

AN EXPLORATORY INVESTIGATION ON PROJECT ASSESSMENT OF STUDENTS' SPEAKING SKILLS IN PROJECT-BASED LEARNING (PBL)

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ABSTRACT

This article attempts to present the way to increase students' speaking skill through project assessment in Project-Based Learning (PBL) approach. This article was explored in qualitative design using descriptive method to find out how the project assessment runs and functions and find out the students' perception of project assessment. Assessment is an activity to answers the question of what is the result such as what is being learned by the students, what is the impact being made by instruction, what is working, what is not working, what can students do and what is the faculty accomplishing. And then, it measures the students' achievement that can cover three aspects of learning namely cognitive, affective and psychomotoric. Project assessment in Project Based Learning is offered to increase the students' speaking skill because it is an assessment of assignment that must be completed by students in particular period of time. The assignment is contextualizes learning by investigation form beginning from collecting, organizing, evaluating, until presenting the data with problems to be solved or products to be developed.

Keywords: *Assessment, Project Based Learning, Speaking Skill*

Learning process is a process which consists of planning, teaching, activities of learning and evaluation. The planning of learning refers to determining the objectives of learning and the activities which is prepared or designed by the teachers. After planning, the process moves to teaching and learning activities to acquire knowledge goes to the last step to determine the success or failure of the goal by conducting the last step, which is called by evaluation. The evaluation answers the question about how well the project or learning is working and how valid the assessment measures are. Davis (2010) said that assessment answers the question about what is being learned by the students, the impact being made by instruction, what is working, what is not working, what students can do and what is the faculty accomplishing. Assessment is an activity to measure the students' achievement.



An effective assessment is an assessment which can cover three aspects of learning namely cognitive, affective and psychomotoric. It should be considered since most of the teachers apply the assessment only for the cognitive aspect like students' ability to memorize. The students are not taught to learn, but tend to practice in answering questions. As a result, students cannot experience and use the knowledge in their daily life.

Based on the pre-observation conducted, the researcher found that the assessment of the students in SMA Negeri Negeri 2 Bantaeng was expressed only by a grade. In this school, the teacher gave some assignments in the form of filling in the blank, rearranging the sentences and answering questions about the text. Those assignments were conducted out of the school. Then, in the next meeting the students submitted their assignments without any feedback from the teacher. This assessment was more like paper and pencil assessment.

Based on some references that have been read, researcher found that project assessment consist of an accumulation of tasks which involves some competencies and should be accomplished by the learners. Through this assessment, the researcher predicts that project assessment can cover the feedback which the students need. Syamsudduha (2012) said that project assessment is assessment of assignment that must be completed by students in particular period of time. The assignment is an investigation form beginning from collecting, organizing, evaluating, until presenting the data. Related to these research problems, the researcher formulates the objectives of the research as follows explaining the process of project assessment and finding out the students' perception to project work

Evaluation and Assessment

Harris and McCann (1994) stated that it is very important to make a clear distinction between assessment and evaluation. As teachers, when carrying out assessment, they have to measure the performance of their students and the progress they make. They also need to diagnose the problems they have and provide the learners with useful feedback. Evaluation, on the other hand, involves looking at all the factors that influence all the learning process, such as syllabus



objectives, course design, materials, methodology, teacher performance and assessment.

Assessment is also different with a test. It is an instrument of procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. Tests are almost always identifiable time periods in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated: tests can be useful devices among other procedures and tasks designed to assess students.

Brown (2001) divided assessment into two types, namely informal and formal assessment. They are:

1. Informal assessment consists of:
 - a. Unplanned observation and general feedback
 - b. Planned classroom activities in which students perform tasks but do not receive final grade on performance. It can be seen in think-pair-share, dialogues, essay or journal writing, note-taking and group or partner work.
2. Formal assessment consists of the activities in class that the teacher gives to students for which they receive graded feedback. The activities are:
 - a. Tests
 - b. Rubric-scored assignment, consist of: writing portfolio, presentation, journal entries, notes, performance, posters, projects.

Project Assessment and Project Work

Syamsudduha(2012) stated that project assessment is assessment of assignment that must be completed by students in particular period of time. The assignment is an investigation form beginning from collecting, organizing, evaluating, until presenting the data. *Keputusan menteri (Kepmen) No.53/4/2001 tentang Pedoman Penyusunan Standar Pelayanan Minimal Penyelenggaraan Persekolahan Bidang Pendidikan Dasar dan Menengah (DIKDASMEN)* or ministerial decree guidelines for the implementation of minimum service standards schooling elementary and secondary education define project assessment as follows:

1. Accumulation of tasks which involves some competencies and should be accomplished by the learners.



2. A learning model which is adopted to measure and assess the cumulative achievement of competencies.
3. Assessment model which is expected to be professional.
4. Scope of activities: making proposals, preparation, execution (process) and the culminating activity (presentation, testing, and exhibition).

In implementing project assessment, there are some aspects should be considered. The implementation should follow five steps related to Mia (2012). She explained them as follows:

1. Deciding the theme of the project

This first step should follow some indicators. It has to involve a general idea and is still original, it is important and interesting, it describes a complex problem, it reflects some related ideas, it gives priority to the problem solving.

2. Deciding the learning context

This step should follow six indicators. The questions in the project should ask about the problem in a real life, it gives a priority to the students' authority, it conducts an inquiry in the social context, students are able to manage their time effectively and efficiently, students are learning with self control and it stimulates the works professionally.

3. Planning the activities

The planning activities include reading, research, observation, interview, recording, internet access and visiting the related places.

4. Processing the activities

The indicators of this step are designing the scetch, describing the analysis, counting, generalizing and developing the prototype.

5. Applying of the activities for finishing the project

There are 6 activities for this step. They are trying to do the project based on the scecth, evaluating the obtaining result, revising the obtaining result, recycling the other project and clasifying the best result.

Besides, Haryati (2013:53) also presented one of the format of project assessment. She presented it in the following format (see table 1).



Lesson :
 Project Name :
 Allocation :
 Teacher :

Group :

Class :

No.	Aspect	Score (1-3)
1.	Planning: a. Preparation b. Tittle	
2.	Process: a. Writing system b. Accuracy of the data/information c. Quantity of data sources d. Data analysis e. Conclusion	
3.	Report of project: a. Performance b. Presentation	
Total Score		

Table 1. Format of Project Assessment

Project assessment tends to use project work. This kind of assessment is conducted because it has some significances. Haryati (2013:53) explored about project work. Project work is a part of the most standard learning process. It is pedagogic and meaningful. It gives an opportunity for the learners to express completely their competence. It is more efficient and produces an economical production and it produces a value of competence which they can take responsibility of it.

Other than that, there are some educators who investigate about the project work and describe it based on their own opinion. They are Fried-Booth (1982, 1986), Legutke and Thiel (1983), Ferragatti and Carminati (1984), Legutke (1984,



1985), Carter and Thomas (1986), Ward (1988), Haines (1989), Papandreou (1994), and Sheppard and Stoller (1995).

Sheppard and Stoller in Richards and Renandya (2002) proposed some steps to do the project work. The following figure is the steps.

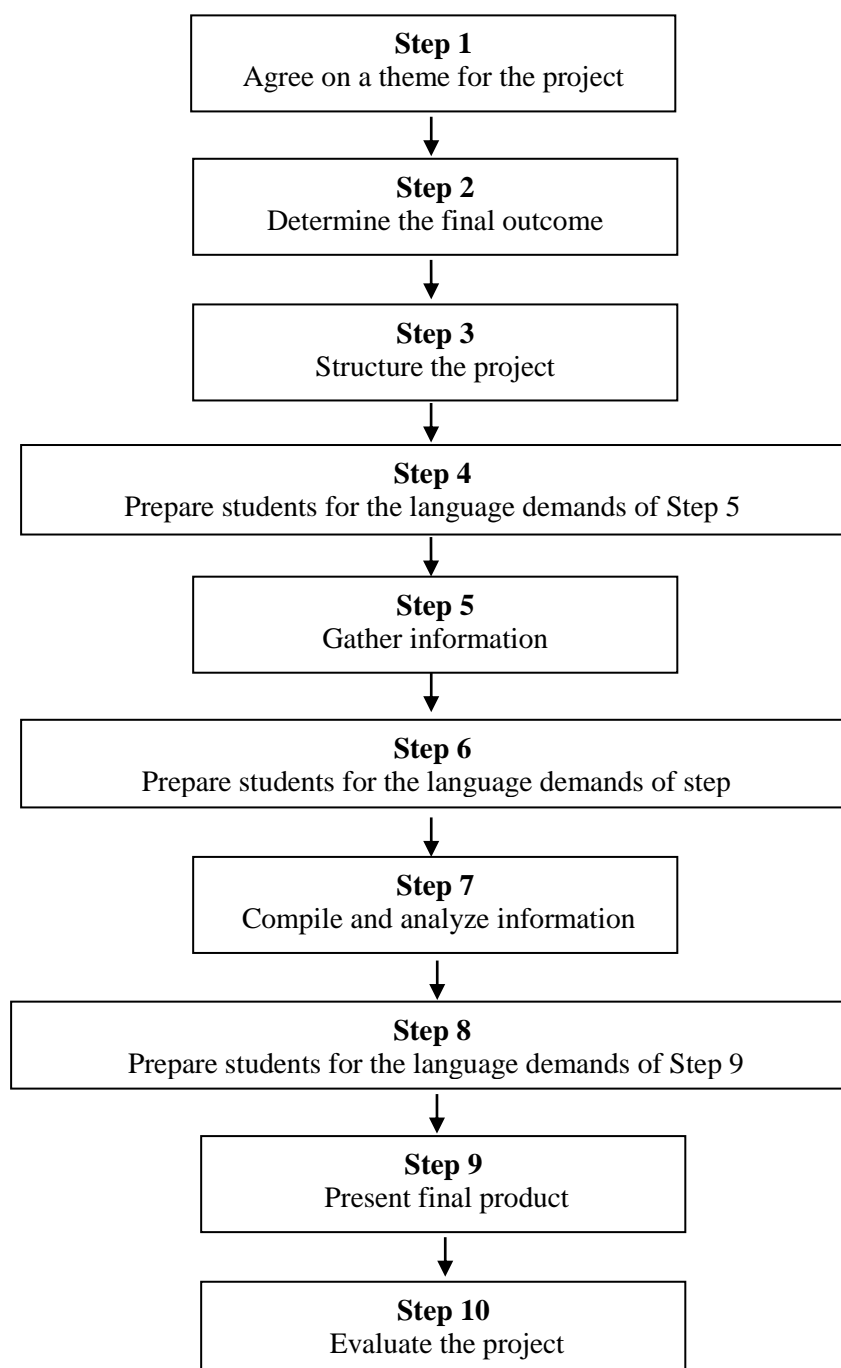


Figure 1. Steps of Project Work

Applying Project Assessment in Project-Based Learning

The term that is always associated with project assessment is project-based learning. It is generally accepted because both of the terms use the term “project”. The clear understanding of both project-based learning and project assessment can be achieved by delving into the definition to each term. By referring to each term, there is a widespread confusion whether project-based learning and project assessment have similarity.

Mansoor et.al (1997) stated that project-based learning is a collaborative approach to teaching and learning in which learners are placed in situation where they use authentic language to accomplish particular objectives. As part of the process, learners plan, work on complex tasks and assess their performance and progress. A project is designed around issues, questions or needs identified by the learners. Then, Yam and Rossini (2010) described that Project-Based Learning (PBL) is a student-centred instructional approach used to promote active and deep learning by involving students in investigating real-world issues in a collaborative environment. And Mansoor et. al (1997) who stated that in PBL, students can be assessed through peer assessment, self assessment and rubric assessment.

Based on the theories above, it can be stated that project-based learning is an approach whereas project assessment is a kind of assessment. It means that the relation between approach and assessment is an assessment can be applied in a particular approach as same as project assessment can be applied in project-based learning.

Speaking as Productive Skills

There are four main skills in learning and teaching language; they are speaking and writing as pductive skills whilelistening, and reading as receptive skills.Widdowson cited in Jabu (2008) described that the act of communication through speaking is commonly performed in face-to-face interaction and occurs as part of dialogue or other forms of verbal exchange. What is said, therefore, is dependent on an understanding of what else has been said, whether by the speaker or the interlocutor, in the interaction.

Related to the assessment, Harris and McCann (1994) described that informal assessment is particularly for speaking as many teachers have practical



difficulties in organizing oral tests. On the other case, Brown (2004) pointed out two kinds of assessment namely formal and informal assessment in which project assessment is included in formal assessment.

Research Design

This research applied qualitative design and called as an exploratory method. It mean that the qualitative study came first and it was typically as an “exploratory” study (Gay,et.al., 2006). The qualitative method employed descriptive method, that was applied to find out how the project assessment run and functioned and find out the students’ perception of project assessment. The data was gotten by doing direct observation and interview for the first grade students of SMA Negeri 2 Bantaeng 2016/2017 academic year. The total number of this class is 30 students. Then the research observed an English teacher who assessed the students. The direct obsevation is employed to find out how the application, process and functions of project assessment. While theinterviewintended to find the students’ perception of project work.

NO	LIST OF INTERVIEW
1	Have you felt bored in learning English?
2	What kinds of assignment do you always have?
3	Do you understand well the assignment given by your teacher?
4	What kinds of assignment do you like very much?
5	Do you like project work?
6	What do you think about project work?
7	Do you think project work can help you think creatively?
8	What are the advantages of project work?
	a. Does pojectork enlarge your English vocabulary?
	b. Does project work give an effect to your speaking ability?
	c. Does project work motivate you in learning English?
9	Do you think project work took your time?
10	Do you think that English is difficult to be understood when watching the film and starting to do the project work?

Table 2. List of interview



Finding

The research was conducted for five meetings. Those meetings covered all the needed data. Starting on the explanation of the project by the teacher to the report of the project that the researcher observed directly. At the end of the meeting, the researcher interviewed six groups of students (30 students) to figure out their perceptions about the project.

Teacher's management of Assessment

The given project was to find out the question in the movie. The teacher thought that the movie was interesting because the movie would excite the students to think while watching. They needed to watch the movie with their own group. In the presentation, the students should retell the movie, explain the question that all characters in the movie tried to figure out, tell the class what their favorite scene and the last part is tell the class about the moral message of the movie.

The researcher observed the teacher during the assessment process of students' project. The researcher used observation checklist to identify the activities of the teacher in assessing students based on the theory of project assessment. The following table performs the observation checklist.

Meeting	Grouping	Explaining	Consultation	Assessing										
				Planning		Process				Report of Project				
				Preparation	Title	Getting Information	Writing	Analyzing Data	Concluding	Presentation	Retelling	Telling	Performance	
First	√	√	-	√	√		-							
Second			-			√	-	√						
Third			-				-	√	√					
Forth			-				-		√					
Fifth			-				-			√	√	√	√	√

Table 3. Teacher's Management



The table above indicates that teacher had six steps in managing the class to give a project to the students. They are grouping, explaining, consultation, planning, process and report of project. The first three steps are teacher-centered and the last three steps are students-centered and those involve in assessment. Each step in assessing process has some aspects. Planning has two aspects namely preparation and title, process has four aspects namely getting information, writing, analyzing data and concluding, and report of project has two aspects called presentation and performance. In the research, the researcher noticed that retelling and telling experience are presentation.

The way of assessing the students is starting on the planning at the first meeting to the report of project at the fifth meeting. The assessment was conducted twice in the classroom and three times out of the classroom. At the first meeting, the teacher explained what the students need to do with the project. The project was about a movie. The teacher explained that ideally the students had to write a review about the movie but she did not tell the students to do so because the teacher wanted to focus on the speaking ability. The only product is the movie review orally through presentation in front of the class. Before giving a project, the teacher grouped the students into six groups. In grouping, teacher let the students to choose their own members to make the students feel comfortable in doing the project. After grouping and explaining, Teacher assessed how the students prepared their project, how they divide themselves to breakdown their parts in the project and how they discuss to determine a title. According to Syamsudduha (2012) about the criteria of project assessment, the teacher should assess students' objective, topic, background, research area, respondent and complete question list in planning section, yet in direct observation, the researcher did not find the teacher told the students to make objective, topic, background, research area and respondents. She only told the students to make the review of the movie orally based on question list.

The next meeting, students did their project out of class. The teacher still ran the class, giving material to the students while out of class the students had an assignment called a project. The project took two weeks before presentation. The teacher could assess the students even out of class because they choose to work on



the project in “*Lintas Minat*” time. In this second meeting, the teacher assessed the two aspects called getting information and analyzing the data. The process of assessing the analyzing the data can be done when the students watching the movie. They tried to figure out the questions list that they had when teacher explained previously. The rule was students should speak English in discussion. In the process of discussion, teacher also came to them and asked who they think the winner in the movie and the teacher asked reasons for the answer.

The implemetation of the 2013 curriculum provides an opportunity for learners to select groups of subjects based on their interests, talents, and abilities during high school learning (specialization/ *peminatan*). Selected lessons consist of academic choices for High School e.g; MIA (Mathematics and Natural Sciences), IIS (Social Sciences) and Babu (Language and Culture). In addition, 2013 curriculum also provides an opportunity for students to learn other subjects outside their specialization (based on necessity) by making the particular subject as a second interesting subject (cross-interest/ *lintas minat*). The selection of these subjects is left to the students and the school will help to organize it so that it becomes a learning group (*rombel/ rombongan belajar*). Each study group can choose particular time and place to discuss and study outside of school hours (extracurricular). This structure applies the principle that learners are subjects in learning who have the right to choose the lessons according to their interests. The students choose to work on the project in “*Lintas Minat*” time because they would be more free to discuss and explore their abilities in analyzing films and using English.

After analyzing the data, the students should conclude their discussion. It was still conducted out of class. The teacher assessed how the students took the conclusion. The teacher followed the students’ discussion in the small group and noticed the argumentation of students about why they concluded so.

In the last meeting, the section came up was report of project. The students should present their result of their activities in front of the class during the process in the class. The teacher assessed the students’ presentation, retelling, telling experience and performance. As mentioned above, the students were divided into six groups. Each group consists of five students. In the report of project, students



divided themselves to do different things. One student told about the overview of the project, one student retold the movie, one student told their favorite scene and why they liked it, one student told about their critic of the movie and the last students told about the message of the movie. The teacher assessed the whole performance of presentation both individually and in a group. The member's performance could affect the group score from the teacher.

The other aspect assessed is performance. It is about the body language of the students, the intensity of looking at the note, fluency and accuracy. The researcher noticed that the teacher used her own way to assess the students. Especially for report of project based on Syamsudduha's category in 2012, the teacher needs to assess the project by considering the systematic of writing, suggestion and the use of language. In this research, the teacher only considered the use of language.

Stoller in Richards and Renandya (2001) explained that Project work culminates in an end product (e.g., an oral presentation, a poster session, a bulletin-board display, a report, or a stage performance). As mentioned before, Stoller in Richards (2002) has ten steps in doing project work, but the researcher found out that some steps were conducted by the teacher, while some steps were not conducted. Teacher reduced some assessed aspects in the theory and replaced them with other aspects that teacher thought it might be useful. The following table illustrates the steps conducted by the teacher and some were not (See table 4).

The first step is instructor and students agree on a theme for the project. Teacher and students in observed class did this step. After grouping, the teacher explained what they were going to do. The teacher gave them some choices (novel, articles and movie) and the students voted which theme that they agreed with. They agreed to do a project related to a movie. Then, the teacher gave them three kinds of movie and mostly students voted for a movie called "Exam".

Then, the teacher and students did as well the second step of Stoller in Renandya (2002). Students and instructor determine final outcome. Teacher described that the outcome focused on the students' speaking ability. The students needed to present, retell and tell their experience related to the movie. Some



students complained about those activities but teacher explained the objectives of it then they understood.

In this research, both teacher and students had this third step. They structured the project very well. The teacher only explained the structure of the project then the students discuss in structuring their project. As explained by Stoller in Renandya (2002), a question that students should consider is what information is needed to complete the project. The teacher did it well. She stimulated the students to figure out the questions that teacher gave. Those are what is the movie talked about? What is the moral thing about it? Which is your favorite scene? Etc. Then, the students developed those questions to be an information.

No	Steps	Teacher	Students
1	Students and instructor agree on a theme for the project.	√	√
2	Students and instructor determine the final outcome.	√	√
3	Students and instructor structure the project.	√	√
4	Instructor prepares students for the language demands of information gathering	-	-
5	Students gather information.	-	√
6	Instructor prepares students for the language demands of compiling and analyzing data.	-	-
7	Students compile and analyze information.	-	√
8	Instructor prepares students for the language demands of presentation of the final project.	-	√
9	Students present final product.	-	√
10	Students evaluate the project.	√	√

Table 4. Steps in Project Work

“Instructor prepares students for the language demands of information gathering”. The teacher and the students did not do this step. Actually, the teacher prepared it in a form of consultation but no student came. This step can help the



students who have a problem with their project. They can consult to their teacher and make some discussions about their project which probably they guess they have made a mistake.

“Students gather information”. Ideally, students gather information through some ways that potentially are relevant for students. Those ways can interview, observation or book. In this research, students gather information through a movie. They did not conduct an interview or read a book. The teacher only had them watch the movie and collect information as much as possible.

Step 6 says that instructor prepares students for the language demands of compiling and analyzing data. The teacher did not really do this step. Based on the theory, in this step, the teacher should make a preparation for the demands of the compilation and analysis where the students can organize their project. This is conducted after the students gather the information. In this research, the teacher only explained in the first meeting how the students organize the project.

Step 7 says that students compile and analyze information. Stoller in Renandya (2002) stated that students compile and analyze information to identify data that are particularly relevant to the project. The researcher found that the students did this step. They made a note to keep the important information. Then, they discussed with their own group in analyzing data. Each student had a responsibility. They had already divided themselves into some parts of project. It eased them in doing the project.

Step 8 says instructor prepares students for the language demands of presentation of the final product. This step involves some process namely practicing oral presentation, receiving feedback, editing and revising written report. This step was not conducted by the teacher either. On the observation, the researcher saw the students prepare themselves in practicing oral presentation and had a feedback or correction from other members in a same group. As mentioned, there is no written report which consequences no editing and revising written report.

Step 9 explains about students’ presentation of final product. Students applied this step. Their product is oral presentation. They presented their opinion about the given movie. In reporting, they explained the overview of presentation,



retelling the movie, telling experience which involved their opinion about the movie, their favorite scene, the moral side of the movie and the thing that they did not like in the movie.

“Students evaluate the project” is the last step of doing a project work. In this step, it says that it is worthwhile to ask the students about the project to reflect and give them a feedback. The students and the teacher in this research did this step. They had a long discussion after presentation. The reflection and feedback were not only from the teacher but also were from the students. They were more active to criticize their friends from the different groups. For the first presenter, other group seemed reluctant to express what they were thinking about but teacher stimulated them to express. The teacher gave them a feedback and asked the students who listened to the presentation about their opinion of the presenter. One or two group began to say something, then the more presenters, the more opinion appeared.

The researcher assumes that project assessment can be applied in assessing students in project-based learning considering how the teacher managed the project assessment which involved team work, responsibilities, presentation and production. Moreover, to apply project assessment in PBL, the teachers need to know the differentiation between assessment in project assessment and PBL. It can be easier to apply project assessment in PBL because they apply the same task which is project work. Apart from that, both project assessment and PBL do not consider only one aspect but some aspects namely work collaboration, authentic problem solving, curriculum-based and interdisciplinary. This is in line with Solomon’s theory in Simpson (2011). Solomon in Simpson (2011) explained that project-based learning is a learning process that trains the students to be responsible for their own given tasks. Such approach forces the students to work collaboratively, to solve problems that are authentic, curriculum-based and often interdisciplinary.

Based on the perception from the theorists above, the researcher realizes that project assessment has a big opportunity to apply in PBL, since none of the experts recommends project assessment as an assessment in PBL. The application of project assessment in PBL is beneficial knowing the fact that the assessments



in PBL are peer assessment, self-assessment, performance assessment and rubric assessment. By applying project assessment in PBL, the teachers do not merely focus on one stage of project work; instead, they can focus on all stages of project work.

Students Perception of Project Work

Project assessment is identical with project work. The teacher should give the assignment in the form of project work to assess the students. This part discusses about students' perception of project work as their assignment. As mentioned in the problem statement, this study tried to find out the students' perception of project work. The perception refers to what students think about project work and the effect of project work for them.

Based on the result of interview, the researcher finds that project work is helping, interesting, exciting, fun and different than other assignments. Some students thought that project work wasted their time because they should work on the project for many days but most of the students thought it does not waste time at all. The following table performs the result of students' interview.

No.	Students' Perception
1	Project work is helping
2	Project Work is interesting
3	Project Work is motivating
4	Project Work is exciting
5	Project Work is different from other assignments.
6	Project Work does not waste the time

Table 5. Students' Perception to the Project Work

Based on the table above, all students perceived that project work is helping, most students also stated that project work is interesting, different from other assignments and does not waste the time. Other perceptions are motivating and exciting.

a. Project Work is Helping

Most of the students stated that they like the project work. The appearing opinion is project work can help the students. Students assumed that project work



helps them to know how to compete and take responsibility. This assumption can be found in the extract below:

R: *Apakah anda menyukai tugas besar yang ditugaskan?*

Do you like project work?

Ss: *Suka*

Yes I like it

R: *Apa pendapat kalian tentang tugas proyek?*

What do you think about project work?

Ss: *Saya suka karena membantu .. untuk mengetahui dalam .. berkompetisi dan bertanggung jawab.*

I like it because it helps to know how to compete and take responsibility.

(List of Interview number 5 & 6)

The extract above shows that students were serious to work on the assignment because they realized that it helped them to take responsibility of it. The students realized as well that they competed with other groups in a good way.

The other opinion which indicates that project work is helping can be seen as follows:

R: *Apa pendapat kalian tentang tugas proyek?*

What do you think about project work?

Ss: *Kita bisa memecahkan sebuah masalah.*

We can solve the given problem.

(List of Interview number 6)

The researcher categorizes the extract above as “helping” because the students stated that through project work, they could learn to solve a problem. This project stimulated the students to work together and discuss the given problem then try to solve it.

The other question that can identify the perception of the students is “what are the advantages of project work?” The students’ answers are more or less same as the previous one. Project work can help them work more accurately. It helps them to think together in solving the given problem. This perception is supported by the following perception from different group.

R: *Apa manfaat tugas besar buat kalian?*

What are the advantages of project work?

apakah tugas besar menambah kosakata Bahasa Inggris?

Does project work enlarge your English vocabulary?



Ss: *Manfaatnya eee... cukup banyak, karena kita bisa eee... mengetahui kosakata yang belum pernah... yang belum kami ketahui dan juga kita bisa bekerja sama untuk eee... memecahkan masalah itu.*

The advantage...eee... a lot of advantages, we can eee... know words that we do not know and we can work together as well to solve a problem.

(List of Interview number 8a)

The extract above is also categorized as “helping” because the students perceived that the advantages of project work are to help the students in increasing new words, to encourage them to in solving problems and to work together. This perception is more or less same as the previous extract.

b. Project Work is Interesting

Students perceive that project work is interesting. The results of interview prove that it is interesting. The students perceive it so because project work does not make the students bored and mostly the students like it. It can be seen in the following extract.

R: *Sistem tugas apa yang paling anda sukai?*

What kinds of assignment do you like very much?

Ss: *saya sangat menyenangkan tugas proyek. Menurut saya, tugas proyek yang baru ini cukup .. menarik karena tidak bikin bosan karena ada film bukan cuma buku yang dipake untuk belajar.*

I like project work. I think, the project work was interesting enough because it did not make us bored, we used a movie to learn not only book.

(list of Interview number 4)

This extract shows that project work is interesting because it does not make the students bored. They informed that mostly they got a book to learn English, they do assignment by reading a book, and it makes the students feel bored. These statements were proved by the statements below.

R: *Pernahkah merasa bosan belajar bahasa Inggris?*

Have you felt bored in learning English?

Ss: *Pernah, kalau ada tugas*

I have, when I have a lot of assignments.

R: *Tugas apa yang biasanya diberikan?*

What kinds of assignment do you have?

Ss: *Vocabulary*



Vocabulary

Ss: Mengisi titik-titik

Fill in the blank

Ss: Menjawab pertanyaan

Answering questions

Ss: Dan kami rasa cara itu masih tradisional dan terlalu kaku

And we thought those kinds of assignment are traditional and awkward.

(list of Interview number 1 & 2)

Those statements indicate that students sometimes felt bored in learning English when they have a lot of assignments. As addition, the kinds of assignment always given by teacher namely memorizing vocabulary, fill the blank, answer the question, and so on. And we thought those kinds of assignment are traditional and awkward.

The following extract also shows us the students sometimes could not understand the rule of the assignment. There are some factors affect them, for example teacher explained the lesson and assignments too fast, so the instruction is no clear. Besides, the students do not have the interest with the kinds of assignment so they do not pay attention well.

R: Apakah anda memahami tugas yang diberikan oleh guru anda?

Do you understand well the assignment given by your teacher?

Ss: kadang-kadang

Sometimes

Ss: Jika tugasnya membosankan dan tidak menarik

When the assignment is boring and does not interesting

Ss: Guru kadang menjelaskan terlalu cepat jadi biasanya tidak jelas.

Teacher sometimes explained too fast and usually it wasn't clear.

(List of Interview number 3)

The extract explained students need something new and interesting one to sharpen their intelligence. Thus, project work becomes an interesting assignment because most of students like it as the previous statement that have been discussed.

c. Project Work is Motivating

The third perception comes up is about motivation. Students think that project work motivates them. The extract below performs students' perception of project work.



R: *Apakah tugas proyek memotivasi kalian dalam belajar bahasa Inggris?*

Does project work motivate you in learning English?

Ss: *Iya karena tugas proyek ini tidak membosankan dalam belajar bahasa Inggris eee... dan juga memotivasi kita untuk lebih giat lagi dalam belajar bahasa Inggris.*

Yes, it does. Because this project is not boring to learn English eee... and also it motivates us to be more diligent in learning English.

Ss: *Dengan movie tersebut movie itu bisa memotivasi kita karena ada beberapa kata dari movie tersebut kita dapat mengetahui ejaan dan pengucapan kata yang benar.*

The movie can motivate us because it has some words that we know how to pronounce well.

(List of Interview number 8c)

The data above shows that project work motivates the students to learn English and to be more diligent. As mentioned in the previous point that “project work is interesting”, some assignments make them bored. It can make the students lazy to learn English. The other fact found in this research is “project work is interesting” and it can motivate the students to be more diligent.

The motivation rises up after given a project because they compete each other to do their best on the project. They should present their result in front of the class and nobody wants to embarrass her or himself.

d. Project Work is Exciting

Project work is an exciting assignment. Students perceive that it is exciting, fun and relax. They said it as shown on extract below:

R: *Apa pendapat kalian tentang tugas proyek?*

What is your opinion about project work?

Ss: *Menyenangkan*

Exciting

Ss: *Seru*

Fun

R: *Santai*

Relax

(List of Interview number 6)



This group mentioned that project work is exciting, fun and relaxing. Unfortunately, the students in this group did not explore more their reasons why they perceived like that. The only stated their impressions of project work without giving further comment.

Then, the other group gave the same comment from the different question. The students in this group had a same opinion about project work as the previous group but they gave a reason in giving a statement.

R: *Apakah setelah menonton film dan mulai mengerjakan tugas besar justru membuat anda berpikir bahwa bahasa Inggris adalah bahasa yang sulit dipahami?*

Do you think that English is difficult to be understood when watching the film and starting to do project work?

Ss: *Tidak, melainkan kami merasa hal ini seru dan menyenangkan*

No, otherwise it is exciting and enjoyable

Ss: *Eee...bisa membuat penasaran*

Eee...it can make us curious

Ss: *Mengasyikkan*

Fun

(List of Interview number 10)

Those two extracts perform that project work is exciting, fun and relaxing. Students think it so because project work can make them curious. This project could encourage their curiosity which makes them think that project work is exciting.

e. Project work is different from other assignments

Project work, in students' point of view, is different than other assignments. Students explained that mostly they would have the same assignments all the times but for the midterm assignment, they had a different assignment. They explained that mostly their assignments were always about vocabulary like figuring out the words, completing the sentences, answering the question based on the text, and so on.

The following extracts are the students' interview about it.

R: *Apa pendapat kalian tentang tugas proyek?*

What is your opinion about project work?

Ss: *Beda dari yang lain*

Different than others



Ss: *Kebanyakan guru hanya memberi tugas berupa kosakata yaitu mencari kata-kata, melengkapi kalimat, menjawab pertanyaan bacaan, dan lain-lain*

Mostly, teacher gave us assignment related to vocabulary only, namely figuring out the words, completing the sentences, answering the question based on the text, and so on.

(List of Interview number 6)

The following extracts support previous students' statement why they said that project work is different.

R: *Menurut kalian, tugas proyek mampu membantu kalian berpikir kreatif?*

Do you think project work can help you think creatively?

Ss: *Ya tentu saja. Tugas proyek yang berbeda dari tugas biasanya ini adalah tugas yang besar dan penuh tanggung jawab. Tentu saja membutuhkan banyak ide ide cemerlang dan kerjasama tim yang baik untuk bisa menyelesaikannya. Mulai dari mengamati, berdiskusi, menulis laporan, dan mempresentasikannya.*

Yes ofcourse. Project work is different than others. It is big project (assignment) and needs responsibility. It needs some creative thought and good cooperative team to finish it. Start from observation, discussing, making report and presentation.

(List of Interview number 7)

Students stated that Project work is different than others in which the other assignments only are boring, otherwise this big project (assignment) needs creative thought, good cooperative team and responsibility to finish it. Start from observation, discussing, making report and presentation. Project work makes the class different.

f. Project Work does not Waste the Time

Before conducting this research, the researcher predicted that students would think that project work would waste their time. It could be burdening and make them hard about the assignment. Some students perceived that project work took time to do but they had no problem with it because they compared to their other activities which took more time.

R: *Menurut kalian tugas proyek menyita waktu atau tidak?*

Do you think project work took your time?



Ss: *Tugas proyek tersebut saya rasa tidak terlalu mengganggu karena.. selain itu kami juga di sini punya kegiatan ekstra yang lebih mengurus misalnya ini yang baru-baru yang sedang .. saya lakukan ini LDK dari jam setengah 3 sore sampai jam .. 5 pagi baru pulang.*

I do not think the project work disturbed me because we have some extra activities here which take more time, for example the event called LDK is on going now. I should join it starting at 3 pm to 5 am. I go home at 5 am.

(List of Interview number 9)

The extract above indicates that students did not complain about the use of time in doing project work. The various answers with the same question can be found as follow:

R: *Tugas proyek menurut kalian menyita waktu?*
Do you think project assessment takes time?

Ss: *Tidak*
I do not think so.

(List of Interview number 9)

R: *Tugas proyek menyita waktu atau tidak?*
Does project work waste your time?

Ss: *Menyita*
It does

Ss: *Menyita tapi tidak mengganggu*
It does but it doesn't disturb

(List of Interview number 9)

In the other perception, a few students perceived that it wasted time because they should watch the movie for many hours then they needed to think after watching. It is found in one group of students which performs in the following abstract.

R: *Tugas proyek menyita waktu atau tidak?*
Does project work waste your time?

Ss: *Menurut saya menyita waktu karena kita harus nonton film berjam-jam setelah itu dipikir lagi.*

I think it does because we need to watch the film for many hours and then we need to think about it again.

(List of Interview number 9)

The researcher believes that those students who said that project work wasted time did not like to watch a movie. They complained only about the time



that they used in watching movie but they like the rests of activities like discussion, retelling or presentation. It is proved by the extract below.

R: Tugas proyek, menurut kalian apakah mempengaruhi kemampuan berbicara Bahasa Inggris kalian?

Do you think, project work affects your speaking ability?

Ss: Mempengaruhi lebih baik karena eee...disuruh menjelaskan film itu.

Yes, it does better because eee...we were told to explain the film.

(List of Interview number 8)

Both previous extracts above seem contradictory. In one point, the students stated that project work wasted students' time but the other point of view, the students stated that project work affected their speaking ability. It made them better because they were told to explain the film. Related to this perception, the researcher assumed that project work wasted time purely because of the film. They did not think that project work was boring or any kind of negative perception. The researcher concludes that mostly students like project work but a few students do not like a certain activity.

According to Haryati (2013) stated that project work gives an opportunity for the learners to express completely their competence and it produces a value of competence which they can take responsibility of it. During the process of project, the students were serious to work on their project. This assignment is different from others because they have no time to cheat because they worked with their own group and they had their own responsibility individually.

The statement "Project work is not boring" implicitly tells that students liked doing project. They experienced of working on the assignment without hoping the other students' help except their own members. They can work with their own friends and figure out all the things which may appear in their project. This assignment stimulates the students as well to do their best because at the end of the assessment, they should present their report in front of the class. They did not want to embarrass themselves in front of other groups.

Based on the result of the interview, the students stated that they have more time to speak English with this assignment. They could speak more English



as well. This proves that they had a chance to practice their English. This chance can be one of motivations for them to have more practice. Stoller in Renandya (2002) stated that project work is potentially motivating, stimulating, empowering and challenging. It usually results in building students' confidence, self-esteem and autonomy as well as improving students' language skill, content learning and cognitive abilities. The students can be motivated as well when they seriously did their project because they wanted to be better than other groups.

For all the perceptions, it is probably not helping, motivating, interesting, exciting and different than others if the teacher is not creative. The teacher plays the the important role to make the process of learning successfull. The teacher should know what the students really need. Teacher should be creative to decide what kind of project that students need to do and what kind of project which students really can involve to the assignment.

CONCLUSION

Project assessment assesses four aspects namely planning, collecting data, processing data and report. Teacher can break them down in managing the assessment. In this study, the teacher manages the assessment by dividing those aspects into some parts. Planning consists of preparation and title, collecting data is getting information, processing data consists of writing, analyzing data and concluding, and report of project consists of presentation, retelling, telling experience and performance.

Considering the process of project assessment and the definition of project-based learning, the students who learn through PBL approach can be assessed by applying project assessment. Students perceive that project work in project assessment is helping, interesting, motivating, exciting, and different than others and does not waste the time. So project assessment can improve students' speaking skill.



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