DEVELOPING SPEAKING TEST THROUGH PROJECT BASED LEARNING IN PROCEDURE TEXT MATERIAL

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Abstract

This study focuses on the development of speaking tests through project-based learning in procedure text material. The study aims to assest students' speaking ability by integrating project-based learning into the teaching and learning process. The research follows a research and development (R&D) method, adapting the research cycle proposed by Borg & Gall (1981) and simplifying it into eight stages: (1) Research and Information Gathering (2) Develop Initial Product (3) Expert Validation (4) Revision (5) Product Trial (6) Revision (7) Field Trial (8) Final Product. The data was collected by questionnaire. Based on preliminary research and information collection results, the students have difficulty in speaking mainly due to a lack of enthusiasm and the use of learning strategy. Based on the expert's comments, the developed speaking strategy was generally good and eligible to be used as the strategy for developing speaking skill of students. So, the use of project-based learning through procedure text that emphasis on practical application and real-life contexts is well to optimize language learning outcomes. Overall, the developed strategy proves effective in enhancing students' speaking abilities and creating a conductive learning environment. The study justifies the importance of developing speaking tests through project-based learning due to the significance of speaking skills in language acquisition and the potential of project-based learning to create an engaging and effective learning environment.

Keywords: *Project Based Learning, Procedure Text Material, Speaking Assessment*

INTRODUCTION

Speaking is the ability to spoken communicate with others. It involves using words and sounds to convey ideas, feelings, and information to other human or group. The Oxford English Dictionary describes speech as the act of imparting information or expressing thoughts and feelings in spoken words. Overall, speaking is an essential part of human communication in education, especially in social interactions, including language teaching and learning. Speaking ability is one of the essential elements in teaching English. Teaching English is closely related to assessment. By teaching, teachers help learners develop their ability to use spoken language fluently in real-life situations. Assessment, on the other hand, involves assessing a learner's skills. This can be done through various assessment methods such as oral exam, presentation and interview. Assessment should be designed to measure learners' ability to use language in context, use appropriate words (vocabulary) and phrases, pronunciation, fluency, etc. Teaching and assessing speaking skills go hand in hand, as effective speaking skills teaching helps students improve their skills and assessments help learners assess their ability to use English as a foreign language.

Nunan (1999) viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering questions completely and logically. Another competence is strategic competence in which speaker is able to use repairing strategies when conversation breaks down and the last one

sociolinguistic/cultural competence. It demands the speakers to use the language appropriately to the context (Rahmawati, & Ertin, 2014, p.202).

Assessing speaking in different contexts, such as in pair, small group or whole-class discussions can provide more comprehensive view of student's speaking abilities. It can also help the teacher easier to identify strengths and weakness in ability of speaking such as pronunciation or fluency. According to Brown (2004:157) there are two general elements in assessing speaking: accuracy and fluency. Accuracy goes to vocabulary, grammar, pronunciation, stress, and intonation. It means, accuracy deals with someone ability to produce correct sentence using correct grammar and appropriate vocabulary. Meanwhile, fluency relates to the meaning and the spontaneous of language use. Fluency deals someone ability to produce sentence fluently and smoothly. The aim of oral language assessment in school is to capture students' ability to communicate both basic communicative and academic purposes (Sahyoni and Zaim, 2017, p.18). There are several challenges that junior high school students who are learning English as a foreign language may face when it comes to speak English. Some of these challenges may include English pronunciation can be difficult for non-native speakers, and junior high school students may struggle with the correct pronunciation of English words and sounds (pronunciation), Junior high school students may not have a wide range of vocabulary to express themselves in English, which can make it challenging for them to communicate effectively (vocabulary), English grammar can be complex, and junior high school students may have difficulty understanding the rules and applying them correctly in their speech (grammar), may lack confidence when speaking English, which can lead to anxiety and difficulty in communicating effectively (confidence), some junior high school students may find it challenging to speak English fluently, they may struggle with finding the right words and forming sentences quickly (fluency).

To overcome these problems and help the teaching to make easier in assess the student speaking ability, the appropriate teaching approach in this research is Project-Based Learning (PjBL). Although the project-based learning approach has been recognized as an effective method in improving students' speaking ability, there is still an in-depth research gap regarding the development of speaking tests in the English context through this approach. Most of the previous research focuses more on the application of test-based learning in general without paying special attention to the evaluation of students' speaking ability through an integrated test. Existing research tends to focus on testing speaking ability or the use of projects as a teaching method without integrating both comprehensively. such as the research conducted by Sahtrova (2017), Kurniatillah (2022), Agustin, 2021, in these studies, researchers only focused on speaking performance as well as literacy used in the test without integrating relevant speaking tests. Therefore, there is an urgent need to fill this gap by systematically investigating the development of speaking tests that are in line with the principles of project-based learning in the context of English language learning.

Project-Based Learning is a comprehensive instructional approach to engage learners in sustained, cooperative investigation (Bransford & Stein, 1993). Project-Based Learning is a teaching and learning strategy that engages learners in complex activities. It usually requires multiple stages and an extended duration more than a few class periods and up to a full semester. Projects focus on the creation of a product or performance, and generally call upon learners to choose and organize their activities, conduct research, and synthesize information. According to current research, projects are complex tasks, based on challenging questions,

that serve to organize and drive activities, which taken as a whole amount to a meaningful project. They give learners the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations as a series of artifacts, personal communication, or consequential tasks that meaningfully address the driving question. PjBL environments include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, collaborative learning, and reflection. Constructionism is reflected in PjBL by creation of a student-centered learning environment and emphasis on artifact creation as part of the learning outcome based on authentic and real life experiences with multiple perspectives Thus, learners are allowed to become active builders of knowledge while confronting misconceptions and internalizing content and associated conceptions (Orey, 2010, p. 135). Developing speaking test through Project-Based Learning involves designing a project that requires students to engage in a communicative task. The task designed in presentation of procedure of making or using something. In addition, the project can be collaborative, involving student's working in groups to present about their job.

The project-based learning model, as stated by Saputra (2018, p.171), demonstrates that the model's implementation influences the development of student learning activities that persist throughout each learning cycle (Panjaitan, et.al., 2023). Project-based learning (PjBL) can be an approach for assessing students' speaking ability because it provides students with opportunities to engage in authentic, real-world communication. There are some ways that PjBL can help teachers assess their students' speaking ability. The first is presentations. PjBL often culminates in a final presentation where students showcase their learning. The presentation can be an opportunity for students to demonstrate their speaking ability and provide teachers with a means of assessing their oral communication skills. Second is group work. PjBL often involves collaborative group work where students are required to work together to complete a project. In these groups, students must communicate with one another to share ideas, negotiate tasks, and problem-solve. Teachers can observe these interactions to assess their students' speaking ability.

The background of the study suggests that speaking skills are essential in language learning, and project-based learning is an effective approach to teaching this skill. Procedure text is a suitable material for this type of learning, as it requires students to follow a set of instructions and communicate effectively. The study aims to contribute to the existing literature on language teaching by providing evidence of the using of project-based learning in teaching speaking skills in the context of procedure text material to assess the students' speaking ability. In this section, give the students opportunity to present their project through PjBL to class while teacher also record their speaking and use it as a tool for assessing the students' speaking based on criteria such as pronunciation, fluency, grammar, and confident. The development of a speaking test through project-based learning in the context of English materials aims to provide a more comprehensive and representative test of students' speaking ability in English, while strengthening essential skills such as creativity, collaboration and problem solving. In addition, by developing an integrated speaking test, this research can provide a more holistic evaluative picture of students' ability to communicate orally in English. Thus, this research is expected to make a positive contribution to the development of more effective and motivating English learning methods.

METHOD

The type of research is Research and Development (R&D). The research and development method is also defined as a research method used to produce certain products, and test the effectiveness of these products. This definition is in accordance with the theory by Borg & Gall (1983) "educational research and development (R&D) is a process used to develop and validate educational products" (Ibrahim, 2018, p.152). This research and development model adapted from the Borg & Gall (1981: 222) research model with a research cycle of (1) research and information collecting; (2) planning; (3) developing preliminary form of product; (4) preliminary field testing; (5) main product revision; (6) main field testing; (7) operational product revision; (8) operational field testing; (9) final product revision; and (10) dissemination and distribution. Borg & Gall simplified it into four main stages, namely needs analysis as information gathering activities, developing products, validating products with experts, and testing them in the field (Rahayu and Riska, 2018, p.87).

The development procedure adapted from the Borg & Gall model consists of seven steps, namely: (1) Research and Information Gathering (2) Develop Initial Product (3) Expert Validation (4) Revision (5) Product Trial (6) Revision (7) Field Trial (8) Final Product. The next stage is the development of material to determine learning through project-based learning media. After material development is expert validation. In this section, expert validation will provide suggestions and opinions as an assessment (Wahyuni, 2017, p.102-103).

Research Instruments

R&D research data using research instruments in the form of questionnaires or observation sheets given to students. Instruments in the form of questionnaires are used to obtain information or data needed according to student needs. This questionnaire contains students' experiences and difficulties in speaking English.

FINDINGS AND DISCUSSION

In this study, a test of English speaking ability through Project Based Learning (PjBL) was developed as the product of this research. The test product is the result of an approach that integrates contextualized projects in learning. The test product was designed to reflect important aspects of students' speaking skills in English, which are acquired through direct experience in real-life situations. This chapter will explain the results of preliminary research and information collecting, the result of expert validation, and the result of try-out of the product

The Result of Preliminary Research and Information Collecting

Preliminary research and information collecting were conducted during the process of learning English. The results of preliminary research and information collecting show that speaking is one of the difficulties in learning English faced by the most students in this class. In the other hand, the teaching that carried out by teacher does not attract students' enthusiasm and does not increase students' motivation in speaking especially.

However, the teacher teaches English material through good sources but is not well organized when conveying it to students. In addition, English as a foreign language and unfamiliar to students in school is a challenge that must be faced by teachers. So that students will face difficulties in the language used when delivering material of English. Based on the results obtained during the preliminary research, the teacher teaches students automatically without any stimulus to increase students' motivation and efforts in speaking, especially

The Result of Expert Validation

After writing the draft of developed materials, it was given to the teacher to be validated. A questionnaire was given to the expert as the instrument to collect the data. It consisted of 9 questions with 3 statements are strongly agree, agree, and strongly disagree The highest score of the each statement was three, and the lowest score was one. Three represented strongly agree, two represented agree/moderate, and one represented strongly disagree. The expert's scores on the developed strategy was mostly 2 (agree) and 3 (strongly agree). In term of the objectives, the developed speaking skill through strategy in procedure material is good and complete enough. the topic is relevant to speaking skill, suitable to real life. Furthermore, the strategy is systematically organized. Then based on the data collected, the value was calculated using the formula below:

Percentage = $\underline{\Sigma \text{ (response x weighting on each response)}}$ x 100%

N x weighting the highest response

$= \underline{23} \quad \times 100\%$

$ 9\text{x}3$

$= \underline{23}$

$ 27$

$= 85\%$

From the calculation, it can be concluded that the developed speaking skill through strategy in procedure material was categorized on good criteria. Based on the expert's comments, the developed speaking was generally good and eligible to be used as the strategy for developing speaking skill of students. But, the steps of implementing the strategy need to be revised. The teacher as expert validation suggested to ask students prepare procedure text material that will be presented must be prepared before the class started and the sentences of each step of the topic should be written text. So students will have more preparation and the presentation will run well. Futhermore, the researcher must closely assist students in preparing materials for presenting and check their work.

The Result of Try Out

After the draft of the developed materials was revised based on the expert's validation, it was then tried out to students in the class. The materials of the try-out were presenting the material about procedure text through project based learning. The try out was conducted to find out more about the appropriateness and the usability of the developed speaking skill through strategy in procedure material was conducted to get more information on the process of teaching and learning using project based learning as the developed speaking. In conducting the try out, the researcher acted as the teacher. The implementation of try out ran well. The students excited and enthusiastic in following the try out. In presenting, some students faced difficulty in present their material/topic and they seem reading material not presenting their material (speaking). In the other hand, the implementation of this strategy make them motivated to develop their speaking skill. After try out was done, the students were asked to answer a questionnaire. The highest score of the statement was three, and the lowest was one. The complete students' answer scores on the questionnaire are presented appendix. The range of the total students' scores is from 57 to 60. The total number of scores for all items is 860. Then based on the data collected, the value was calculated using the formula below:

Percentage = $\underline{\Sigma \text{ (response x weighting on each response)}}$ x 100%

N x weighting the highest response

$$= \frac{860}{45 \times 24} \times 100\%$$

$$= \frac{860}{1080}$$

$$= 79{,}6\%$$

The result of the conversion to validity level shows that the developing speaking through project based learning in procedure text material was categorized on good level criteria. Based on students comment, the strategy used makes them feel challenged so this method is effective for them in developing their speaking skills. The use of a project based learning strategy in procedure text makes them motivated and comfortable or confident in participating in learning and can help them achieve the target of learning.

DISCUSSIONS

The findings on the development of a speaking test through project-based learning in procedure text material opened up a new understanding of the effectiveness of this approach in improving students' communication skills. The findings show that the use of real context-based projects can significantly improve students' speaking ability in English compared to conventional teaching methods. The data showed that students involved in these projects demonstrated consistent improvements in their oral use of English, especially in terms of expression of ideas, vocabulary used, speaking fluency, and understanding of situational context. Preliminary research and information collection revealed that students in the class struggle with speaking, mainly due to a lack of enthusiasm and motivation caused by the teacher's teaching approach. Although the teacher uses good sources, the delivery of English material lacks organization, and the unfamiliarity of English as a foreign language poses an additional challenge. It was observed that the teacher taught students without providing any stimulus to increase their motivation and effort in speaking. Expert validation of the developed materials showed positive results, with the strategy for developing speaking skills in procedure material being considered good and complete. However, the implementation steps of the strategy were suggested to be revised, such as requiring students to prepare the material in advance and assisting them closely during the preparation process.

The try-out phase involved implementing the revised materials using project-based learning as the approach. The try-out demonstrated the appropriateness and usability of the developed strategy for teaching and learning. Although some students faced difficulties in presenting their material and relied heavily on reading rather than speaking, the implementation of the strategy motivated them to improve their speaking skills. Students' feedback indicated their excitement and enthusiasm for the try-out, with the majority expressing that the strategy challenged them effectively and made them feel motivated and confident in participating in learning. The overall scores from the questionnaire revealed a high level of student satisfaction, further supporting the effectiveness of the project-based learning strategy. In conclusion, the findings suggest that the developed strategy for speaking skills through project-based learning in procedure text material is effective in enhancing students' speaking abilities, fostering motivation, and creating a conducive learning environment.

Conducting research on "Developing Speaking Test through Project Based Learning in Procedure Text Material" is reasonable for several reasons. Firstly, speaking skills are crucial

in language acquisition and communication. By focusing on developing speaking skills, this research can contribute to improving students' overall language proficiency and their ability to effectively express themselves orally. The aim of teaching speaking is developing students' communicative skill in their daily life (Soliha, 2019). Nurhajati's (2019) study found teaching process is not only have to choose an appropriate teaching strategy to reach the goal, but also to select the suitable materials and activities in order to make the students can apply the skills of speaking. One of the strategies is by applying Project Based Learning in which the students must create a project in groups. Through this strategy the students are able to reach the academic goals of teaching speaking and practice to build some qualities in life skill, such as a) awareness of the students' potency and the values found in the local wisdom, b) cooperative working and communication skill, c)critical thinking, d) academic skill, and e) honesty.

Project-based learning, with its emphasis on practical application and real-life contexts, provides an engaging and authentic platform for students to develop and practice their speaking skills. Khairuddin (2018) stated that considering the selection of topics and tasks for the speaking achievement test. The topic and task selection should consider the objective of the test, students' level of speaking mastery and their familiarity with the topics and tasks in question. As the final words, students' achievement. So, the second reason is selection of material that suitable with the strategies used. Procedure text materials offer a suitable framework for integrating project-based learning and developing speaking skills. Procedure texts involve a step-by-step process, which can be effectively demonstrated and practiced through project-based activities. By combining project-based learning with procedure text materials, students can engage in hands-on, experiential learning that requires active participation, collaboration, and effective communication. This research can explore the effectiveness of project-based learning in enhancing students' speaking abilities, as well as provide insights into the instructional strategies and materials that can be used to optimize language learning outcomes in the context of procedure texts. The previous research about assessment speaking using retelling technique stated that as well as the students, teacher also learns how to maximize the effectiveness of strategy to build up students' motivation and students' courage in speaking through step by step starting from brainstorming, giving material, getting students' prepared, evaluating and reinforcing. By implementing the assessment technique in the classroom, it assists the students to build up their confidence in speaking up their mind (Hariyanto, 2016)

Overall, conducting research on developing speaking tests through project-based learning in procedure text material is justified due to the significance of speaking skills in language acquisition and the potential of project-based learning to create an engaging and effective learning environment for students to develop their speaking abilities.

CONCLUSION

The discussion revolves around the challenges students face in learning English speaking skills, attributed to the teacher's teaching approach and the unfamiliarity of English as a foreign language. The study develops a strategy for enhancing speaking skills through project-based learning in procedure text material. The implementation of the strategy shows positive results, with students expressing motivation and confidence in participating. The research aims to contribute to students' overall language proficiency, effective communication, and the development of life skills. Project-based learning is seen as an engaging and authentic

platform for students to practice speaking skills. The combination of project-based learning and procedure text materials provides a suitable framework for hands-on, experiential learning. The research also highlights the importance of assessment techniques in building students' confidence and motivation. Overall, the research on developing speaking tests through project-based learning in procedure text material is justified due to the significance of speaking skills and the potential of project-based learning to optimize language learning outcomes.

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