ARTIKEL

THE LECTURER'S ROLES TO TEACH SPEAKING USING PROJECT BASED LEARNING TO THE STUDENTS OF UNIVERSITY OF NUSANTARA PGRI KEDIRI

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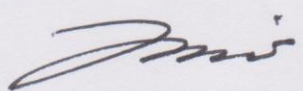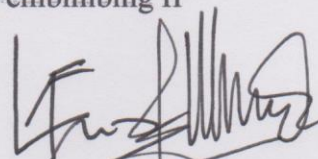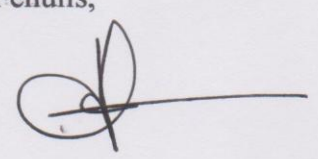
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JUDUL

THE LECTURER'S ROLE TO TEACH SPEAKING USING PROJECT BASED LEARNING TO THE STUDENTS OF UNIVERSITY OF NUSANTARA PGRI KEDIRI

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ABSTRACT

In this millennial era, science and technology advances very fast. It influences people to get close and addict to the technology, including university students. Their life cannot be separated from the technology. It can be an advantage for lecturer to combine the technology in teaching and teaching process. The lecturer must be selected about what teaching model that will be applied to lead students reach the learning outcomes. The lecturer should think about the model which is suitable with the character of students where they are very enthusiast to the technology. However, this research aims at describing and explaining the lecturer's roles during the implementation of Project Based Learning in Speaking for Informal Communication class at the first year English Department Education Students of University of Nusantara PGRI Kediri. To describe the data, the researcher uses case study of qualitative approach. To collect the data, the researcher applies some techniques such as observation, interview, and documentation. In analyzing the data, it uses data reduction, data display, and conclusion drawing and verification. Then, it is validated with triangulation data. Based on the result, it can describe that the product created by the students was Vlog. The lecturer played important roles to create the Vlog. The lecturer applied 6 roles; they are controller, organizer, prompter, assessor, resource, and observer. The roles influenced the students' activities during the teaching and learning process. The students enjoyed the process of creating the Vlog; however there were some weaknesses in the application. It was in the lecturer who was not an IT expert. It caused the result of students' Vlog were not good enough. It could be seen from quality of audio inside the Vlog which could not be heard clearly. In addition, the students were not a real Vlogger who did not use sophisticated tool to take the Vlog. Thus, the researcher suggest to English lecturer to learn more about technology in order to teach about the technique of creating a Vlog properly.

KATA KUNCI: Project Based Learning, The Lecturer's Roles, Speaking

I.   BACKGROUND

In this millennial era, the development of science and technology changes very fast which has a huge impact for each individual today. Now days, every person is required to have knowledge and skill to face this millennial

era. Moreover students of university, they are very close to the technology and become active users of social media.

As the implementation of developing human resource, the government creates the qualification framework that becomes reference for developing good human resource. This is a framework of academic qualification Indonesia (*Kerangka Kualifikasi Akademik Indonesia/ KKNI*). It relates to National education system, National Training system, and assessment of quality of learning achievement (learning outcomes) because those three aspects are quality achievement that Indonesia has for improving human resource. Learning outcomes is internalization and accumulation of science, knowledge, skill, affection, and competence that reach through structural process and include a certain field of science or work experience. Then, a framework of academic qualification Indonesia (*Kerangka Kualifikasi Akademik Indonesia/ KKNI*) becomes important aspect in high education to create graduates that have soul of competence and competition in order to be able to create golden generation in 2045.

One of the competence that is needed by students of university to actualize golden generation 2045 is communication competence in speaking English because

now days, Indonesia has entered to free market. It means English becomes the dominant communication tool to win the global competition (Steve Crooks, Directur of Educational Research & Development EF, published on the news Day news dated November 6, 2015). Further, improving English competence needs to do continue through standard of learning process in formal and informal education.

One of skills in learning English that should be mastered is speaking (beside listening, reading and writing skill). Speaking is part of productive skill (writing and speaking) while the other is receptive skills (listening and reading). Speaking is expressing the idea of human orally. According to Nunan (2004: 2), speaking consist of producing systematic verbal utterance to convey meaning. It means that speaking is a process of delivering human's thought in orally.

Speaking is a difficult skill because speaking takes in real time. Thornbury (2005: 2) stated that speaking is speech production take place in real time. It makes speaking skill is little bit harder because it cannot erase what speaker have said. It makes some speakers feel that speaking skill is not easy. Students have to be concentrate when they are practicing speaking. They have to think fast about what they are going to say that it is right or

not because it cannot revise the mistake in speaking.

There are some aspects that should be considered in learning speaking. It includes fluency, pronounciation, and grammar. It means, speaking is not only talk about knowing about features of language such as grammar and so on but also about to process the idea. Thornbury (2005: 26) stated that the kind of knowledge that speakers bring to the skill as speaking comprise extra linguistic knowledge such as background knowledge of topic and culture, and linguistic knowledge, including discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary, and phonology. Background knowledge of topic and culture become one of the aspects because it is very important. When the speakers have the same background knowledge, they will be easier to make communication. Besides, speech act knowledge is also necessary. Speakers understand each other when they deliver their idea in good grammar, understandable vocabulary and also right phonology.

However, many problems happened in Indonesia in the English classroom especially in speaking. It includes idea to be expressed, lack of vocabulary, wrong pronounciation, structure and many others. Many teachers only pay attention to

written skills. Students usually understand about English in written but sometime they are still confused in communicative English. Sometimes, teachers give a wrong example how to pronounce some vocabularies. They do not give example in Standard English. Then, English is not native language but it has international standard in use. Rosdalina, Rahayu and Eripuddin (2014) in their research explained that most of speaking still combines the English language and Indonesia language. Teacher usually uses both native and English language.

This relates to the regulation of Research and Technology Minister and Higher Education (*Peraturan Menteri Riset Teknologi dan Pendidikan Tinggi/ MENRISTEKDIKTI)* number 44 year 2015 about process of standard and management of learning. It describes in article 11 paragraph (1) on the characteristics of learning process as referred to article 10 paragraph (2) letter a) consist of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-center. These standards of learning process encourage students to be able to think critically so we can see between input and output be able to develop students' cognitive abilities so that learning process becomes more centered on students (Student Center

Learning). Learning process that was focused on the teacher (teacher centered) to learner centered learning is expected to encourage students to be actively involved in building their knowledge, attitudes and behaviors.

The role of lecturer in Student Centered Learning (SCL) model is as the facilitator. Hopefully, the lecturer can facilitate students' need in learning process. So the lecturer should use scientific approach in teaching and learning process. This approach includes process of digging information through observation, questioning, experiment, then processing data or information, presenting data or information, followed by

In this study, the researcher used qualitative approach. Ary (2010: 29) explained that qualitative approach is seek to understand a phenomenon by focusing on the total picture rather than breaking down into variables. It means that qualitative approach is a process of observing the natural phenomenon that happened in the fieldwork. Along with the qualitative approach was used, a case study is chosen in this research. It is stated by Creswell (2007: 73) that case study research is a qualitative approach in which investigator explores a bounded system (a case) or multiple bounded system (cases)

analyzing, reasoning, then summarizing information so that students be more active in learning process and have good critical thinking skills. Therefore, it is important to review the learning model in the English Speaking class that is used today with a more effective learning model. The learning models are: Problem-Based Learning, Project- Based Learning, Discovery Learning and Task-Based Learning.

Based on the explanation above, the researcher was inspired to have research entitled "The Lecturer's Roles to teach Speaking Using Project Based Learning to The Students University of Nusantara PGRI   Kediri".

II.   RESEARCH METHOD

over time, through detailed, in depth data collection involving multiple sources of information such as observation, interviews, and documentation.

In collecting the data, the researcher used observation, interview, and documentation. In observation, the researcher conducted 4 times observation to gather the data about the students' product and the roles of the lecturer in implementing PjBL in teaching Speaking for Informal Communication. To support the data, the researcher conducted interview to the students to get a whole picture of the students' product. Then, in

documentation the researcher gather all written and non-written such lecturer's plan and students' Vlog (the students' final product).

To analyze the data, the researcher applied three techniques of analyzing data. Miles and Huberman (1994: 10) stated that technique of analyzing data consist of three steps, they are data reduction, data display, and conclusion drawing and verification.

Then, the researcher validates the data using triangulation data. Ludico (2006: 272) explained in triangulation, a researcher compares the data from different sources to validate response, components in constant comparison may from the same data source. The researcher applied various data collection, they are observation, interview, and documentation to compare whether there is similar data from the data source to prove that the data is valid and accurate.

III.   RESULT AND DISCUSSION

A. Result

1.   The Product is Created By the Students

Based on the lecturer's instruction, the students' final product is a Vlog. There were three aspects needed as indicator of a good Vlog.

a. **Content**

The material is based on the lecturer's plan which includeed introducing self, giving direction, and describing place. Then, there are three parts inside the Vlog, they were opening, content (main), and closing. In the opening, students introducing their selves to indicate whose Vlog this is. Next, it was the main content of Vlog. It content of the description of the place where was still related with the Vlogger's hoby. The description included where the location placed, how to reach the location from some points, the function, the situation, and the condition of the place. It was closed by saying taking-living words as the sign of closing the Vlog, such as "bye bye".

b. **Language Used**

Meanwhile, the language used was also paid attention. In this Vlog, the language used was informal language. it was caused by a Vlog was the informal occasion. The language that was used should not be formal, such as "hey hey hey, welcome to Kilisuc Park". This utterance was one of the examples of informal words. The use of those words was the way to make the Vlog became interesting to be watched.

Then, it is about the context which the word that was mention in the direct conversation would be different from the

word that was mention in video conversation. Such as a word "here" can be mean as the location of the Vlogger took the video while other word "here" can be caught as an account where the vlog belonged.

c. **Vlog Technique**

The students were not a real Vlogger. It could be seen from the result of the Vlog that were made by the students. The result showed that there were some additing inside the Vlog. It made a Vlog more interesting. In other hand, the voice of the Vlogger could not be heard clearly. It was caused by the location of the Vlog taken in a crowded place and the Vlogger did not use a microphone. Then, they only used a mobilephone to take the video.

2. The Lecturer's Role in Teaching Speaking for Formal Communication Using PjBL

The result showed that the lecturer used 6 roles, they are controller, organizer, assessor, prompter, observer and resource.

a. Lecturer as Controller

In this role, the lecture became the center of being paid attention even the learning and teaching process was student-centered. The lecturer gave the direction about the activity that students would have.

b. Lecturer as Organizer

This role, the lecturer organized by asking the students to have small group discussion. In dividing group of discussion, the lecturer used counting number to make each group have different member each meeting. After all students counting, the students should be gathered their group which had the same number. Then, the lecturer gave them to do the activity.

Besides, the lecturer also arranged the time to make the schedule of each activity became effective.

c. Lecturer as Assessor

Here, the lecturer took a role in giving assessment to the students. Before creating the final product which was about Vlog, the lecturer asked students to create a video which was introducing self. She showed some students' video in front of the class in order to give correction. She assessed after inviting the students to give comment to that video.

d. Lecturer as Prompter

In this case, the lecturer acted as the prompter. She applied the role to encourage the students' thinking. She took the role when she asked the students to come forward in pair. She invited a pair to make a conversation about introducing self. Then the students got difficulty to continue the conversation. Here was the lecturer could help them. She could

stimulate them with some words which made them have idea to continue the conversation.

e. Lecturer as Observer

This role, the lecturer acted as the observer which madeher to identify about the students' development during the teaching and learning process. befor giving feedback, the lecturer observed each students. it was done before giving assessment to the students. the observation was not only about what was the mistake that students did but also it was about what students did right.

f. Lecturer as Resource

In this part, the lecturer took a part as resource when the students got difficulty and force them to ask to the lecturer. Here, what the lecturer did was as resource. She gave explanation of what the students wanted to know. Students might ask about how to say or write something they did not know. In this case, the role of the lecturer as the resource found when the lecturer gave brainstorming activity before giving the material. One of the students asked how to pronoun a word and she pronounced that word as the answer of student question.

b. Discussion

The first discussion is about final product which created by the students. that is Vlog. From the result finding, the researcher found that the Vlog which is created by the students have complete steps (content). It was beginning by opening and followed by the main part of the content and ended by closing.

In additional, the students' Vlog used language based on the context. The context here was about how the students could differenciate how to communicate directly with how to speak in a Vlog. For example a word " here" can have 2 meaning which can be the place of the Vlog was taken and also the social media account. It can be assumed that in communication, context was necessary to be applied and the students had understood and known how to use it. In line with Caze (2017) in her study, Vlog becomes the choice to be a media in teaching speaking. a Vlog can empowered the students' critical thinking and it let the students become more confident to share the knowledge that hey have. It means, creating Vlog as product and as part in teaching Speaking it emphasizing students to explore their knowledge and creativity which is suitable for learners in millennial era.

Then, the second finding discussion was on the roles of the lecturer during teaching Speaking using Project Based Learning. Based on the data taken by the researcher, the lecturer applied six roles, they were controller, organizer, assessor,

prompter, observer, and resource. in this hand, Harmer (2001: 57) stated that the lecturer has eight roles. Those are controller, organizer, prompter, assessor, tutor, participant, observer and resource. in this case, the researcher only found six roles which did not followed all the roles proposed by Hramer. She did not apply the roles as participant and as tutor, it is because the lecturer use the model PjBL which did not really required the roles as participant and tutor since the teaching models only focused on students centered learning.

In other hand, the research finding was in line with Nugraha (2018) in his study, he also found that there were various roles that applied in teaching Speaking. They are controller, organizer, prompter, and feedback provider and did not apply observer and resource because the material has been thaight did not require the roles. While for current research the lecturer did not apply the roles as participant and tutor because the learning process uses by the lecturer did not need to involve the roles as participant and tutor. Thus, it can be said that not all roles were apply by both the teacher and lecturer due to several cases such as adjusting with the models used in teaching and learning process and the material.

IV. CONCLUSION

Based on the result above, the conclusion in this research study followed the research question which is consists of points.

First, it is about the product that is created by the students. From the research result and discussion, it can be conclude that from the product which createed by the students load the goal of learning outcome which is from the Vlog's content and the use of the language inside the Vlog. This is not far from the roles that the lecturer did in every activitie that is created by the lecturer. in other hand, the technique of the Vlog that was created by the students itself is not good. It is caused by the students was not a real Vlogger and the lecturer did not explained well about the technique of how to create Vlog with a high quality of video.

Second, the researcher conclude that there are 6 roles as follows; controller, organizer, assessor, prompter, resource and observer that applied by the lecturer in classroom. She applied 6 roles to accompany the students to reach the learning outcome. In teaching and learning process, those take important roles as tutor and as participant were not applied by the lecturer. It is caused by the students were the centered of learning process

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