

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING
IN INCREASING SPEAKING ACHIEVEMENT AND SELF-CONFIDENCE
OF ELEVENTH GRADE STUDENTS OF SMK NEGERI 1 SANGA DESA**

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Abstract

This Objectives of the study were to find out: (1) whether or not Project-Based Learning (PBL) could make a significant difference in increasing both students' speaking achievement and self-confidence, and (2) the contribution of PBL towards both students' speaking achievement and self-confidence. This study employs factorial design where the students were equally divided into two groups. The results showed that (1) there was a significant difference both in speaking achievement ($t=0.581$, $p<.000$) and self-confidence ($t=7.968$, $p<.000$) of the experimental group after being taught using PBL, (2) there was also a significant difference between experimental and control groups both in speaking ability ($t=2.307$, $p<.027$) and self-confidence ($t=3.595$, $p<.001$), (3) the contribution of PBL to the students' speaking achievement was 99.7% and to self-confidence was 92.7%. In conclusion, PBL could be considered as an effective method in teaching speaking and in increasing students' self-confidence.

Keyword: Project-Based Learning, Speaking, Self-Confidence

INTRODUCTION

Nowadays, English becomes a global language which is used for international communication. There are two main reasons to determine a language as a global language. They are 1) the language becomes the official language in many countries, 2) the language becomes priority to be learned in the foreign language countries (Crystal, 2013). As we know that now English is used in "over 100 countries" (Crystal, 2013, p. 5) in the world as official language or priority learned language. That is the reason why Graves (2018) mentions that the purpose of learning English is to be global citizen in order to communicate and to improve one's economic prospects.

According to Dornyei (2014) and Ardiansyah et al (2020) self confidence refers

to the belief that a person has the ability to produce results, accomplish goals, or perform tasks competently. Self confidence includes two components, namely: 1) the affective aspects and 2) the cognitive aspects. Affective aspects refers to language use anxiety in which learners feels apprehension, worry, and afraid to use English. Self confidents takes and important contribution to learning.

Speaking is one of the important skills in English and it gives many benefits for us. By speaking, people can communicate their opinions and feelings to others. According to Brown and Yule (2014), the functions of speaking are classified into three; they are talking as interaction, talking as transaction, and talking as performance. Speaking is important componetnts in the learning process and social interaction.

In this study, the writer presented Project Based Learning (PBL) as a speaking strategy to develop the students' speaking self confidence, especially to the eleventh-grade students of SMKN 1 Sanga Desa. Project Based Learning (PBL) is one of strategies which adopts student centered learning. PBL is defined as an approach which can "engage students in activities that are interesting to them and important to the course" (Fleming, 2000, p. 1). It focuses on two points which can give solution to the problems in speaking. Interesting activities support students to enjoy their learning process.

Based on the description above, therefore, the writer were interested in conducting a research entitled "The implementation of Project-Based Learning (PBL) in increasing speaking achievement and self-confidence of eleventh grade students of SMK Negeri 1 Sanga Desa"

THEORETICAL FRAMEWORK

Concept of Teaching Speaking

Nunan (2019, cited in Kayi, 2019) states that what is meant by "teaching speaking" is to teach ESL learners to: 1) produce the English speech sounds and sound patterns, 2) use word and sentence stress, intonation patterns and the rhythm of the second language, 3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, 4) organize their thoughts in a meaningful and logical sequence, 5) use language as a means of expressing values and judgments, 6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Concept of Project Based Learning (PBL)

Project Based Learning (PBL) is one of strategies which adopts student centered learning. PBL is defined as an approach which can "engage students in activities that are interesting to them and important to the course" (Fleming, 2000, p. 1). It focuses on two points

which can give solution to the problems in speaking. Interesting activities support students to enjoy their learning process. Here, Hulsman (2015) mentions that students are not stress to join in learning process, since, the activities are fascinating. It can motivate students and avoid their less-confident. Secondly, important course(s) means that even though a class is set by considering students' interest in the activities, but, the corridor that must be followed is the activities still keep on the tracks.

PBL emphasizes learning through students centered, interdisciplinary, and integrated activities. Fried-Booth (2017) states that PBL activities characterized as follows: 1) focuses on content learning, 2) is student-centered, it means that teachers' role is as facilitator, 3) encourage collaboration among students, since they need to solve problems by finding solution which will involve other people in their project works, 4) leads to the authentic integration of language skills and processing information from multiple sources (e.g. internet, interview with other people, etc), 5) allows learners to demonstrate their understanding of content knowledge through an end product (e.g., an oral presentation, an exhibition, brochure, etc), and 6) bridges using English in class and using English in real life contexts, since, the process to the end will no only occur in the class process but also out of the class, so automatically, they are forced to use English (in Poonpon, 2009).

Project Work as Strategy

As we know that project based learning emphasizes product at the end of the process. There are four general project types (Eyring, 2011) in PBL. They are:

- a) Collection projects requires students to collect materials or physical objects in order to meaningfully categorize or interrelate them,
- b) Informational projects require extensive amount of interpersonal contact

- (through interview or surveys) or extensive amount of reading or library research to obtain information about a wide range of topics,
- c) Orientation projects require extensive amount of research, but their main purpose is to orient people to a new place, and
 - d) Social welfare projects are designed to serve the needs of audiences rather than the students themselves.

Those four types of project support the development of project in PBL. Ravitz (2008) states the percentage of students' perception towards the question of 'presentation by students of their findings, results or conclusion.' Here is the data of the top five project undertaken with students: 1) 83% students chose a written product to be shared with others (newspapers, politicians, brochures, posters), 2) 76% did writing a research paper, 3) 74% arranged artistic products or performances, 4) 67% did observation or collecting data and 5) 62% chose researching competing views on an issue and holding a debate.

Self Confidence in Language Performance

Self confidence is known as a condition which shows students' belief and perception toward their ability in doing something. Here, self-confidence is related to the students' belief and perception toward their ability in speaking English as one motivation for them bravely to explore their knowledge and to keep their psychological side in order to improve their ability. Dornyei (2014, p. 73) states that self confidence refers to the belief that a person has the ability to produce results, accomplish goals, or perform tasks competently.

In classifying what points include to self-confidence, there are some studies focus on it. Accordance with Clement's conceptualisation (in Dornyei, 2014, p. 277), self confidence includes two components, namely: 1) the affective aspects and 2) the cognitive aspects.

Affective aspects refers to language use anxiety in which learners feels apprehension, worry, and afraid to use English. In addition, the cognitive aspects refers to self-evaluation of L2 proficiency or to the perception of L2 proficiency. These two things are primarily derived from the quality and the quantity of the contact between learner as individual, language, and other learners.

METHODOLOGY

Objectives of the Research

In line with the problems, the objectives of the research were to find out:

- (1) whether or not Project-Based Learning (PBL) could make a significant difference in increasing both students' speaking achievement and self-confidence, and
- (2) the contribution of PBL towards both students' speaking achievement and self-confidence. the significant improvement of students' speaking achievement by using PBL,

Method of the Research

This is an experimental study in which factorial design was employed. An experimental design that involves two or more independent variables (at least one of which is manipulated) to study the effects of the variables individually, and in interaction with each other, upon a dependent variable (Fraenkel, et al., 2012). In this study, there were three variables involved, namely speaking achievement, Project based learning (PBL) and self confidence which were classified into independent and dependent variable. PBL was independent variable, since, it influenced the dependent variable, meanwhile students' achievement and their self confidence in speaking were as dependent variables influenced by independent variables.

Descriptive Analysis

This analysis was as a description of the sample's condition the writer had in this study.

It was used for classifying the students' speaking achievement and their self-confidence. In classifying the students' speaking achievement, the writer categorized the students based on the level of achievement. The writer used the level of achievement of English Language Education of Sriwijaya University. There are five categories, namely: very good (86-100), good (71-85), average (56-70), poor (41-55) and very poor (0-40). On the other hand, for students' self-confidence, the writer made the level of achievement into three categories. They are high, average and low. The maximum score was 108 and 18 for the minimum score. In fact, from the data, the writer got the highest score was 87, and 49 for the lowest. To determine the range, the writer arranged based on the score the students got in filling the self-confidence questionnaire.

By categorizing the students' level of achievement, the writer knew and could be concluded that in facts, the writer had the sample of the study in the particular level of achievement in which at glance, the writer could see the students' speaking ability and their self-confidence.

Descriptive Statistics

The writer firstly analyzed the students' pretest and posttest in the experimental group (taught by using Project Based Learning) and control group (taught by using conventional teaching strategy or without treatment). The writer found out means, standard deviation, and minimum and maximum score, spreading scores of the students' pretest, posttest, and questioner scores in experimental and control groups including the score of median, mode, standard error of means, standard deviation, minimum and maximum score.

Normality Test

Normality test was used to know whether or not the data taken from the same population was normal. It based on the student pretest and posttest. The data will considered as the normal if the p- output was higher than mean significant difference at 0,05 levels. In

this study the writer would apply non parametik (1-sample Kolmogorop Smirnov).

Homogeneity Test

To analyze the homogeneity between the students pre-test and post-test scores in the experimental groups and control groups and student's interest, it would apply levene statistic with the criterion that the score were considered homogeneous if the p-value was higher than mean significant at the 0,05. So, it would recognized whether or not the data were homogeneous.

Two-way Analysis of Variance (ANOVA)

In this study, the writer used an analysis of variance (ANOVA) test. This analysis applied to test whether there was significant difference existing among the two sample means. In this study, analysis of variance was applied to know whether or not there was significant difference between high and low interest. In this analysis, F-test applied to test the significance. If F-obtained exceeds F-table, it means that there was a significant difference between high and low interest students in developing students' speaking achievement

The multiple regression

In this study, the writer used an analysis of multiple regression. This analysis applied to test whether there was significant difference contribution among the samples class and control class.

In analyzing the data, the writer used quantitative data analysis by using SPSS version 20. There were two kinds of data that were analyzed. They were the data of students' speaking achievement and the data of students' self-confidence from questionnaire.

FINDINGS AND DISCUSSIONS

First, based on the data computation of normality and homogeneity, it is found out the following findings. To know more whether or not the data was categorized into normal data, the statistic calculation of Kolmogorov smirnov type 3 would be used. formula, it found asym

sig. in experiment was 0.341, while the Asym.Sig. of the control group was 0.296. Because the criteria of the data, if the Asym.Sig $< 0,025$ HO is rejected, and if asym > 0.025 HO is accepted and the Asym. Sig both experimental group and control group were higher than 0.025, it meant that the data was normal. Based on the data obtained in the pretest and post test of experimental group and control, it showed that the variance indicates the significant of all the data was higher than p.value 0.05, it meant the data were taken from experiment and control group was homogenous.

The second interpretation was a paired sample t-test. Paired sample t-test is used to know the significant effect among the variable. Based on the calculation, the writer found that the mean in the pre-test of the experimental group taught using project based learning was 55.25; while in the post-test, the mean was 83.50. It can be interpreted that the different mean between pre-test and post-test was 28.25 or in other words, there is an increasing average score after the students got the treatment and it was 28.25. Based on the explanation, meaning that, the students post test achievement that were taught using conventional technique got the difference achievement from the pre-test. Further description is, the value of sig was 0, 00 at the significance level < 0.05 in two tailed, it means the critical of t-table was 0.025. Since the value of t-obtained was lower than the critical value of t-table, it meant that there was a significant difference in achievement before and after the treatment in the experimental group. Because the sig. value (0.00) $<$ than 0.025, it meant the students significantly increased. The second pair was the pretest and posttest of control class taught using conventional strategy, the value of sig was 0.581 at the significance level $p < 0.05$ in two tailed testing with $df = 29$, the critical of t-table was 0.025. Since the value of sig was higher than the critical value of t-table, it meant that there was not a significant difference in

achievement before and after the treatment in the control group.

The third, independent t-test was used to know the different between two classes. In this study, it was found that the students who were taught by project based learning got a higher mean score than those who were taught by using conventional technique. The students who were taught by using project based learning got 83.50, while those who were taught by conventional technique got 53.12. It could be concluded that the means of the two groups are significantly different. Then the levene test 0.83 higher than 0,05, meaning the variance of the two groups were approximately equal. Then, the p-output Sig was .000. When the p-output was lower than α (.05), it could be predicted that the strategy which was applied to increase students' ability in speaking was effective to be taught in a certain group.

The fourth was the result of two-way ANOVA where it was purposed to know the intecartion among the independent variable, moderator, and students dependent variable (speaking achievement). The result of descriptive statistics in two-way ANOVA indicate that 15 students who had high self confidence and taught using project based learning got the mean score of 86.16 with the standard deviation 713.05, while 15 students who had low self confidence and taught using project based learning technique got the mean score of 79.50 with the standard deviation 12.64; 13 students who had high self confidence and taught using conventional technique got 54.26 with the standard deviation 11.52, while 17 students who had low self confidence and taught using conventional technique got 52.23 with the standard deviation 13.17. From the explanation, it could be seen that the students who had low self confidence and were taught by using project based learning, achieved the mean of score (79.50) which was close to the best score of students' high self confidence (86.16). It meant that project based learning was mostly effective

used in teaching speaking both in high and low self confidence.

The Last was the multiple regression test which the writer used to find out the contribution of PBL to students' speaking ability and their self confidence. It was perceived by the presence of stepwise regression analysis. By using this statistical formula, the writer found out how much each aspect of speaking ability and self confidence contributed to the increase of students' speaking achievement and their self confidence. The results of stepwise regression analysis on the contribution of PBL toward students' self confidence showed that as a whole was 92.7%. In detail, the aspect of language use anxiety alone influenced students' self confidence for 79.1% ($R^2=79.1$, $F=68.009$, $p<.000$), followed by causal attribution for 13.5%, perceived L2 competence for 0.1% and self efficacy for 0.1%. The data showed that there was still any an unidentified factor which influenced the students' self confidence for 7.3% and the aspect of perceived L2 competence and self efficacy did not significantly contribute to the cultivation of students' self confidence.

CONCLUSION

Based on the findings and interpretations, the writer intends to conclude his study. Project-Based Learning increased the students' speaking ability. There were some aspects improved, namely: accent, grammar, vocabulary, and fluency. There was only one aspect which did not increase when it was compared between the two group. It was comprehension. It indicated that the treatment designed had been able to support the increase of technique for speaking, but it needs much more efforts to support the students' comprehension.

PBL also increased the students' self confidence for some aspects. They were language use anxiety, causal attribution, and

self efficacy. It showed that the intervention given to the students in this study gave them space to explore and to exist on their lesson. It helped them feel safe and relax when they were studying in the class. However, the students still felt that they had less competence in L2. Although there was no correlation between students' comprehension and their perception towards L2 competence, but the writer believed that their so called feeling was caused by their comprehension which made them uneasy to neutralize and to save their feelings and to convince them that they were good at English.

Finally, each aspects for both speaking achievement and self confidence contributed to their improvement. On speaking achievement, the aspects which had strong contribution were fluency, vocabulary, and grammar and comprehension. It is self confidence to know that comprehension contributed to students' speaking achievement, since it did not increased when the mean was compared between students' post test of control and experimental group. The contribution of comprehension was only 0.7% which indicated it gave contribution but could not increased students' speaking comprehension. Second, the aspect of accent did not influence very well. The writer assumed that in the teaching and learning process, the writer was inattentive to the accent. Besides, on self-confidence, the aspects influenced well were language use anxiety, causal attribution, perceived L2 competence and self efficacy. Perceived L2 competence and self efficacy did not significantly contribute to the students' self-confidence. It indicated that the students have had the opportunities to explore themselves and the learning designed support the students to decrease their anxiety when they were speaking in the class. However, again, it needs much more time to convince the students and to change their paradigm related to their perception towards L2 competence.

SUGGESTIONS

Based on the conclusion above, the writer would like to propose some suggestions. First, the students are suggested to use PBL in order to increase their speaking ability and self confidence. The students can create some programs/projects which they are self confidence in. By doing self confidence things, it helps them to learn in saved feeling which automatically motivate them. A student must be believed as an individual who can grow well emotionally and cognitively by getting time and space to explore their potential. PBL is one suitable way can cover them.

As practitioner, teachers are really suggested to apply Project-Based Learning in teaching English especially speaking. It is because from the results of the study there are many advantages in implementing PBL. It is as an important information that PBL is good for productive skills and students' motivation. However, considering some notes in interpretation, in implementing PBL, a teacher should cover all aspects of speaking, made detail of the program in order not to leave one or two aspects of speaking since they are one complete package and unified. A teacher should also suit the program with the material and students character. The projects must be designed from the easier to the more difficult one.

The last, for others researcher, there are still many opportunities to do research on the topic of "Project-based learning". They cover design, planning, control and evaluation. The success of PBL implementation is really supported by the design. The students need the design which they enjoy and are motivated to do as well as are representative for the goal of learning. The second one is planning in which the students really understand how to do with project works. The better planning the researcher have the better result of the projects

they will get. In the control section, a researcher needs to have standard and some guidances which keep the students and the researcher himself on the right track. The third one is evaluation, the researcher need to give right feedback. The researcher let the students to have correction from other students, but the researcher with his rules and guide of projects evaluates the students' works to cover all aspects planned. Another challenging thing is how to make the students understand the projects without forgetting the lesson. It is really expected that when the students are doing the projects, they work on how they can create projects well and on what they can learn from the projects related to the particular material. Out of PBL context, one of self-confidence things happened in this study was found that the students have less comprehension in speaking and perceived that they had less competence in L2. At glance, these two things are interrelated. However, when it was correlated, there was no correlation between them. By the limitation of this study, the writer argued that it is needed to do a correlational research between these two things for future researches. Another possible research can be investigated later on related to the benefits of PBL, namely self-evaluation, students' readiness in criticism, and solving problem. These three things could be researched through experimental study to know the implementation of project-based learning in improving them or qualitative one to get students' response toward their readiness, self-evaluation, and problem solving after the application of PBL.

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