The 5th ENGLISH LANGUAGE TEACHING, LITERATURE, AND TRANSLATION
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Conference Proceedings

*"World Englishes in Language Teaching, Literature,
and Translation in the Context of Asia"*

*UNNES in collaboration with
AWEJ and University of Southern Queensland*

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Faculty of Languages & Arts
State University of Semarang
2016

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DEVELOPING AN INSTRUCTIONAL GUIDELINE USING PROJECT BASED LEARNING TO TEACH SPEAKING TO JUNIOR HIGH SCHOOL STUDENTS

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Abstract

Learning language means learning how to use the target language in actual communication. Various kinds of activities should be provided to give experiences to the students in using English. One of the activities that stimulate students to use English is by giving a project. Some advantages can be gained through doing a project such as leads to the authentic integration of language skill and processing from multiple sources (Simpson, 2011). Driven by the importance of project for providing more experiences in using target language, the current research and development aims is to develop an instructional guideline using project based learning to teach speaking in junior high school. The main contributions of this study are to develop an instructional guideline for teacher in using project based learning to teach speaking which is appropriate with teaching objectives, and to provide empirical evidence concerning to the implementation of using project as challenging learning for student, especially on speaking.

Keywords- instructional guideline, project based learning, speaking, junior high school students

Introduction

The 2013 curriculum has been published by ministry of education and culture of Indonesia to replace the previous one namely the competency-based school level curriculum based on national standard of education. The new curriculum is intended to encourage teacher to develop meaning learning activities that relevant to the leaners' need. In addition, the teaching process should be conducted in an interactive, inspiring, fun, challenging, motivating learner to participate actively in learning process. Along with the implementation of 2013 curriculum, teaching process also should provide enough space to develop initiative, creativity, self-reliance, talents, interests, and physical and psychological development of the students. Closely associated with the implementation

of 2013 curriculum, there are several methods that are considered as appropriate methods to meet the intended teaching process. Some of these methods are inquiry-based learning, problem-based learning, task-based learning, discovery learning and project-based learning. Furthermore, this paper discusses intensively about project-based instruction.

Project-based learning has been popular in the early 1900s. It has been widely used in general education. Beckett (2006) noticed that project based learning was first conceived by David Snedden to teach science in United Stated vocational agricultural classes. It was later developed by William Heard Kilpatrick to involve the students creating knowledge in order to solve problem

that arise while they are engage in purposeful and real-world activities (Dionne & Horth, 1994). Markham et al. (2003: 4) defined project based learning as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structures around complex, authentic questions, and carefully designed products and tasks. In sum, it can be said that project based learning facilitates students to construct knowledge by producing the product based on their interest and individual differences.

In one side, project based learning has been introduced in second language teaching in response to perceived inadequacies in Krashen's (1981) input hypothesis. Krashen argued that students need more exposure to the target language, as is the case when children learn their first language. However, Swain's (1985) study revealed that years of comprehensible input did not enable students to achieve competence in target language. Finally, this condition led her to propose that students need to produce comprehensible output (Beckett, 2002). In other word, it can be said that the students need to be provided variety of communicative opportunities and interaction using target language. Hence, project based learning has been applied in second language teaching to provide students with the opportunities to interact and communicate with each other in authentic context.

On the other side, project based learning has been also introduced into English language teaching because it is appropriate to meet the needs of the 21ˢᵗ century challenge in education. Furthermore, project based learning is beneficial for students to develop communicative, critical thinking, and problem solving skills (Fauziati, 2014). Ribe and Vidal (1993) contend that project based learning is a systematic instruction method that develops students' language skills, cognitive domains and global personality

skill through valuable projects. Fauziati (2014) explains the project here refers to a wide range of tasks which integrate language skills work through a number of activities. By working on the project, students enable to learn and practice their English and also they also develop various life skills such as team work, critical thinking, and communication.

Various classroom techniques and procedures to applied project based learning have been available in the literature. Wrigley (1998) proposes the basic procedure of project based learning including selecting a topic, making plans, researching, developing products and sharing results with others. In the first step (selecting topic), teacher identify the topic areas or issues and skills to be developed. The next is making plan how to do the project and how to create an end product. This step is followed by researching is that searching, finding and gathering information needed to create an end product. After the topic is selected, the information are collected and analyzed, the students are asked to develop the product. Then, at the end of the learning process, students share the end product with other using a number of ways such as oral presentation, posters, or any other written products.

In addition, Stanley (2000) and Markham, et al. (2011) divide project development into four stages, they are starting the project, developing, reporting to the class, and assessing the project. Starting the project covers selecting the topic, and then the students outline the project, the method of development, the final outcomes, and individual's responsibilities. The next stage is developing the project includes the research for searching information. In this process, students are expected to practice all language skills (listening, speaking, reading, and writing as well as various language functions. Next is reporting to the class which includes presenting and receiving feedback from other students. The last stage

is assessing the project that can be done by individual students, students as a group, a teacher, or external audience. Both procedures proposed for applying project based learning actually closely similar. The difference is only the presence of assessing the project that proposed by Stanley (2000) and Markham, et al. (2011).

Considering on the procedures in applying project based in the classroom, it can be used to teaching writing as well as speaking skill. This paper focuses the discussion on the how project based learning applied to teach speaking in junior high school level. In line with the 2013 curriculum for junior high school students, the English subject especially for seventh grade students is aimed to introduce the students with English and familiarize the students to use English in spoken communication through various activities. However, the material and activities available in English book which provided by the ministry of education and culture for seventh grade students is less spoken activities. Nurhajati and Widiarini (2015:155) reported their content book analysis, the weakness of the existing English book is the activities is more written activities rather that spoken activities. As the result, in order to provide spoken activities, teacher should create their own guideline.

Brown (2004) categorizes the classroom speaking performances. These performances include imitative, intensive, responsive, interactive: transactional (dialogue), interactive: interactive: interpersonal (dialogue), and extensive (monologue). Imitative performance focuses in phonetic level of oral production. The role of students is only to repeat what they listen from teacher as well from the tape recorder. Intensive performance leads the students to produce the language by themselves by responding to teacher question or interacting with others at minimal length of utterance. Responsive performance requires students to respond to teacher or other students' question. The respond is commonly short, meaningful, and authentic. Interactive: transactional (dialogue) performance is longer and more complex form of responsive performance. The purpose of this performance is to accustom students to be able to convey or exchange fact, information, or opinion with other. Interactive: interpersonal (dialogue) is the performance for maintaining social relationship. The last performance is extensive speaking (monologue). This activity is generally planned and the participant's role is as listener. The activities can be realized in form of: (1) oral presentation, (2) picture cued storytelling, (3) retelling a story, (4) news event, and (5) translation. Based on the importance of project based learning in English language learning and various kinds of performances in speaking, this paper is aimed to develop an instructional guideline for teacher in using project based learning to teach speaking for junior high school students.

Research Methods

This research is aimed to produce an instructional guideline for teacher to teach speaking using project based learning, therefore research and development is appropriate design to be applied in this research. Model R2D2 was selected to develop supplementary material for English subject for Junior high school students. The acronym of R2D2 is Recursive and Reflective, Design and Development (Willis, 2000). It covers some general principles and procedures that help the design process. Basic principles of R2D2 are (1) recursion- the steps taken in design need not follow a linear sequence; (2) reflection- this is a continual cycle in framing the problems that occur in the design process, finding a solution, and finally implementing the solution; (3) participatory design- all stakeholders, including students are involved in every aspects of designing process. More

information and knowledge gathered to produce more meaningful design. Furthermore, the general procedures cover: (1) define. Define is the first activity in designing instructional material. This activity focuses on creating and supporting a participatory team, identifying problems and proposing solution, and the last is contextual understanding. To identify a problem and proposing a solution, researchers conducted survey by distributing questioner to English teachers and students; observation, and interview to English teacher. In addition, they also conducted discussion to find the solution. To get information about the English book "When English Rings a Bell", researchers and team did book analysis; (2) design and Development. Design and development occur together to allow feedback and modification between the two. It covers selection of a development environment (includes: tool design and process design); cooperative inquiry and product design and development; and (3) dissemination. This step has the design group focus on planning and methods of distributing the product, developing guidelines for adoption of the product into local contexts, and making final adjustments to make the product fit those contexts.

Instructional Guideline for Project based Learning to Teach Speaking: A Prototype
The result of need analysis reveals that most of students were enjoy doing their project; however they had difficulties in communicating the end product orally. Generally, students create their complete text before they present their product in the classroom. As a result, when they present their product, it seems they are like memorizing the text that they created before. So, their oral presentation do not runs naturally. In order to solve this problem, the researchers promote to use graphic organizer to help students in organizing the idea needed to be presented.

Graphic organizer is visual tool commonly used in writing to help the students to organize their thought. Takalochta & Leibhea (2008) contend graphic organizer is a visual method of developing, organizing and summarizing students learning. They facilitate to structure disjoined information. Applying graphic organizers in writing enable students focus on the relationships between main ideas and details, main ideas and other ideas, and so forth. In sum, graphic organizer is beneficial for writing process especially in organizing the ideas. Similar with the process of writing, in order to communicate idea and thought orally, idea and thought need to be organized. Well organized ideas and thought enable the listener to understand the content easily. Keeping the importance of well-organized idea and though for speaking in mind, graphic organizer is promoted to be used in planning speaking activity, especially oral presentation. Furthermore, the researchers propose the following guideline to apply the collaboration between project based learning and graphic organizer to teach speaking.

The first step in project based learning is starting the project. This step involves selecting the interesting topic, deciding the end product, and making plan how to do the project. Teachers have primary role in this step. The success of the project based learning is depend on how teachers provide clear instruction and explanation dealing with learning objectives, expected learning outcome, expected end product, and the procedure to create end product. Hence, the teacher's roles in the first step of project based are: (1) selecting the interesting topic for the students; (2) deciding the teaching objective and learning outcome; (3) deciding end product should be created by students; (3) planning the project. Meanwhile, students' roles cover collecting information required to create the product, making plan how they will create the product.

The second step is developing the project. After information collected, students develop their end product. The activities involve drawing, picturing, and arranging the pictures. In this step, students actively create end product based on the instruction from the teacher. Teacher role is helping students and guide them to create the product.

The third step is presenting the project. Since the objective of teaching is practicing the speaking skill, end product is presented in oral presentation. Oral presentation needs preparation such as making draft, selecting vocabularies, practicing pronunciation, and organizing the idea. To help the students to prepare their presentation teacher should select the appropriate tool. The appropriate visual tool is graphic organizer. This is the example of graphic organizer used to help students organizing idea, selecting vocabularies, and at the same time they also create a draft for presentation.
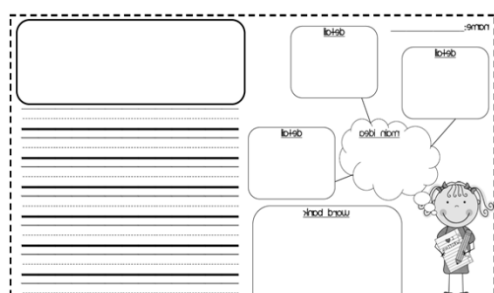

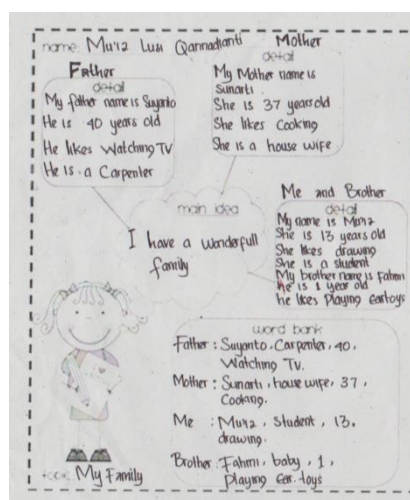Figure 1. Graphic Organizer

Figure 2. Student's Graphic Organizer

The last step is assessing the project. Assessing project work can be conducted by students, teachers, and other people such audience. Assessing involves the product and students' performance in oral presentation.

Conclusion

Project based learning is very beneficial for students. It provide students with more space to integrate various skills both language skill and life skills to produce end product. English teachers have important roles to the project based learning success. These roles cover selecting the interesting topic, proving clear instruction how to do the project, guiding students finishing their project, and assessing student's end product. Clear instruction is really required since it guides students to do the project.

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