

**THE EFFECTIVENESS OF PROJECT BASED LEARNING MODEL  
IN TEACHING ENGLISH TO THE TENTH GRADE STUDENTS OF  
SMAN I KEDIRI IN ACADEMIC YEAR 2014-2015**



**Research Article**

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**ENGLISH DEPARTMENT  
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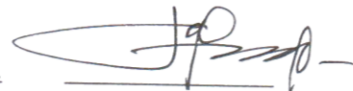
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**THE EFFECTIVENESS OF PROJECT BASED LEARNING MODEL  
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Adi Yunanto : **The Effectiveness of Project Based Learning Model in Teaching English to the Tenth Grade Students of SMAN 1 Kediri in Academic Year 2014-2015, Skripsi, English Department, Teacher Training and Education Faculty, University of Nusantara PGRI Kediri**

Teaching English to Senior High School students aims at developing four language skills namely listening, speaking, reading, and writing. Those skills must be integrated. This research is based on the phenomena that the teacher in SMAN 1 Kediri still uses monotonous learning model to teach English in text based learning. Therefore, it causes the students lose their interest and they don't focus on learning English anymore. So, teachers are encouraged to create a learning environment which can not only inspire students' learning motivation, but also develop students' critical thinking ability.

This study tries to find out the effectiveness of Project Based Learning model in teaching English to the tenth grade students. The research methodology is experimental research with One-Shot Case Study. The instrument used to collect the data is a speaking ability test in retelling a narrative story through their own puppet media. The results of the study revealed that there was good achievement in the mean scores of speaking ability test in the post application of the experimental group. The researcher found that the mean score of experimental group is (80.00). It means that the students could reach the minimum standard speaking score using Project Based Learning (PJBL). Such effectiveness of PJBL model with all advantages can be concluded as (1) PJBL model allowed the students showed their competitive work in class; (2) It also gave students a chance to improve their speaking fluency with self-confident which allowed the students an opportunity to use the language in a relatively natural context and participated in meaningful activities which required authentic language use; (3) PJBL model trained the students work with group; (4) PJBL model could create a positive atmosphere which allowed the students be more creative in learning Narrative text despite the difficulties of how to retell the story as well through puppet media.

Based on the results of the research, the researcher recommend to the teacher should help the students to increase their creativity by choosing the appropriate learning model and technique without abandoning the intended objective. Moreover, he recommends the use of the same learning model to develop other subject not only through Narrative text. He also suggests that further researcheres should conduct on the effect of PJBL model on the other skills and different grades of school.

**Key words :** *Project Based Learning, Teaching English, Speaking, Senior High School*

## 1. INTRODUCTION

As a target language, English is the first foreign language that is taught at every school in Indonesia. The Indonesian government chooses English as the first foreign language to be taught in schools and as a major subject for the students from elementary school to university. As it is stated in PP No 23 2006:343, language learning is expected to develop four language skills namely writing, listening, reading and speaking. Those skills must be integrated.

According to syllabus, there are more than ten text types that must be learned by the students of Senior High School. Those are Descriptive, Narrative, Recount, Report, Procedure, Exposition, Explanation, Discussion etc. It is not easy for them to learn those text types. In addition, each text type has its own characteristics. Therefore, the characteristics are different from one and other.

One of the texts which is presented explicitly in 2013 Curriculum of the tenth grade in second semester is Narrative text. When the teacher teaches speaking, the students are expected to be capable of retelling the story after they learn it. It is listed in one of the basic competencies in 2013 curriculum of Senior High School No 4.10 *“Menangkap makna jenis teks naratif berbentuk cerita pendek, lisan dan tulis”*.

In syllabus, narrative defines as a text that tells a story and sequence of events and, in doing so, entertains the reader or listener. In comprehending Narrative or folktale text, the students imagine a scene which is associated with it. This is a process of recognizing content of the narrative. As Moreillon (2007:44) states that :

Variants of folktales illustrated with a variety of media can also be used to compare artists' interpretations of stories. Comparing movie versions of picture books to the original book illustrations also offers opportunities for examining the impact of visuals on comprehension. These learning engagements give readers input for making comparisons based on their sense of sight.

Therefore, the students need to learn how to make visual images as they comprehend narrative text.

Based on the researcher's teaching experience during Praktek Pengalaman Lapangan (PPL) in the tenth grade of MIA 2 in SMAN 1 Kediri. There are many problems happened in class. The English teacher in that school still uses monotonous model to teach English in text based learning. The teacher only explains the text and demand the students to answer the comprehension questions then ask the students to read aloud to check their pronunciation. Reading aloud is a given technique from the strategy to teach in the class. It is used to measure the students-ability in speaking because the teacher corrects the students mistake in pronunciation.

The other problem comes from the students. The students don't pay attention to the teacher. The students lose their interest in class, and they do not focus on learning anymore. In other hand, when the teacher asked them to speak English, the students have less motivation to speak English so their speaking skill is still less. They are unconfident to speak English with their friends, so their speaking ability cannot improve well.

To overcome these problems, the writer argues that the teacher should have some interesting teaching models to motivate the students in learning. There are a lot of teaching models that can be used for the English teachers in teaching. Kemendikbud in 2013 curriculum mentions three kind of learning models that can be used by the teacher. They are Project Based Learning, Problem Based Learning and Discovery Learning. One of teaching models that can be used by the teacher is Project Based Learning (PJBL). In contrast to conventional English classroom environments, a PJBL environment provides students with opportunities to develop their abilities to adapt and change methods to fit new situations. In this learning, students participate in PJBL environments have greater opportunity to learn real literacy associated with seeking information from any resource such as internet, international text book or journal, making a presentation in

English, memorizing from working such as "software" used for making animation. These issues are assured by Poonpon (2009:8) who states that the students found a balanced use of their language skills, knowledge about Information Science and information technology skills in their project.

According to Strippling et, all.(2009 : 8) Project-based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. Patton (2012:13) states that Project Based Learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. Further, Kemendikbud (2013:182) defines Project Based Learning is more emphasis on individual or group projects carried out within a specified period. So PJBL can be defined as a long-term individual or group learning activities that engage students in designing, creating, and display products to solve real-world problems. Such as teacher provides students with certain phenomena that happen in their surroundings. Further, students may research in their community and create a project to share it with other language learners in their class.

The implementation of this learning, the students divided into groups and each

group was asked to submit the work of creating visual images that interpret the characters in the text. At the end of the project, the formative assessments had used to check students' projects. Each group told their product in front of the class and the rubrics designed by the English teacher had been used to evaluate the students' speaking performances. In other hand, students worked totally in their project and they did not need to rely on teachers to had better ability in learning. This project is totally from students to students learning and teacher only acts as a facilitator.

Some empirical investigations on PJBL model in teaching English have been conducted by several researchers. B. T.Wang, C.W.Teng, and Y.H.Lin (2014) focused on the concept of PJBL in a Junior High School English classroom in Taiwan. They describe that through the PJBL curriculum design, it could develop students' creativity, cooperative learning ability and data collection ability. Moreover, Nassir (2014) aimed to investigate the effectiveness of project-based learning strategy on developing ninth graders' achievement level in English. Furthermore, it measured the effect of the project-based learning strategy on the students' attitudes towards English. The results of the study revealed that there were statistically significant differences in the mean scores of the pre-posttest, speaking evaluation card and the

attitude scale in the post application in favor of the experimental group.

The difference between those researches and this research is trying to emphasize only on investigating the effectiveness of Project Based Learning in teaching speaking through narrative text for the tenth grade students of SMA N 1 Kediri. The writer formulates the statement of the problem as "What is the effectiveness of Project Based Learning model in teaching English to the tenth grade students of SMAN I Kediri in the academic year of 2014/2015?"

## **2. METHODS OF THE RESEARCH**

This research used a pre-experimental study with One-Shot Case Study which is appropriate method to apply to solve the problem of the research. The subjects were the tenth grade students of MIA 2 class in SMAN 1 Kediri consist of 20 females and 16 males students. Here the researcher used cluster sample in determining the sample of the research.

The composing process data was the student's speaking ability in retelling Narrative story through puppet which was taken through direct observation. The teacher used Project Based Learning in teaching English. Through PJBL, the students are engaged in purposeful communication to complete authentic activities (project-work), so that they have the opportunity to use the language in a relatively



natural context and participate in meaningful activities which require authentic language use. The project that the students did is creating puppet project based on the Narrative story that they learn. Puppet means the media which is made to show the characters.

In scoring technique, According to Brown (2004:140), “speaking is a productive skill that can be directly observed.” So, the researcher scored the students when they perform retelling the story as a product. In addition, he also recorded their speech, then listen and rewrite it for the advance score. He used analytic scale that categorized by some categories. The analytic score has five items. Those are Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. For the scoring rubric, the researcher used the scoring rubric which is proposed by Brown (2004:172) with little changing to score the students’ result speaking test.

The maximum score is 20. Since the test result are raw scores so that it is necessary to multiply them by 5 to get more meaningful numerical data. By doing so, it will be obtained the rating scale from 1-100. Thus take an example for student who gets 20 of raw score. It scores will be multiplied by 5 and it means that she/he gets 100, for student who gets 15 the scores x 5 and she/he gets 75 and so on. For the aim of capturing the effectiveness of Project Based Learning model, the researcher determined the criteria

of the project. First, the students created the Puppet based on the Narrative story that they learn. Puppet means the media which is made to show the character. It should illustrate the chracaracters of the story correctly. In the end of the project, it would be used to help the students in retelling the story. Second, Through PJBL, the students are engaged in purposeful communication to complete authentic activities (project-work), so that they had the opportunity to use the language in a relatively natural context and participate in meaningful activities which require authentic language use.

### **3. RESEARCH FINDINGS**

The result of this research was reported clearly. The report showed about the process of treatment and post-test which had been applied at the tenth grade students of SMAN 1 Kediri especially in MIA-1 class.

In this research, Treatment is the activities of teaching English using Project Based Learning (PJBL) model in the experiment class. The researcher prepared lesson plan based on Project Based Learning strategy to develop students' Speaking skill through achieving a project. He prepared an implementation plan for the experiment. He got information and data of the research from giving treatment and final speaking test. For the effectiveness of PJBL implementation, some steps are implemented during research.



These steps are based on the recommendation proposed by Kemdikbud (2013:185). The steps of PJBL are follow :

1) Start with an essential question

Learning was begun with the essential question, that was a question could give students assignments to perform an activity. It was started by posing a question of a problem in real world which could activate the students to start an investigation. In this research, the question for narrative is “Do you know local folktale in your area?” Then the students watched a video that related with the topic. The researcher chose a video about Malin Kundang story. After they observed this video, he asked the students to answer all of the questions that related with the story orally. For example, “What is the tittle of the story?”, “What is the story telling about?”, “Who is the main character in the story?”, “Can you mentions all the characters in the story?”, “What do you think of the story?”

2) Designing project planning

Planning was done collaboratively between the teacher and the learner. Thus students were expected to be felt of having on the project. The planning contents the rules, the selection of activities which capable support in answering the essential question by integrating a variety of subjects, and as well know tools and

materials that can be accessed to assist the completion of the project. In this step, the researcher used the heterogeneous grouping to divide the class into different groups. There were 8 groups that consist of 4-5 students in each group. Then, each of group was given a narrative text. Next, students were given the examples of the characters and the Generic Structures of the narrative texts . They were also given guideline on what they should create and how they do it. In this activity, they discussed about the characters in the story, the plot, and their project planning.

3) Creating schedule.

Teacher and learner constructed collaboratively the activity schedule in completing the project. In this activity, students were given time how long they should finish their project. It involved when they should start, showing the content or Materials of their project, and giving final product. It avoided the students to act carelessly on their learning.

4) Controlling and observing students and their project development.

In this step, the role of teacher is being responsible for monitoring of the activities of learners for completing the project. Students are taught how to work and cooperate. In this activity, the researcher asked the students to be a leader and decided what their responsibilities in

the project are. It avoided some students who may be careless on their work. By doing it, it could be ensured that all students in the group have the same contribution.

#### 5) Assessing the result.

Assessment was done to help the teacher in measuring achievement standard, playing a role in evaluating the progress of each student, giving feedback on the level of understanding which is achieved by learners, and helping the teacher in preparing the next learning strategies. In this activity, students came with their project. They presented their project in front of the class. Next, the formative assessment was used to check students' projects. That is, each group had to explain their project in front of the class and the rubrics designed by the English teacher. This test was given after all treatments were conducted. This test is used to measure students' achievement after giving the treatments.

#### 6) Evaluating experience.

At the end of the learning process, teachers and learners did reflection on the activities and results of the project. In this step, the researcher asked the students to make reflection when they made the first project. So, they would not make the same mistakes in the next project.

After the treatment had done, the researcher evaluated students by giving

speaking test. In this activity, each of group had to retelling the narrative story in front of the class with their project and the rubrics designed by the English teacher was used to evaluate the students' performances. In scoring technique, he used the direct test which measures four elements of Speaking; they are Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

The researcher used the statistical computation to analyze the total number of the test. The average score result is 80. Compared with the criterion of the assessment, 80 was good. The researcher concluded that the students could reach the minimum standard speaking score using Project Based Learning (PJBL). In other word, teaching English using PJBL is successful.

## 4. DISCUSSION

The findings of the question study about the effectiveness of Project Based Learning model in teaching English to the tenth grade students showed that the implementation was proven to be effective in the class. Such effectiveness of PJBL model with all advantages can be discussed as follows.

First, students' participation showed through their competitive work in class. Many students begged the teacher to give them a chance to participate. It showed that they could not play when the project was implemented. They did the project seriously and seemed they

were motivated to study. It was predicted made the students' speaking product that was taught with PJBL was higher than those taught by using conventional teaching method. Nassir (2014:179) agrees that Project-based learning strategy increased students' motivation to learning and raised the degree of competition among students. Students entered into a friendly competition with other groups during project work and exerted effort in order to be successful.

Second, by practicing PJBL in learning English, students had the chance to improve their speaking fluency with self-confidence. Such as, doing the presentation as the following activity freely through oral presentation of their project as they could participate according to their competencies and learning styles. It means that they had the opportunity to use the language in a relatively natural context and participated in meaningful activities which required authentic language use. The implementation showed that the students did not hesitate to retell the story since they perform with their own puppet as a media in front of the class. They could share their ideas to their friends with self-confidence. It is also supported by Nassir (2014:177), which declares that PJBL strategy has a great effect for the students with an opportunity to be aware of the sub skills or behaviors in speaking. The students started to be responsible for showing body language,

verbal and nonverbal cues by enacting different roles on achieving and presenting the projects.

Third, PJBL gave students opportunities to share their individual information with their group's members in order to arrange their ideas and achieve their projects. Therefore, this model could help the students to show their speaking ability in class. Thus, agree with that of Simpson (2011), which declares that PJBL enhanced students' skills (teamwork, high-order thinking and presentation skills) together with self-confidence in the use of English.

Fourth, PJBL model could create a positive atmosphere which allowed the students be more creative in learning Narrative text despite the difficulties of how to retell the story as well through puppet media. By creating Puppet project, they did not only learn Narrative text based on comprehending the text but also they could show the characters in the story become real and help the students to comprehend the story easily through their own puppet. Nantawisarakul et al (2012:530) agree that through PJBL model in teaching English students understand the lesson easily and have good attitude more than the old instruction method. So, the teacher and the students agreed that project-based learning of communication could help students learn communication more effectively with a positive attitude and the teacher was satisfied

with using it for promoting their teaching of communication.

On the other hand, the implementation of PJBL has some limitations in the study . The teacher could not provide students with good preparation to carry out their presentation because the time was limited. According to Thompson & Beak, (2007), as cited in Cruz & Vik, (2007), the project is supposed to be long-term, requires teamwork among students, and results in a substantial final product. It means that PJBL defines as a long-term individual or group learning activities. So, better-planned implementation procedures in this aspect are needed. The teacher needs to adapt the duration of the project with the school schedule. Therefore, the teacher could minimize the time of the student's presentation and also cut the steps of PJBL itself if it does not affect the final project.

In addition, there was a lack of student's vocabulary while they were retelling the story. The result showed that the vocabulary had the lowest score among other speaking elements such as pronunciation, grammar, fluency, and comprehension. To solve this problem, the researcher discussed about the examples of vocabularies based on the story that they got. So, the students would enrich their vocabulary easily without looking up the dictionary one by one.

In summary, PJBL gave contribution to the students in learning English because they

have a chance to learn how to work with personal accountability in group, to gain in self-reliance and to show their speaking skill through authentic project. It can be said that teaching English through Project Based Learning model for the tenth grade students of SMAN 1 Kediri in academic year 2014-2015 is effective.

## **5. CONCLUSION**

Based on the discussion, Project Based Learning model in the form of students-retold narrative story using puppet project was done successfully. Such effectiveness of PJBL model with all advantages can be concluded as first, PJBL model allowed the students to be participated since they showed trough their competitive work in class. Second, It also gave students a chance to improve their speaking fluency with self-confident which allowed the students an opportunity to use the language in a relatively natural context and participated in meaningful activities which required authentic language use. Third, PJBL trained the students work with group. The last, PJBL model could create a positive atmosphere which allowed the students be more creative in learning Narrative text despite the difficulties of how to retell the story as well through puppet media.

The researcher concludes that teaching English using Project Based Learning (PJBL) for the tenth grade students of SMAN 1 Kediri in academic year 2014-2015 is effective. It is

proven by the average of class achievement score through final speaking test could reach the minimum standard score (KKM) by referring to the creation issued by the Department of Education and culture. The criterion says that a student can be said to be

have mastered in learning if they can achieve up to 75 score. It is proved by the average score result is 80. Compared with the criterion of the assessment in the previous chapter, 80 was good.

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