Students' Need on Speaking Classroom Activities as the Basis of Developing Project Based Learning Model

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Abstract

English in higher education context is crucial because it linguistically supports the occupational nature in education when carried out accurately or, principally, specifically. In this area, speaking as one of the English skills is used as the approach to prepare students with English language skills related to their majors. The purpose of this research is then to determine the profile of speaking competencies performed by students and their needs on classroom activities which may support their speaking skill. Case study is selected as the research method, utilizing several data collection methods, namely: needs analysis questionnaire administered to 60 English Education Department (TBI) students in UIN SMH Banten who had experienced academic speaking subject; interviews held with ten selected students, and several documents, namely: the lesson plans, and the textbook used in the course. From the gathered data, the speaking classroom activities which met the students' needs are primarily required students to get involved actively in discussion and presentation on certain topic.

Keywords: Higher education, Speaking Competence, need analysis

INTRODUCTION

The importance of foreign languages as a means of communication is shown, among other things, by the fact that English as an international language is taught in almost all around the world. In Indonesia, English is the first foreign language that is mandatory starting at the junior high school level. English occupies the first position because of several considerations, among others, it is a subject that is tested and is one of the requirements to apply most jobs vacancies. Speaking is one of the important skills to master in learning English. Speaking is a productive skill that can determine the success of language learning. According to Nunan's opinion (Nunan et al., 2003), speaking competence is shown by the ability to hold a conversation in the target language. This is the most important aspect that determines the success of language learning. In other words, students succeed in mastering English when they can communicate with other people using spoken language. According to Cameron (2001) speaking refers to the productive

activity of using language to express and share meaning with others. Speaking is considered a productive skill because speakers actively produce language to create meaning.

The challenge of speaking practice occurs when students face real communication. Basically, there are three main difficulties in speaking. The first is the knowledge factor: students do not yet know the aspects of language that make production possible. The second is the skill factor: students' knowledge is not enough to ensure fluency. In addition, students' affective factors also become obstacles to their speaking fluency, such as low self-confidence and high levels of anxiety (Thornbury & Scott, 2012); (Lustyantie & Kasan, 2021). Teaching foreign language speaking skills has the aim of minimizing the factors that can be an obstacle for these students. Teachers should provide as many opportunities as possible for students to practice. So, an active and challenging learning atmosphere is needed to involve students' motivation in speaking. Various studies related to learning English speaking skills have been carried out. The study explores various things and perspectives on teaching speaking skills, including variations in

teaching methods or techniques carried out by teachers, strategies and efforts to learn speaking skills by students, perceptions and motivations of students in speaking skills, and obstacles in learning speaking skills. As quoted by several researchers in the article he wrote, the teacher- oriented learning approach is still widely applied in schools in Indonesia. This is of course a learning in a conventional approach. Conventional learning is teacher-oriented learning, where teachers actively provide explanations or detailed learning information about learning materials (Zuhriyah, 2017); (Rosdalina, Pipit Rahayu, 2014); and (Rahmawati, 2014). Instead, they emphasize that learning will be more meaningful if children experience the material they are learning for themselves and can use it at the right opportunity. Another fact that was also revealed through previous research related to learning English speaking skills is that there are still many teachers who are less varied in choosing and using their teaching methods. While in fact, Various things can then be done by the teacher as a follow-up to the results of the evaluation and adaptation in learning speaking skills, one of which is by implementing or designing a speaking skills assessment process that is in line with the learning experience and the context of students' needs.

The classroom situation in learning English speaking skills that has been described previously is a problem that the teacher must pay attention. As teachers are directly involved in the learning process, and teachers are also key actors who must be able to control the success of students in their learning experiences. Teachers are expected to create a good learning environment and motivate students to learn. Therefore, teachers also play a role in creating a fun learning atmosphere and challenging students to express their potential and learning experiences. To be able to create an atmosphere of learning English speaking skills as described, it is important for teachers to facilitate student learning with interesting and conducive learning methods (Nunan, 1999). Not only that, the teacher must be able to ensure that every student gets the same and fair opportunity to develop the potential of speaking skills. Project-based learning (PBL) is one of the learning models that can be applied along with this model providing opportunities for students to design, plan, and carry out projects that can be displayed. This of course gives students the opportunity to develop their potential and learning experiences.

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Based on the explanation in the research background, the purpose of this research are to find out the profile of the students speaking ability; to describe speaking classroom activities students perform most; and to find out students need in the development of speaking classroom project.

LITERATURE REVIEW

1. Need Analysis

in Language teaching Need Analysis is a way to gather some information related to the learners" needs. It appeared firstly in 1920s at India and widlanguage teachingread as a research in language planning in the early of 1970s (Pusphanatahan 2013:2, Otilia 2015:54). It "represents a form of assessing particular linguistics needs of the trainee or group of them (Jeczelewski, 2016:10). It's also stated as an information gathering process (Pusphanatahan, 2013:2, Boroujeni & Fard 2013:37). The function of Needs Analysis is to reduce any gap among learners, teachers, and teaching materials (Haque, 2014). Then, Otilia explained that needs analysis "consisted in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives" (Otilia,2015). Therefore it can be conclude that a language teacher or lecturer can apply needs analysis to get some information in planning the teaching learning process. There are 3 steps can be applied by a language teacher or lecturer at doing needs analysis. They are planning, collecting data, and putting information into the analysis (Jeczelewiski 2016:10). The planning refers to the instrument writing. It covers some questions related to needs analysis components. Then, the questioner will be use to collect the data of the students needs. Finally the data in the form of information of the students need is analyzed as the consideration for designing a teaching syllabus. Dickinson in Jeczelewisk defined "Needs are those skills which a learner perceives as being relevant to him; wants are a subset of needs, those which a learner puts at a high priority given the time available; and the lack is the difference a learner perceives between his present competence in a particular skill and the competence he wishes to achieve" (Dickinson, 1991 cited in Jeczeleweski, 2016:10).

2. The Concept of Speaking Ability

Speaking is one of basic skills to build a communication. It refers to a process of producing verbal words to transfer meaning to listener. The common speaking definition was proposed by Chaney as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney

cited in Kayi 2006 then cited in Solcova, 2011:17). While Torky defined speaking as the learner's ability to express himself or herself orally, coherently, fluently and appropriately in a given meaningful context. (Torky, 2006:34).

At this perception he divided three aspects of speaking as a skill in English language teaching learning process. The aspects should be considered in planning a language course in order preparing the students speaks communicatively in real life situation. Those aspects are: a. Speaking is face to face: at this aspect facial expression, gesture and body movement are valuable meaning.. b. Speaking is interactive: the conversation run smoothly between speaker and listener who participate with appropriate context and situation. c. Speaking happens in real time: language interaction between speaker and listener at real time gives a chance to do self-correction, repetition among them. As the result it will allow them become more fluent and language teaching onsive to the real time demand.

3. **Concept of Project-Based Learning**

Project-Based Learning (PBL) has many definitions from various literatures. High Quality Project Based Learning (2018) defined PBL as an instructional learning method that builds learners to mastery in both academic skills and also content knowledge, sets up demand skills for the future, and develops their own medium to deal with life"s obstacles. Moreover, project-based learning is also described as a learner-centered learning method and provides learners the chance to investigate deeply on valuable topics (Grant, 2002, p.2). Blumenfeld, Soloway, Marx, Krajcik, Guzdial, and Palinscar (1991) explained project-based learning as a comprehensive learning method by involving students to investigate the authentic issues. According to Jones, Rasmussen, & Moffitt, (1997) projects are comprehensive tasks, where students are learning through complex projects that involve decision making, problem solving, and investigative activities (as cited in Thomas, 2000).

METHOD

This study adopted descriptive case study design as it attempted to present a complete description of a phenomenon within its context. The research was primarily conducted in *Universitas Islam Negeri Sultan Maulana Hasanudin Banten*, especially in English Education Department (TBI). Specifically, the students who got Academic Speaking subject was the focus of this research, as previously mentioned in the background of the study, this particular subject needed more challenging but interesting activities.

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FINDINGS AND DISCUSSIONS

The Profile of Speaking Competence at TBI

1. Students speaking competence

According to the data of the questionnaire students of TBI considered English is an important subject in recent life. The needs of English would meet several job requirements and their existences in social life. The data from the questionare and interview with 60 students dealing with the table above indicated that 30% (18) students admit that they are already good in speaking. They frequently practice speaking not only in the classroom but also outside the clas, that iswhen they engage with social media. As the confirmation from the interview result they also get high score in speaking subject for three semester redundantly. Othe students argue that their speaking skill is average. It is 20% (12) students who answer that way. They admit that sometimes they practice speaking outside the class but they sometimes find difficult in performing several aspects of speaking like vocabulary and pronunciation. While the rest, that is 50 % (30 students) assume that they still need lot of practice and improvement in speaking skill. They considere speaking English always make them get nervous and not confidence. Moreover they said that they had limited vocabularies and pronunciation.

From the explanation it can be conluded that most students argue that their speaking needs improvement and more practices. In other words they considere speaking is a difficult subject they learn. Among the aspects of speaking skill, those are vocabulary, pronunciation, grammar, fluency, ideas, confidence, and anxiety, the students perform various answer dealing with speaking competence. Pronunciation and vocabulary becomes the most dominant aspect that students feel difficult in practicing speaking.

2. Students difficulties in speaking

The factor causes students lack of speaking performance might be relate with many aspects of speaking. In addressing the needs and lacks of students' speaking skills, some skills in the questionnaire were adapted from Ayutami's and her colleagues' study (2018). The following tables show the difficulties (lacks) and importance (needs) of speaking skills.

Table 1 Students' lack of speaking skill

Aspek Speaking	Level of Difficulty				
	SSS	SS	CS	AS	TS
Vocabulary		10			
Pronunciation	12	3			
Fluency		4	2		
Grammar	2	8	4		
Conten/Idea	5				

The data from questionare indicated that 25 students (41%) assumed that pronunciation become the most difficult aspect in speaking practice. While another aspect, that is grammar accuracy

become the next difficult aspect in speaking. There were 14 students (23%) said that grammar become the hindrance for their speaking performance. There are 10 (16%) students felt that the aspects of vocabulary become the most difficult thing when they have to speak in English. While the rests are fluency and getting the idea considered as difficult subject for 6 (10%) and 5 (8%) students.

Out of the fifth aspects of speaking above there is another aspect which the students find as the burdance for them to speak English, that is anxiety. More than 30% students agree they often felt anxious whenever they have to perform in speaking class. In more detail based on the results of interviews with two different categories of student anxiety, the researcher found the factors that caused students' anxiety in general.

The first factor that caused students anxiety, especially when speaking in front of a large audience, the students' low English skills were difficult. The lack of English language skills among students make it difficult for them to find the right vocabulary, form sentences, and express their ideas or messages. The students stated during the interview in response to the question of what the caused the anxiety, the student said, "Because I feel that I already know that my speaking skills are really low. Then, I rarely practice". The student was really well aware that a lack of English skills contributed to students speaking anxiety.

The second factor was the fear of misinterpretation, when two student were asked what made him or her nervous before speaking, the student said, "Again, Fear of not being understood when I speak, afraid that what I say cannot be understood by others, and it will be misinterpreted." This factor caused students to be afraid to communicating using English. Students were afraid to talk to each other in English. It happened because students were afraid they wouldn't understand what their partner was trying to say. They were also afraid they wouldn't be able to say what they wanted to say to the audience in the right way.

The third factor was low self-esteem. Many students feel their English language skills fall well below those of their peers; this makes them feel scared when they plan to participate in a speaking performance. They worry that their friends and associates would laugh and blame them when speak. Students with low self-esteem are more likely to compare themselves to others and feel inferior if they discover that another student has greater abilities. As stated by student, the student said "Because I saw a friend who was better at English, I became insecure. Seeing them speak English in public seems normal, but those of us who are under this feel so far away (the gap)".

The fourth factor was that Students worried making some mistakes, which caused students to worry about making a poor impression on the audience (fear of negative evaluation). According to five students, the student were afraid of speaking out of concern that what they would say would be incorrect and cause their peers to laugh. "I am very aware that I am afraid of being wrong, afraid of being laughed at even though it is impossible, afraid of being scolded by the lecturer. I'm inferior. I used to want to have a conversation together, but when I heard them speak their English very well, then I thought about not wanting to speak English with them anymore, it's so far away, I'm afraid they won't understand what I'm talking about".

The fifth factor was lack of preparation. As stated by 2 students, in response to a question about causes of anxiety, the student stated, "Then, maybe because the preparations were not good enough and the material was not enough but I had to speak up". When speaking, students should carefully prepare the material and organize what needs to be said and what needs to be done well, especially if they are aware of their lack of language skills. However, due to a lack of preparation, students will be confused, trying to think of what to say or do. Students will find it

difficult and nervous to deal with the various possibilities that may occur. Students who do not prepare will become weak in both material and mental terms.

The final factor was excessive worry during the test; they were afraid of receiving poor grades and even failing the test, as 2 student said in an interview when asked about the time they experienced anxiety and the causes, student said "I'm definitely afraid of being wrong, that's the main thing, especially during the test".

Speaking Activities Employed in TBI

According to the lesson plan, the speaking learning activities designed for the students in facilitating their speaking competence is that classes will be organized on oral practices such as drilling, acting out dialogs or monologue, and giving presentation. The students will be asked to be more active in the classroom by sharing their opinions related to the topics given.

All students agreed that the course should include more practice in assessing speaking skills. This finding shows that the difficulty was caused by the lack of speaking practices, making some students unconfident. In a sense, this could also be related in the topics they were not familiar when carrying out formal and informal conversations in English, which, of course, should be fostered in the English classroom.

Based on the questionnaire about the speaking learning activities that were employed in TBI academic speaking subject are dialogue, discussion, presentation, speech, and reading text. The activities are expected to be able to facilitate students potencial and students experience in speaking skill. Moreover the students interview found that the teaching strategies applied in the speaking class are assumed to be able to facilitate their speaking experiences. The teahing strategies have provided the students with speaking practices.

Students Needs of Speaking Classroom Activities

The needs of speaking classroom activities were also in dire need of practices. As speaking is undoubtedly closely related with vocabulary, the interviews with students reveal that they were introduced and honed in terms of vocabulary building, as seen in the following transcripts:

We learn English vocabularies in a subject major that introduces us to do presentation and to lead a presentation. We also learn the expression for giving opinion, argumenting, and debating. (Student 1)
We learn the expression of how to chair the meeting and to do brainstorming in English. The class is not difficult. (Student 2)

Although the subjects were not primarily aimed at fully preparing students linguistically, this clearly helped some students in developing their speaking when it comes to discussion activities. The statement is also supported by the results showing that some students believed that such speaking skills were slightly difficult. To complete this sub-finding, below is the table of the needs of speaking skills answered by students in the questionnaire.

Table 2 Students' need on speaking sub-skill

Speaking sub-skill	The amount of the students	
	f	p
Introducing self	19	33 %

Describing the topic	27	46 %
Formal speech	24	40 %
Informal speech	15	26 %
Exploring detail of the topic	20	34 %
Presenting a topic	28	47%
Discussion	31	53 %
Others…	12	21 %

Observably, the results indicate that ding a discussion, doing a presentation, and describing certain topics were considered as the most required speaking skills with percentage reaching to 53%, 47% and 46% respectively. As for introducing self, exploring detail topics, formal, and informal speech did not fall too far with 33%, 26% and 33%.

CONCLUSION

This study was conducted in order to investigate the students' need on classroom speaking activities which motivate them to explore their speaking practices. In scrutinizing the current learning process, the researcher analyzed documents (lesson plans, students' speaking score, and learning materials) and the interview held with the students. Initially, the course lacked specific learning activities as for equipping the learners with the required speaking skills in the target situation: vocabulary building. Eventually and undoubtedly, this led to students' low performance and ability in their English speaking performance.

Additionally, students also face challenges in their speaking aspects in the course, such as vocabulary, pronunciation, and grammar. Subsequently, the aforementioned conditions above call for a solution. The researcher believe the first step the lecturer, or at a larger level, the department, should take is begin collaborating with subject specialists in designing and selecting the learning materials and models for the speaking course. The implications of the study cover several significant points. First, this study can act as a pedagogical guideline for speaking lecturers in higher education. However, it is important to highlight that the learners' needs could somewhat depend on the institutions they are affiliated with or even the regions they are living in.

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