

Effectiveness Project Based Learning in Teaching Speaking with Learner Motivation

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Abstract

This research was conducted to investigate whether there is any difference of ability of speaking's students, who are taught PBL and students who are taught task based learning. There is any difference of students who have intrinsic motivation and students who have extrinsic motivation, and there is any cbetween relation between PBL strategy and motivation of students

The study was carried out in a population of 154 students of the XI grade at SMK NU Pace Nganjuk. A random sampling was done to select two classess out collection involved two of instruments, namely a speaking test and a questionnaire. The questionnaire in the form of topic familiarity assessment was administered to collect data of the learners' motivation. The data from speaking test and questionnaire were used to predict students' interest and student achievement on speaking skill. The result of the data turned out to confirm that there is significant positive effect PBL on students' speaking achievement and the interaction between students' motivation and teaching technique. The analysis result showed that the means of speaking of experimental class taught by PBL and the control group taught by task based learning had statistically significant difference. It indicated that the students who were taught by PBL strategy have better score in speaking than those who are taught by Task based Learning strategy. Then the analysis of interaction factor between learning method and motivation showed that there is relation between PBL strategy and motivation from students. It meant that PBL was more effective in extrinsic motivation than task based learning strategy. Based on the previous result, the highest mean score was found in group of PBL strategy with extrinsic motivation. While the lowest mean score was found in the task based learning with extrinsic motivation. Based on the result, the PBL strategy could be suggested to teacher as an alternative

strategy for teaching speaking . but in this case, the students' learning motivation influences how the students can speaking English well.

Key words : Speaking, PBL, motivation

In learning English, there are four important skill, they are listening, speaking, reading and writing (Nunan,2003 : 48), the following discussion in this research is speaking. To be successful in teaching speaking, according to Brown (2001) several classroom activities could be conducted, such us imitation (drilling), intensive speaking, responsive speech, transactional dialogue, interpersonal dialogue and extensive report (oral report, summaries, short speeches).English is a media to communicate orally and in written to comprehend and deliver information, thinking, feel and develop culture knowledge.

The students should communicate orally well and written using suitable kinds of language in any situation (formal and informal) that involve four of skills; listening, speaking, reading, and writing. If they can master the four of skills, they will be able to master English well.

Last but not least is motivation. It can have effects on students' success or failure of language learning (Ellis : 2003). Motivation is one of needst aspect to provide students in teaching learning process because not all students always can be motivated from themselves They need motivation came from teacher creation and enviromental situation. The teacher should have a good technique to make the student's speaking skill better, so they can produce many sentences to express their opinions or ideas and communicate with other people. The teacher can make the students interest and motivated in gather subject of speaking . If they are interested, they will be able to develop their speaking skill.

There are many ways to improve English for the intermediate learners. The teacher must find a good way in teaching learning process specially to teach speaking lesson for helping the students produce the appropriate utterances as a mean of communication and be able to develop student's imagination. From many method available the researchers interest to project based learning and task based learning because both of them can improve student speaking skill .

1. Principal of Teaching Speaking Skill

Speaking is a needs for every student. Baley (2005: 2) defines speaking as productive skill, which consist of producing semantic verbal utterances to convey meaning. Someone who speaks english well is able to use the language both accurance and fluently. Accurate speakers not make mistake in grammar, vocabulary, and pronunciation, while fluent speakers can exspress themselves appropriately and without hesitation. They are not usually worried unduly about making mistakes. Meanwhile, Richard in *Current Trend in Teaching listening and speaking* (n.d) argues that fluency becomes goal for speaking and this can be developed using project based learning that requires learners to attempt real the limited proficiency in english. In doing so, they would develop communication stategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills.

Based on the statement above, it can be concluded that speaking is the important skill that must be mastered by students.

3.The procedure of PBL

The researcher formulates some stages of PBL they are :

- a) Selecting topic
- b) Planning
- c) Doing research
- d) Making the Presentation
- e) Evaluation

4.Interaction between Teaching Method and Motivation

Pbl is one of good way the teacher to practice teach students , the enjoyment in learning proses increase motivated student to practice their project. Then the important thing that student need to keep their motivations are a chance to feel comfort if they have difficulties in their learning process the can ask freely

5. Research Method

The objectives of this current research is to find out intrinsic motivation. The participants of this currenct research was 2 classes of SMK NU Pace Nganjuk. There is no special criterion in choosing sampling, it is based on the principal of SMK NU Pace Nganuk permission and the willingness of the roomteacher. Both male and female students from those classes participated in

this study with the ages ranged from 15-18 years old. The questionnaire are designed based on a five-point Likert-chart.

6. Result

Based on the result the students' speaking ability was influenced by the use of teaching strategy, the students who have extrinsic motivation have better score than students who have intrinsic motivation. And the highest average of learning achievement is in group of PBL method with extrinsic motivation.

7. Discussion

Based on the finding of the result, the mean score of the control group improved 66,85 while the mean score on experimental group 77,49 it mean that there are significant differences between before and after the treatment. The finding of the questionnaire on student's opinion, 70 % of the students found that the PBL technique was beneficial for their speaking skill. The researcher recommended the PBL technique to be used in the teaching of speaking comprehension. Further, it revealed that the PBL technique was successfully guiding the students to involved in the activity actively. PBL technique was a fun learning tool as it encouraged the students to speak more on the basis of the student's need. Finally, the PBL technique allowed the students to improve their speaking skills, for it allowed the students to get the topic, do prediction they speak, and preview the speak material to know the organizational pattern employed.

In other words, the hypothesis of this study worked. It meant that using the PBL in teaching speaking was significantly more effective than using TBL technique. The result of the final data analysis, which had been derived from analysis t-test by which H_0 was rejected, found that using the PBL technique in the teaching of speaking proved to be more effective in increasing students' speaking skill score than the TBL technique

8. Conclusion

The first, there is any difference of student's speaking skill between students who are taught PBL and who are taught TBL. In other words, the students' speaking ability was influenced by the use of teaching strategy.

The second, there is any difference of students who have intrinsic motivation and students who have extrinsic motivation. In other words, the students who have extrinsic

motivation have better score than students who have intrinsic motivation. It meant that the speaking skill was influenced by the use of teaching strategy depend on the students' motivation.

The last, there is any interaction effect between students who are taught by PBL and students' motivation on speaking ability . Where the highest average of learning achievement is in group of PBL method with extrinsic motivation.

9. Suggestions

Having conducted the research the researcher found that the use PBL has positive effect on students' speaking achievement to eleven grade student of SMK NU Pace Nganjuk, the researcher would like to give some suggestion as follows:

To the reader based on the data obtained, the result of the students' speaking skill who are taught PBL is higher than those who are taught TBL. Thus PBL can be applied in the eleven grade students of vocational high school. Therefore, English teachers should multiply the theoretical knowledge of PBL and practice in teaching learning activity so that the students will be easy to speak english well.

To the other researchers PBL will be used as a reference for those who want to conduct a research in English teaching process. Especially in improving the students' speaking skill. Researcher should determine students' motivation, besides motivating them to be able to please the subject taught, so that the students' skill of motivation in learning process could be improved. One of the way is by practising speaking more often in which the students are trained to speak for pleasure. They can speak what they want, so that they would have an motivation in speaking there were interactional effects of teaching method PBL and TBL) and students motivation toward students speaking skill.

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