

**PROJECT-BASED LEARNING AND DIRECT INSTRUCTION:
THE TECHNIQUES IN TEACHING SPEAKING VIEWED FROM
STUDENTS' SELF-CONFIDENCE.**

Achmad Nur Roziqin¹, M. Ali Ghufron², Moh. Fuadul Matin³

Program Studi Pendidikan Bahasa Inggris
Fakultas Pendidikan Bahasa dan Seni
IKIP PGRI BOJONEGORO
achmadnurroziqin@gmail.com

Abstract

The students still do not get optimal standard achievement in speaking because they still have some problems in speaking. The problems in teaching speaking like poor of confidence and rarely practice English to communicate with others. Project-Based Learning Method (PjBL) is a method that can be used in teaching and learning process by using project. Through this method, the researcher can say that the purpose of this method is the students can explore their ability specially their speaking ability by using the project that is used. The result shows the students who are taught by this method is more effective than the student who are taught by direct interaction. So, the purpose of the teaching speaking can be achieved. The study was designed by using Quantitative research. The population was in the eighth grade of MTs. Walisongo Sugiharas. The sample was divided into two groups. There are 32 students of experiment class and 40 students of control class. The first data collection was the final test of first semester. The data analyzed by using Analysis of Variance (ANOVA). The result in this research PjBL is more effective than the direct instruction to teach speaking. It is seen that mean score of the students who are taught by using PjBL (81,18) is higher than the mean score of the students who are taught by using direct instruction (77,2). It means that PjBL is more effective than a direct instruction to teach speaking.

Keyword: PjBL, direct interaction, curriculum 13, quantitative research, teaching speaking.

INTRODUCTION

Language is one of the most important things in our life. Language is what we need for our activities. According to Gleason (2007: 85), language is one of the important and characteristic forms of human behavior. Language is as a communication means to send information from person to other people. It can be said that language is very important for human behavior. People cannot communicate without language. We use language to express what we tell and what we want. One of the most popular languages is English. Acquiring English as a second language is one of the requirements to be successful in this global era. Acquiring English as a second language can ease us to communicate with people all over the world. As an international language, English has a great role in uniting people worldwide for many purposes. Because of that, it is necessary for people, in this case Indonesian, to master English skills. Recent research in second language acquisition finds that speaking is the main factor in forming learner's

language development (Hadley, 2001: 230). It helps the students to communicate with other people from around the world. Encouraging students to speak English in the classroom is not easy. There are many problems such as students' reluctance, low self-confidence, lack of motivation, uninteresting teaching technique, etc.

Through observation and interview with English teacher and students, low speaking ability happened in MTs Walisongo Sugihwaras Bojonegoro. That was looked after the writer conducted speaking test in the eighth grade. The mean of the student's speaking score is 70 and that score is under passing grade which is given by the school, that is 75. This was because of many problems, such as lack of vocabulary, low self-confidence when they speak in English and the method which was used by the teacher in teaching learning English is less appropriate.

Based on the Competence Standard and Basic Competence of 2013 Curriculum, teaching and learning process consists of five

steps. They are observing, asking, collecting the information, associating and communicating. The five steps above is defined as science approach. In this approach, there are some competences that must be mastered by the students. They are attitude, knowledge and skill. In achieving the competence, there are some kinds of learning method that is suggested in 2013 Curriculum based on science approach. One of them is Project Based Learning Method (PjBL). This is a method that can be used in teaching and learning process by using project. Through this method, the researcher can say that the students can explore their ability specially their speaking ability by using the project that is used. In this case, Project Based Learning (PjBL) method in teaching had been conducted and the result show that it can be used in speaking skill. Over all findings suggest that a cross wide range of subject and group, Project Based Learning (PjBL) method can produce better result compared to the other teaching method.

In this research, the writer discusses psychological aspect from students' self-confidence. Hughes (2000: 28) defines self-confidence as having a positive, realistic self-image. Self-confidence comes with the ability to handle criticism, show affection, and be optimistic, and assertiveness. Students who have high self-confidence are not afraid of exploring their ability. They are usually active in the classroom and not afraid of making mistake in learning.

Based on the statement, it can be inferred that technique for beginners should be simple, short, and varied. Therefore, this study wants to determine the effectiveness of Project Based Learning (PjBL) method compared to Direct Instruction to teach speaking, to see which technique is more suitable to teach speaking at the eighth grade students of MTs Walisongo Sugihwaras in the academic year of 2017/2018 viewed from their self-confidence, whether it is Project Based Learning (PjBL) or Direct Instruction.

Research problems are following:

1. Is Project Based Learning (PjBL) more effective than Direct Instruction in teaching speaking in the eighth grade students of MTs Walisongo Sugihwaras in the academic year of 2017/2018?
 - a. Reduce the students' problems in speaking skill;
 - b. Improve students' achievement in speaking; and
 - c. Make them more active in the teaching-learning process.
2. Do the students with high self-confidence have higher speaking ability than the students with low self-confidence in the eighth grade students of MTs Walisongo Sugihwaras in the academic year of 2017/2018?
3. Is there any interaction between teaching methods and the students' self-confidence in teaching speaking in the eighth grade students of MTs Walisongo Sugihwaras in the academic year of 2017/2018?

This research gives contribution to everyone,

1. To the students, the researcher hopes that the use of Project Based Learning (PjBL) in teaching-learning speaking can:

METHODOLOGY

This research is an experimental research. In addition, as an experimental study, the writer uses quasi-experimental research. This research was conducted at MTs Walisongo Sugihwaras. The population of this research is the eighth-grade students of MTs

Walisongo Sugiharas. Then the writer assigns the sample into the experimental group (8c) and the control group (8b) randomly. The writer uses Cluster Random Sampling for getting a sample from the population. To collecting data the writer uses documentation, Questionnaire, and Test. The writer take the documentation from student's score in the school, the data from 2nd-semester. The Questionnaire is analyzed with content validity by expert, internal consistency, and reliability. And Speaking test is analyzed with content validity by and reliability by expert.

Before conducting the hypothesis test, the writer conduct analyzing the data with 1. Prerequisite test analysis, that is normality and homogeneity tests, 2. Balance Test, 3. Hypothesis test. In this research, the writer apply 2 x 2 ANOVA to analyze the data, it can be used analyzed the hypothesis, or it can be used to see the interaction between the two factor.

RESEARCH RESULTS

The Summary of 2X2 ANOVA

Source	JK	dk	RK	F _{obt}	F _α	P	Decision
Method	99,53	1	292,60	4,2	3,98	<	Rejected
Self-confidence	292,60	1	99,53	1,81	3,98	<	Rejected
Interaction	5,24	1	5,24	0,21	3,98	>	Accepted
Galat	1709,19	69	24,77	-	-	-	-

Based on the table, it can be concluded:

- a. The effect of teaching methods upon the students' speaking ability. It means that role play is more effective than a direct instruction to teach speaking

- b. The effect of self-confidence level upon the students' speaking ability. It can be concluded that the students who have high self-confidence have higher speaking ability than those who have low self-confidence.
- c. The interaction effect of teaching method and self-confidence level upon the students' speaking ability. It can be concluded that there is no interaction effect between teaching methods and self-confidence toward student's speaking ability.

DISCUSSIONS

A. Project-based Learning is more effective than the direct instruction to teach speaking of the eighth grade students of MTs Walisongo Sugihwaras

The hypothesis in this research project-based learning is more effective than the direct instruction to teach speaking.

Based on the result of two-way ANOVA, the value of F_0 is compared to the F_{table} in which dkA is 1 and dkG is 69 at the level of significance $\alpha=0.05$. Based on the table, the value of F_α is 4,02, while the value of F_{table} is 3,98. It means that H_0 is rejected. Therefore, it can be concluded that there is influence teaching methods toward speaking ability.

Based on the mean score, it is seen that the mean score of the students who are taught by using project-based learning (81,18) is higher than the mean score of the students who are taught by using direct instruction (77,2). It means that project-based learning is more effective than a direct instruction to teach speaking, So the hypothesis and result of the research is appropriate.

In achieving the purpose of the study, there

are many kinds of method or strategy that can be chosen. One of them is project based learning method. the project based learning is as a modern method that is included on the science approach. According to Mulyadi (2010: 83), Science approach is the general structure from the teaching process that is as standard process of 2013 curriculum. In developing that approach, the teacher can apply it by using some kinds method likes project based learning (PjBL) method. Project based learning method (PjBL) method has the purpose in teaching a product, and also certain activity based on the basic competence.

B. The Students who have high self-confidence have higher speaking ability than those who have low self-confidence of the eighth grade students of

**MTs Walisongo
Sugihwaras**

The hypothesis of this research is the Students who have high self-confidence have higher speaking ability than those who have low self-confidence.

Based on the result of two-way ANOVA, the value of F_b is compared to the F_{table} in which dkB is 1 and dkG are 69 at the level of significance $\alpha=0.05$. Based on the table, the value of F_b is 11,82 while the value of F_{table} is 3,98. It means that H_0 is rejected, It can be concluded that there is influence self-confidence toward speaking ability.

Based on the mean score, it is seen that the mean score of the students who have high self-confidence (80,13) is higher than the mean score of the students who have low self-confidence (77,77). The

Students who have high self-confidence have higher speaking ability than those who have low self-confidence. So the hypothesis and the result of the research is appropriate.

Furthermore, the students who have a high self-confidence are usually more active in the class, all of that because the students brave acting out their performance with their group, they looked enthusiastic and relax in their learning. It makes them more easily understand the learning. According to Hywang (2014) the student's who have high self confidence tend to be more active in teaching and learning process, they have enough bravery to practice speaking in their group and they also more relax to perform speaking activities. They have strong enthusiasm and intension in learning that makes them

understand the lesson more easily.

C. There is an interaction effect between teaching methods and students' self-confidence on the students' speaking ability of the eighth grade students of MTs Walisongo Sugihwaras

The hypothesis of this research there is an interaction effect between teaching methods and students' self-confidence on the students' speaking ability.

Based on the result of two-way ANOVA, the value of F_{ab} is compared to the F_{table} in which $dkAB$ is 1 and dkG are 69 at the level of significance $\alpha=0.05$. Based on the table, the value of F_{ab} is 0,21 while the value of F_{table} is 3,98. It means that H_0 is accepted. Therefore, it can be concluded that there is no interaction effect between teaching methods

and self-confidence toward speaking ability. So the hypothesis is rejected.

Incompability between hypothesis and the result of this research because there are some the students who have low self-confidence have high speaking ability. On the other hand there are the effect of another factors which is influential toward students' speaking ability in experimental and control class, such as less focus when teaching learning process, they shy ask to their teacher, and lost self-confidence after they know their friend's ability in front of the class.

In Project-based Learning students can make the creation, innovation, and explore their skill in the kinds of activities and art from the learning process that have done by them, as well as individually or in group. The students are

hoped to be able in exploring their ability and their skill in managing and exploiting the source, material, and also environment potential, society and culture. To be something that have the real mean for themselves and other people in the together life. The students' potential can be more active and optimal. Not only in intellectual potential, but also physically, emotion, social, and spiritual. Project-based Learning which promotes students' activeness and creativity is beneficial for those who are highly concerned about the activities are given by the teacher. Because having high self-confidence will be very enthusiastic to join every challenging activity.

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusions of the research which are based on the

research result and the discussion in chapter IV can be drawn as follows:

1. In general, project-based learning methods as one of the models of learning is more effective than a direct instruction to teach speaking to the eighth grade students of MTs Walisongo Sugihwaras in the academic year of 2017/2017.
2. The students having high level of self-confidence have higher speaking ability than those having low level of self-confidence to the eighth grade students of MTs Walisongo Sugihwaras in the academic year of 2017/2018.
3. There is no interaction between teaching methods (project-based learning and direct instruction) and student's self-confidence to teach speaking to the eighth grade students of MTs Walisongo Sugihwaras in the academic year of 2017/2018.

B. Suggestion

Based on the

conclusions, there are some suggestions as follow:

1. For Students

The students can make the creation, innovation, and explore their skill in the kinds of activities and art from the learning process that have done by them, as well as individually or in group and students' potential can be more active and optimal. Not only in intellectual potential, but also physically, emotion, social, and spiritual.

The students are hoped to be able in exploring their ability and their skill in managing and exploiting the source, material, and also environment potential, society and culture. To be something that have the real mean for themselves and other people in the together life.

2. For the Teachers

The English teachers hope fully always creative in teaching English to make the

students more interested and not bored. It is better if the teacher uses media in find out many ideas in their speaking activity although there is a students' project as the students' creation. In addition, it can make their class be enjoy, active, creative and meaningful is very important to make teaching and learning process run well.

Besides that, the English teachers are hoped fully can apply many different method in English teaching and learning process. By applying the different method, the students will make the students are easy in understanding the material and can increase their ability that catch their psychometric and affective. But in applying some method, it is better if the teacher makes special for teaching speaking. It is hoped in order the teacher can make the process of teaching and learning to be maximal, so the students can speak well and fluently.

3. For the Other Researcher

The result of this study, hopefully, can urge other researchers to conduct a further study concerning the teaching method used and the role of self-confidence in teaching speaking ability.

BIBLIOGRAPHY

- Arends, R.I, kilcher, A. (2010). *Teaching for Students Learning : Becoming an Accomplished Teacher*. Rotledge Taylor & Francis group. New York and London
- Arikunto, S. (2002). *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Arikunto, S. (2010). *Manajemen Penelitian*. Jakarta : PT Rineka Cipta
- Brown, H.D, (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York. Longman.
- Budiyono. (2003). *Metodologi Penelitian Pendidikan*. Surakarta: Sebelas Maret University Press.
- Budiyono. (2004). *Statistika Dasar untuk Penelitian*. Surakarta: FKIP UNS Press.

- Budiyono. (2009). *Statistika Untuk Penelitian*. Cetakan 3. Surakarta: Sebelas Maret University Press.
- Burton, K, and Platts, B. (2006). *Building Confidence for Dummies*. West Sussex : John Wiley & Sons, Ltd.
- Byrne, D. (2010). *Teaching Oral English*. Edinburgh: Longman Limited.
- Cameron, L. (2005). *Teaching Language to Young Learners*. New York : Cambridge University Press.
- Carnine, D., Silbert, J., & Kameenui, E. J. (2014). *Direct Instruction Reading*. Ohio: Merrill Publishing.
- Hodgson, C. 2010. *Project Based Learning Method in Teaching and Learning*. New York: Cambridge University Press.
- Kosasih, Endang. 2014. *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*. Bandung: YRAMA WIDYA.
- Kusuma and Kasbollah. 2008. *Teaching and Learning Strategy*. Jakarta : Bumi Aksara.
- Chaney, A. L., & Burk, T. L. (2015). *Teaching Oral Communication in Grades K-8*. Allyn and Bacon, Order Processing, PO Box 11071, Des Moines, IA 50336- 1071.
- Cruickshank, Bainer, Metcalf, 2014. *The Act of Teaching* . Boston:McGraw-Hill College.
- Doff, (2014). *Teach English: A Training Course for Teachers*. Cambridge University Press.