videos, recordings, and pictures as enjoyable media in Cycle II since those media succeeded to grab and build the students’ attention and knowledge. Also, the videos and recordings were used as the media to provide appropriate models of speaking in English to enhance their speaking skills. Besides they would be employed as knowledge grabber accompanying the pictures, they would also be used as the input texts so that they

could get much information about the language use through the native speakers' talk. She took most of them from [www.youtube.com](http://www.youtube.com), *Speaking Naturally* book, and many other sources.

The researcher would still use the videos and recordings from some videos and recordings of pedagogical materials, movie or serial drama extracts and also recordings of natives' talk so that they could be a variety to present the materials in Cycle II. As a result, they did not feel bored. However, she would choose the simple and shorter ones to save the time. As happened in Cycle I, it was not expected to have problems in the time management. She would play the videos more than once so that they would get what the models said in the media. The pictures, real objects, and cards would also be used to make the teaching-learning process during Cycle II run successfully.

**d. Giving feedback on the students' work**

As in the first cycle, although the pronunciation of the students was still not good, they were very interested in learning the correct pronunciation of some words. That is the same as their other work in the aspects of the choice of words, grammar, and fluency. With this result, the researcher planned to keep providing feedback on their work to improve their speaking skills. Finally, they did not make the same mistakes in the next activities.

**e. Asking the students to bring dictionaries**

Considering the importance of an English dictionary and the awareness in using the dictionary should be built, the researcher would still ask the students to bring dictionaries, but the small ones. Since most of the students did not want to

bring dictionaries because of the thickness, she allowed them to bring the small ones. The awareness in using dictionaries was needed to be built as a habit. By starting to open them, they were aware that the dictionaries provided them useful knowledge. That was needed good efforts to make them aware of it. After improving their awareness about the importance of the dictionaries, it was expected that they consulted on their dictionaries whenever they had difficulties in pronouncing words, choosing the appropriate words, and making sentences. Finally, the exposure of English would be gotten by them and their pronunciation and vocabulary could be improved.

**f. Giving rewards to the most active student**

The researcher planned to give rewards in the hope that the students would be more enthusiastic and be more involved in the teaching-learning process. Also, it was used to motivate them to give their best performance in every meeting. They liked to compete with others. By doing this, it was hoped that the rewards could encourage everyone to compete for always being active in the class. She would make stars or smile emoticon from colored paper that had positive or motivating words such as excellent, great, and good job so that they could be more motivated. They were used as points. Every student who answered her questions or participated actively got one point in the form of the star or smile emoticon. The students who collected the most points got the rewards from the teacher in the form of an *Oxford pocket dictionary*. The action was done to help the previous action in increasing the awareness of the students of the importance of dictionary.

## **2. Actions and Observations**

There were three meetings in Cycle II. The actions were implemented on 26, 30 April and 2 May 2013. The following is the description of the teaching-learning process of Cycle II.

### **a. Using classroom English during the teaching-learning process**

During Cycle I, the use of classroom English during the teaching-learning process had significantly improved the students' speaking skills and their confidence to speak up. They had been aware of the expressions which the researcher usually said like the expressions for opening the lesson and greeting the students, explaining the materials, giving the instructions, giving feedback, and closing the lesson. In general, the procedures of using classroom English were the same as in the first cycle. However, the use of classroom English in Cycle II was better than that in Cycle I. In the second cycle, she would not translate the expressions which were usually used during Cycle I since they had been familiar with them. They became more responsive to the classroom English. The improvement from one meeting to other two meetings was good. It could be concluded that they had been familiar with the English expressions.

Since the researcher could reduce the noise of the class during Cycle II, the atmosphere of the class was better than during Cycle I. The students and the teacher had built good rapport. They knew her closer, so that they were confident and not shy to interact with her. In the earliest meeting in Cycle II, her questions without any translation could be understood by them, although sometimes they still answered in Indonesian. She usually walked around the class to ask them

questions when she elicited their knowledge about the topic of the day. Besides, she did it to be friendlier to them. Their reactions were good. It could be seen that they were responsive and confident to speak English.

In the next two meetings, the students could respond in English better, though sometimes they made mistakes in pronouncing words. There was no hesitation to ask her questions if they had difficulty in saying something in English. Besides, there was no fear to speak in English such as when they wanted to ask her permission. It could be concluded from the field note below.

*...Dewi dan Dira kemudian mempraktikkan ungkapan tersebut. Bagas menunjuk temannya dan praktik bertanya informasi. Mereka semua mendapatkan reward. Guru melanjutkan, "Okay, actually today you're going to make a map of your private city." Guru memberikan contoh gambar peta yang akan mereka buat, "You have to work in pairs and ask for information about location of certain places and information about sign/notice there". Siswa memperhatikan. "So, you're still the members of a group band. You have to find the location of place you have to perform. You have to stick your notion on your map and ask also information about it. One student will ask and the other will give or refuse information." Salah satu siswa minta izin ke belakang, "Miss, may I wash my hand?" Guru membolehkan. Guru melanjutkan pelajaran. Murid nampak bingung, guru mengulangi pelan-pelan dan memberikan contoh kepada siswa, "For example, Natalia ask for information to Ero, Ero, can you tell me the nearest bank, please?" Guru bertanya, "Is there any questions so far?" Murid tampak sudah mengerti dan merespon, "No"...*

**(...Dewi and Dira, then, practiced the expressions. Bagas called on his friend and practiced to ask for information. All of them got rewards. The teacher continued, "Okay, actually today you're going to make a map of your private city." The teacher gave some pictures of maps that would be made by them, "You have to work in pairs and ask for information about the location of certain places and information about sign/notice there". One of them asked for permission, "Miss, may I wash my hand?" The teacher allowed him. The teacher continued the lesson. The students seemed confused, she repeated slowly and gave a model to them, "For example, Natalia asked for information to Ero, can you tell me the nearest bank, please?" She asked, "Is there any questions so far?" They seemed that they understand and responded, "No"...)**

(Field Note X, 2 May 2013: See Appendix A)

Generally, the researcher used English in explaining the materials. She taught the expressions of asking for agreement, agreeing, and disagreeing, asking for, accepting, and giving goods and services, and asking for, accepting, and giving information. The students understood her explanation well. Since she reduced the Indonesian translation, she used synonyms and gestures to explain something to the students. In the first and the second meetings of Cycle II, most of them could speak louder. It meant that their confidence got better. In the third meeting, most of them were confident to speak in English, including in asking questions. It was better than the previous meeting since they could speak by using English expressions in asking for, accepting, and refusing information. It can be seen from the field note below.

*... Guru memberikan batasan waktu dan melanjutkan berkeliling mengontrol pekerjaan siswa. Guru memulai dari bagian depan. Seorang siswa merasa kesulitan dan bertanya dengan bahasa Inggris. Guru menjawab dengan bahasa Inggris juga, tetapi siswa tersebut nampak bingung. Kemudian guru memperlambat bicaranya serta menggunakan isyarat dan ekspresi wajah untuk membuat siswa tersebut mengerti. Guru melanjutkan berkeliling kelas dan mengecek pekerjaan dan practice mereka, termasuk pronunciation, vocabulary, fluency, dan accuracy mereka dan memberikan umpan balik. Siswa nampak percaya diri berbicara menggunakan bahasa Inggris dengan suara lantang...(**...The teacher gave time limit and continued to walk around the class to control the students' work. She started by the front row. A student got difficulty and asked by using English. She answered in English too, but she looked confused. Then she slowed her speaking and used gestures and facial expression to make her understand. She continued to walk around the class and checked their work and practices, including their pronunciation, vocabulary, fluency, and accuracy and gave feedback. They seemed confident speak up in English loudly...**)*

(Field Note X, 2 May 2013: See Appendix A)

The willingness of the students to speak English improved by using English all the time during Cycle II. They looked more interested and motivated in learning to speak up in English. They confirmed that they liked to have English routines in the lesson and they became more confident and not shy to speak up. It was because they got more chances to practice speaking. The interview transcript below can show the fact.

<p>R : <i>Dicky, menurut kamu, gimana kebiasaan Miss Dwi pakai bahasa Inggris di kelas? (Dicky, what do you think about Miss Dwi's English routines in the class?)</i></p> <p>S : <i>Ya nggak apa-apa Miss. Kita jadi kepacu buat ngomong pakai bahasa Inggris gitu buat njawab Miss Dwi. (That was no problem, Miss. We were forced to speak English to answer Miss Dwi.)</i></p> <p style="text-align: right;">(Interview Transcript XVII)</p>
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#### **b. Carrying out Project-based Learning**

The researcher carried out pre-activity before she carried out Project-based Learning activities in each meeting. Compared to Cycle I, the students' involvement in these activities during the second cycle improved. In these activities, most of the students were confident to be volunteers in answering questions. They answered the questions well, though the answers were not complete sentences. Through the pre-activity, the students got more speaking practices before they had the Project-based Learning activities. In this activity, they had many experiences in using various words and language functions in speaking performance. In this way, they could speak fluently during the performance. Moreover, she used this activity to prepare the students' readiness to have Project-based Learning activities. Their confidence in showing their performance in front of the class improved. Each group showed the great

enthusiasm to have this activity. They competed to be the first. She gave the intensive drilling on the students' pronunciation and teaching of accuracy or grammar in context. Besides, she asked them to have pronunciation practice of some sentences or expressions.

*...Kemudian guru menunjukkan contoh-contoh ungkapan yang akan mereka pelajari hari ini dengan memutarakan recording dari native speaker. Kemudian guru menunjukkan contoh-contoh ungkapan itu pada slide dan melakukan pronunciation drilling, "Well, listen and repeat after me." Siswa-siswa bersamaan mengulang. Beberapa siswa melakukan kesalahan dalam mengucapkan ungkapan, sehingga guru memanggil dan menyuruh siswa-siswa tersebut untuk mengulangi sekali lagi. Guru menyuruh para siswa untuk membuka kamus dan memeriksa pengucapan yang benar. Lalu guru menyuruh siswa-siswa tersebut untuk mengulang pengucapan mereka berkali-kali...  
**(...Then the teacher showed the examples of the expressions that would be learnt by them that day by playing some recordings of native speakers. Then she showed the expressions in the slide and did the pronunciation drilling, "Well, listen and repeat after me." The students repeated the expressions together. Some of them mispronounced the expressions, so that the teacher called on and asked the students to repeat them once again. The teacher asked the students to open their dictionaries and to check the right pronunciation. Then she asked them to practice the pronunciation again and again...)***

(Field Note IX, 30 April 2013: See Appendix A)

After conducting the pre-activity, the researcher implemented the main activities. During Cycle II, the Project-based Learning activities were "*Music around the World*", "*Taking Pictures*", and "*Map Your City*" (the complete explanation of the activity could be seen on field note IV, V, and VI). Project-based Learning activities were conducted to improve the students' speaking skills by encouraging the students to learn speaking in English through the activities of Project-based Learning. After they got an opportunity to practice to communicate, she asked the students to perform their dialogue in front of the class. The activities were also successful to enhance their chances in learning to use English.

Project-based Learning, in fact, could stimulate the students to produce English to ask for agreement, agree, and disagree something, to ask for, accept, and refuse goods and services, and also to ask for, accept, and refuse information. In order to create communicative activities in the Project-based Learning, she provided gaps in the activities. They were successful in bridging the gaps among the students when they practiced to communicate both in pairs and in groups. That could be concluded that most students could have a dialogue with their friends using some expressions fluently and accurately.

Compared to Cycle I, the students' involvement to the activities was better since they also made the class alive. From one meeting to another, they looked more confident in using English to speak up and did not get bored in joining the class activities. At the very beginning, some students still did not speak loudly so that they could not hear their friends' voice. Finally, later, they could speak louder than before. It could be concluded that their confidence improved. Besides, their awareness in using eye contacts and hand movements also improved. Furthermore, their ability to pronounce words in Cycle II was better than in Cycle I. Most of them could use the language functions fluently and accurately. The students' enthusiasm in having Project-based Learning can be seen from the following interview transcript.

- |   |                                                                                                                             |
|---|-----------------------------------------------------------------------------------------------------------------------------|
| R | : <i>Pakai project kayak tadi bikin kamu jadi aktif nggak Dick? (Did the previous project make you more active?</i>         |
| S | : <i>Iya Miss, soalnya kegiatannya menyenangkan. (Yes, it did, Miss. It was because the activities were amusing.)</i>       |
| R | : <i>Kalau vocabulary kamu jadi lebih banyak nggak? (How about your vocabulary? Did it improve?)</i>                        |
| S | : <i>Iya soalnya jadi lebih bersemangat, Miss. (Yes, it did, because we were more motivated to do the activities, Miss.</i> |
|   | (Interview Transcript XVIII)                                                                                                |

Based on the observations, the researcher thought that the project activity “*Map Your City*” was the easiest one for the students. They did not ask much to do the activity. She used some pictures and videos as media in the activity so that it made them enthusiastic. Most of them could also use the expressions of asking for, accepting, and refusing information properly. Related to their motivation, they seemed more motivated when they had “*Taking Pictures*” activity. In this activity, they worked in groups of six so that they did not easily get bored for joining the activity. The activity enabled them to act roles as movie crews so that they were motivated to do the activities. It was related to their interest and something they saw in the television so that they seemed confident to speak up. The fact can be seen from the following field note.

*...Siswa menjawab dan langsung memulai bekerja. Mereka meminta tolong dengan ungkapan-ungkapan tersebut dan tampak asyik mendandani model, memfoto temannya, dan memberikan instruksi. Guru berkeliling kelas dan memantau setiap kelompok sambil memeriksa pronunciation siswa. Seseekali guru membenarkan pronunciation dan grammar siswa yang salah....* (**...The students answered and started to work. They asked for help by using the expressions and seemed enthusiastic to dress up the model, take pictures of their friends, and give instructions. The teacher walked around the class and monitored every single group and checked the students' pronunciation. Sometimes she corrected their incorrect pronunciation...**)

(Field Note IX, 30 April 2013: See Appendix A)

During Cycle II, the problems of managing the class rarely occurred. The teaching-learning processes were conducive so that they could get involved in every activity well. The noise of the class could also be minimized. From the early meeting to the final meeting in Cycle II, they were motivated and confident to use the language functions with others.

### c. Using interesting media

The researcher still used videos, recordings, pictures, real objects, and cards. However, in the use of videos, the researcher used the shorter ones to save time. Compared to Cycle I, the students became more active in joining the teaching-learning process through the use of media. They did not get bored in joining the class activities through the use of media. It was because the activities became more enjoyable and interesting to be done. The students were enthusiastic to see the video and listen to the recordings so that their attention toward the lesson could be improved. The use of pictures and real objects could also direct them toward the topic of the day. They were excited to see the pictures given. Furthermore, the use of media could also enhance their motivation to learn. It could be inferred by the good involvement and participation along the teaching-learning processes. The fact can be seen in the following field note.

*...Para siswa menyaksikan video dengan tenang and antusias. Guru memutar video satu kali dan bertanya, "What did Dre's mother say to Dre?" Banyak siswa yang mengangkat tangan berebut untuk menjawab. Seorang siswa berkata, "Pick up the jacket." Seorang lagi di baris kedua yang sudah menulis di sebuah kertas tentang apa yang dia dengar menjawab sambil melihat kertasnya, "Could you please pick up your jacket?" Kemudian guru berkata, "Yaa,,, Could you please pick up your jacket?" Guru memancing lagi informasi yang didapat siswa, "What did Dre say to answer her mother?" Siswa paling depan sendiri menjawab, "One second, Mom."...* **(The students watched the video quietly and enthusiastically. The teacher played the video once and asked, "What did Dre's mother say to Dre?" Many students raised their hands to compete in answering the students' question. A student said, "Pick up the jacket." The other student in the second line, who had written the answer about what he heard on a piece of paper, answered by reading his paper, "Could you please pick up your jacket?" Then she said, "Yaa,,, Could you please pick up your jacket?" She elicited information got by them, "What did Dre say to answer her mother?" The student that was on the most front line answered, "One second, Mom."...)**

(Field Note IX, 30 April 2013: See Appendix A)

#### d. Giving feedback on the students' work

In all meetings of Cycle II, feedback on the students' work including pronunciation, vocabulary, fluency, accuracy were always given. It helped the students much to improve their speaking skills. The feedback was always provided at the beginning, the main, and the end of the lesson. As usual, the feedback was given when they made errors or mistakes. Therefore, they felt more comfortable to ask any questions to her. That was inferred from their habit of always asking the researcher about the materials they did not know. That showed that they felt confident to ask her as their teacher. Therefore, it could be seen that there was no border between her as the teacher and them. A good classroom atmosphere in the class was built from good rapport between them. As a result, the anxiety among the students and the researcher could be reduced. Finally, most of them participated actively in the class in the forms of asking and answering questions. Their participation in the class and in asking questions during the teaching-learning process can be seen in the field note below.

*...Guru membetulkan pronunciation siswa, “/mei/ ya, not /mai/.” Kemudian guru menerangkan pada siswa-siswa yang lain dan melakukan drill berkali-kali, “/mei/” “/mei/” “/ mei/”. Banyak siswa yang lain yang antusias mengangkat tangan untuk mempraktikkan menggunakan ungkapan-ungkapan tersebut. Seseekali guru membenarkan pronunciation dan grammar siswa yang salah. Guru harus memantau setiap kelompok untuk memastikan mereka menggunakan ungkapan-ungkapan yang diajarkan sambil melakukan penilaian. Tanpa malu-malu, beberapa siswa bertanya kepada guru. Guru menegur siswa yang sedang bermain dan menyuruhnya mempraktikkan dialog untuk meminta tolong. Sambil menilai, guru mendengarkan percakapan siswa, kemudian memberi umpan balik... (...The teacher corrected the students' pronunciation, “/mei/ ya, not /mai/.” Then she explained to the other students and did drillings again and again, “/mei/” “/mei/” “/ mei/”.*

(Continued)

(Continued)

**Many students were enthusiastic to raise their hands to practice using the expressions. Once, the teacher corrected the students' incorrect pronunciation and grammar. She had to check every single group to make sure that they used the expressions taught and assessed the students' speaking skills. Confidently, some of them asked to the teacher. She warned a student who was playing and asked him to practice the dialog to ask for help. While doing the assessment, she listened to their dialog and gave feedback...)**

(Field Note IX, 30 April 2013: See Appendix A)

Throughout the three meetings in the second cycle, the improvement of the students' work including pronunciation, vocabulary, fluency, accuracy was stable. The students' mistakes and errors in pronouncing and choosing words could be reduced because of the action. Dealing with the problems as found in Cycle I, the action was followed by drilling. The researcher usually asked them to repeat the pronunciation of some difficult words again and again and gave them feedback if they made mistakes. If the students asked questions or said some expressions in wrong ways, she gave also feedback to correct their mistakes. For those reasons, they rarely made the same mistakes or errors. It can be seen from the interview transcript below.

- R : *Gimana pronunciationmu? Jadi lebih baik nggak? (How about your pronunciation? Was it getting better?)*
- S : *Iya, karena kita diberitahu pronunciation yang benar sama gurunya. (Of course, because you gave the right pronunciation by the teacher)*
- S : *Iya, kalau salah dalam pengucapan dan nggak paham bisa langsung dibenarkan jadi lebih percaya diri waktu ngomong. (Of course, if we were mistaken in the pronunciation and did not understand, they could be corrected, so that we could be more confident when we spoke.)*

(Interview Transcript XIX)

### e. Asking the students to bring dictionaries

Considering the finding in Cycle I that some students still did not bring their dictionaries, the researcher asked those students to bring their pocket dictionaries. As usual, she always checked whether each student brought their dictionaries or not. She did not recommend them to use dictionaries in their gadgets to minimize the misbehavior in the classroom in using their hand phones and laptops. Those who did not bring their dictionaries had brought the less thick ones. Some of them still kept their dictionaries in a cupboard of the classroom and used them during the English subject. During Cycle II, most of them brought dictionaries. Those statements can be seen from the field note and interview transcript below.

*...Banyak siswa yang memanggil guru untuk bertanya tentang pronunciation, kata-kata, dan cara merangkai kata-kata. Guru mengajari siswa dengan tersenyum dan berkata, "I think I've asked you to bring dictionaries". Banyak siswa yang membawa kamus dan kemudian membukanya. Guru terus memeriksa kamus siswa. Para siswa melanjutkan latihan dengan antusias sambil tertawa. Tidak ada siswa yang bermain telepon genggam mereka dan makan di kelas karena guru telah melarang mereka menggunakan kamus yang ada di gadget mereka....* (**...Many students called the teacher to ask about pronunciation, vocabularies, and how to combine words into sentences. She smiled and said, "I think I've asked you to bring dictionaries". Most of them brought their dictionaries and then opened them. They continued to check their dictionaries. They continued to practice enthusiastically while smiled. There were no students playing their hand phone and eating in the class since she had forbidden them to use a dictionary in their gadgets...**)

(Field Note VIII, 26 April 2013: See Appendix A)

R : *Terus dictionary kalian? Kalian bawa kan?* (**So, how about your dictionary? Did you bring it?**)  
 S2 : *Tuh selalu bawa Miss.* (**We always brought them Miss.**)  
 R : *Ditaruh meja?* (**Did you put them on your desk?**)  
 S2 : *Lemari, Miss.* (**In the cupboard, Miss.**)

(Interview Transcript XX)

The class condition was more conducive since most of the students had their own dictionaries. There was no noise from those who always borrowed their friends' dictionaries. In addition, they enjoyed opening their dictionaries since they did not need to bring the big one. That can be seen the following field note.

*...Saat guru menanyakan arti 'one second Mom', para siswa membuka kamus. Mereka menjawab lalu guru membenarkan dan menjelaskan, "Yaa, bentar Bu."... (...When the teacher asked the meaning of 'one second', the students opened their dictionaries. They answered, and then, she said yes and explained, 'Yaa, bentar Bu"...)*

(Field Note VIII, 30 April 2013: See Appendix A)

#### **f. Giving rewards to the most active student**

Throughout the first cycle, she did not give rewards, but only praised the active students. She had not done the action in the implementation of Cycle I. In contrast, she provided the rewards for them and praised them participating actively in the class in every single meeting in Cycle II. The rewards were given to those who offered themselves to be volunteers to read aloud and practice the dialog given as a model by the teacher, answered her questions individually, solved the task first, pronounced some words or sentences bravely, came in front of the class bravely, and showed their performance in speaking English.

They seemed very enthusiastic in completing their task after she told them about the rewards. They got one point by getting one star or smiley emoticon with motivating words when they participated and got involved actively in the class. The most active student got an Oxford pocket dictionary. Although the reward was not expensive, they seemed to be motivated to be the most active student. Besides, the rewards made them more aware about the importance of the

dictionary. It could be concluded that the rewards could stimulate them to be active in the activities. The following field note can describe the situation.

*...Guru, lalu, memutarakan musik-musik tradisional dari berbagai negara di dunia dan menyuruh siswa untuk menebak asal musik tersebut. Banyak siswa yang mengangkat tangan untuk menebak. Beberapa dari mereka menjawab dengan benar, tetapi ada juga yang tidak tepat. Siswa yang menjawab dengan benar mendapatkan satu poin yang berupa bintang yang berisi kata motivasi... (...The teacher, then, played the traditional music from various countries around the world and asked them to guess the origin of the music. Many of them raised their hands to guess it. Some of them answered correctly, but the others did not. The students who answered correctly got one point in the form of a star containing the motivating words...)*

(Field Note VIII, 26 April 2013: See Appendix A)

They were glad when the researcher gave them the rewards after doing a certain task. In addition, they were motivated to do the next task. Both in participating the class activities in groups or in pairs and in doing the individual task, they could be more active. In the first meeting in Cycle II, there were only half of the students who volunteered themselves. On the contrary, almost all of them competed to be volunteers in the second and third meetings. They competed in answering her questions well. They were motivated more also to perform their task in front of the class. It could be concluded that this action improve also their confidence. The extract below can show their enthusiasm in getting the rewards.

*...Beberapa siswa mengangkat tangan ingin mempraktikkan ungkapan. "Miss, Miss, aku Miss". Salah satu siswa ditunjuk guru dan memilih salah satu temannya untuk meminta tolong, "Could you help me to close the window?" Temannya menjawab dengan kurang tepat, "No problem, I don't think I can." Salah satu siswa yang mengangkat tangan ditunjuk guru, "Listen to Lara, please." Siswa tersebut mempraktikkan, "May I borrow your dictionary?" Temannya menjawab, "I'm sorry, I'm using it."... (**...Some of them raised their hands to practice the expressions, "Miss, Miss, aku Miss". One of them was called on by her and chose one of her friends to ask for help, "Could you help me to close the window?" Her friend answered incorrectly, "No problem, I don't think I can." One of them raised her hand and was called on by her, "Listen to Lara, please." She practiced, "May I borrow your dictionary?" Her friend answered, "I'm sorry, I'm using it."...**)*

(Field Note IX, 30 April 2013: See Appendix A)

### 3. Reflection

After conducting the actions in Cycle II, the collaborators and the researcher discussed the final reflection. Everybody who participated in this research had chances to share their ideas, opinions, and feelings related to the conducted actions. In the research, the reflection was based on the classroom observations and interviews. The reflection that was based on the discussion with the collaborators can be seen below.

#### a. Using classroom English in the teaching-learning process

Ideally, the communication between the teacher and the students or the students with the other students must use English as the target language during the lesson. In the research, the use of classroom English seemed to improve the students' speaking skills. Because of this action, the students became familiar with English words and expressions. The students already understood when the researcher used synonyms and gestures so that the translation of all of her explanation was not needed. Her questions could be responded well by most of

the students. Although some of them still mispronounced some words, they could respond to the researcher's questions in English not only when greetings, but also when answering her questions related to the materials. Moreover, they seemed confident to speak using the language functions for communication.

#### **b. Carrying out Project-based Learning**

Before carrying out Project-based Learning activities in each meeting, the researcher carried out pre-activity. Through the pre-activity, the students got more speaking practices before they acted the Project-based Learning. In this activity, they had many experiences in using various words and language functions in speaking performance. In this way, they could speak fluently during the performance. She used this activity to prepare the students' readiness to have Project-based Learning activities. Their confidence in acting out their performance in front of the class improved.

After conducting the pre-activity, she implemented the main activities. They were Project-based Learning activities. They were also successful to enhance the students' chances in learning to use English. In order to create communicative activities in the Project-based Learning, she provided gaps in the activities. They were successful in bridging the gaps among the students when they practiced to communicate both in pairs and in groups. That could be concluded that most of the students could have a dialogue with their friends by using some expressions fluently and accurately. Project-based Learning also made the class alive. It could be seen that the students looked confident in using English to speak up and did not get bored in joining the class activities.

In Cycle II, the problems of managing the class rarely occurred. The teaching-learning processes were conducive and effective so that they could get involved in every activity well. The researcher could also minimize the noise of the class.

In every meeting, the researcher always used different topics for Project-based Learning. In that way, the activities became more interesting since they could find new expressions and things in the meeting. In Cycle II, the topics were contextualized and immediate to the students. The topics were music, fashion show, and entertainment and the expressions they learnt were asking for agreement, agreeing, and disagreeing, asking for, accepting, and refusing goods and services, and asking for, accepting, and denying information. All of them were interested with the topics as the topics gave them experiences to do the interaction in real communication. As a result, these topics were successfully applied in this cycle.

In grouping the students, the researcher usually divided them in groups so that they could work with other students that had different characteristics and language proficiency. The high-proficiency students helped the low-proficiency ones so that all of the students could improve their speaking well. However, sometimes she let them choose the members of their groups so that they were comfortable in doing the activities if they worked with people they usually worked with. They worked in small groups so that the groups' work was effective.

**c. Using interesting media, such as videos, recordings, and pictures**

During Cycle II, the students were interested to see the media used in the actions. The researcher still used videos, recordings, and pictures. The students were enthusiastic to see the videos and listen to the recordings so that their attention toward the lesson could be improved. The use of pictures and real objects could also direct them toward the topic of the day. They were excited to see the pictures given by her. Furthermore, the use of media could also enhance their motivation to learn. It could be inferred by their good involvement and participation along the teaching-learning processes.

**d. Giving feedback on the students' work**

By giving feedback to the students, the researcher could improve their work including pronunciation, fluency, vocabulary, and accuracy. They became more confident in using English to speak up because their mistakes of choosing, making, and pronouncing some words or sentences could be reduced. In addition, she could build a comfortable atmosphere in the teaching-learning processes that made them not afraid to ask her questions.

**e. Asking the students to bring dictionaries**

Throughout Cycle II, most of the students brought their dictionaries in every meeting. Their vocabulary mastery and understanding of the materials could be enriched by using them. It was very beneficial especially when they found unfamiliar words they could consult their dictionaries. Furthermore, they seemed more confident to speak up. Therefore, it could be inferred that it could increase their confidence in speaking English. The teaching-learning processes could run

successfully since they brought their own dictionaries. There was also less noise because they could consult their dictionaries instead of asking their partners if they found any difficulty in learning English.

**f. Giving rewards to the most active student**

The students could be more motivated to learn as well as more active in joining the class activities after the researcher gave rewards to the most active student. The students were glad when the researcher gave them rewards after doing a certain task. In addition, they were motivated to do the next task. Both in participating the class activities in groups or in pairs and in doing individual task, they could be more active. They competed to be volunteers in answering her questions well and were motivated more also to perform their task in front of the class. It could be concluded that this action improved also their confidence. They also did the task given by her seriously because of this action.

**4. Findings of Cycle II**

During Cycle II, the researcher and the collaborators employed some improved actions with the hope that the teaching-learning processes of speaking could be more enjoyable. According to the reflection in the second cycle, it could be concluded that Project-based Learning activities were successful to improve the students' speaking skills. The change results of the actions during the teaching-learning processes in Cycle I and Cycle II in brief can be seen below.

**Table 11: The Change Results of the Improvement of the Actions during the Teaching-Learning Processes in Cycle I and Cycle II**

No.	Actions	Cycle I	Cycle II
1	Using classroom English during the teaching-learning process	The classroom English improved the students' speaking skills successfully. Also, it could make them more familiar with English. However, the researcher still used Indonesian translation after explaining something in English. Some students were still shy to speak English or to respond to the teacher's questions. They decided to speak in Indonesian when she asked them questions. However, they answered her questions well in English when she greeted them or asking their condition. They could also respond to her questions and used English expressions in simple way.	The amount of translation was reduced by the researcher. The students' English production could be increased by them well. They became familiar with English words and expressions so that the translation of her explanation was not needed to be done. Furthermore, they have got what she said since she used synonyms or gestures also. Most of the students could respond to her questions well. Unlike in Cycle I, they were be able to answer her questions in English both in greetings and in answering her questions related to the materials, though there were still mistakes in pronouncing the answers in English. Moreover, they were confident to use the language functions for communication.
2	Carrying out Project-based Learning in the teaching-learning process	Project-based Learning helped the students in learning the materials. By implementing these activities, they could get more chances to learn to use English for communication. Some of them were still not confident to come in front of the class to speak up. However, they got practice to speak with their partners.	During Cycle II, Project-based Learning was also effective to increase the students' opportunities to learn to speak English. They have more confidence to speak up, state their answers, and perform a dialog. She did not need to call on a volunteer since they compete to be volunteers to perform something.

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No.	Actions	Cycle I	Cycle II
		<p>In Cycle I, the researcher tended to focus on the activities for achieving her targets to accomplish all of the tasks mentioned in the lesson plans. Therefore, she had the problem in the classroom management, especially the time management. The next problem was she had difficulties in controlling the class so that the class was noisy, especially when they performed the dialog. In the next cycle, she had to solve these cases.</p>	<p>A dialog with good expression, gesture, and intonation was performed by them successfully. Besides, Project-based Learning made the class alive. It could be inferred from the confidence of the students in using English to speak up. In addition, they did not get bored in joining the class activities. She could also overcome the problems of the time management since she could manage them when conducting Project-based Learning. Moreover, in Cycle II, the problems of managing the class rarely occurred. The teaching-learning processes in this cycle seemed to be conducive. Therefore, they could engage in each activity well. Since they got involved actively in the class, their noise could be decreased.</p>
3	Using interesting media, such as videos, recordings, and pictures	<p>The use of videos, recordings, and pictures were successfully attracted the students in Cycle I. They provided the appropriate model through the native speakers' talk. The media could make the lesson more interesting and enjoyable and also make the materials more understandable. However, the video showing in this cycle took time. It influenced the time management.</p>	<p>The varied media made the students more interested and excited in joining the activities in this cycle. They became more attentive toward the lessons. Furthermore, their motivation to learn could also be improved by the use of the media. That could be concluded from the good participation of them during the teaching-learning processes.</p>

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No.	Actions	Cycle I	Cycle II
4	Giving feedback on the students' work	It was effective to give feedback whenever it was needed. It was to get the students know their mistakes or errors so that they could perform the speaking well. It was also effective to improve their participation in having pronunciation practices or having dialogues with their partners. However, they still often mispronounced some words. Most of them still looked shy in asking questions or expressing something in English.	The students were helped in learning the materials by feedback given by the researcher. They felt closer with her so that all of the students actively got involved to ask questions. Their confidence could improve more. Besides, they made less mistakes and errors in pronouncing words during Cycle II.
5	Asking the students to bring dictionaries	During Cycle I, most of the students brought their dictionaries in the teaching-learning processes. They looked confident to speak in English if they knew what they were going to talk. However, some of them were still reluctant to open their dictionaries. Therefore, they just asked her or their friends and borrowed their friends' dictionaries so that it made the class little bit noisy.	In every meeting of Cycle II, most of the students brought their dictionaries. They could help them enrich their vocabulary mastery, understand the materials, and improve their confidence to speak in English. It also made the teaching-learning processes run effectively. Besides, they made less noise because they could look at their dictionaries instead of asking friends if they had any difficulty in learning English.
6	Giving Reward for the most Active Student	-	In every single activity in Cycle II, the action of giving rewards to the most active student was successful in improving their participation and motivation. Moreover, they became engaged actively not only in participating the class activities in groups and in pairs, but also in doing the activities individually. They also competed to raise their hands to be volunteers in every question and task given by her.

#### D. General Findings

The researcher used the quantitative data to support her qualitative data. She compared the pre- and post-tests by using SPSS. The difference results between Cycle I and Cycle II can be seen from the following chart.

Table 12: **The Results of Pre- and Post-tests in Cycle I and Cycle II**

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 POST_TEST	<b>9.3429</b>	35	2.18205	.36883
PRE_TEST	<b>6.7143</b>	35	1.42605	.24105

To know the students' speaking proficiency, the pre-test was conducted in the form of the students' speaking performance in Cycle I. Besides, the post-test was also conducted to know whether there was significant improvement of the students' speaking skills or not after the Project-based Learning activities and some other accompanying actions were applied.

From the table above, it can be found that the average score of the pre-test is 6.714 and the average score of the post-test is 9.3429 from the maximal score 16.00. It means that the average score of post-test increases 2.62857 from the score of the pre-test. In addition, according to the t-test, the score difference of pre-test and post-test was significant at  $p < 0,05$ . The significance (2-tailed) was 0.00. The detail quantitative analysis of the pre-test and the post-test can be seen below and the more complete analysis can be seen in the Appendix L.

Table 13: The Detail Quantitative Analysis of the Pre and Post-tests

## Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POST_TEST - PRE_TEST	2.62857	1.75039	.29587	2.02729	3.22985	8.884	34	.000

Besides using t-test in SPSS to analyze the quantitative data, the researcher used the analysis of the different results between the pre-test and the post-test. From the analysis, it could be concluded that there was improvement in the aspects. The students' fluency scores improved from 1,92 to 2,60; the pronunciation from 1,57 to 2,3; the accuracy from 1,82 to 2,29; the vocabulary from 1,68 to 2,32. The table below can describe the analysis.

Table 14: The Result of Pre-tests in each Aspect

	Pronunciation	Fluency	Accuracy	Vocabulary
Assessor I	1,57	2,06	1,89	1,66
Assessor II	1,57	1,77	1,74	1,69
The Means of Pre-test	1,57	1,92	1,82	1,68

Table 15: The Result of Post-tests in each Aspect

	Pronunciation	Fluency	Accuracy	Vocabulary
Assessor I	2,28	2,64	2,39	2,31
Assessor II	2,29	2,56	2,19	2,33
The Means of Post-test	2,29	2,60	2,29	2,32

Based on the results of the quantitative analysis above, the researcher and the collaborators agreed that the activities and materials implemented could successfully improve the students' speaking skills. It could be concluded that the researcher and the collaborators achieved the objective of the research. Finally, they decided to end the cycle.

### **E. Discussions**

Nowadays, communication becomes one of important needs in the world. It includes activities in transferring and exchanging knowledge and information. Communication skills cannot be separated from the role of language in communication. Language is a mean of communication that is used to understand and express information, thoughts, feelings, and as a tool to develop knowledge, technology, and culture.

As a foreign language, English becomes a subject that has to be taught in schools. The goal should be emphasized at helping students to be able to communicate in English. They have to master English in the forms of spoken and written in communication context that meets their needs. Moreover, preparing the students to be able to communicate in daily life based on the global needs is the other goal. Finally, it is to prepare them to improve their communication skills to the higher level.

In the real situation, achieving communication is a long process and developed by an intensive practice. The students have to engage in a situation in which they can practice to negotiate meaning in the target language. Besides, they must have good speaking skills. The skills cover the ability to use language to

communicate ideas, knowledge, and information, in one's mind to others and to respond other's ideas in interaction process. They are based on certain context in which the language is used. As a result, they will succeed in exchanging knowledge and information in English. In junior high school, the aim of teaching speaking is to prepare the students to be able to communicate effectively in the global era.

In this research, the researcher dealt with the aims by employing four stages BKOF, MOT, JCOT, and ICOT technique. It is also called Genre-based technique that was chosen based on the discussion between the researcher and the English teacher. It consisted of four main steps. Those steps are Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text.

Furthermore, to improve speaking skills of the students, the researcher used Project-based Learning. The activities that involve the students to express meaning orally are needed to learn speaking. By using the Project-based Learning activities, the students were expected to improve their speaking practice in the classroom since it made them involve in the teaching-learning process and express meaning orally.

The findings show that Project-based Learning and the accompanying actions could improve the students' speaking skills. It could be seen from the improvement of four indicators including pronunciation, vocabulary, accuracy, and fluency. In addition, it could be used to make an interesting and enjoyable

classroom atmosphere. As a result, the students could speak freely and the teaching-learning processes ran well.

The researcher started the research in April 2013 and ended it in May 2013. She implemented two cycles of Project-based Learning activities. In conducting the research, the researcher had some successful and unsuccessful actions in the first cycle. Some students still found some difficulties in terms of vocabulary and pronunciation because the teacher never gave them the same exercises. However, all of the actions in Cycle II were successful to enhance their speaking skills. It could be concluded from their behavior, opinions, and feelings related to the actions. The explanation about both cycles can be seen below.

### **1. The Design of Actions in Cycle I**

In Cycle I, the researcher employed Project-based Learning as the activities in the teaching-learning processes. There were three meetings in this cycle. In this way, the students were motivated to learn and enjoyed the teaching-learning processes. Here are the successful and unsuccessful actions in Cycle I.

#### **a. The successful actions**

- 1) The determined objectives of implementing Project-based Learning in Cycle I were achieved a lot. During the teaching-learning process, the students could be enthusiastic and enjoy the activities. They knew the expressions taught by the researcher and used them in real context.
- 2) The students were motivated and interested to learn English by using the Project-based Learning and the interesting media.

- 3) The use of the interesting media in order to provide the right and good models of English for the students, to present the real context of communication, and to grab the students' attention were achieved successfully.
  - 4) The students had more chances to practice the target language in real situation through the use of the activities of Project-based Learning and the classroom English.
  - 5) Some students could pronounce words and use intonation appropriately.
  - 6) When they performed a dialog, they could speak confidently.
- b. The unsuccessful actions
- 1) There were some technical problems dealing with the Project-based Learning activities.
  - 2) Some students still had difficulties in choosing the appropriate words to express their ideas.
  - 3) Some of them still had difficulties in pronouncing certain words.

## **2. The Design of Actions in Cycle II**

The teacher still employed Project-based Learning in three meetings in the second cycle. However, there were some changes in the actions. In general, all of the actions employed could be done well. The students became happy, enthusiastic, and interested in the materials presented by the researcher. Therefore, they could enhance their speaking skills. Project-based Learning could also be used as the activities to the target language to encourage their creativity

character and other characters. In this way, they could develop their speaking skills in the real world.

### **3. The Changes**

As the results of the research, there were some changes that were achieved. The changes happened to the researcher, the students, the teaching-learning process, and the collaborators. The details can be seen below.

#### **a. The changes in the researcher**

By doing the study, the researcher's professionalism as a student-teacher enhanced. She obtained better understanding about the nature of the teaching-learning process. She had much experience to teach the students with various characteristics. There were high- and low- proficiency students in the teaching-learning process. As a result, it is crucial to consider the individual differences in teaching the students. After implementing Project-based Learning, she got more knowledge of how to prepare the students to do the task, how to make them understand, how to expose them to speak up, how to handle the students during the activities, and how to give the appropriate feedback. She could more consider the students' motivation, encouragement, and exposure and also a good atmosphere to make them get involved in the class activities and could use language fluently and accurately.

After having a lot of experience of the processes of designing the appropriate activities and materials, she became more creative and also aware that she must conduct kinds of activities. As a result, the students did not get bored easily after experiencing the teaching-learning process. Besides, as she must

always reflect to herself to change the students to be better, she became more reflective that is very needed to be a good teacher. She must know what she said and what she did because it influenced the students' speaking skills.

**b. The changes in the students**

After given Project-based Learning activities, the students became more responsive and motivated in joining the teaching-learning processes. The quantity in producing the language and the quality in speaking in English could be enhanced by the activities. Besides, they could use the language fluently and accurately. Furthermore, they were interested to join the teaching-learning process and were forced to produce the language. They were because they had more practices through Project-based Learning. Moreover, they improved their confidence to express themselves. When they did not understand, they were not nervous to ask questions. They happily competed for being a volunteer and got involved themselves to do all of the activities in the class. Also, they became active in discussing the tasks. They more considered the word stress in pronouncing words and intonation in pronouncing sentences. Therefore, they rarely mispronounced words after getting drills in pronunciation and many speaking practices.

**c. The changes in the English teaching-learning process**

There were some changes in the teaching-learning process. It became students-centered and had been more enjoyable. A nice and relaxed atmosphere could be created by using Project-based Learning activities. They got feedback and more chances to practice to speak, ask, and express ideas and feelings.

Moreover, the class activities became more fun. They were not only based on the LKS and text-books. Finally, they were more interested, got new attitude, and got better understanding in the learning English.

**d. The changes to the collaborators**

After involved in this study, the collaborators including the English teacher of SMP N 1 Kalasan and the student-teacher had more experience of how to teach English, especially teaching speaking. The English teacher became more open-minded to make the activities more enjoyable. She could improve her knowledge of designing activities which help the students to learn well.

The English teacher and the student-teacher had more knowledge of using classroom English, especially in teaching speaking in the teaching-learning process, conducting kinds of the activities, using the media to support the students' learning, and managing the class. More importantly, they considered more that it was crucial to implement Project-based Learning in practice speaking to improve the students' speaking skills.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter presents three main sections. They are conclusions, implications, and also several suggestions toward the students of SMP N 1 Kalasan, the English teacher, and other researchers. The discussion of each part is presented below.

#### **A. Conclusions**

The study was about improving the students' speaking skills through the use of Project-based Learning activities. In line with the discussion in the previous chapter, it can be concluded that the use of Project-based Learning activities is believed to enhance the students' speaking skills successfully. To be similar to this, the findings presented in Chapter IV had also led the researcher to the conclusions below.

1. The researcher and the English teacher as a collaborator employed some actions to solve the problems. There were two cycles in the actions that consisted of three meetings in every cycle. They employed some interesting media in the teaching-learning processes. Besides, they had reflection in every single cycle to evaluate the implemented actions and to find out the successful and unsuccessful actions.
2. The use of Project-based Learning activities could improve the students' speaking skills. Firstly, the improvement could be seen from the results of

the classroom interviews and the observations. There were four aspects in the observations, including pronunciation, vocabulary, accuracy, and fluency. From the results of the final observation, it could be seen that each aspect of the speaking skills could be improved. Secondly, the improvement could also be seen from the quantitative data by using t-test and comparing the results of the different scores of the pre-test and the post-test. The scores of the speaking performance were measured based on an adapted speaking rubric. It also included the aspects of pronunciation, vocabulary, accuracy, and fluency. The paired sample statistics of the data of the study showed that the average score of the pre-test is 6.7140 and the average score of the post-test is 9.3429 from the maximal score 16.00. It means that the average score of the post-test increases 2.6286 from the score of the pre-test. In addition, according to the t-test, the score difference of the pre-test and the post-test was significant at  $p < 0,05$ . The significance (2-tailed) was 0.00. Besides, by comparing the different results of the pre-test and the post-test, it could be concluded that there was improvement in all aspects of the speaking skills. The students' fluency score improved from 1,92 to 2,60; the pronunciation from 1,57 to 2,3; the accuracy from 1,82 to 2,29; the vocabulary from 1,68 to 2,32. The results of the qualitative and the quantitative data showed that Project-based Learning activities were useful to enhance the students' speaking skills.

3. The use of classroom English accompanied by gestures and facial expression succeeded in making the students understand the English words and expressions. It also encouraged them to speak up.
4. The students became happy and interested in joining the activities that were conducted individually, in groups, or in pairs when she gave rewards. The given rewards were effective to motivate them to learn.
5. Encouraging the students and making the teaching-learning process amusing were effective to enhance their involvement in the class activities. As a result, they were not afraid to speak up in English.

## **B. Implications**

The findings of the study explained that the students' speaking skills improved. It was related to the actions given in the classroom. It is expected that the results of the study can give some implications to the research members. Below are the implications of the actions of the study.

The use of classroom English in the teaching-learning process could improve the students' speaking skills. It implies that the students will be motivated to speak English if the teacher uses the classroom English. Therefore, the teacher has to use English optimally in the class activities.

The implementation of carrying out Project-based Learning activities made the students learn the learning materials easily and improved the students' speaking skills. It implies that the teacher has to create various interesting activities and Project-based Learning can be one of them. In addition, the use of various activities and media caused the teaching-learning process more enjoyable.

It could motivate the students and make them improve their confidence and participation. It implies that the use of various activities and media to get them interested in the teaching-learning process is crucial for the teacher.

In helping the students to find the meaning of difficult vocabulary, the implementation of asking the students to bring the dictionaries was crucial. It can imply that for being a teacher, he/she has to be creative to encourage the students to learn and open their dictionaries.

The implementation of giving feedback on the students' work could make the students feel closer with the researcher so that all of the students got actively involved in asking questions and their confidence could be improved. It implies that it is important to give feedback on their work in the teaching-learning process.

The implementation of giving rewards to the most active student could make the students get engaged actively. They also could compete for being volunteers in every question and task given by the researcher. It implies that it is crucial to give rewards to the active students during the teaching-learning process.

### **C. Suggestions**

The findings of the study explained that the students' speaking skills improved. The researcher proposed some suggestions to the research members. They are for the English teacher, the students, and other researchers. The suggestions of the actions of the study can be seen below.

### **1. For the English Teacher**

For the English teachers, particularly the English teacher of SMP N 1 Kalasan, it is needed to improve the students' speaking skills. She requires to never stop learning to enrich herself with the knowledge of how to develop their speaking skills and create some interesting activities to create an enjoyable atmosphere in the classroom. Therefore, those activities can motivate them to learn. It can be done by implementing Project-based Learning to improve their speaking skills. To support it, she can use interesting media to enable them enjoy the teaching-learning process. To motivate them, giving rewards can also be an alternative. The use of classroom English can also be improved to motivate them to speak up in English. All of the actions can be used to increase the quality of the teaching-learning process.

### **2. For the Students**

It is important to the students to never stop learning and practicing English skills, especially in speaking. They can have independent speaking practices outside the school. They should not only always expect the speaking practices provided in English lesson, but also should practice speaking frequently by themselves. In this case, Project-based Learning can be used to practice speaking in the school. Moreover, their confidence is required to be built. As a result, they can speak louder without hesitation to make mistakes.

### **3. For Other Researchers**

Well preparation before applying Project-based Learning is required to other researchers that will implement the same studies. They can prepare things

needed in teaching English as a foreign language such as designing topics and materials of Project-based Learning, grouping technique, managing time, providing media, and controlling the students. Much knowledge related to the study and the results of other research should also be understood well.

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