The Implementation of Project-Based Learning Model through ORAI in Recount Material to Enhance English Speaking Skill

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ABSTRACT

The study objectives are to recognize the application of Project-based Learning (PBL) and utilization of ORAI, which can develop student's speaking skills and immensity of the progress in recount text for tenth grade in science class 1 at MAN Sukoharjo. The students were in the second semester in Academic Year 2018/2019. More than 40 % students of tenth grade in science class 1 at MAN Sukoharjo encountered obstacles in English learning, especially in conveying recount. The data collection techniques in this research were document collection, observation, interview, and test. The data validity of this study used the triangulation method, which means that there were more techniques and observations of treatment in collecting the data. The finding reveals that the application of PBL and utilization of ORAI can improve student's speaking skills especially in conveying recount. The average of students' scores is found to be significantly different from each cycle. The pre-treatment average score is 69.33, the first cycle score is 72.66, and the second cycle score is 77.33. It means that almost all students can reach KKM (minimum completeness criteria). In conclusion, PBL and ORAI can be applied to enhance students' speaking skills.

Keywords: Speaking skill; recount; PBL; ORAI

INTRODUCTION

The tenth grade students in of material. This can be seen in their daily tests where more than 40% of students did not achieve the score of minimum completeness criteria (KKM), which is 70. From the data gathered by the teacher, it can be inferred that out of 30 students who took the daily assessment, 14 students scored below 70. The lowest score was 55, and the highest was 80. There are some factors hindering these students when practicing the speaking skill in class, more than

40% of students when practicing speaking skills in teaching and learning activities were shy, lack of confidence, and were inactive.

The daily assessment data and class observations show that the number of students who score under KKM are experiencing obstacles, namely speech accuracy, stress placement, word choice, and fluency. Therefore, their speech/expressions/enunciation were difficult to understand. Based on the teacher's observations, most students experienced difficulties because they worried they would make mistakes and tended to be passive in the learning process.

People spend the most of their time speaking verbally. People can speak directly if they want to convey their thought or views. Language is naturally speaking, the ability to understand and speak a language is a typical definition of language understanding. Speaking is one way to verbally manifest what is in one's mind, according to Efrizal (2012). According to (Newton & Nation, n.d.), speaking requires control of content, fluency awareness, and attention focus. Meanwhile. Meanwhile, Nazara (2011) stated that the factors that support the fluency in speaking are linguistic factors which consist of speech accuracy, pronunciation, word selection, and non-linguistic factors which include attitude, mastery of a topic, and fluency.

Another factor that also hinders the process of learning speaking skill in class is teachers' competency. First, the teacher did not employ appropriate teaching model correctly in the learning process. Second, the teacher had not utilized appropriate, innovative, and effective learning media. Teachers still use conventional learning methods because of limited access to fast internet connections and underdeveloped language laboratory. Learning media strategically organizes effective learning (Munadi, 2008; Wahyuningtyas & Sulasmono, 2020). Meanwhile, in contrast Nana & Rivai (2002), argued that media is a tool that can be used in education which includes methodological components as a learning environment under the control of educators to motivate students to learn.

Based on the previous explanation, the trigger for learning success is the teacher's ability to choose learning media based on the characteristics of each material. Therefore, teachers are expected to use the proper method based on the students' conditions and effectively implement suitable media according to these competencies (Krajick, J. S. & Blumenfeld, 2000). Regarding speaking skills, teachers must be able to choose suitable media, not limited to conventional media such as mixes and tape recorders. Based on the described ideal conditions and things stated previously, the researchers intended to conduct classroom action research to improve speaking skills. In speaking, the right action to solve speaking difficulties is to rehearse the accuracy of speech, mastery of the topic, and correct pronunciation with a performance conducted by the

students themselves (Robiasih, RR. & Marisah, 2017). This is carried out with the help of media that encourage students to be confident to speak and stimulate students with internet and computer-based media. There is no doubt that many practitioners are aware that media are very helpful in improving students' skills.

Some researchers already conducted studies about PBL. Previous studies were from Abubakar (2015). They proved that implementing PBL is appropriate in teaching speaking skills because students could be more engaged with the activities. Moreover, Halimah (2018) onducted research by promoting using the ORAI application in teaching English for high school students. In addition, there are some issues that arise when learning to talk, according to several research. First, Leong, n.d. (2017) discovered that students' inability to speak clearly and smoothly was caused by their lack of interest in the subject matter. Second, Subandowo (2017) found that students had trouble differentiating between terms unfamiliar in the Indonesian language and words with similar sounds, pronunciations, and spellings.

From the previous studies, the researcher highlighted some considerations. The output of the research was outstanding. It makes the researcher want to adopt the use of PBL and ORAI applications in oral recount text. In previous studies, they only focus on one aspect, either PBL or ORAI application. Meanwhile, this research combined the utilization of PBL and ORAI applications. It was aimed to overcome the issue where students needed help in differentiating correct pronunciation and spelling. As a result, the present research collaborated on assigning the project by using the ORAI application with the speaking skill in recount text. Furthermore, the current research utilized the Classroom Action Research (CAR). Therefore this research is different from previous studies were qualitative research.

ORAI is a popular mobile app developed by Danish Dhamani, Aiming at helping individuals to improve their public speaking skills. It targets young professionals, high school and college students, and also seeks to boost their confidence and speaking abilities. The app functions as a personal speech coach and uses artificial intelligence to provide real-time feedback on the user's speaking performance. It can identify and highlight filler words, monitor the speaker's pace, clarity of speech, and energy level. Additionally, it provides a transcript of the user's speech, which can help identify areas of improvement. Overall, Orai provides an innovative solution to a common problem and can benefit anyone looking to improve their public speaking skills.

One of the tools used to teach is ORAI. Furthermore, the delivery of the recount material applied the PBL model with collaboration with the ORAI app. Mergendoller & Thomas (2000) stated that a learning model involving students would be easier to understand. Students pay

attention to the instructions on the ORAI application (paying attention). After that, they design the concept they want to practice (designing concept). Then, they write the sentences that they want to say (writing the sentence). Next, they practice the sentences written using the ORAI application (acting out) and evaluate what has been conveyed in the recount material (evaluating). This model has similarities to project-based learning, namely: 1) students make their own decisions within a predetermined framework, 2) students try to solve a problem or challenge that does not have a definite answer given by the teacher, 3) students participate in designing the process that will be taken in finding a solution to a problem given by the teacher, 4) students are responsible for finding and managing their information that they collect to solve problems, 5) evaluation is carried out continuously during the project, 6) students regularly reflect on what they have done, both in process and result, 7) the final product of the learning activities will be evaluated qualitatively and 8) in the classroom, an atmosphere of full tolerance for mistakes and changes is developed, and it encourages the emergence of feedback and revisions. Based on the previous phenomenon, the research question was: How does applying the PBL model ORAI enhance student speaking skills for recounting text?

MATERIALS AND METHOD

This research was conducted in the second semester of the 2018 – 2019 academic year, starting from January to April 2019. The research was conducted in X IPA 1 classroom and the language laboratory of MAN Sukoharjo. The laboratory was used to obtain more precise recordings of ORAI. The subjects of this study were students of X IPA 1 MAN Sukoharjo in the academic year of 2018/2019, with a total of 30 students which consisted of 9 boys and 21 girls. The research object in this study focused on speaking skills. Based on the definitions, forms, and conditions that must be considered by the teacher in recounting material in class X IPA in the 2nd semester of the 2018/2019 academic year. In addition, this research focused on student learning completeness, also called KKM (Minimum Completeness Criteria). The research date was discussed based on the source, the form, and the time when it was acquired.

Based on the source where the data was obtained, there were primary and secondary data. The primary data for this research is in the form of the student's learning outcomes during the daily assessment of speaking skills in recount text material, while the secondary data was in the form of observations made by observers during the learning process in the first and second cycle. Based on the form, this study has two types of data: (1) qualitative data obtained from the results of observations and interviews conducted by the researchers as teachers and equipped with data

from observations from other observers. Data collection tools were the questionnaire, stationery, and observation guidelines. This study also conducted interviews with students to obtain more precise and more detailed information about their attitudes towards learning basic speaking competence in recount material by applying the PBL model and using ORAI. (2) Quantitative data was gathered from the scores/result of students' learning outcomes in a written test at the end of the first and second cycles. Based on the time of data acquisition, there were three kinds of data for this action research: 1) data on students' initial conditions regarding speaking skills on recount material; 2) data on the first cycle of speaking skills on recount material; and 3) data on the second cycle on speaking skills on recount material.

The data on the initial conditions of the students were in the form of students' daily assessment scores for the basic competence of speaking recount material and students' daily journals made by the teacher. The research data consisted of the results of observations, tests, and interviews on action research in the first and second cycles. This study's data collection techniques were document review, observation, interview, and test. Specifically, the researchers collected data on the initial conditions of the students and the results of observations, tests, and interviews conducted during the action research in the first and second cycles.

To gather information about the initial conditions of the students, the researchers used two sources of data: daily assessment scores and students' diaries. The daily assessment scores likely provided information on the students' baseline proficiency in speaking recount material. On the other hand, the diaries were likely used to collect subjective information about the student's experiences and attitudes related to speaking recount material. This combination of objective and subjective data could provide a more complete picture of the student's initial conditions.

During the action research, the researchers used several techniques to collect data on the effectiveness of their approach. These techniques included document review, observation, interview, and test. Document review likely involved examining materials such as lesson plans and students' works to evaluate the implementation of the PBL and ORAI application. Observation would have involved the researcher watching students during the project to assess their engagement and progress. Interviews could provide insights into students' perceptions of the project and their experiences using the ORAI application. Tests were likely administered to measure the student's progress in speaking recount material.

Overall, the researchers employed various data collection techniques to evaluate their approach comprehensively. By using both quantitative and qualitative data, they could gain a

deeper understanding of the effectiveness of the PBL and ORAI application approach for enhancing students' speaking skills.

This study applied the data triangulation method, which means using more than one data collection technique (Silverman, 1993) and triangulation observers, which used more than one observer during the action to obtain more valid and comprehensive data. The data obtained from each data collection technique are: 1) students' daily tests which were analyzed using qualitative descriptive analysis, 2) class observation which was analyzed using qualitative descriptive analysis, 3) interviews which were analyzed using qualitative descriptive analysis techniques, and, 4) tests which were analyzed using quantitative analysis to find the mean, median, and mode. The success of this research could be seen from three things: 1) the increase of student activity during the learning process, 2) the increase of students' speaking skills in conveying recount material, and 3) the increase of teacher's competence in the learning process by applying the PBL model and using ORAI.

RESULTS & DISCUSSION

Classroom action research (PTK) has considerable benefits for teachers, learners, and schools because it has various advantages for learning managers (Hasnidar, 2019). Based on daily assessment data, students of MAN Sukoharjo class X IPA 1 in the 2018/2019 school year, it is known that students' speaking skills are underwhelming. There are 14 students who have not reached the KKM. The average score of 30 students was only 69.33. The lowest score was 55 and the highest score was 80. In the class observations, many students lacked in enthusiasm, confidence, and courage in speaking, especially in the recount material.

The first stage was carried out in the first cycle by planning classroom action research. This was done by designing a Learning Implementation Plan (RPP) which refers to the Regulation of the Minister of National Education of the Republic of Indonesia No. 41 of 2007 concerning Process Standards.

The second stage was carried out on Saturday, January 19, 2019, using the ORAI application on the basic level for meeting 1. In this activity, the teacher provided basic instructions on student assignments in conducting activities: paying attention to the instructions in the ORAI (paying attention), designing concepts to be practiced (designing concepts), writing sentences to be spoken (writing the sentence), practicing sentences that have been prepared in the ORAI (acting out), and evaluating the material that has been given on the recount material (evaluating). At the second meeting, Saturday, January 26, 2019, the core activities were similar but used ORAI on a medium

difficulty level. The post-test was held on February 2, 2019.

In the third stage, the observations were carried out by one observer. Action observations in the first cycle focused on student involvement in the teaching and learning process, pronunciation, spelling, and fluency in reading sentences in the text being discussed. When reading the recount text in a monologue, students practiced pronunciation, which was recorded in the ORAI. The recording was saved and the ORAI provided an achievement score. Student performance at the first meeting, the first cycle, can be seen in Appendix 2. In the table, in observing student involvement in the learning process, both observers gave the same assessment. This means that students are very interested in being involved in the learning process, which is between 70% to 89%. Judging from the level of student activity, it means that 19 to 23 students are active in speaking. The data shows that the number of students achieved KKM scores is 24 children. There is one student who scores above or equal to 80 plus 23 students who score 70 and above. Meanwhile, the number of students who scored below the KKM was seven students. The highest score was 85, the lowest score was 60, and the average score was 72.66.

The implementation of the actions in the second cycle includes aspects of planning, implementing, observing, and reflecting on actions, the same as in cycle 1. However, in this cycle, there is a pronunciation observation, where both observers give a score of 3. It means that both observers agree that around 50 % - 69% of 24 students have good pronunciation, which is shown when they pronounce the word correctly.

In the aspect of diction, observer 1 gives a score of 4, which means that the students correctly pronounce the sentences in the monologue text. The second observer only gave it a 3, which is not a severe problem. Through interviews, observer 2 said that only certain students were consistent in their choice of words.

In the aspect of fluency of words and sentences in the spoken text, both observers gave a score of 3. This means that around 50% - 69% of students or about 27 children recorded smoothly in cycle 2.

Action results are measured by evaluating learning outcomes in speaking with recount material. The first cycle evaluation was conducted on Saturday, February 2, 2019, using ORAI for speaking recording. The evaluation was carried out orally by considering several indicators.

In the fourth stage, the reflection of the results was carried out. The data from the evaluation shows that most of the students have reached the KKM, but there are still four students whose scores were still below the KKM.

In cycle 2, the data shows that there are 27 students whose scores reach the KKM, 6 of them

got above or equal to 80 and 21 other students got above or equal to 70. Meanwhile, there are three students who got below the KKM. The comparison of student evaluation scores in cycle one and cycle 2 (after the action is taken) is as follows.

Figure 1. Comparison of Cycle 1 and Cycle 2 Results
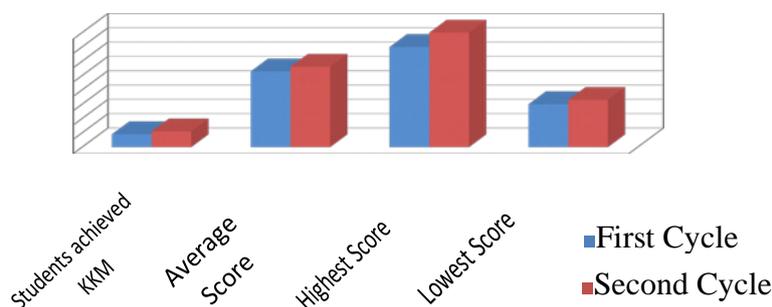
From the data above, it can be concluded that there is an increase in scores obtained by students, which automatically increases the average value. There was also an increase in the maximum score (highest) and the lowest score. This increase is very likely due to the actions taken in Cycle 2.

CONCLUSION

The implementation of the PBL model and ORAI can improve the ability of students of class X IPA 1 MAN Sukoharjo, semester 2, 2018/2019 school year in speaking skills, especially in recount material. It can be seen from the results of the daily assessment after the actions in Cycle 1 and Cycle 2. After the implementation of the PDWAE and ORAI models, the speaking score in the recount material obtained by the students of class X IPA 1 MAN Sukoharjo semester 2 of the 2018/2019 academic year almost 90% of students reached the KKM.

Researchers suggest teachers use and utilize appropriate learning media as a form of professionalism and to develop learning innovations in the classroom. It is also essential for them to carefully choose the appropriate methods, techniques, and approaches, considering the needs of students in the learning process. Students should be more proactive in the learning process and practice communication skills more intensely to optimize their language skills and obtain the optimum language skill. No matter how good the material, media, and methods are applied by the teacher, without the willingness of students to be active, optimal learning achievement will be difficult to obtain.

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