

**IMPROVING STUDENTS' SPEAKING ABILITY
IN DESCRIBING LOCAL TOURISM OBJECTS
THROUGH PROJECT-BASED LEARNING TECHNIQUE
(Classroom Action Research at the Tenth Grade Students of Tourism
Department of SMKN 1 Kota Bengkulu in Academic Year 2018/2019)**

THESIS

Submitted as A Partial requirements for the degree of S.Pd
(*Sarjana Pendidikan*) in English Education Study Program



By:

Utari Dwi Sartika
NIM: 1516230029

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TADRIS
STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) BENGKULU
2019**



KEMENTERIAN AGAMA

INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

FAKULTAS TARBIYAH DAN TADRIS

JURUSAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

RATIFICATION

This is certify the *Sarjana* thesis entitled “Improving Students’ Speaking Ability in Describing Local Tourism Objects Through Project-Based Learning Technique (Classroom Action Research at The Tenth Grade Students of Tourism Department of SMKN 1 Kota Bengkulu in Academic Year 2018/2019)” by Utari Dwi Sartika has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman :

Nurlaili, M.Pd.I

NIP. 197507022000032002

Secretary :

Heny Friantary, M.Pd

NIP.198508022015032002

Examiner I :

Dr. H. Ali Akbarjono M.Pd

NIP.197509252001121004

Examiner II :

Feny Martina M.Pd

NIP. 198703242015032002

Bengkulu, August 2019

Approved by the Dean of Islamic and Tadriss Faculty



Dr. Zubaedi, M.Ag., M.Pd

NIP. 19690308 199603 1 00 5



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat: Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax. (0736)51172 Bengkulu

ADVISORS SHEET

Subject : Thesis of Utari Dwi Sartika

SRN : 1516230029

To: The Dean of Tarbiyah and Tadris Faculty

IAIN Bengkulu

In Bengkulu

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Utari Dwi Sartika

SRN : 1516230029

Title : Improving Students' Speaking Ability in Describing Local Tourism

Objects Through Project-Based Learning Technique (A Classroom

Action Research at the Tenth Grade Students of Tourism Department of

SMKN 1 Kota Bengkulu in Academic Year 2018/2019)

Has already fulfilled the requirements to be presented before The Board of Examiners

(*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu'alaikum Wr.Wb

Bengkulu, August 2019

First Advisor,

Second Advisor,

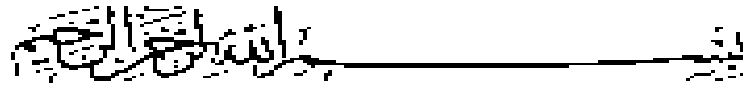
Risnawati, M.Pd

NP. 1974053211999032002

Endang Haryanto, M.Pd

NIDN. 2004058601

MOTTO



ALHAMDULILLAHIRABBILALAMIN

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ

And that a man has nothing but what he has worked for

(Q.s. An-Najm: 39)

A smooth sea never made a skilled sailor

Don't compare your behind-the-scenes

with someone else's highlight reel.

There's no comparison between the sun and the moon,

They shine when it's their time.

(Utari Dwi Sartika)

DEDICATION

Bismillahirrohmanirrohim

With gratitude and all my love, this thesis is dedicated to:

- ❖ My beloved parents; my father Zulkifli, S.Sos., and my mother Nurminarti. Thank you very much for all your love, your great prayer, and for your kind support throughout the years. For teaching me the meaning of compassion, and sharing in my triumphs and my tears. May Allah always bless you both.
- ❖ For my one and only brother, Edo Litanorris, M.H.I., thanks for always being there when I needed you the most, supporting and encouraging me, helping me, and thank you for being the best brother I could ever ask for.
- ❖ My first supervisor, Risnawati, M.Pd and my second supervisor, Endang Haryanto, M.Pd, thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- ❖ All of my lecturers who teach in Tarbiyah and Tadris Faculty, especially in English Education Study Program IAIN Bengkulu, thanks for knowledge and lessons you taught during my college.
- ❖ Dra. Hj. Evriza, M.Pd (Headmaster), Hendrik Purnomo, S.Pd (English Teacher), and all the tenth grade students of Tourism Department of SMKN 1 Kota Bengkulu in academic year 2018/2019, thank you very much for all efforts for this thesis.
- ❖ All of my friends of TBI 2015, especially for my partner in crime, CECELA (Eka, Dayang, Dini, Lola, Umik Nisa, Sita). Thank you for our friendship so that my four-year college period becomes more meaningful. Hopefully, the good times will always be the most beautiful memories.
- ❖ My great almamater IAIN Bengkulu.



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INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51276 Fax. 51171 Bengkulu

PRONOUNCEMENT

Name : Utari Dwi Sartika
NIM : 1516230029
Study Program : English Education Study Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled **“Improving Students’ Speaking Ability in Describing Local Tourism Objects Through Project-Based Learning Technique (Classroom Action Research at The Tenth Grade Students of Tourism Department of SMKN 1 Kota Bengkulu in Academic Year 2018/2019)”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, August 2019

Stated by



Utari Dwi Sartika
NIM : 1516230029

ACKNOWLEDGMENTS


Firstly, the researcher would like to express her gratitude to Allah SWT, the almighty that has given him great *hidayah* during she wrote this thesis entitled “*Improving Students’ Speaking Ability in Describing Local Tourism Objects Through Project-Based Learning Technique (Classroom Action Research at The Tenth Grade Students of Tourism Department of SMKN 1 Kota Bengkulu in Academic Year 2018/2019)*”. This thesis is as one of the requirements to get bachelor degree (sarjana) in Tadris Department of English Education Study Program of IAIN Bengkulu.

Shalawat and *Salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to modern life with great education like this age. In the process of writing this thesis, there were many people encourage, motivation, advice, and support the researcher to complete this thesis. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents his sincere appreciation to:

1. Prof. Dr. H. Sirrajudin M., M.Ag, M.H, the rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, the dean of Tarbiyah and Tadris Faculty.
3. Feny Martina, M.Pd, as the Head of English Education Study Program.
4. Supervisor, Risnawati, M.Pd. and Co-supervisor, Endang Haryanto, M.Pd.
5. All of English lecturers and administration staffs of IAIN Bengkulu.
6. All of my best friends, especially in English Study Program of IAIN Bengkulu 2015.

It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, August 2019


Utari Dwi Sartika
 The Researcher

ABSTRACT

Utari Dwi Sartika. (2019). *Improving Students' Speaking Ability in Describing Local Tourism Objects Through Project-Based Learning Technique (A Classroom Action Research at The Tenth Grade Students of Tourism Department of SMKN 1 Kota Bengkulu in Academic Year 2018/2019)*. Tarbiyah and Tadris Faculty. Supervisor 1: Risnawati, M.Pd; and Supervisor 2: Endang Haryanto, M.Pd.

Key Words: *Speaking Ability, Project-Based Learning Technique.*

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 in academic year 2018/2019 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 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 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.

ABSTRAK

Utari Dwi Sartika. (2019). *Meningkatkan Kemampuan Berbicara Siswa dalam Mendeskripsikan Objek Wisata Lokal Melalui Teknik Pembelajaran Berbasis Proyek (Penelitian Tindakan Kelas pada Siswa Kelas Sepuluh Jurusan Pariwisata SMKN 1 Kota Bengkulu Tahun Ajaran 2018/2019)*. Fakultas Tarbiyah dan Tadris. Pembimbing 1: Risnawati, M.Pd; dan Pembimbing 2: Endang Haryanto, M.Pd.

Kata Kunci: *Kemampuan Berbicara, Teknik Pembelajaran Berbasis Proyek.*

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana Teknik Pembelajaran Berbasis Proyek meningkatkan kemampuan siswa dalam berbicara. Di SMKN 1 Kota Bengkulu, siswa masih memiliki motivasi rendah terutama dalam kegiatan berbicara, mereka tidak mengerti banyak aspek dalam berbicara bahasa Inggris, karena guru menggunakan kegiatan yang monoton dan membutuhkan strategi yang lebih menarik di kelas bahasa Inggris. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK).. Responden penelitian ini adalah siswa kelas sepuluh jurusan Pariwisata SMKN 1 Kota Bengkulu tahun ajaran 2018/2019 yang terdiri dari 26 siswa. Hasil penelitian ini menunjukkan bahwa *Teknik Pembelajaran Berbasis Proyek* dapat meningkatkan kemampuan siswa dalam mendeskripsikan objek wisata lokal pada kelas sepuluh jurusan Pariwisata SMKN 1 Kota Bengkulu tahun ajaran 2018/2019. Peningkatan itu dapat ditunjukkan dari perbandingan nilai rata-rata siswa pada tes awal (63.65) yang termasuk kategori “Sedang”; dan nilai rata-rata pada tes siklus II (75.23) yang termasuk dalam kategori “Baik”. Ini menunjukkan ada peningkatan nilai rata-rata sebanyak (11,58) poin setelah diberi tindakan sebanyak dua siklus. Perkembangan penting bagi siswa adalah suasana belajar di kelas menjadi lebih baik, terutama sikap, motivasi belajar, dan interaksi di kelas. Selama pembelajaran di kelas, sebagian besar siswa tidak lagi melakukan tindakan yang tidak disiplin seperti mengobrol dengan temannya dan melakukan aktivitas diluar diskusi. Siswa terlihat ingin tahu untuk belajar teknik pembelajaran baru dan memperhatikan penjelasan guru dengan serius. Dalam kegiatan kelompok, siswa berpartisipasi aktif dalam memecahkan persoalan yang terjadi pada kelompok mereka.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking is one of skills that is learned by students in all levels of education. As Byrne 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)¹. 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.

¹Muna, MS. *Utilizing YouTube Videos to Enhance Students' Speaking Skill (A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta, Academic Year 2010/2011)*. (Undergraduate). Sebelas Maret University. Surakarta. 2011.

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.

Moreover, practicing English regularly is needed to improve students' speaking ability and it needs high motivation of the students. English teachers play important roles to support and to help their students practice English in classroom. Teachers must be creative in creating appropriate and interesting activities as well as the use of media to help their students improve their oral production. Of course, they should consider the students' interest which determines whether the activities are appropriate or not. Teachers should be careful in selecting activities to teach speaking.

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. The problems are: *Firstly*, the students are not able to speak English fluently². They cannot speak English fluently because lack of knowledge of grammatical forms and vocabulary. Some students can only speak one or two sentences in wrong structure, and then totally get stuck because they don't know what is going to say. It happened because they do not master enough English vocabulary for

²Esti Ermawati. *Using Video Clips to Improve Speaking Skills of The Students of The Fourth Grade of Sengon Elementary School 3 (SES 3) in The Academic Year of 2011/2012*. Yogyakarta State Univesity. Yogyakarta. 2013. P.2

making conversation in English. In short, lack of English vocabulary and sentence structure are the major problems for students to produce sentences in delivering ideas.

Secondly, the students have low learning motivation and self confidence during communication in English³. They feel shy, nervous, and lack of confidence when answering questions from their teacher or having a presentation. The students felt reluctant to have communication in English with teacher or other students. They seemed not to try to practice English in English class or outside the classroom. They also do not pay much attention to the speaking class and do not actively involved in speaking activities. As the result, most of the students do not get success in speaking activities both in the classroom or outside the class.

Thirdly, the students' social situation does not support them to make English conversation in their daily life⁴. The students' environment do not support them to practice speaking English in every day life. They learn English is not for practice, but it is only for one of subjects at school where at the last semester they get score from the teacher. Then, they still use mother tongue language, local language or Indonesian language to communicate with people around them. As the result, they do not have more motivation to explore speaking English. In addition, most of the students are afraid to

³Diki Riswandi. *Proceeding The 2nd International Conference On Teacher Training and Education Sebelas Maret University*. Use of YouTube-Based Videos to Improve Students' Speaking Skill. Vol.2 (1) 2016. P.298

⁴Asnawi Muslem, Faisal Mustafa, Bustami Usman, Aulia Rahman. *Teaching English with Technology*. The application of video clips with small group and individual activities to improve young learners' speaking performance. Vol. 4. 2017. P.25.

pronounce it incorrectly. They often pronounce English by making errors so that their friends laugh at them. It is clear that social situation also influences students' success in learning English, especially speaking.

Fourthly, the lack of speaking performance instruction from teacher⁵. There was a little chance for the students to practice their speaking because the teaching process tended to use textbook-based technique and reading aloud from book during the teaching and learning process. The teacher seldom uses other media to support his teaching. Then, it makes the students bored and lose interests in the English subject which affect the students' speaking ability. Most of the students' activities are listening teachers' explanation and doing exercises in form of items provided in their English textbooks. In other words, the students do passive activities in learning English.

Based on the explanation above, it can be concluded that the most problem happen to the students in speaking activities are the students can not speak English fluently, they have low learning motivation and self confidence, their social situation does not support, and the lack speaking instruction from the teacher. The situation of the class described above becomes a problem that should be solved by the teacher for they are involved directly in the teaching-learning process and they are fundamental factors controlling the students' success in learning. The teacher is required to make a good learning environment that can encourage and motivate the students to

⁵Arum Mustikawati. *The Effectiveness of Using Video in Teaching Speaking for the Eight Grade Students of SMPN 1 Manisrenggo*. Yogyakarta State University. Yogyakarta. 2013. P.3

study and make them comfortable, interested, and motivated in learning English. To actively engage the students in the learning process and enhance their motivation of learning the language, it is highly recommended for the teacher especially to create a good media, make a conducive situation and creative activities.

Based on the preliminary research in SMKN 1 Kota Bengkulu, especially at the tenth grade students of Tourism program on 29 & 30 January 2019, 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.

Based on the interview with the teacher and students above, it can be concluded that the most problems often faced by the students in speaking activities in this school are the students still have low motivation, the students did not understand many aspects in English, the teacher did not use specific strategy in teaching speaking, and 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 choose this technique because of some reasons. First, many research findings said that this technique is effective for teaching speaking. This technique was firstly initiated by John

Dewey who initially promoted the idea of “learning by doing.” Patton defined *Project-Based Learning* is a systematic teaching technique allowing to do the designing, planning, and carrying out tasks in order to produce, publish, and present a product⁶. Through *Project-Based Learning Technique*, the students are engaged in communication purpose 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 use of English as a Foreign Language skills.

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 positive interaction in their small group for doing this project.

Project-Based Learning Technique offers many advantages in teaching-learning process. Boss, Krajcik, and Patrick stated that some of the advantages of PBL techniques in learning⁷. *Firstly*, PBL increases in students’ motivation. The students can choose their own topics, the extent of

⁶Diki Riswandi. *Op.Cit.*, p.33.

⁷Nathan D. Boss, Joseph S. Krajcik, and Helen Patrick. Telecommunications for teachers: Supporting reflection and collaboration among teaching professionals: *Journal of Computers in Mathematics and Science Teaching*, 14(12), 1995, p. 187 -202.

content, and the presentation mode. They build their projects to suit their own interests and abilities. These kinds of activities are highly motivating for students.

Secondly, they are easier to solve the learning problems. Project-Based Learning encourages students to engage in complex and ill-defined contexts. From the beginning, students identify their topics and their problems, and then seek possible solutions. By participating in both independent work and collaboration, students improve their problem solving skills thereby developing their critical thinking skills.

Thirdly, PBL improves the students' media research skills. Project-Based Learning provides a real world connection to context. The students conduct research using multiple information resources. By locating the resources themselves, their research skills develop and improve.

Fourthly, PBL increases the students' collaboration. In the processing stages, students create and organize their own groups. They share knowledge and collaboratively construct their products. Through collaboration, they develop social communication skills and obtain multiple perspectives.

Lastly, PBL increases in resource-management skills. Successful Project-Based Learning provides learners with experience in project organization and time management with necessary scheduling of resources.

Furthermore, Fragoulis stated that there are several advantages of using Project-Based Learning Technique to teach speaking ability⁸. *First*, PBL gives contextual and meaningful learning for students. PBL allows the student to work on the project that gives the students chances not only to learn and practice English but also to develop varied important skills such as teamwork, critical thinking, and presentation. This function can encourage students to improve their learning motivation and self confidence in communication. As the result, the students can improve their English skill and perform their English skill confidently.

Second, PBL can create an optimal environment to practice speaking English. The students are asked to collect and discuss the problems with their friends before they consult it with the teacher. Afterward, they need to present their final products that could be in the form of presentation, performance, publication, etc. in front of the class, other classes, teachers, or the other media allowed by the teacher. It makes students practice continuously to speak English with their surrounding environment so that they can speak English fluently.

Third, PBL enhances the students' interest, motivation, engagement, and enjoyment. In PBL Technique, the students sit together, face one another, and talk freely about the problem. They sit in a circle discussing the problem which needs to be solved. This situation creates free communication in which the students use the language freely in the classroom without feeling shy.

⁸Iosif Fragoulis. Project-based learning in teaching of english as a foreign language in greek primary schools: from theory to practice, *English Language Teaching (ELT) Journal*, Vol.2 No.3, Greece, 2009, p.113-114.

Fourth, PBL can give an optimal opportunity to improve students' language skill. Working in a group also helps the student learn about speaking concerning on the way of speaking (fluency), vocabulary, pronunciation, grammar, and content of what to speak. Discuss with the group allow student to have an opportunity to give and share information orally to the group's members. At this point, intensive and extensive speaking performances unconsciously done by the students.

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 significantly⁹. 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

⁹Herlina Dewi. Project Based Learning Techniques to Improve Speaking Skills, *English Education Journal (EEJ)*, Vol. 7 (3). 2016. P.341-359.

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.

Based on the background and problem above, 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. From the background and problem above, the researcher is interested to do a research entitled "*Improving Students' Speaking Ability in Describing Local Tourism Object Through Project-Based Learning Technique (A Classroom Action Research at the Tenth Grade Students of Tourism Department of SMKN 1 Kota Bengkulu in Academic Year 2018/2019.*"

B. Identification of the Problem

Based on the detailed explanation in the background above, the problems in this research can be identified that: (1) the students still have low motivation especially in speaking activities; (2) the students do not understand many aspects in speaking English; (3) the teacher use Conventional Method in English class; (4) The tenth grade students of Tourism department of SMKN 1 still needed more improvement in learning

speaking, especially in speaking ability and the students need interesting strategy in learning English to encourage them to be interested in learning English.

C. Limitation of the Research

Among the problems mentioned above, this research problem will be limited to: *First*, the use of *Project-Based Learning Technique* in teaching speaking ability. *Second*, the students' speaking ability in describing Local Tourism Objects of tenth grade students of Tourism department of SMKN 1 Kota Bengkulu in academic year 2018/2019.

D. Research Question

Based on the background above, the problem of this research is: How does *Project-Based Learning Technique* improve the students' speaking ability in at the tenth grade students of Tourism department of SMKN 1 Kota Bengkulu in academic year 2018/2019?

E. The Objective of The Research

The objective of this research is to implement *Project-Based Learning Technique* to improve the students' speaking ability in describing local tourism objects at the tenth grade students of Tourism department of SMKN 1 Kota Bengkulu in academic year 2018/2019.

F. Significance of the Research

Basically, the two kinds of research significance are as follows: theoretical significance and practical significance.

1. Theoretical Significance

This study is expected to give a contribution to improvement in teaching speaking at Vocational High Schools especially for improving tourism department students' achievement in describing local tourism objects.

2. Practical Significance

The research findings are expected to make a valuable contribution both for teachers and students. For the teachers, the findings from the research are expected to provide a good technique for teaching speaking in order to teach students to be able to have a good communication with EFL. Meanwhile, for the students, the research findings can encourage them to be more active in practicing and improving their oral production as one of important skills in English.

G. Operational Definition of Key Terms

It is important to define some key terms used in this research; they are:

1. *Speaking ability* is the ability that is used to express a person's understanding, convey intended meaning accurately with sufficient vocabulary, use language in appropriate contexts, and interact with other

speakers fluently¹⁰. In this research, the students hopefully have an improvement of speaking ability in describing local tourism objects.

2. *Project-Based Learning Technique* is a student-centered teaching technique which the students acquire a deeper knowledge through active exploration of real-world challenges and problems.

¹⁰Susan Brindley. *Teaching English*, London, Routledge. 1994, P. 28.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Speaking Ability

1. The Definition of Speaking Ability

Speaking is a basis of language learning¹¹. The students' speaking proficiency can be measured by how they communicate in English with others well. Therefore, conversation is a core aspect in teaching and learning speaking. It becomes vitally aspect for the success of learning where it expresses language function as a system for expression meaning. The indicator good speaking proficiency if students can deliver understandable message to listeners and listener can also give feedback or respond to the speaker.

Palmer defined speaking as development of the relationship between speaker and listener where speaking determined by logical linguistic, psychological, a physical rules that applied in a given communicate situation¹². It means that the main purpose of speaking is for communication. In order to be able to express thought effectively, the speaker should know exactly what he/she wants to say or communicate, he/she should be able to evaluate the effect of his/her communication to

¹¹David Nunan. *Language Teaching Methodology: A Textbook for Teachers*, USA, Prantice Hall, 2005, P. 23.

¹²Erik Palmer. *Teaching the Core Skill of Listening and Speaking*, Alexandria, ASCD, 2014, P. 5-7.

his/ her listener, he/she must understand whatever principles underlie the conversation both generally and individually.

From the explanation above, the researcher concludes that speaking is a fundamental skill that is important to be mastered by students in order to have a good communication. The success of speaking is if the speaker is able to deliver a message to the listener and the listeners can give a feedback toward the information that they receive.

2. Types of Activities in Speaking Class

Many speaking activities can be done by students in the classroom which are currently used as a communication continuum. There are a number of widely-used categories of speaking activities. They can be as the following explanation¹³:

a. Acting from a script

For this activity, the English teacher can ask the students to act out scenes from plays and/or their coursebooks, sometimes filming the results. Students will often act out dialogues they have written themselves. There are some types of acting a script: first *playscript*

1) That help students work on plays or playscripts, they should treat it as a 'real acting'. In other words, the teacher need to help them to go through the scripts as if the teacher is theatre director, drawing attention to appropriate stress, intonation and speed. Second *acting*

¹³Jeremy Harmer. *The Practice of English Language Teaching (4th Edition)* (Longman Handbooks for Language Teachers), London, Pearson Longman, 2007, P.348-352.

out dialogue. The teacher need to work to create the right kind of supportive atmosphere in the *class*. The teacher need to give students time to rehearse their dialogues before they are asked to perform them. If we can give students time to work on their dialogues, they will gain much more from the whole experience.

b. Communication games

There are many communication games, all of which aim to get students talking as quickly and fluently as possible. Two particular categories are worth mentioning here:

1) *Information-gap games.* Many games depend on an information gap: one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

2) *Television and radio games.* When imported into the classroom, games from radio and TV often provide good fluency activities, as the following examples demonstrate. In 'Twenty questions' the chairperson thinks of an object and tells a team that the object is either animal, vegetable or mineral, or a combination of two or three of these. The team has to find out what the object is asking only *yes/no* questions, such as *Can you use it in the kitchen?* or *Is it bigger than a person?* They get points if they guess the answer in 20 questions or fewer.

c. Discussion

Discussions range from highly formal, whole-group staged events to informal small-group interactions.

- 1) *Buzz groups*. The teacher might want students to predict the content of a reading text, or the teacher may want them to talk about their reactions to it after they have read it. The teacher might want them to discuss what should be included in a news broadcast or have a quick conversation about the right kind of music for a wedding or party.
- 2) *Instant comment*. It is to insert 'instant comment' mini-activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.
- 3) *Formal debates*. In a formal debate, students prepare arguments in favour or against various propositions. When the debate starts, those who are appointed as 'panel speakers' produce well-rehearsed 'writing-like' arguments, whereas others, the audience, pitch in as the debate progresses with their own (less scripted) thoughts on the subject.
- 4) *Unplanned discussion*. Some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. Their success will depend

upon the teacher's ability to prompt and encourage and, perhaps, to change the teacher's attitude to errors and mistakes from one minute to the next. Pre-planned discussions, on the other hand, depend for their success upon the way the teacher ask students to approach the task in hand.

- 5) *Reaching a consensus*. This is a kind of activity (with particular relevance to schools) where students consider a scenario in which an invigilator during a public exam catches a student copying from hidden notes.

d. Prepared Talks

In this activity, a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.

For students to benefit from doing oral presentations, the teacher need to invest some time in the procedures and processes they are involved in. In the first place, the teacher need to give them time to prepare their talks (and help in preparing them, if necessary). Then students need a chance to rehearse their presentations. This can often be done by getting them to present to each other in pairs or small groups first. The teacher and the class can decide together on criteria for what

makes a good presentation and the listener in each pair can then give feedback on what the speaker has said. The presenter will then be in a good position to make a better presentation. However, this only works if students have had a chance to discuss feedback criteria first.

e. Simulation and Role-Play

Students simulate a real life encounter (such as a business meeting, an interview or a conversation in an aeroplane cabin, a hotel foyer, a shop or a cafeteria) as if they were doing so in the real world. They can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share. When the teacher gives students these roles, it calls the simulation a role-play. Thus the teacher might tell a student *You are a motorist who thinks that parking restrictions are unnecessary* or *You are Michelle and you want Robin to notice you, but you don't want him to know about your brother*, etc.

It can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes (ESP). When students are doing simulations and role-plays, they need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly.

Based on the detail explanation above, the activities above are related to the process of speaking ability which can be applied to encourage the students to speak up. In this case, the researcher will choose the three types of these activities namely discussion, prepared talks, and also simulation in order to do *Project-Based Learning*.

Related to types of speaking activities, Scott Thornbury suggested some appropriate activities that can be applied in English classroom, namely: drilling and chants, writing tasks, reading aloud, assisted performance and scaffolding, dialogues, and communication tasks¹⁴. In this research, researcher dominantly uses drilling and dialogue because they are the appropriate ones to apply based on the students' condition as respondents in this research.

3. Students' Difficulties in Speaking Class

Speaking class always becomes big problems for students because this productive skill needs students to produce language directly. Pollard stated that speaking is one of the most difficult aspects for students to master¹⁵. It happens because of some common problems of EFL learners, namely: the environment does not support them to use English in their daily life. They prefer use mother tongue to communicate, instead of using English, and also they feel shy and lazy to learn English. Many of students cannot speak clearly when they talk with foreigners because they do not

¹⁴Scott Thornbury. *How to Teach Speaking*. USA, Longman, 2007, P. 63.

¹⁵Pollard, Andrew. *Reflective Teaching 3rd Edition: Evidence Informed Professional Practice*, Continuum International Publishing Group, 2008, p. 34.

know how to express what they want to say and how to say that. For it, they get miss communication. To minimize the mistakes and get a good communication with native speakers or no, the learners must know and comprehend the use of expressions and the elements in speaking.

In learning speaking, students find different kinds of difficulties. These difficulties are based on the students' previous experience. There are some problems with speaking activities, they are¹⁶:

a. *Inhibition*

Unlike reading, writing, and listening, speaking requires some degree of real time exposure to the audience. Learners are often inhibited to speak in foreign language, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention their speech attracts.

b. *Nothing to say*

Learners 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.

c. *Low or uneven participation*

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

¹⁶Penny Ur. *A Course in Language Teaching*, Cambridge University Press, Cambridge, 1996, p.121.

d. *Mother tongue use.*

Most learners tend to use their mother tongue because it is easier, and it is more natural for them to communicate.

Based on the explanation above, it is clear that students find various kinds of difficulties in learning speaking. It is a challenge for English teacher to find the best strategy to improve students' speaking skill.

4. Characteristics of Successful Speaking

Success is the main goal of teaching and learning. In reaching the success, it is not easy. It needs appropriate learning materials and teaching strategies. To describe successful speaking activities in EFL classroom, Ur described it as the following detail¹⁷: (1) *Learners talk a lot*. In speaking class, time allocation during learning is used for students to talk as much as possible. This is not interrupted with the teacher talk or pauses; (2) *Participation is even*. In the classroom discussion, all of the students have a chance to speak up. So that it is not only dominated by talkative students; (3) *Motivation is high*. The students are eager to speak. Because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve the task objectives; and (4) *Acceptable language*. The students express themselves in utterances that

¹⁷*Ibid.*, P. 120

are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

To reach the success class, it is important for the teachers to use the best strategy and model during the lesson. Harmer wrote that when teaching speaking or producing skill, the teacher can apply three major stages, those are¹⁸: (1) *introducing new language*, (2) *practice*, and (3) *communicative activity*. This theory means that the teacher should teach the students about basic knowledge of language (English) such as the elements of language that must be learned by the students. Then, the teacher should ask the students to practice the language by using various strategies. To make the students familiar with the new language, they must use the language in every day life in form of various kinds of communicative activities.

5. Procedures in Teaching Speaking

The successful of learning activity in a foreign language classroom is usually achieved through the effective construction of the teacher. Based on Harmer's model, an instruction unit should consist of the following stages¹⁹:

- a. *Introduction*. It consists of some activities; namely: explaining learners the purpose of the current lesson; Asking them to lay out their background

¹⁸Jeremy Harmer. *The Practice of English Language Teaching Third Edition*, USA, Longman, 1990, P. 269.

¹⁹Eyüp Yaşar Kurum. *Teaching Speaking Skills*. Retrieved from <https://www.researchgate.net/publication/312538107>.

knowledge on the topic. For example, if the topic of the lesson is purchasing a plane ticket to go abroad, students can be asked to guess the content of a possible conversation taking in a travel agency.

- b. Presenting the task.* In this stage, what we expect from the students to do should be explained clearly. For example, if the teacher wants the students to make a dialogue with their partners on a given topic, (s)he can make a similar dialogue with a student as a first step. To check whether the task is understood clearly by the students, they can be asked to repeat the process. This can be done in English or Turkish depending on the level of the students. In addition, students should be given all the necessary role cards, pictures, listening and reading texts, etc. about the task.
- c. Observation.* The teacher's keeping track of the activity going on in the class. Teacher intervenes whenever required. This intervention does not necessarily involve the correction of errors, but rather ensuring the students' progress according to the objective of the lesson.
- d. Feedback.* To make the students learn about their performance at the end of the activity. In this stage, a feedback on the content of the activity rather than the grammatical accuracy would be more appropriate. Informing students what they have achieved is better than saying them what they have failed. Such a feedback would contribute to their inner motivation, sense of achievement and self-confidence. This would also have a positive contribution to low affective filter which is considered to be an essential condition in language acquisition.

e. *Follow up Activity on the Topic.* Finally a follow up assignment to reinforce the activities in the lesson can be given. For example, if the topic of the lesson was about speaking activities on purchasing a plane ticket for an abroad flight, the homework could be a research on how to purchase the same ticket on the internet and presenting the data on the following class.

B. Describing Local Tourism Objects

Describing local tourism object is one type of descriptive text. Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place, and or event to the readers or listeners²⁰. In this research, the researcher focuses the students to describe place, especially local tourism object in Bengkulu. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or listeners can possibly notice what the writer is writing or speaking about as if they could directly see it through their own eyes.

Like other genres, descriptive also has its generic structure. The elements or schematic structures of descriptive text are called identification or general statement and description. Identification is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event. Description, on the other side, is structured to describe that

²⁰Eko Noprianto. Student's descriptive text writing in SFL perspectives, *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, Vol. 2(1), Indonesia University of Education (UPI), 2017, p.67.

participant from its characteristics, appearances, personality, and habits or qualities.

An example of generic structure (form identification and description of descriptive text) is:



Borobudur Temple

(Identification)

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

(Description)

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire

Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

In this research, the description will be in form of oral skill. However, the students still use written description text for complete and correct order of the text structure.

C. The Use of Project-Based Learning Technique

1. *The Basic Concept of Project-Based Learning Technique*

One of factors that influence students' learning process is the use of appropriate teaching strategy or technique. In this research, the researcher is sure that the Use of *Project-Based Learning Technique* (PBL Technique) is appropriate to overcome students' problems in speaking ability, especially in describing local tourism objects at the tenth grade students of Tourism Department of SMKN 1 Kota Bengkulu in academic year 2018/2019. To use this technique, it is important to describe a clear concept of *PBL Technique* itself in order to be easy to apply in the classroom.

PBL Technique was firstly introduces by John Dewey in 1900s where he promoted the basic idea of "Learning by Doing" that reflected the

constructivism learning theory. Constructivism is the theory that suggests how learners can construct their own understanding and knowledge based on the experience that they have encountered in life dealing with the real-world problem²¹. It means that experience is the most important factors in constructing knowledge. Therefore, students find something new in learning, they have to connect it with their previous ideas and experiences to reach more meaningful experience in order that they can acquire new information they need to continue to ask questions, explore, and assess what they currently know.

Project-Based Learning (PBL) Technique is a student-centered technique in which students learn about a subject through the experience of problem solving²². In applying PBL in the classroom, students collaborate with each other and take their responsibilities as members of a team. Besides, students recognize similarities between what they are learning and what is going on outside the school, the goals of PBL are to help students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation²³. In short, PBL Technique can motivate students to be a critical thinker and also build students' confidence in speaking in public.

Based on the explanation above, it is clear that *PBL Technique* is one of teaching technique that oriented to students center where the students

²¹Nurul Farhana Jumaat, Zaidatun Tasir, Noor Dayana Abd Halim, Zakiah Mohamad Ashari. Project-based learning from constructivism point of view, *Advanced Science Letters*, Vol. 23 (8), American Scientific Publisher, 2017, p. 1.

²²*Ibid.*

²³*Ibid.*

collaborate with each other and take their responsibilities as members of a team to manage a certain speaking project in order to acquire new information that they need, then continue to ask questions, explore, and assess what they currently know. It is very helpful for students to get meaningful experience in learning.

2. The Strength of *Project-Based Learning (PBL) Technique*

PBL Technique is appropriate applying at the tenth grade students of Tourism Department of SMKN 1 Kota Bengkulu in academic year 2018/2019 because it has a great strength that can overcome students' problems. According to Gonzalez, et al, there are three strengths of PBL Technique, namely²⁴: motivation, communicative competence, and oral communication. The detail explanation can be seen as the following detail:

a. *Motivation*

It has explained that *PBL Technique* influences the emotional competence. It can motivate students in learning. PBL Technique is entertaining to students and teachers, because it improves the motivation and the commitment of all the members involved in the learning process. In general terms, the students who follow PBL approach change their view on studying, as in a more comprehensive way rather a repetitive one which often means the students are motivated.

²⁴Diana Kethrine, Gonzalez, Jhonatan Correa Molina, & Briam Steven Rojas Cardona. Project-Based Learning to Develop Oral Production in English as a Foreign Language, *International Journal of Education and Information Technologies*, Vol. 11, 2017, P. 89.

b. Communicative Competence

This learning technique will be used in an oral way, since the language is, among other definitions, communication; the aim of the language education is to develop what Hymes called the “communicative competence”, which attempts to study language skills as whole. It means that the linguistics knowledge, pragmatic dimension, communication elements, and understanding context are suggested to understand by students.

c. Oral Communication

Oral communication is a complex process, it involves individual and conceptual elements itself in order to develop properly. Porter maintains communication is dynamic systemic and a process where cause and effect work simultaneously for communication²⁵. The communication process manifests itself orally, however other factors also contribute to its development. Therefore, learners and speakers use different internal approaches in a communication event, it continuously move from the reception to the production process, for this reason it is possible to conceive communication as a dynamic process in speaking contexts.

Based on the detail explanation above, it is clear that *PBL Technique* can give positive contribution for students’ speaking ability at the tenth

²⁵Diana Kethrine, Gonzalez, Jhonatan Correa Molina, & Briam Steven Rojas Cardona. *Loc Cit.*

grade students of Tourism Department of SMKN 1 Kota Bengkulu in academic year 2018/2019 because it encourage students' motivation in learning, develop students' communicative competence, and involves students in oral communication.

3. Stages in PBL Technique

In applying PBL technique in learning speaking, the students should pass some stages in this technique, especially in learning oral description. Bell stated that there are some procedures of the PBL technique implementation that should the students follow. They are²⁶:

a. Speculation

In this initial stage, teachers provide the choice of project topics based on current curriculum. Then, teachers-students should have discussion in determining the topic. At this stage, teachers and students speculate possibilities that will lead smoothly to the projects. However, for beginner or lower level students, teachers can choose the projects themselves but still consider the problems of the students. The students at the beginner or lower level do not have the language or confidence to develop project themes. Thus, teachers need to lead them first before they can decide for themselves.

²⁶Harlina Dewi. *Op.cit*, p. 349.

b. Designing Project Activities

This second stage refers to organize the structure of a project activity that includes group formation, assigning roles, and methodology decision. In other words, in this stage, the students in their small group have distributed their members' function in the project and determine how they finish the project in a solid team.

c. Conducting the Project Activities

In this third stage, the members of the group conduct the project activities that they have planned and designed in the previous stage. At this stage, the students gather information, discuss it with the members of their group, consult with the teacher about problems encountered in their work and exhibit their final products that might be in the form of a presentation, a performance, a product, a publication, etc. to the class or even to the wider community such as other classes, teachers, outsiders.

d. Performing

This last stage is students' performance in front of the class. One of the students' member will perform the result of the project in front of their classmates. This stage also includes the assessment of the activities by the participants themselves and discussions about whether the initial aims and goals have been achieved and implemented in the process and the final products.

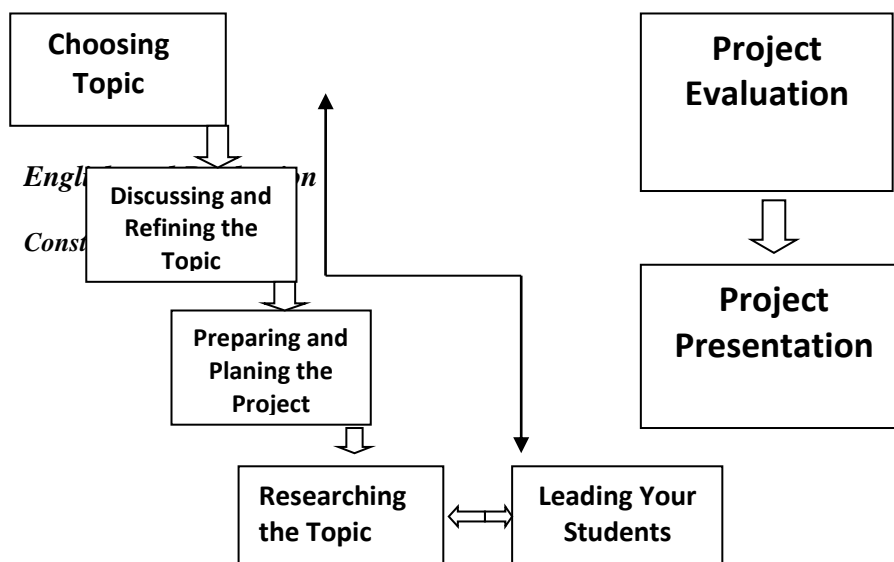
Based on the explanation above, the students should experience four stages in leaning speaking through PBL Techniques, namely: Speculation in determining topic, designing project activities – designing the structure of the project, conducting project activities, and performing in the classroom.

4. Procedures in Teaching Speaking by Using PBL Technique

In teaching and learning English, especially speaking skill through *PBL technique*, the teacher can design learning procedures based on the stages in PBL Technique above. The students-teacher activities can be seen from the following figure²⁷:

Figure 1:

Project Based Learning Procedures



²⁷Diana Kethrine, Gonzalez, Jhonatan Correa Molina, & Briam Steven Rojas Cardona. *Op Cit. P. 92.*

Based on figure 1 above, the teaching procedures of PBL Technique in teaching speaking skill can be as the following steps:

- a. *Choosing Topic* – in this step, the English teacher prepares some topic related to local tourism object as the project of describing. Then, the teacher asks each leader of small group that has been formed before to choose the topic based on their group's interest. Then, the teacher coaches the students through concise explanation and showing a real sample of the real project they will be doing.
- b. *Discussion and Refining the topic* – the students take on role of the project designer. In this stage, each member of group has got their roles in this project. Then, they establish a forum for discussing the topic in their project.
- c. *Preparing and Planning the Project* – students discuss and accumulate the background information needed for their designs based on their own roles in the project. Then, they accumulate necessary materials for the project as much as possible.
- d. *Researching the Topic*–the students should accumulate more information about the chosen topic to complete the information. Then, students start to create and complete their project in this stage.
- e. *Teacher Leads the Students* – the teacher gives students feedback to use English as communication vehicle in the classroom. It aims to make them familiar when they are presenting their project.

- f. *Project Evaluation*—before presenting the project in front of the classroom, a project in each group will get preliminary evaluation process. Voice Recordings and the evaluation grid were used to analyze students' oral English production. Students revise their mistakes and complete it for better presentation later on.
- g. *Project Presentation*— students present their project directly in front of the classroom. In this stage, students reflect on the process and self evaluate based on the standard or criteria for better presentation in the next chances.

D. Related Previous Studies

There have been many researchers who conducted research related to speaking skill, describing tourism objects, and PBL Technique. One of them is Dewi (2016) who conducted her research entitled *Project Based Learning Techniques to Improve Speaking Skills*. The result of the research showed that the application of the PBL technique could improve the students' speaking achievement. The students' improvement in cycle 1 increased from 67 in the pre- test to 71 in the cycle 1 post-test, a test improvement of 4 in the first cycle. The greatest improvement was in cycle 2; the students' test result in the second cycle post-test was 79, an increase of 8 from the first cycle post-test which meant that the success indicator of 76 for this research had been surpassed. Furthermore, the number of students highly active in the teaching-learning activities increased gradually from the first cycle to the second cycle. Furthermore, as for the

result of the students' responses toward PBL technique, the students had positive responses in their speaking class. Based on their responses, this technique could make the students more motivated, happy, and confident to speak English²⁸.

Other researchers were conducted by Kamisah, Mukhaiyar, and Radjab(2016). They conducted their research entitled *Improving Students' Speaking Skills Through Project Based Learning Technique at Class III-B of Third Semester Students*. This research was conducted with the design of classroom action research for two cycles. The results of this study indicate a positive level of English language proficiency. The use of Project Based Learning technique improves uses in teaching speaking process. Typically, the project is very interesting to be implement to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in their project. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom²⁹.

Then, Riswandi (2018) also conducted his research entitled, *The Implementation of Project-Based Learning to Improve Students' Speaking Skill*. The subject of the study is the seventh-grade students of one of Junior High Schools in Surakarta. The method of the study was classroom action research with two cycles. Furthermore, the data

²⁸Herlina Dewi. Project Based Learning Techniques to Improve Speaking Skills, *English Education Journal (EEJ)*, Vol. 7 (3), 2016, p.341-359.

²⁹Kamisah, Mukhaiyar, Desmawati Radjab. Improving students' speaking skills through project based learning technique at class III-B of third semester students, *Journal English Language Teaching (ELT)*, Vol.1 (3), Padang, 2013.

were collected through speaking assessment. Based on the research findings conducted in this study, it could be concluded that the implementation of PBL in teaching speaking can improve the students' speaking skill and motivation. This improvement is proven by the students' speaking achievement, and the score gained. The score of the speaking test has fulfilled the criteria of success. In addition, the students actively involved in learning activities and had high motivation when they work in a group in the speaking class. Some aspects which are improved including students' fluency, vocabulary, pronunciation, grammar, and comprehension³⁰.

The three previous studies above are related to this research. They have similarities and differences. The similarities of the research are: first, the three researchers above focused their research on the use of PBL Technique. Second, the three researchers above also used PBL Technique to improve students' speaking skill. However, there will be some differences among those research with this research. *First*, the research above only focused on speaking ability in general. On the other hand, this research will focus on students' describing local tourism objects. *Second*, this research will apply different research method and procedures with the previous studies above. *Third*, different in population and sample in the research will also cause the different in research result.

³⁰Diki Riswandi. The implementation of project-based learning to improve students' speaking skill, *International Journal of Language Teaching and Education*, Vol.2, No.1, Surakarta, 2018, p. 32-40.

CHAPTER III

RESEARCH METHOD

A. Research Design

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 cyclic³¹. 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.

Then, the same opinion comes from Costello who defined CAR as a systematic process of solving educational problems and making improvement³². It indicates that CAR as method of research does not require elaborate statistical analysis, but it is more concerned with solving a problem by using a specific teaching strategy or technique. Therefore, the process of solving the problem and making improvement to the students' skill becomes the focus of this method.

Furthermore, Rust stated that Classroom Action Research (CAR) is a set of ideas and techniques that can introduce the power of systematic

³¹Patrick J. M. Costello. *Action Research*. (New York: Continuum, 2013). P. 5.

³²Daniel R Tomal, *Action Research for Educators*, (Oxford: The Scarecrow Press, Inc, 2003), P. 5.

reflection of the practice³³. Rust gives emphasis of CAR in reflection of the practice. It means that the effectiveness of strategy implementation that brings improvement to the students' skill becomes the focus of the research. In doing research by using CAR, the researcher should pay more attention to the reflection of the activities when they are giving actions to students.

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 to improve students' speaking ability in describing local tourism objects through *Project-Based Learning Technique* at the tenth grade students of Tourism Department of SMKN 1 Kota Bengkulu in academic year 2018/2019.

B. Setting and Subject of the 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, they are:

³³Frances Rust and Christopher Clerk, *How to Do Action Research in Your Classroom*, (Teachers Network Leadership Institute, USA), 2012, P. 3.

Table 1:
The Tenth Grade Students of Tourism Department
SMKN 1 Kota Bengkulu

No.	Classroom	Number of the Students
1	X PJP 1	35 Students
2	X PJP 2	33 Students
Total		68 Students

Based on table 1 above, there are two classes of Tourism Department of SMKN 1 Kota Bengkulu. 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. It is indicated by their average score is 68 while the Minimal Grade or Kriteria Ketuntasan Minimal (KKM) for the school is 75. *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

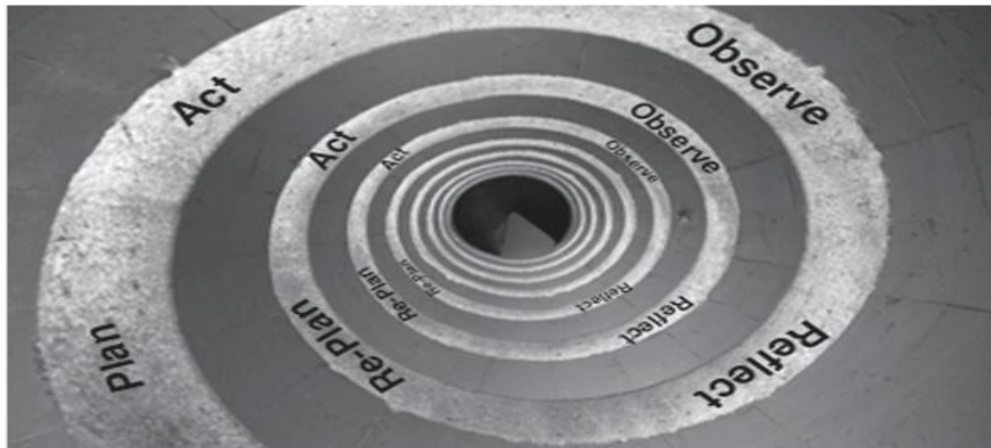
solve problems in speaking ability especially in describing local tourism objects.

C. Research Procedures

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. For clearer image, see the following figure.

Figure 2:
An Ideal Action Research Cycle
Kemmis and Taggart³⁴



The Figure 2 above can be explained as the following detail description:

1. Actions

Actions are a set of process of giving some treatments to the students in order to solve their problems and making some improvement in their skills. Based on figure 1, the steps could be developed as the following procedures:

Cycle 1

a. Planning

Planning is an initial step for the researcher. It was concerned with a good collaboration between researcher and collaborator. The activities should the researcher do in the planning are: (1) *identifying*

³⁴Stephen Kemmis, Robin McTaggart, and Rhonda Nixon. *The Action Research Planner: Doing Critical Participatory Action Research*, (USA: Springer, 2014), P. 19.

the issue to be changed. The researcher should have a good discussion with the teacher about the students' condition by showing him the students document especially their English study mark, and discussion with the students about their usual habit of learning activities; (2) *informing*: the researcher should inform the lesson plan to collaborator in order to assess for its reliable; (3) *organizing*: the researcher should organize some kinds of activities which are regarded very important for research development.

b. Implementing Action I

The researcher implements the technique to solve the students' problem and make improvement for them. In this research the researcher used *Project-Based Learning Technique* to improve students' speaking ability in understanding descriptive texts. The researcher teach the students descriptive text by implementing the detail teaching procedures of *Project-Based Learning Technique* in the lesson systematically in order to make improvement for the students.

c. Observation

The researcher was helped by a collaborator as observer in this research. The researcher should do some activities in this step: (1) *analyzing*: analyzing the evidence and collating the findings; (2) *reporting*: discussing the findings with co-researchers and or colleagues

for the interpretation, and then write the report; (3) *sharing*: sharing the findings with the collaborator, peers or supervisors.

d. Reflection

Some activities that the researcher should do are: (1) *evaluating*: evaluating the first cycle of the process. The researcher evaluates the action that has been given to the students, included evaluation about quality, quantity and time from each action. In this process, the researcher will do discussion with the collaborator about what the researcher has to do as an improvement in the next cycle based on the result and experience in the cycle one in order to give significant progress in the process of teaching and learning during the action; (2) *implementing*: implementing the findings or new strategy; (3) *revisiting*: revisiting the process.

Next Cycles

Next cycles will be conducted as better as the cycle 1, and they will be done based on the result of previous cycles.

D. Designing the Speaking Test

This test is intended to know the students' speaking ability in describing local tourism objects by using *Project-Based Learning Technique*. In this classroom action research, the speaking test will be given after the action given that is in the third meeting in each cycle.

The scoring criteria of the students' speaking ability in describing local tourism objects by using *Project-Based Learning Technique* could be seen on the following table:

**Scale of Oral Testing Criteria, Score Interpretation and Oral Speaking
Rubric**

Scale of Oral Testing³⁵:

<i>Accuracy</i>		<i>Fluency</i>	
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, occasional grammar slips, slight foreign accent	3	Gets ideas across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar	5	Easy and effective communication, uses long turns	5

³⁵Penny Ur. *A Course in Language Teaching*, Cambridge University Press, Cambridge, 1996, p.135.

mistakes, native-like or slight foreign accent			
TOTAL SCORE OUT OF 10: _____			

The Students' Score Categories³⁶:

Score Interval	Category
80 – 100	Excellent
70 - 79	Good
60 - 69	Moderate
50 - 59	Poor
< 50	Very Poor

Oral Speaking Rubric³⁷:

Excellent (For the purposes of the speaking test I graded Students in this category 7-6)	Presents ideas clearly. Is able to fluently express ideas and ask and answer questions from classmates with ease. Is willing to take risks and test out new language presented in a unit.
Good	Presents ideas well enough to be understood. Is

³⁶SMKN 1 Kota Bengkulu. *Assessment Standard*. Bengkulu: SMKN 1 Kota Bengkulu.

³⁷Iain Lambert. *Recording Speaking Tests for Oral Assessment*, Tokyo, Tokyo Denki University, 2003, P.5.

Graded 5	able to give brief answers to questions from classmates. Takes some risks.
Satisfactory Graded 4	Speaks with some hesitation, but can communicate basic ideas. Shows hesitation in understanding and responding to classmates' questions and comments. Occasionally uses new vocabulary, but generally does not take risks.
Needs Improvement Graded 3-1	Attempts to speak, but has difficulty communicating basic ideas to classmates. Has difficulty understanding classmates' questions and comments.

E. Research Instruments

In this research, the researcher will use five instruments to collect data. The instruments are: speaking test, observation checklist, interview, field notes, and observation. The instrument can be described as the follows:

1. *Speaking Test*

Speaking test will be designed as the main instrument in this research. The researcher will choose five popular tourism objects in Bengkulu, and will ask the students to describe it for measuring their ability. The tourism objects can be as the following explanation: *Pantai*

Panjang, Marlborough Port, Tapak Paderi, Rumah Soekarno, and Pantai Jakat.

2. Observation Checklist

The function of observation in a research is to monitor condition of class and students and to know students' difficulties with material and method that used during teaching learning process³⁸. Therefore, in conducting observation, the researcher will use the observation scheme to make it more systematic containing list of activity or happening which might happen during the research.

In doing observation, the researcher will be helped by collaborator (the English teacher of the school). The researcher will observe what happen in the class during the lesson from opening until closing of teaching activities. Then, the researcher also observed what is going on in the classom and observe the effect of her teaching to improve students' speaking ability of describing local tourism objects. Then, it is also important to observe the effect of her teaching to improve studens' ability in speaking ability of describing local tourism objects. The main aspects of observation in this research can be explained as below:

- 1) Students concern toward teacher's explanation.
- 2) Students cooperative in group.
- 3) The students activeness in present the material.

³⁸Louis Cohen, et all. *Research Methods in Education Fifth Edition, New York, Routledge, 2000, P.396*

- 4) Students concern toward other group presentation.
- 5) The students' activeness in asking question.
- 6) The students' activeness in answering questions in group.

Then, the researcher will also prepare observation checklist to observe herself that will be done by the collaborator. The aim of this observation is to control the researcher stability and improvement in teaching students' speaking ability of describing local tourism objects. The whole observation both for teacher and students will be conducted in every meeting of cycle I, and next cycles.

3. Interview

In this research, the researcher will use *unstructure interview* to collect the data. The researcher will ask the subject of the research some questions related to what happen in the classroom. In other word, in interviewing the students, the researcher will not only based on prepared questions, but the researcher will explore the questions based on the current condition in the classroom in order to get the deep data needed to interpret in this research.

4. Field Notes

Field notes is a method of data collection by making records on whatever happens in the field. In this research, the researcher will use field notes to collect the data related to: (1) the students actively involve in the

classroom; (2) the students' ability in following the new teaching technique during the lesson; (3) students' strength and weakness in learning English by using *Project-Based Learning Technique*.

5. Documentation

The documentation will be used to support to describe the data in the research. Documentation can be in form of all documents that are collected as data, such as: students' worksheet, field notes, video of students' performance, transcript of interview, and photographs during process of the research. In other words, documentation in this research aims to prove authenticity of the data.

F. Data Collecting Technique

In collecting the data, the researcher will differentiate between qualitative and quantitative data. The procedures of data collecting can be described as follow:

1. Qualitative 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. The collaborator will observe the process of teaching and learning by using the observation checklist and field notes in every meeting. The researcher will collect it in each cycle. The second will be interview. The interview will

be used to complete the qualitative data. The researcher will interview all of the students. The interview will be done at the end of the cycle.

2. Quantitative Data

To make this research successful, the researcher will use speaking oral test to collect the quantitative data in this research. The material will be discussed with the collaborator about its level and appropriateness for the subject of the research. In this research, the test will be conducted several times, namely: in pre-assessment test, and some cycle tests until the students can reach the research target. In speaking oral test, the students will show their English performance in order to measure their real speaking ability in describing local tourism objects.

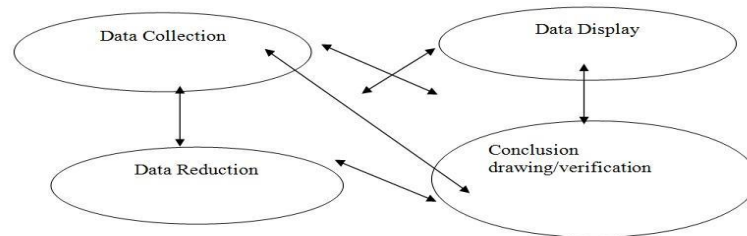
G. Data Analysis Technique

1. Analysis Technique for Qualitative Data

The qualitative data in this research will be derived from some sources, namely: observation checklist, field notes, the result of the students' interview, and documentation. 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. The components above can be well described as the following figure³⁹:

Figure 1:
Components of Data Analysis: Interactive Model
Miles and Huberman



The figure 1 above can be explained that:

- a. *Data reduction*: Data reduction occurs continually through out the analysis. In early stages, it happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through conceptualizing and explaining, since developing abstract concepts is also a way of reducing the data.
- b. *Data Display*: Data display organize, compress and assemble information. In this reseach, the way of displaying data through – graphs, charts, and diagrams in order to make the data clearer.

³⁹Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

- c. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

2. Analysis Technique for Quantitative Data

Quantitative data will be derived from speaking oral test. To assess the students' speaking oral test, it will use the following description aspects of assessment⁴⁰:

- a. Correct topic or idea
- b. Speaking confidently with a little hesitation (fluency)
- c. Accurate use of grammar (Accuracy)
- d. Use of various kinds of vocabularies
- e. Pronunciation

Then, the result of this research will be interpreted by using the table of score interval based on scoring standard the tenth grade students of SMKN 1 Kota Bengkulu, especially in Tourism Department in academic year 2018/2019 and oral speaking rubric. After that, to investigate the improvement made by the students, the researcher calculated it by reducing the students's average score in last cycle with students' average score in pre-assessment test.

⁴⁰Tess India. *How to assess your students' skills in speaking English*. Retrieved on October 28, 2016 from <http://www.open.edu/openlearnworks/mod/oucontent/view.php>.

H. Indicators of the Success

Indicators of the Success in this research are:

1. Quantitatively, the indicator of the students' success is when 75% students have high percentage in speaking ability of describing local tourism objects measurement level.
2. 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*.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result of the research. It consists of result and discussion. Result explains the detail process of data analysis that produces research findings. Besides that, discussion discusses about the process of all stages of the research. The detail description of result and discussion is as follows.

A. Result

The process of collecting the data consisted of four sets of procedures, namely: *Pre-Assesment Test*, *Cycle I*, and *Cycle II*. All data obtained in these stages were collected and analyzed in order to get research findings.

1. The Description of Pre-Assesment Condition

In describing pre-assesment condition, the researcher conducted observation again to ensure that the process of teaching English was still the same as the pre-observation at the tenth grade students of Tourism program of SMKN 1 Kota Bengkulu in academic year 2018/2019. Therefore, before giving pre-assesment test to the students, there were some important things to describe, those are: teaching English process in SMKN 1 Kota Bengkulu, students' learning habit in the classroom, and students' basic skill in speaking ability in describing local tourism objects.

a. Teaching English Condition

The researcher conducted observation again on July 15, 2019 to observe the English teacher's activities in teaching English in the classroom. The researcher observed tenth grade of PJP 2 Class because the students were the subject analysis of this research.

In this pre-cycle activity of the research, there were some problems found in the classroom, especially the teacher's attitude and strategy in teaching-learning process. While the teacher was teaching, there were some problems found especially in how to teach English teachers in this class. First, when opening the lesson, the teacher immediately checked the attendance list of students and asked students to open their English textbooks to continue the subject matter without reviewing the lessons learned at the previous meeting. Even though the activity of reviewing the lessons learned is one of the important activities to help students recall the material that has been taught and its relationship with the next material.

Furthermore, the teacher explained the material too quickly so that the students have not yet grasped what the teacher has taught, but the teacher has continued the material to the next discussion. The teacher does not give students the opportunity to ask whether they understand or not with the material being taught. He immediately asked students to do the exercises in the English textbooks and collect them when the lesson was over.

In closing activity, the teacher brought the students' assignments and corrected them at home and will be shared with the students at the next meeting. Thus, the students did not know the mistakes they have made in the assignment because it was not discussed by the teacher.

b. Students' Learning Habit

Since the teacher's way in teaching process only explained the material, it made students look bored when learning. Most of the students did not pay serious attention to the teacher. They did other activities in learning. Some of them were chatting with their peers, some were even busy playing with their gadgets. Their learning motivation was low. This was seen when the teacher asked them for speaking in front of the class; many of them complained and claimed they were not ready to explain the material. As the result, only about 1-2 students wanted to come forward, even then with their poor speaking skills.

c. The Result of Pre-Assessment Test

To get students' basic skill in speaking ability of describing local tourism objects before getting action, the researcher conducted pre-assessment test by giving instruction in the prepared instrument to the students on July 15, 2019. The description of pre-assessment test result is explained in the following table:

Table 1:
The Students' Category in Pre-Assesment Test.

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80-100	Excellent	-	-
2	70-79	Good	4	15,38
3	60-69	Moderate	14	53,85
4	50-59	Poor	6	23,08
5	< 50	Very Poor	2	7,69

Table 3 above describes the students' qualification, frequency, and percentage in pre-assesment test. It shows that there were 4 students (15,38 %) included into "Good" category; 14 students (53,85%) included "Moderate" category; 6 students (23,08%) included "Poor" category; and there was no student included "Excellent" category. It means that the students were included "Moderate" category with average score (63,65). To reach the research target, the researcher should work hard to motivate students in learning speaking ability of describing local tourism objects through *Project-Based Learning Technique* in cycle I, and next cycles.

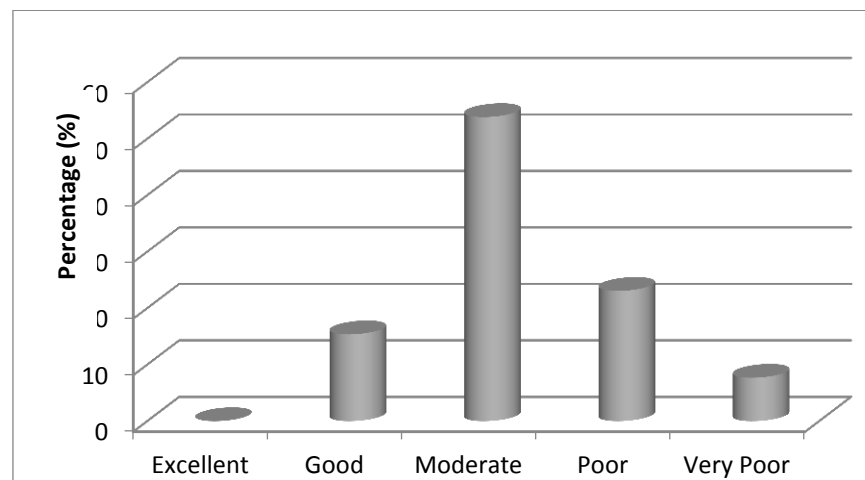


Chart 1:
The Result of Pre-Assesment Test

Chart 1 above shows that the students have various skills in mastering speaking ability of describing local tourism objects. It was proved by their achievement in getting different scores in pre-assesment test. The students were included into “Moderate” category with average score (63,65). The students got (54) as the lowest score; and they got (76) as the highest score in this stage. To clasify the students into their categories in this research, see the following table:

2. The Description of Cycle I

Cycle I was conducted as the response of pre-assesment. It was conducted in four meetings. Three meetings were for teaching students by using *Project-Based Learning Technique*; and one meeting was for cycle I test. In this teaching technique, the students were divided into small group. Each group consisted of four students. Each member of

group has got their roles in this project. Then, they establish a forum for discussing the topic in their project. The detail process of conducting cycle I, see the following stages:

a. Planning

Before doing action, the researcher made design of teaching speaking in describing local tourism objects by using *Project-Based Learning Technique*. In planning activities, the researcher conducted the following activities:

- 1) Determining the local tourism objects as the topic of teaching materials. Some recommended local tourism objects that the researcher had prepared were discussed with the English teacher as the collaborator in order to know about the level of appropriateness for the students.
- 2) Preparing a set of classroom instruction to implement in action in the classroom. They were: (a) preparing lesson plan for teaching speaking ability in describing local tourism objects by using *Project-Based Learning Technique* for three meetings (see Appendix 3); (b) preparing the topic of local tourism objects for speaking exercises in the classroom; (c) preparing observation sheet for cycle I; (d) preparing research instrument for cycle I test.
- 3) Grouping the students into 6 small groups. Each group consisted of four members. The researcher was helped by the collaborator

to determine the group in order that they consisted of heterogen members.

- 4) Determining their own roles in this project. Then, they establish a forum for discussing the topic in their project.
- 5) Introducing *Project-Based Learning Technique* to all the students in learning speaking ability in describing local tourism objects.

b. The Implementation of Cycle I

Cycle I was conducted in four meetings. Three meetings were for teaching students by using *Project-Based Learning Technique*; and one meeting was for cycle I test. The detail schedule of conducting Cycle I see the following table:

**Table 2:
Schedule of Cycle I**

Cycle	Meeting	Activities	Date
1	1	Teaching Speaking Ability by Using <i>Project-Based Learning Technique</i>	July 17, 2019
1	2	Teaching Speaking Ability by Using <i>Project-Based Learning Technique</i>	July 19, 2019
1	3	Teaching Speaking Ability by Using <i>Project-Based Learning Technique</i>	July 22, 2019
1	4	Cycle I Test	July 25, 2019

Based on the table 4 above, it was clear that cycle I was conducted for four meetings; three meetings for teaching speaking ability of describing local tourism objects by using *Project-Based Learning Technique*. Then, one meeting for cycle I test. In one cycle, the researcher conducted teaching procedures as the following explanation:

Pre-Learning Activities

At the beginning activity, the teacher prepared the students and checked their attendance. Therefore, in this stage, the researcher did the following activities:

- 1) Organized the students in order to sit with their group.
- 2) Checked the students' attendance.
- 3) Informed the students about the aims of learning instruction. In this case, the objectives of *Project-Based Learning Technique*.
- 4) Motivated the students in learning English, especially speaking ability in describing local tourism objects. The researcher motivated the students by telling them about the importance of speaking ability especially in describing local tourism objects related to their major, and telling them that there would be an assesment at the end of the lesson.
- 5) Introducing students about the *Project-Based Learning Technique*.

While-Learning Activities

While-Learning Activities can be said as core activities. These are the teaching procedures or the activities in teaching speaking ability of *Project-Based Learning Technique* in describing local tourism objects:

- 1) Choosing topic (learning material) that consisted of five local tourism objects. The leader of each group chose the topic based on their group's interest.
- 2) The teacher coached the students through concise explanation and showing a real sample of the real project they would be doing.
- 3) Each member of group discuss to determine their own roles in this project.
- 4) The students established a forum for discussing the topic in their project.
- 5) The students discussed and accumulate the background information needed for their designs based on their own roles in the project.
- 6) The students accumulated necessary materials for the project as much as possible.
- 7) The students accumulated more information about the chosen topic to complete the information.
- 8) The students started to create and completed their project.

- 9) The teacher gave students feedback to use English as communication vehicle in the classroom.
- 10) The students got preliminary evaluation process to evaluate their project. Voice Recordings and the evaluation grid were used to analyze their oral English production.
- 11) The students revised their mistakes and completed it for better presentation later on.
- 12) The students presented their project directly in front of the classroom.
- 13) The students reflected on the process and self evaluate based on the standard or criteria for better presentation in the next chances.

Post-Learning Activities

At the last part of the lesson, the activities were:

- 1) The teacher helped the students to make conclusion of the lesson.
- 2) The students expressed their feeling about the lesson.
- 3) The teacher asked the students to learn more about the learning material at home and did more practice.

After implementing *Project-Based Learning Techbnique* in cycle I, the researcher conducted Cycle I test for investigating students' progresses. The Cycle I test was conducted on July 25, 2019.

c. Observation

The observation was conducted by both the researcher and the collaborator in the classroom. In this stage, all of the data and information in cycle I had been collected through some sources, especially students' test and observation sheet. In observing the implementation of *Project-Based Learning Technique*, the researcher had some notes collected through observation sheet, students' result of Cycle I test, and the students' attitude through the result of interview. The detail explanation can be describe as follows:

1) Preparation

During the preparation before starting learning activities, some students did not come to the class on time. The researcher told them not to come late again, otherwise they would be fined. Moreover, there were many students did not bring their dictionaries. The researcher suggested them to borrow it with their friends because the dictionaries were very important in the English lesson. The students seemed not enthusiastic about learning activities because of their lack of motivation to learn English. (See Appendix 8, 9, and 10).

2) The Implementation of *Project-Based Learning Technique*

In this part, the students could not follow the procedures of *Project-Based Learning Technique* because it was new for them to learn English by using specific teaching strategy. They did not

sit with their group members even some students came out of the classroom and still did not care about their projects. When they were asked to give opinions in their group, they were still hesitant and complained they did not understand what they had to say. In addition, they also still did not understand the steps in the *Project-Based Learning Technique* procedures (See Appendix 8, 9, and 10). The researcher tried to overcome these problems by giving them more frequent in explanation and exercise in order to be familiar in mastering the application of procedures.

In the process of giving actions to the students in cycle I meeting 1, 2, and 3, the researcher got some notes from the collaborator for teaching improvement, especially in some important points in observation sheet. The collaborator suggested that the researcher should manage voice and intonation during the lesson because the voice of researcher when explaining the lesson is still low so that the students in back line could not listen the explanation clearly; The teacher should restated important ideas at appropriate time in order that the students can be easily underline the point; The teacher should defined unfamiliar terms, concepts, and principles during the lesson to avoid misscommunication with students; The teacher should respond to the students' boredom, confusion, and curiosity in order that the students could stay pay attention to the lesson; The teacher should give the students time

for taking note and did not rush to explain; The teacher should present helpful visual materials to support lesson organization and major points of the learning materials (See Appendix 14, 15, and 16). These notes will be helpful for the researcher progress in teaching at the next cycles.

3) Students' Attitude

Based on the teacher and collaborator's observation result, the students showed bad attitude during the lesson. They chatted with their friends so the class was a little troubled. Most of them don't pay attention to the explanation from the teacher and some even left the classroom. Only a few students gave responds well to classroom activities. It happened because the students had lack of motivation in learning English especially speaking class. To overcome these problems, the researcher would ask the indiscipline students to cross out his name and assume he was not at the attendance list. (See Appendix 8, 9, and 10).

4) Closing Activities

The students still had problems in making conclusion about today's lesson. To conclude the learning materials at the last lesson, they did not do it seriously. Therefore, most of them were failed in their exercise (See Appendix 8, 9, and 10). To overcome this problem, the researcher helped them to conclude at the first

time. Then, gave them the second time to conclude by themselves. In addition, the researcher also motivated them to do exercise seriously in order to be success in order to be success in speaking ability to describe local tourism objects.

5) The Result of Cycle I Test

After getting actions for three meetings, the students should be evaluated in order to know about their learning progress. Cycle I Test was conducted on July 25, 2019. The result of Cycle I test can be seen as the following table:

**Table 3:
The Result of Cycle I Test**

No.	Score Interval	Qualification	Frequency	Percentage (%)
1	80-100	Excellent	3	11,53
2	70-79	Good	7	26,93
3	60-69	Moderate	11	42,31
4	50-59	Poor	5	19,23
5	< 50	Very Poor	-	-

Based on the table 3 above, it showed that the students' speaking ability in describing local tourism objects by using *Project-Based Learning Technique* consisted of various scores. 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; and there

was no students included into “Very Poor” category. In this stage, there were 3 students included into “Excellent” category. The students’ average score was (68.77) that was included into “Moderate” category. The detail calculation can be seen in Appendix 17. For clearer description about the result of cycle I test, see the following chart:

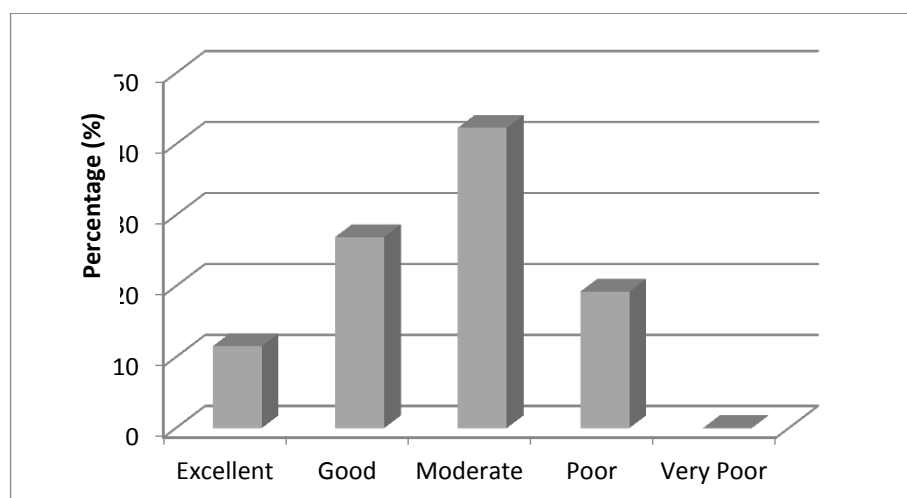


Chart 2:
The Result of Cycle I Test

Chart 2 above showed that the students got different category of scores in cycle I test. The range of category was from “Very Poor” to “Good” category. There was 3 students who got “Excellent” category. However, in average, they were included into “Moderate” category with average score (68.77). The students got (58) for the lowest score, and (82) for the highest score. It means that there was only (26.93%) of the students were included into “Good” category. They needed more improvement,

therefore, it is important to conduct cycle I to give action for the students.

6) Interview

Based on the result of students' interview, the students still had problems in learning activities. Only few students who paid seriously attention because some of them still did not understand about the learning procedures. Then, most of them said that they still lack of vocabularies and could not compose the sentence structure so that they have obstacles when expressing their opinions. In conclusion, the students needed more improvement in their learning attitude and speaking English ability.

d. Reflection

In implementing *Project-Based Learning Technique* in Cycle I, there were some progress and good things that had been achieved by the students. However, there also some things that must be re-organized and changed for better improvement in the next cycle.

The students progress and good things during cycle I was: The students' achievement in speaking ability in describing local tourism objects by using *Project-Based Learning Technique* 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.

On the other hand, there were some things must be recognized and changed for improvement in the next cycle. They were:

- 1) In preparation stage, there were some students who came late and did not bring their dictionaries during the lesson. They said they forgot to bring it. To solve these problems, the researcher would check the students' dictionaries before learning was started and for the indiscipline students would be fined.
- 2) In the implementation stage, the students looked still confused in following the lesson. They may be new in following such this learning procedures. To make the students familiar for this learning activities, the researcher taught them slowly and repeated the procedures and application several times.
- 3) Students' attitude during the lesson, only a few groups paid serious attention during the lesson. Most of them chated with their friends in their groups. The researcher would ask the students to do learning procedures in front of the classroom for the students who made noise.
- 4) In the term of conclusion part, the students could not conclude the material. They less understand about the learning material. For

this case, the researcher helped them to make conclusion by reviewing important materials in the lesson.

3. The Description of Cycle II

Cycle II was conducted as the response of Cycle I. The result of cycle I was not very satisfying. The average score was under the research target. In cycle II, the researcher would organize the activities more creative and innovative in applying *Project-Based Learning Technique*. It aimed to increase the number of active students during the lesson for better improvement.

Similar to cycle I, cycle II was conducted in four meetings. Three meetings were for teaching students by using *Project-Based Learning Technique*; and one meeting was for cycle II test. The detail procedures in conducting cycle II were as the following stages:

a. Planning

Planning in cycle II was to continue the actions that had been conducted in cycle I. Before doing action, the researcher re-design of teaching speaking ability in describing local tourism objects by using *Project-Based Learning Technique*. In planning activities, the researcher re-organized the following activities:

- 1) Determining the local tourism objects as the topic of teaching materials. Some recommended local tourism objects that the researcher had prepared were discussed with the English teacher

as the collaborator in order to know about the level of appropriateness for the students.

- 2) Preparing a set of classroom instruction to implement in action in the classroom. They were: (a) preparing lesson plan for teaching speaking ability in describing local tourism objects by using *Project-Based Learning Technique* for three meetings (see Appendix 3); (b) preparing the topic of local tourism objects for speaking exercises in the classroom; (c) preparing observation sheet for cycle II; (d) preparing research instrument for cycle II test.
- 3) Re-grouping the students into 6 small groups. Each group consisted of four members. The researcher was helped by the collaborator to determine the group in order that they consisted of heterogen members.
- 4) Re-determining their own roles in this project. Then, they establish a forum for discussing the topic in their project.
- 5) Re-introducing *Project-Based Learning Technique* to all the students in learning speaking ability in describing local tourism objects.

b. The Implementation of Cycle II

Cycle II was conducted in four meetings. Three meetings were for teaching students by using *Project-Based Learning Technique*;

and one meeting was for cycle II test. The detail schedule of conducting Cycle II see the following table:

**Table 4:
Schedule of Cycle II**

Cycle	Meeting	Activities	Date
2	1	Teaching Speaking Ability by Using <i>Project-Based Learning Technique</i>	July 27, 2019
2	2	Teaching Speaking Ability by Using <i>Project-Based Learning Technique</i>	July 29, 2019
2	3	Teaching Speaking Ability by Using <i>Project-Based Learning Technique</i>	July 31, 2019
2	4	Cycle II Test	August 02, 2019

Based on the table 4 above, it was clear that cycle II was conducted for four meetings; three meetings for teaching speaking ability of describing local tourism objects by using *Project-Based Learning Technique*. Then, one meeting for cycle II test. In one cycle, the researcher conducted teaching procedures as the following explanation:

Pre-Learning Activities

At the beginning activity, the teacher prepared the students and checked their attendance. Therefore, in this stage, the researcher did the following activities:

- 1) Organized the students in order to sit with their group.
- 2) Checked the students' attendance.
- 3) Informed the students about the aims of learning instruction. In this case, the objectives of *Project-Based Learning Technique*.
- 4) Motivated the students in learning English, especially speaking ability in describing local tourism objects. The researcher motivated the students by telling them about the importance of speaking ability especially in describing local tourism objects related to their major, and telling them that there would be an assesment at the end of the lesson.
- 5) Introducing students about *Project-Based Learning Technique*.

While-Learning Activities

While-Learning Activities can be said as core activities. These are the teaching procedures or the activities in teaching speaking ability of *Project-Based Learning Technique* in describing local tourism objects:

- 1) Choosing topic (learning material) that consisted of five local tourism objects. The leader of each group chose the topic based on their group's interest.
- 2) The teacher coached the students through concise explanation and showing a real sample of the real project they would be doing.
- 3) Each member of group discuss to determine their own roles in this project.
- 4) The students established a forum for discussing the topic in their project.
- 5) The students discussed and accumulate the background information needed for their designs based on their own roles in the project.
- 6) The students accumulated necessary materials for the project as much as possible.
- 7) The students accumulated more information about the chosen topic to complete the information.
- 8) The students started to create and completed their project.
- 9) The teacher gave students feedback to use English as communication vehicle in the classroom.
- 10) The students got preliminary evaluation process to evaluate their project. Voice Recordings and the evaluation grid were used to analyze their oral English production.

- 11) The students revised their mistakes and completed it for better presentation later on.
- 12) The students presented their project directly in front of the classroom.
- 13) The students reflected on the process and self evaluate based on the standard or criteria for better presentation in the next chances.

Post-Learning Activities

At the last part of the lesson, the activities were:

- 1) The teacher helped the students to make conclusion of the lesson.
- 2) The students expressed their feeling about the lesson.
- 3) The teacher asked the students to learn more about the learning material at home and did more practice.

After implementing *Project-Based Learning Technique* in cycle II, the researcher conducted Cycle II test for investigating students' progresses. The Cycle II test was conducted on August 02, 2019.

c. Observation

The observation was conducted by both the researcher and the collaborator in the classroom. In this stage, all of the data and information in cycle II had been collected through some sources, especially students' test and observation sheet. In observing the implementation of *Project-Based Learning Technique*, the researcher

had some notes collected through observation sheet, students' result of Cycle II test, and the students' attitude through the result of interview. The detail explanation can be describe as follows:

1) Preparation

During the preparation before starting learning activities, all students came on time to the class. Then, there were only few students did not bring their dictionaries. The researcher suggested them to borrow it with their friends because the dictionaries were very important in the English lesson. The students seemed more enthusiastic about learning activities. They have had better motivation to learn English than previous meetings. (See Appendix 11, 12, and 13).

2) The Implementation of *Project-Based Learning Technique*

In this part, many students could follow most of the procedures of *Project-Based Learning Technique* because it was not really new again for them to learn English by using specific teaching strategy because they have learned it for some meeting in the classroom. Most of the students had sit with their group members even some students came out of the classroom and still did not care about their projects. When they were asked to give opinions in their group, most of them has started to try by their best; but some of them were still hesitant and complained they did not understand what they had to say. In addition, most of the

students have understood the steps of using PBL technique in learning speaking, although there are few students still did not understand (See Appendix 11, 12, and 13). The researcher tried to overcome these problems by giving them more frequent in explanation and exercise in order to be more and more familiar in mastering and apply the procedures in learning speaking.

In the process of giving actions to the students in cycle II meeting 1, 2, and 3, the researcher did not get any notes from the collaborator (See Appendix 15, 16, and 17). It means that the researcher has mastered the teaching strategies for teaching speaking in the classroom.

3) Students' Attitude

Based on the teacher and collaborator's observation result, the students showed good attitude during the lesson, although some of them still chatted with their friends. Most of them paid attention to the teacher's explanation; although few students still left the classroom. Most of the students have started to give responds well to classroom activities (See appendix 11, 12, and 13).

4) Closing Activities

Most of the students had tried to make conclusion about today's lesson. To conclude the learning materials at the last

lesson, they did it seriously. Therefore, most of them were improved in doing their exercise (See Appendix 11, 12, and 13). In making conclusion, the researcher guide them at the first time, then the students finished it. In addition, the researcher also motivated them to do exercise more seriously in order to be success in speaking ability to describe local tourism objects as the main topic in this speaking class.

5) The Result of Cycle II Test

After getting actions for three meetings, the students should be evaluated in order to know about their learning progress. Cycle II Test was conducted on August 02, 2019. The result of Cycle II test can be seen as the following table:

**Table 5:
The Result of Cycle II Test**

No	Score Interval	Qualification	Frequency	Percentage (%)
1	80-100	Excellent	7	26.93
2	70-79	Good	11	42.30
3	60-69	Moderate	5	19.23
4	50-59	Poor	3	11.54
5	< 50	Very Poor	-	-

Based on the table 5 above, it showed that the students' speaking ability in describing local tourism objects by using

Project-Based Learning Technique consisted of various scores. There were 11 students (42.30%) included into “Good” category; 5 students (19.23%) were included “Moderate” category; 3 students (11.54%) were included into “Poor” category; and there was no students included into “Very Poor” category. In this stage, there were 7 students included into “Excellent” category. The students’ average score was (75.23) that was included into “Good” category. The detail calculation can be seen in Appendix 7. For clearer description about the result of cycle II test, see the following chart:

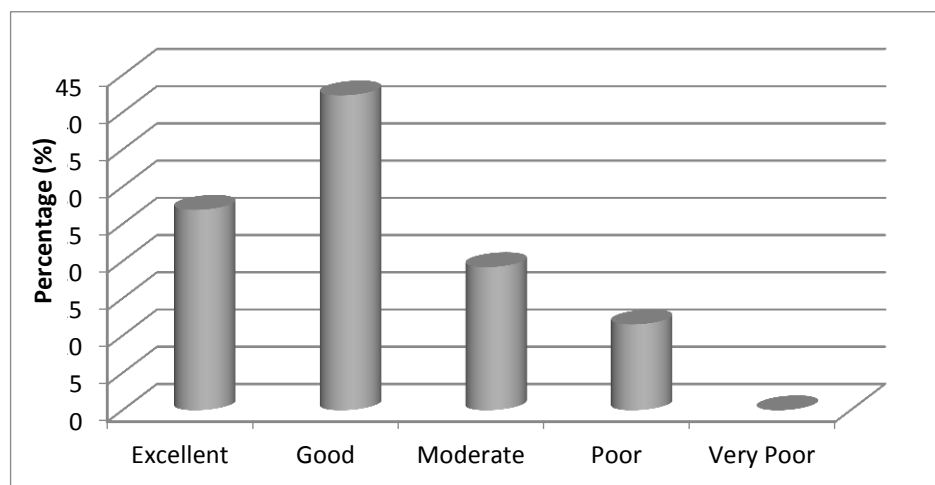


Chart 3:
The Result of Cycle II Test

Chart 3 above showed that the students got different category of scores in cycle II test. The range of category was from “Very Poor” to “Good” category. There was 7 students who got “Excellent” category. However there was 11 students included into “Good” category. Meanwhile, in average the students got

“Good” category with average score (75.23). The students got (58) for the lowest score, and (88) for the highest score. It means that the students’ average score has reached the research target. Therefore, the cycle was stopped only until cycle II.

d. Reflection

In implementation of *Project-Based Learning Technique* in Cycle II, there were some progress and good things that had been achieved by the students. The students progress and good things during cycle II were:

- 1) The students’ achievement in speaking ability in describing local tourism objects in cycle II was better improved, and it had reached the research target. The students’ average score in cycle II was (75.23) that included into “Good” Category. Comparing to the cycle I test, the students’ average score was (68.77) that included into “Moderate” category.
- 2) The number of active students was increased. It could be shown from the less number of students who chated during the lesson. Many students actively participated in their group discussion. Then, many students actively responds to the classroom activities. The students had paid serious attention to the teacher’s explanation and did the exercise seriously.

- 3) The number of inactive students and did irrelevant activities in the classroom was decreased. There were only some inactive students and did irrelevant activities during the lesson.
- 4) The students had implemented the teaching technique well by using local tourism objects as the topic. It means that, *Project-Based Learning Technique* was very helpful for them to improve their speaking ability.

4. The Students' Improvement in Speaking Ability in Describing Local Tourism Object by Using Project-Based Learning Technique

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 academic year 2018/2019 in describing local tourism objects. In other words, the technique was a 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 charts:

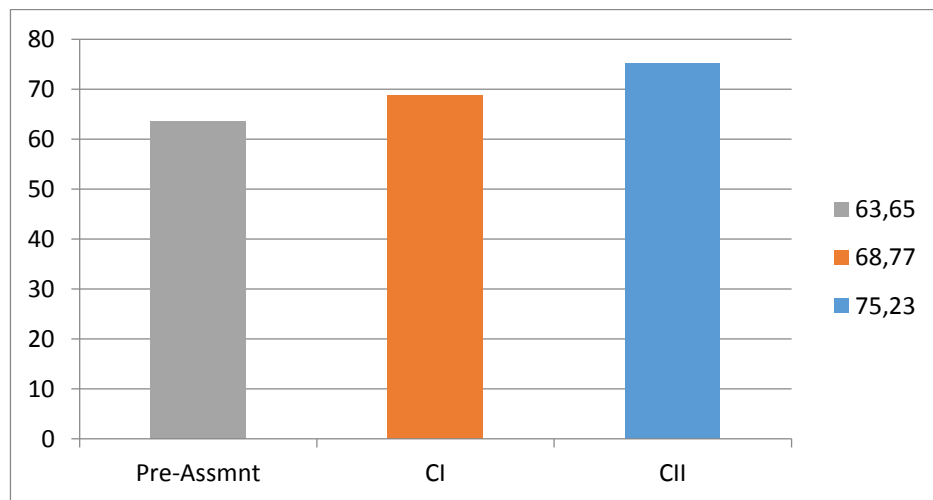


Chart 4:
The Students' Improvement in Speaking Ability in Describing Local Tourism Object by Using Project-Based Learning Technique

Chart 4 above shows that the students' average score from pre-assessment till cycle II improved significantly. In pre assessment, the students got (63.65) average score that included into "Moderate" category. Then, in cycle I, after getting initial actions, the students' average score was improved. They got (68.67) that was included into "Moderate" category. In cycle II, the students got significant improvement in their average score. They got (75.23) that was included into "Good" category. In this stage, the researcher stopped to give the students actions because they had reached the research target.

To know the students' detail improvement in speaking ability in describing local tourism objects, see the following chart:

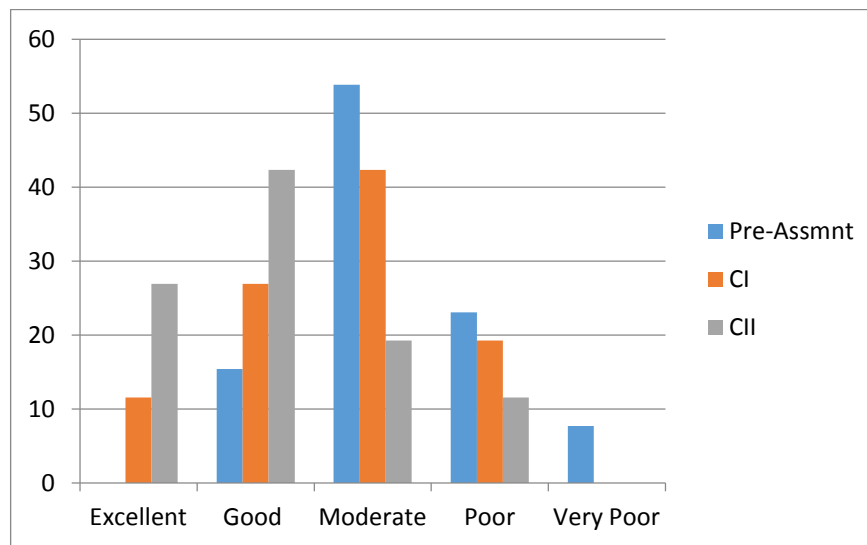


Chart 5:
The Students' Improvement in Speaking Ability in Describing Local Tourism Object by Using Project-Based Learning Technique

Chart 5 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 6:
The Students’ Improvement in
Speaking Ability in Describing Local Tourism Objects**

No	Score Interval	Qualification	Pre-Assement	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 6 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:

$Y: 75.23 - 63.65 =$

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.

B. Discussion

One of effective teaching technique in speaking ability in describing local tourism objects is *Project-Based Learning Technique*. *Project-Based Learning* is a systematic teaching technique allowing to do the designing, planning, and carrying out tasks in order to produce, publish, and present a product⁴¹. Through *Project-Based Learning Technique*, the students are engaged in communication purpose to complete authentic activities (project-work). 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 interraction in their small group for doing this project. Therefore, the researcher was sure to apply this teaching technique to improve students' speaking ability in describing local tourism objects at the tenthgrade students of Tourism department students at SMKN 1 Kota Bengkulu in academic year 2018/2019.

After completing the reserach, 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

⁴¹Diki Riswandi. *ProceedingThe 2nd International Conference On Teacher Training andEducation Sebelas Maret University*. Use of YouTube-Based Videos to Improve Students' Speaking Skill. Vol.2 (1) 2016. p.33.

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 resercher 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 imepovement 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 chated 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 in academic year 2018/2019. This teaching technique not only improve the students' speaking ability in describing local tourism objects quantitatively but also improve qualitatively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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 indiscipline activities like chatting with friends and doing other indiscipline 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.

B. Suggestion

After completing this research, the research would like to give suggestion, especially to students, teacher, school (institution), and next researchers. The suggestions are:

1. The Vocational school students, especially tourism department students, should give more attention to English lesson because English is as international language or lingua franca in international level. To be successs 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.
2. 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.
3. Especially for the English teachers who have the same problems with the tenth grade students of SMKN 1 Kota Bengkulu in academic year 2018/2019, it is better to apply *Project-Based Learning Technique* in order to improve their students' speaking skill of describing local tourism objects.
4. For all schools in different levels, especially SMKN 1 Kota Bengkulu, as the education institutions should encourage all teachers to develop creative and active learning strategies in their class.
5. Educational institutions should encourage English teachers to be more creative. The teaching activities not only focus on the students' progress in quantitative aspect, especially the increasing of the students' score in exam; but the teaching activities should also support the students' improvement in learning atmosphere, students' motivation, behavior, and

interaction in the classroom. Good motivation, behaviour, and interaction will lead the students into the success in all aspects of education.

6. 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. This kind of research has many advantages for both teacher and students. In one side, it is a challenge for the teachers to improve their professionalism as educators; on the other side, the students' English skill are improved.
7. This research is analyzed in limited exploration, therefore, for the next researchers, the researcher suggests that they should conducted similar research by exploring different aspects and larger scope of research in order to develop this focus of research.

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