IMPROVING STUDENTS' SPEAKING SKILL THROUGH PROJECT BASED LEARNING TECHNIQUE AT CLASS III-B OF THIRD SEMESTER STUDENTS IN STKIP "TAPANULI SELATAN" PADANGSIDIMPUAN

Thesis

By
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Submitted to fulfill one of the requirements
to obtain Master Degree in education

ENGLISH EDUCATION SECTION
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ABSTRACT

Kamisah: Improving Students' Speaking Skill through Project Based Learning Technique at Class III-B of the Third Semester Students in STKIP "Tapanuli Selatan" Padangsidimpuan (2012). *Thesis***. Graduate Program State University of Padang**

On the basis of the preliminary survey and observation it was found that the students had problem in speaking, they were lack of speaking skill and not interested in lecturer teaching technique. In order to solve the problems, the researcher implemented project based learning technique as one of the alternative techniques in teaching speaking. The aims of the research were to find out whether students' speaking skill could be improved through project based learning and to gain information about what factors cause the improvement.

This Classroom Action Research (CAR) consisted of two cycles. There were four stage/ steps applied in each cycle of the research, namely: plan, action, observation and reflection. There were four meetings in each cycle; three meetings for applying project based learning and one meeting for speaking test at the end of the cycle. Before doing research, the researcher had given pre-test to know the level of students' speaking skill. The mean score of the test was 62.1 and almost all the component of speaking were at the low level of quality. From the two cycles of the research, it was found that through Project Based Learning Technique improved students speaking skill. That was increased from 65.73 (fair) average score in cycle 1 and increased become 76 (good) average score in cycle 2. The participants of this research consisted of 44 students in 2012/2013 academic year. This research was help by a lecturer as a collaborator.

Based on the finding it can be concluded the used of Project Based Learning Technique could improve students' speaking skill. The factors affected the improvements were activation of the student's background knowledge, real life topic, and giving peer response to others friend's project, group work. The activities above forced them to speak and it made them interested in studying speaking. So, project based learning technique can be useful to be applied in teaching speaking at the third semester, particularly at STKIP "Tapanuli Selatan" Padangsidimpuan.

ABSTRAK

Kamisah, 2012. "Meningkatkan Kemampuan Berbicara Mahasiswa Melalui Pembelajaran Berbasis Proyek pada Mahasiswa Kelas III-B Semester Tiga di STKIP "Tapanuli Selatan" Padangsidimpuan".

Berdasarkan hasil pengamatan dan survey awal dalam kegiatan pembelajaran bahasa Inggris, peneliti menemukan masalah di kelas yaitu kemampuan berbicara Bahasa Inggris mahasiswa yang masih rendah. Untuk mengatasi masalah tersebut, peneliti menerapkan pembelajaran berbasis proyek sebagai salah satu teknik alternatif pembelajaran pada pengajaran "Speaking" dengan tujuan untuk mengetahui apakah kemampuan bicara bahasa Inggris mahasiswa meningkat dan untuk memperoleh informasi tentang faktor apa saja yang dapat meningkatkan kemampuan berbicara mahasiswa dengan menggunakan proyek tersebut.

Penelitian Tindakan Kelas (PTK) dilakukan dalam dua siklus. Tiap siklus terdiri dari empat kali pertemuan; yaitu tiga pertemuan untuk menerapkan pembelajaran berbasis proyek dan satu pertemuan untuk melakukan tes "Speaking". Sebelum mengadakan penelitian, peneliti memberikan tes awal untuk mengetahui kemampuan berbicara bahasa Inggris mahasiswa. Nilai rata-rata tes awal adalah 62.1 dan hampir semua komponen berbicara mereka masih rendah. Dari dua siklus yang telah dilakukan pada penelitian ini dapat ditemukan bahwa penggunaan Pembelajaran Bebasis Proyek mampu meningkatkan kemampuan berbicara siswa. Peningkatannya dapat dilihat dari hasil rata-rata mahasiswa 65.73 (sedang) pada siklus 1 dan meningkat menjadi 76 (bagus) pada siklus 2. Subjek penelitian ini adalah mahasiswa kelas III-B Semester 3 jurusan bahasa Inggris terdiri dari 44 mahasiswa tahun akademik 2012/2013. Penelitian ini dibantu oleh seorang dosen Bahasa Inggris yang bertindak sebagai kolaborator.

Dari hasil temuan pada siklus pertama dan kedua dapat disimpulkan bahwa pembelajaran bahasa Inggris dengan menggunakan pembelajaran berbasis proyek dapat meningkatkan kemampuan berbicara bahasa Inggris mahasiswa yang lebih baik. Faktor yang menyebabkan peningkatan tersebut diantaranya aktifasi Background Knowledge mahasiswa, topik yang jelas, pemberian respon terhadap proyek teman- teman lain, kegiatan kelompok dalam melaksanakan proyek juga presentasi proyek itu sendiri. Jadi, pembelajaran berbasis proyek dalam speaking cocok diterapkan untuk mengajarkan "Speaking" pada mahasiswa kelas III-B semester 3 khususnya di STKIP "Tapanuli Selatan" Padangsidimpuan.

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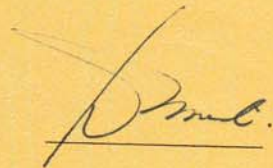
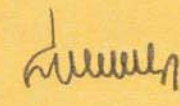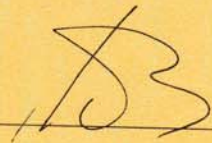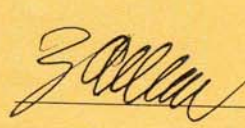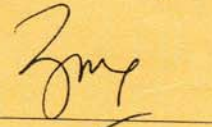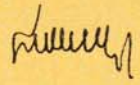| **Nama**	**Tanda Tangan**	**Tanggal**
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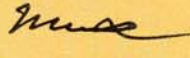
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Dengan ini saya menyatakan bahwa:

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Speaking is one of the four skills that students should master. It is the basic skill that the students should posses in order to be able to access other knowledge. In speaking, the students should be able to speak and express their opinion. In general, the aim of teaching speaking is to develop the students' skill in speaking, and to be able to tell something to the others in English. Beside that, speaking is one of the important skills in teaching learning process because through speaking other learning activities such as reading, writing and listening formed.

Based on the Curriculum of the English Department in (STKIP) "Tapanuli Selatan" Padangsidimpuan, which has been implemented since 2004 and modified in 2008 by English Department, the curriculum 2008 denotes Speaking as one of the compulsory subjects to be taught in English Department of (STKIP) "Tapanuli Selatan" Padangsidimpuan. Speaking is the tool of communication in order to understand and convey information, ideas, and feeling as well as to develop knowledge, technology and culture.

There were several purposes of teaching speaking in (STKIP) "Tapanuli Selatan" Padangsidimpuan. They were, 1) to prepare its English departments students to be the teachers than can speak in English, 2) to develop students' communicative competence in speaking, 3) to have the students aware of the nature and the importance of English so that they are ready to compete in the global era, 4) to develop students' understanding in

the spoken language.

Speaking is one of the important skills that should master. In speaking activity, students are required to be able to comprehend the text that they have listened before. Besides, the speaker needs to know the meaning of the individual words. They construct an understanding of the sentences by assembling and making sense of the words orally. In other words, the students should have rich vocabulary as a basic component to speak. They need to comprehend what words that to get the meaning. Moreover speaking includes the skill to comprehend the oral text that they have listened. In comprehending speaking, there were indicators that become important to be considered by English students of STKIP "Tapanuli Selatan" Padangsidimpuan they were; Vocabulary, Accent, grammar, fluency and content.

Based on the researcher's observation and base test result of the students in speaking, the researcher can give the preliminary conclusion that the students still have poor English skill, since there are few students that can speak fluently. The researcher took 44 students as the sample. The fact is also found from the list of their score (DKN) in (STKIP) "Tapanuli Selatan" Padangsidimpuan, 54% of the students got "C" and 46 % they got "B". Meanwhile, the expectation is 75 %, it means they should get "B". Besides, in teaching learning process there are only a few students that can respond well, and rest of the students did not respond or had no desire to speak.

In fact, a great number of students still get difficulties in Speaking. Based on the researcher's experience in STKIP "Tapanuli Selatan"

Padangsidimpuan, especially at the third Semester, there were some problems found in teaching speaking. When the researcher asked the students to speak, they still got difficulties in speaking activities especially in responding to oral questions. The students feel shy to express their ideas in English, the students seem to be in doubt and nervous to speak English, the students did not know how to apply different transactional and interaction expressions in different situations. Some of them did not attempt to respond, they seemed lazy to speak. Consequently, the students could not develop their English creativity and they still have low skill in speaking.

These problems caused by several factors. It could be from the students themselves such as, student's low desire, lack of vocabulary and grammar, more over it can also because of the lectures such as, the teaching materials, teaching technique and topics given. The students have low interest in speaking either intrinsic or extrinsic. Some of them did not have desire to speak; they were not interested to speak English when their lecturer asked them to. In addition, support the students to speak without thinking of the grammar.

Related to the problems above, an English lecturer has an important role in teaching and learning process should be able to have the students to speak with their own words. The lecturer should be creative and wise to choose an appropriate technique of teaching. By using appropriate technique, the purpose of speaking activities can be achieved.

Based on the problems above the researcher concluded that the technique used by the lecture in teaching speaking had not been effective yet.

The students were still poor in speaking skill. Most of them could spoke English, but they often did not seem to understand what they speak. They were not able to respond to their friends while practicing. That is the way that the researcher must revise and improve the teaching technique in speaking. The researcher should be able to apply the appropriate teaching technique, especially to improve the students' motivation and speaking. Actually, some teaching techniques can be applied to improve students speaking skill such as, Problem Based Learning, Discovery Learning, Inquiry Based Technique and Project Based Learning. The researcher was interested to find the way on how to overcome the problem through project based learning technique that is to make authentic learning for the learning process, to have practitioners plan, to implement and evaluate project in real life situation beyond the classroom.

Based on the explanation above the researcher interested to apply the research deal with Improving Speaking through Project based learning Technique at class III-B of the third Semester students in the (STKIP) "Tapanuli Selatan" Padangsidimpuan, because through project based learning technique the students became critical and creative thinking. Project Based Learning Technique also builds on individual strength and allow individual to explore their interest in the framework of a defined curriculum

B. Identification of the Problem

Based on the researcher observation, it can be identified some problem of students speaking in the class. The problems might derive from both students and lecturer. The problems caused by the students' low motivation, lack of confidence, lack of vocabulary, grammar, bad

pronunciation or accent and fluency. They tended to used Indonesian language when they were doing discussion or presentation in the classroom. Meanwhile the lecture' strategy in teaching monotonous, the lectures rarely encourage the students to participate in the classroom

C. Limitation of the Problem

Based on identification of the problems, the researcher limited the problem into improving Students Speaking Skill through Project Based Learning Technique at class III-B of the Third Semester students in STKIP "Tapanuli Selatan" Padangsidimpuan.

D. Formulation of the Problem

1. To what extent can the use of project based learning technique improve the students' speaking skill at class III-B of the third semester in (STKIP) "Tapanuli Selatan" Padangsidimpuan?

2. What factors influence the changes of students' speaking skill through using project based learning technique at class III-B of the third semester in (STKIP) "Tapanuli Selatan" Padangsidimpuan?

E. Purposes of the Research

The purposes of this research were as follows:

1. To find out whether Project Based Learning technique can improve the students' speaking skill at class III-B of the third semester in (STKIP) "Tapanuli Selatan" Padangsidimpuan.

2. To find out what factors influence the changes of students' speaking skill by using project based learning technique at class III-B of the third semester (STKIP) "Tapanuli Selatan" Padangsidimpuan

F. Significance of the Research

This research expected given valuable contribution to both theoretical and practical values.

1. Theoretically, the result of this research will give contribution to the development of theories of teaching speaking skill. This research will further acknowledge the effectiveness of Project Based Learning Technique.

2. Practically for teachers, it can be source/ guidance to teach English in the classroom. It will used to motivate other English lecturer to be more creative in choosing the appropriate speaking technique in teaching and learning process. It can be useful for making the students interested in learning.

3. For the researcher, this study could increase the researchers' knowledge and the way of thinking scientifically through this research.

G. Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation concerning the key terms used in this research, the researcher defines them as follows:

1. Speaking is the process to express idea, opinion of the students orally.

2. Speaking skill is the ability of students to communicate naturally and communicative in real life situation

3. Project based learning technique is the activity are long-term interdisciplinary, students centered and integrated with real world issues and practices.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research conclusion is presenting according with the data, which have been analyzed in the previous chapter. From all the data analysis about using Project Based Learning technique to improve students' speaking skill (a classroom action research at class III-B of third semester students in STKIP "Tapanuli Selatan" Padangsidimpuan) it can be concluded as follows:

1. The use of project based learning technique has been advocated in teaching speaking process. Typically, project based learning technique very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in debate. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom.

2. Teaching speaking through project based learning technique can be enjoyable experience for both lecture and students. In fact, students can improve their speaking skill after being taught by project based learning technique. It can be seen by students' achievement in speaking test in each cycle. The result of the research shows that the students improve their speaking skill efficiently and effectively.

B. Implications

Project Based Learning technique can improve the students' speaking skill and influences some factors of the students' speaking skill in terms of accent, grammar, vocabulary, fluency, and content and their confidence as

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well. It can be implied that project based learning technique is very useful in teaching speaking.

C. Suggestions

There are several suggestions of this research that can be given as follows:

1. The researcher as an English lecturer should continue using project based learning technique in teaching speaking class. The lecture must create enjoyable, fun and interesting situation as possible as the teacher can. The enjoyment ought to be the foremost aims, which expected will have good effects on the education, because what they dislike, they drop as soon as possible. In other word, the teacher should make learning enjoyable because students love to play and learn best when they are enjoying themselves

2. The other researchers are do the relating research based learning technique that can use this research finding as relevant material.

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