

## **Improving Students' Speaking Ability in Describing Local Tourism Objects Through Project-Based Learning Technique**

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### **Abstract**

The aim of this research is to find out how does *Project-Based Learning Technique* improve the students' speaking ability. In SMKN 1 Kota Bengkulu, the students still have low motivation especially in speaking activities, they do not understand many aspects in speaking English, because the teacher use monotonous activities and need more interesting strategy in English class. This research applied Classroom Action Research (CAR) method. The respondents of this research were the tenth grade students of Tourism Department (X PJP 2 Class) of SMKN 1 Kota Bengkulu that consisted of 26 students. The result showed that *Project-Based Learning Technique* can improve the students' speaking ability in describing local tourism objects at the tenth grade students of Tourism Department of SMKN 1 Kota Bengkulu. The improvement was showed by the students' average score in pre-assessment test (63.65) that included into "Moderate" category; and average score in cycle II test was (75.23) that included into "Good" category. It means that the students got (11.58) point of improvement after getting actions for two cycles. The most important progress for students were learning atmosphere in the classroom got better, especially in students' attitude, learning motivation, and classroom interaction. During the classroom, most of the students have avoided doing indiscipline activities like chatting with friends and doing other activities. The students looked so curious to learn this new teaching technique and paid serious attention to the teacher's explanation. In group activities, the students involved actively giving their contribution in overcoming problems in their group.

**Keywords:** Speaking Ability, Project-Based Learning Technique.

### **INTRODUCTION**

Speaking is one of skills that is learned by students in all levels of education. As Byrne in Muna (2011) stated that speaking is an oral communication in a two way process between the speaker and listener(s) which involves both productive skill of speaking and the receptive skill of understanding (listening with understanding). It means that in mastering speaking skill, students should master complicated skills where the students not only understand their partners while speaking is happening but they also produce sounds to responds the partner's meaning while communication is happening. It is a big challenge for students to master speaking skill.

In senior high school, speaking is learned by students as one of major skills in English class in EFL classroom. Teaching speaking of English lesson in Indonesian, especially in senior high school levels is not an easy duty. The position of English is a foreign language that students do not use in their daily communication. In other words, most of the students are not really familiar to English as a daily communication means. Therefore, to master English speaking well, the students need to study language elements such as: pronunciation, vocabulary, and grammar.

Then, to support the students' learning, motivation is very important aspect to reach students' success in learning English speaking process. If students are not aware of the importance of learning

speaking, they would not give deep attention, and it will affect the learning process. As the result, their learning input, especially speaking skill is not satisfying even does not the educational standard at their schools.

However, in a real practice of teaching and learning speaking in EFL classroom, English teachers and students still have problems in learning activities, media, and basic skill of English speaking itself. Based on the preliminary research in SMKN 1 Kota Bengkulu, especially at the tenth grade students of Tourism program, it was found that there were problems in the process of English teaching-learning process. To get detail information about students, teaching strategy and media, and also teaching-learning process, it is important for researcher to interview the English teacher and the students. Based on the interview with the teacher and the students, it was found that there were some problems in the process of English teaching-learning process. The problems are: *Firstly*, the students still have low motivation especially in speaking activities. If the teacher ask them to speak up, the students often complain that they can not think of anything to say. This condition makes them stay silent in their chair. They do not speak anything. As the result, they do not have speaking ability progress because they do not want to try to speak up. *Secondly*, the students do not understand many aspects in speaking English. It is because The students are not familiarized with the use of English as their daily communication. Moreover, students usually speak Bengkulu language in their daily activities rather than speaking Bahasa Indonesia because Bengkulu is their first language. In consequence, they cannot speak in English correctly and make spoken grammatical errors most of the time. *Thirdly*, the teacher use few activities in English class. He rarely used specific strategy in teaching English and focused only on what the students might have in the UN (*Ujian Nasional*). This monotonous activities made the students boring in learning English and did not pay serious attention for English lesson. *Fourthly*, the students' ability in speaking were different. The speaking ability each student has several levels. Some are already good, medium, and some are still very much in need of improvement. Nevertheless, in average, the students still need more improvement in speaking ability.

To respond these problems, the researcher found that *Project-Based Learning Technique* is a solution to overcome students' speaking problems in this school, especially the tenth grade students of Tourism Department SMKN 1 Kota Bengkulu The researcher believes that this technique can help the tenth grade students of tourism department SMKN 1 Kota Bengkulu who had problems in speaking ability. The formula of authentic activities can encourage students to speak English fluently and support them to make daily conversation as well as doing speaking performance because *PBL Technique* offers an opportunity for students to use the language in a relatively natural context and participate in meaningful activities which require authentic use of speaking English. By applying this teaching technique, students can share their experience and get possitive interaction in their small group for doing this project.

Similar study have been conducted to find out the *Project-Based Learning Technique* to improve the speaking ability. Dewi stated that *Project Based Learning Technique* can improve the student's speaking ability significantly. This research was carried out in three cycles which is at the first cycle, the result of student average score was 72.66. Furthermore, in the second cycle the improvement of the students participation during the teaching-learning process increased gradually to average score was 79 which is in the very good level. By using this technique, the research found the advantages of the use of PBL technique could make the students more motivated, happy, and confident to speak English.

In this research, the researcher will conduct research in Tourism Department students. There are some reasons for this case: first, the students of Tourism Department should have good speaking ability to support their working professionalism. Second, they can be as tourism guide that guide foreign visitors who come to their country or city. To do this job, English speaking ability must be absolute requirement. Then, the researcher chose describing local tourism objects as the teaching materials because this skill is related to the students' occupation in tourism industry. In short, Tourism Department students are appropriate subjects of the research, and describing local tourism objects are proper teaching materials for this context.

Therefore, the researcher believes that *PBL Technique* is the most appropriate teaching technique to improve speaking ability at the tenth grade students of Tourism Department SMKN 1

Kota Bengkulu because the technique consists of effective formula and integrated procedures that will help to solve the students' problems in this school.

## METHODS

This research will apply Classroom Action Research (CAR) method. CAR will be appropriate for research in education conducted by educators because it gives more advantages for both the teachers and students, especially in improving students' certain skill. Classroom Action Research (CAR) is referred to variously as a term, process, enquiry, approach, flexible spiral process, and as cyclic (Costello, 2013). It means that classroom action research is a research method that focuses on process, especially spiral process for students' improvement and teacher's professionalism in teaching. Furthermore, Rust (2012) stated that Classroom Action Research (CAR) is a set of ideas and techniques that can introduce the power of systematic reflection of the practice. From some definitions above, it can be concluded that CAR is a method that focuses on the effectiveness of strategy implementation in form of spiral process for students' improvement by using specific teaching technique, and it also useful for teachers to improves their professionalism in teaching as well as pay more attention to the reflection of the activities when they are giving actions to students. The researcher will use CAR as the method of this research.

This research will be conducted at the tenth grade students of SMKN 1 Kota Bengkulu, especially Tourism Department in academic year 2018/2019. The tenth grade students of Tourism Department of SMKN 1 consists of two classes, however the researcher only took X PJP 2 that consists of 33 students as the subject of the research because of some reasons: *first*, based on the English teacher's information, X PJP 2 class had more problems in English lesson, especially in speaking skill. *Second*, the students in this class were heterogen. It means that they had different level of skill, especially in English speaking skill. Therefore, the researcher considered that this class is the most appropriate as the subject of the research.

This classroom action research will be conducted collaboratively. The English teacher as the collaborator and the researcher prepared all the procedures in the research. Hopefully, the result of this research will be able to solve problems in speaking ability especially in describing local tourism objects.

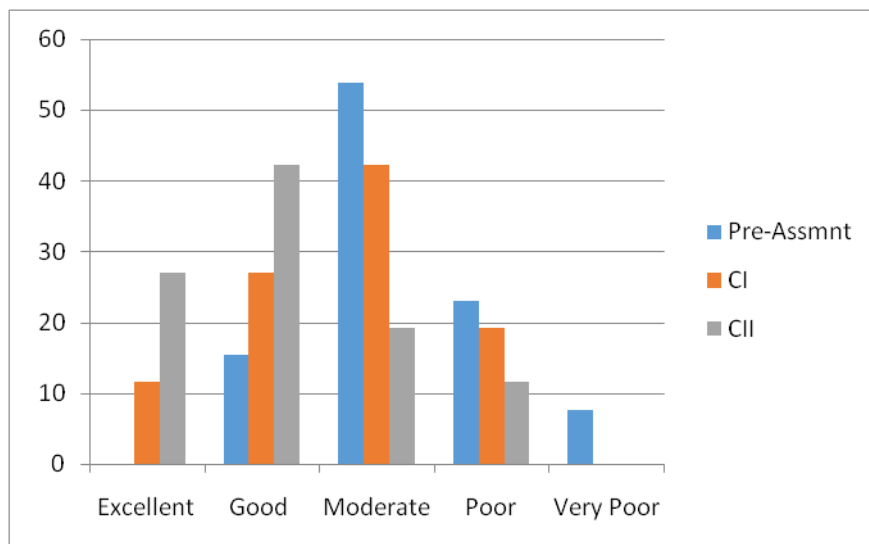
The first procedure that the researcher will do is conducting pre-assessment test. In pre-assessment test, the researcher will give a test to the students in form of speaking test, especially describing local tourism object by using instrument which has been prepared by the researcher. The score will be as the basic score of students' ability in speaking of describing local tourism object before they get some cycles of actions from the researcher by using *Project-Based Learning Technique*. Then, the researcher will give students action for improvement. Then, the researcher will give some cycles to treat students in order to solve their problems and make significant improvement. In giving action by using CAR, it consists of *planning, implication of action, observation, and reflection* (Kemmis and Taggart, 2014). In collecting the data, the researcher will differentiate between qualitative and quantitative data. The qualitative data in this research will be taken from some instruments, namely: observation checklist, field-notes, and interview. The first data will be taken from observation checklist and field-notes. To make this research successful, the researcher will use speaking oral test to collect the quantitative data in this research. Then, to analyze this data, the researcher will use interactive model of data analysis proposed by Miles and Huberman (1994). The data analysis consists of three main components, namely: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion. Quantitatively, the indicator of the students' success is when 75% students have high percentage in speaking ability of describing local tourism objects measurement level. Qualitatively, the indicator of the students' success is when 75% of the students get actively involved during teaching and learning process by using *Project-Based Learning Technique*.

## FINDINGS AND DISCUSSION

### FINDINGS

The process of collecting the data consisted of four sets of procedures, namely: *Pre-Assesment Test, Cycle I, and Cycle II*. This part describes the students' improvement quantitatively and qualitatively during the actions in pre- assessment, cycle I, and cycle II. Then, the process of teaching

and learning process of *Project-Based Learning Technique*. It can legitimate that this strategy could improve the tenth grade students of Tourism Department of SMKN 1 Kota Bengkulu in describing local tourism objects. In other words, the technique is effective to English teachers who have the same problems with the tenth grade students of Tourism Department of SMKN 1 Kota Bengkulu in academic year 2018/2019. The progress of the students can be seen as the following chart:



**Chart 1:**  
**The Students' Improvement in Speaking Ability in Describing Local Tourism Object by Using Project-Based Learning Technique**

Chart 1 above shows that actions given to the students from cycle I until cycle II affected the students very much in mastering speaking ability in describing local tourism objects. The cycles contribution made better improvement from one meeting to other meeting, and finally the students could reach the research target in cycle II. In pre-assessment test, there were no students included into "Excellent" category in this research. There were only 4 students (15.38%) included into "Good" category; 14 students (53.85%) were included "Moderate" category; 6 students (23.08%) were included into "Poor" category; 2 students (7.69%) were included into "Very Poor" category. In this stage, there was no students included into "Excellent" category.

But, after the students got actions in cycle I in three meetings, the condition improved. There were 7 students (26.93%) included into "Good" category; 11 students (42.31%) were included "Moderate" category; 5 students (19.23%) were included into "Poor" category; there were no students were included "Very Poor" category. In this stage, there was 3 students (11,53%) included into "Excellent" category.

The students could reach the research target in Cycle II. There were 7 students (26.93%) included into "Excellent" category; 11 students (42.30%) included into "Good" category; 5 students (19.23%) were included "Moderate" category. There were only 3 students (11.54%) included "Poor" category and there were no students included into "Very Poor" category. For clearer number of the students based on their category, see the following table.

**Table 1:**  
**The Students' Improvement in Speaking Ability in Describing Local Tourism Objects**

No	Score Interval	Qualification	Pre-Assestment	Cycle I	Cycle II
1	80-100	Excellent	-	3	7

2	70-79	Good	4	7	11
3	60-69	Moderate	14	11	5
4	50-59	Poor	6	5	3
5	< 50	Very Poor	2	-	-

Table 1 above illustrates in detail about the students' process of improvement from pre-assessment until cycle II. In pre-assessment stage, there was lack number of the students who got "Excellent" and "Good" categories. Therefore, they needed serious actions for three cycles for improvement. After getting cycles, the number of the students who got "Excellent" and "Good" categories were increased significantly from one cycle to another cycle. Finally, at the cycle II, the students could reach the research target quantitatively and qualitatively. It means that the students have had better understanding of speaking ability in describing local tourism objects by using *Project-Based Learning Technique*; and they could also improve the students' classroom atmosphere, behavior, interaction, and participation in the classroom. These good conditions really encouraged the students' success in mastering speaking materials and learning teaching technique effectively.

The students improvement could be calculated by reducing students' average score in cycle II and the students' average score in pre-assessment test as the following calculation:

$$Y: 75.23 - 63.65 = 11.58$$

It was clear that the students made (11.58) point of improvement after getting actions in three cycles by using *Project-Based Learning Technique*.

In conclusion, chart and table above described very well about the *Project-Based Learning Technique* was succeeded tested as one of good teaching technique to apply by English teachers in teaching speaking ability in describing local tourism objects. After applying *Project-Based Learning Technique* at the tenth grade students of Tourism Department of SMKN 1 Kota Bengkulu in Academic Year 2018/2019. The application of these teaching technique could improve the students' speaking ability.

## DISCUSSION

After completing the research, the result showed that the students' speaking ability in describing local tourism objects improved after they got actions by using *Project-Based Learning Technique*. It means that this teaching technique was helpful for English teachers who have the same problems in with the tenth grade students of Tourism Department at SMKN 1 Kota Bengkulu in academic year 2018/2019.

The students' speaking ability in describing local tourism objects in pre-assessment before the students got actions by using *Project-Based Learning Technique* was included "Moderate" category. The result showed that there was no students included into "Excellent" category. The students' average score was (63.65). The student got (48) for the lowest score, and (76) for the highest score. It means that there was only (15.38%) of the students were included into "Good" category. They needed more improvement in speaking ability in describing local tourism objects. The fact of the students' basic score above indicates that the researcher should give the students actions in order to give improvement. In this reseach, the researcher conducted two cycles to improve the students to reach the research target.

*The first*, the researcher conducted actions in cycle I for three meetings by teaching the students speaking ability in describing local tourism objects by using *Project-Based Learning Technique*. In cycle I test, the result showed that the students were still in "Moderate" category. However, they made significant impeovement in avarage score, it was (68.77). In this stage, there were only 3 students included into "Excellent" category. The student got (58) for the lowest score, and (81) for the highest score. It means that there was only (26.93%) of the students were included into

“Good” category. They needed more improvement in speaking ability in describing local tourism objects.

The failure in this stage was caused by some factors. Only some students who paid serious attention to the teacher's explanation. Most of them chatted with friends in their group, except discussing the lesson. Therefore, only few students who gave responds to the classroom activities. Most of the students had serious difficulty in understanding the steps of *Project-Based Learning Technique* because it was new for them. Then, the students could not do their exercises well because they did not do the exercise carefully and they had lack of motivation. They could not have good focus of learning English.

However, there were some progress and good things that had been achieved by the students. The students progress and good things during cycle I was: The students' achievement in speaking ability in describing local tourism objects in cycle I was improved although their average score still needed more improvement. The students' average score in cycle I was (68.77) that included into “Moderate” Category. Comparing to the pre-assessment test, the students' average score was (63.65) that included into “Moderate” category. Although there was improvement quantitatively toward students' speaking ability in describing local tourism objects, the research target was not reached yet. The researcher re-organized and changed some things for better improvement in the next cycle.

*The second*, the researcher conducted actions in cycle II for three meetings by teaching the students speaking ability in describing local tourism objects by using *Project-Based Learning Technique*. In cycle II test, the result showed that the students' speaking ability in describing local tourism objects were significantly improved. In this stage, the students could reach the research target. There were 7 students (26.93%) included into “Excellent” category and 11 students (42.30%) included into “Good” category. The student got (58) for the lowest score, and (88) for the highest score. It means that there was (42.30%) of the students were included into “Good” category. They got (76.47) average score that was included into “Good” category.

The students' success in this stage were caused by some factors. They were: the number of students who paid serious attention to the teacher's explanation were increased. Most of them have less chatted with friends in their group; many of them have avoided discussion something out of topic discussion in the lesson. Then, the number of students who gave responds and has started to try by their best to the classroom activities were increased, too. They had good basic skill speaking ability in describing local tourism objects. Then, most of them said that they have understood the steps of using PBL technique in learning speaking. Most of the students could do their exercises well and did it carefully. They could have good focus of learning English. The result was accurate answers.

Based on the detail explanation above, the researcher can restate that the result showed that the students' speaking ability in describing local tourism objects improved after they got actions by using *Project-Based Learning Technique*. It means that this teaching technique was helpful for English teachers who have the same problems in with the tenth grade students of Tourism Department of SMKN 1 Kota Bengkulu. This teaching technique not only improve the students' speaking ability in describing local tourism objects quantitatively but also improve qualitatively.

## CONCLUSION AND SUGGESSTION

After completing this research, the result showed that *Project-Based Learning Technique* could improve the students' speaking ability in describing local tourism objects at the tenth grade students of SMKN 1 Kota Bengkulu in academic year 2018/2019. The improvement was showed by the students' average score in pre-assessment test (63.65) that included into “Moderate” category; and average score in cycle II test was (75.23) that included into “Good” category. It means that the students got (11.58) point of improvement after getting actions for two cycles. The most important progress were learning atmosphere in the classroom got better, especially in students' attitude, learning motivation, and classroom interaction. During the lesson, most of the students have avoided doing indicipline activities like chatting with friends and doing other indicipline activities. The students looked so curious to learn this new technique and paid serious attention to the teacher's explanation. In group activities, the students actively involved giving their contribution in overcoming problems in their own group.

Moreover, the researcher would like to give suggestion, especially to students, teacher, school (institution), and next researchers. To be successful in learning English, the students should find the best teaching and learning technique. *Project-Based Learning Technique* is recommended for students to use to improve their speaking skill. In addition, The English teachers should find fun and enjoyable teaching techniques in teaching English and avoid monotonous teaching technique in the classroom. It affects the students' motivation, being helpful for students to be comfortable in learning English in the classroom. Meanwhile, for the next researchers, it is suggested that they should do classroom action research by applying certain teaching techniques or strategy to improve students' English skills.

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