

A 4CIT PROJECT-BASED LEARNING MODEL TO IMPROVE THE STUDENTS SPEAKING SKILLS

Widyawati Palupi

SMP N 1 Mungkid, Magelang Regency, Central Java, Indonesia
email: widyawatipalupi74@gmail.com

Abstract: This study concerns developing 4CIT Project-Based Learning to improve junior high school students' speaking skills. The objectives are to describe the process of creating the 4CIT project-based learning model, the holistic improvement in the speaking skills of junior high school students, and the strengths and limitations of developing the 4CIT project-based learning model in improving students' speaking skills. This Design-Based Research consists of analysis of practical problems by researchers and practitioners in collaboration, development of solutions informed by existing design principles and technological innovations, iterative cycles of testing and refinement of solutions in practice, and reflection to produce "design principles" and enhance solution implementation. The model's components cover the lesson plan and the 4CIT Project-Based Learning Model syntaxes such as coaching, grouping, selecting the topic, designing and consultation, presentation, display, and review and reward. The 4CIT Project-Based Learning Model is not only designed to help English teachers implement a clear and practical model to improve the students' speaking skills, but also to give opportunities for the students to explore their skills of communication, collaboration, creativity, and critical thinking which relates to information technology to support their speaking practice.

Keywords: a 4CIT project-based learning model; improve; students' speaking skills

Accepted: 20 June 2024

Approved: 10 July 2024

Published: 30 July 2024



© 2024 FKIP Universitas Terbuka
This is an open access under the CC-BY license

INTRODUCTION

Speaking skills are often regarded as a challenging skill in English since it involves constructing coherent sentences. The researcher's previous survey of grade IX students showed that most students like to learn and practice a lot about speaking. They have reasons for choosing speaking as their greatest skill that must be learned most, such as getting job opportunities, speaking English with foreigners, continuing their study abroad, and fulfilling their passion for speaking English. The researcher believes that students knowing that they speak English is essential in the future. Speaking will help us communicate with people from countries all over the world. Even in this modern world,

it has become common to test candidates' talent during job interviews, and many choices depend on the interview results. However, it is not easy to develop oral skills among young students in Indonesia because English as a foreign language is not used as a daily language. The researcher thinks that one of the problems faced by Indonesian English teachers is the lack of speaking activities during teaching because they always focus more on grammar. Speaking as a skill requires much practice; otherwise, students speaking may not improve. The learning process will be more meaningful if teachers and students use English as a regular activity in class interaction. This is a challenge for teachers to prepare some activities or projects that allow their students to practice speaking English. Teachers have to find better strategies to explore their students' speaking skills because these skills will be their advantage in facing the working environment in the future. They should also support students speaking skills.

To meet the challenges of the 21st century recently, the researcher also thinks it is important to integrate the process of learning English with 21st-century technological skills in the forms of 4C skills, including communication, creative thinking, and critical collaboration. These four Cs are skills that students must master to be successful in school and beyond. These skills are necessary for effectively navigating the ever-evolving workforce. After reading expert statements, the researcher thinks the project-based learning model can integrate these 4C skills and technology into the communication classroom. Boss (2013) highlights that project-based learning and technology can bring the 4Cs skills to the classroom more practically. Meanwhile, the results of a previous pre-survey conducted with English teachers revealed that most of them do not employ the PjBL model because it is time-consuming, requires extensive preparation, is unfamiliar with the model, and is confusing the syntaxes. Relating to teachers' opinions on implementing the project-based learning model, the researcher tried to adapt and adopt the PjBL from Bell (2010), Greenier (2018), and Aldabbus (2018) then collaborated the 4C skills with the use of technology to support the students' speaking skills.

Further, the researcher attempted to integrate the model with 4Cs abilities and IT. As an effort to improve junior high school students' speaking abilities, the researcher developed a 4CIT PjBL model as one of the alternative models that accommodates the 4C skills; communication, collaboration, creativity, critical thinking, and IT, or information technology. The objectives of this study are to describe the process of developing the 4CIT PjBL model in improving junior high school students speaking skills, the holistic improvement in the junior high school students' speaking skills, and the strengths and limitations of developing the 4CIT project-based learning model in elevating junior high school students speaking skills.

METHOD

This is design-based research using a purposive sampling technique and subgroup sampling to determine the population since the number of populations is more than 100 students which involves three schools. The researcher collected the data from one class of each school during the process of implementing 4CIT project-based learning to improve the student's speaking skills. Reeves (2006) summarized the design-based

research approach into four phases; 1) analysis of practical problems by researchers and practitioners in collaboration; 2) development of solutions informed by existing design principles and technological innovations; 3) iterative cycles of testing and refinement of solutions in practice, and 4) reflection to produce “design principles” and enhance solution implementation. The researcher proposed the 4CIT project-based learning model by considering the syntax of project-based learning from some experts and related theories.

In this study, the researcher tried to adapt and modify the model using the four syntaxes of project-based learning from Bell (2010) which involves; providing the choices of project topics, designing the project, conducting the project, and performing or presenting in front of the class. The developing process also considered the 10Cs of project-based learning of the TESOL Curriculum from Greenier (2018) which involves; coaching, concept generation, confrontation, comprehension, creation, critique, change, culmination, collaborative reflection, and composition. Also, Aldabbus (2018) involved; a display area where distinctive projects can be displayed to motivate other students should be made available to students and rewards for the best projects, and ideas from the researcher as an English teacher which then linked to 4Cs skills and information technology (IT). The syntax of the designed model for 4CIT project-based learning proposed by the researcher was as follows: *coaching* (teachers ask students questions and information related to topics), *grouping* (to encourage students’ collaboration and communication), *selecting* the topic of a project (to promote students’ critical thinking), *designing and consultation* (to invite students’ creativity and critical thinking, a consultation can be also done using an IT application), *presentation and display* the projects in groups using IT applications (to promote students’ communication, collaboration, and IT skills), and *review and reward* (to provide feedback, appreciation, and motivation for the students).

The syntax of 4CIT project-based learning and detailed activities were set into a lesson plan as a guide for teachers in implementing it in the classes. The lesson plan was made by the researcher and other English teachers as collaborators through a series of discussions. The result of observation, questionnaire, and in-depth interview was analyzed by using Miles, Huberman, and Saldana’s view (2014:8) of qualitative data analysis. It consists of three kinds of activity namely: data condensation, data display, and conclusion drawing or verification

RESULT AND DISCUSSION

Based on the research questions in the previous chapter, this chapter considers the development of the 4CIT PjBL process to get students’ feedback and problems. It encompasses the presentation of the product of the model designs as well, as the 4CIT PjBL, experts’ and practitioners’ judgment and suggestions for model improvement, try-out, final product, and summary of the 4CIT PjBL model, and limitations of the research.

Analysis of Practical Problems by Researchers and Practitioners in Collaboration

Based on the research findings in this phase, the researcher thinks of providing a modification of project-based learning that is familiar to teachers so that they can implement it in their English classes. Besides, in the 21st-century education era, students

must have 21st-century skills, like communication, collaboration, critical thinking, creativity or 4C skills, and information communication technology to deal with global challenges in the future. Those skills are very important for students in providing the skills for job opportunities or life skills in the future. English teachers can manage those skills in the classroom activities for the students. One of the ways that can be done by English teachers is in speaking skills. Since students always encounter problems with speaking, English teachers can facilitate some activities to improve their speaking skills while providing 4C skills and IT. The researcher thinks that those skills can be represented in the form of a PjBL model and linked with some activities related to communication, collaboration, critical thinking, creativity, and IT application.

Development of Solutions Informed by Existing Design Principles and Technological Innovations

The goal of the revision was to check whether the model development was appropriate for the students in increasing their speaking of English. Teachers should be aware that teaching teenagers has different problems from young learners and adults. This is in line with Lewis (2007) who found that many teachers are faced with the challenge of meeting a class of teenagers since they are easily getting bored and disruptive students. Language teachers must recognize the characteristics of teenagers as students and determine appropriate teaching strategies for them.

Iterative Cycles of Testing and Refinement of Solutions in Practice

The results of the tabular speaking assessment showed that students' speaking scores improved. The students enjoyed the process and tried to improve the process of collaboration and speaking presentation. As we know project-based learning always took more time and attention from the teacher, and the students had a chance to get better and have fun. In the beginning, the result of the speaking assessment on the table showed that there was an increase of 5,53% in students' speaking presentation. It happened because the students enjoyed the process and tried to improve the process of collaboration and speaking presentation. Although it took more time and attention from the teacher, the students had a chance to get better. This is also supported by Kayi (2006) who proposed some varied activities in speaking skills that should be based on students' situations. The variety of activities is group interaction, discussion, dialogue, role play, interviews, and presentations.

Table 1. Result of Speaking Assessment of Cycles 1 and 2
(Using the rubric of the 4CIT Project-Based Learning Model
adapted from Brown, D.H. 2001 and modified with Binkley, M. 2012)

No	Name of Group	Cycle 1	Cycle 2
1	Group 1	69	79
2	Group 2	73	79
3	Group 3	72	79,75
4	Group 4	69	80
5	Group 5	77,25	79,75
6	Group 6	77	80,25
7	Group 7	77,25	80,25

8	Group 8	73,25	80,25
	Score Average	73,46	79,62

Reflection to Produce “Design Principles” and Enhance Solution Implementation

The result of a reflection with an observer for cycle one showed that approximately 50% of students were still passive in group discussion activity, and a few students were not disciplined to collaborate in making videos. Most students were not ready and felt nervous when presenting their dialogue since they sometimes looked at the text at a glance while recording their video. They felt uncomfortable when they met and talked to their friends in groups. The researcher and observer concluded that the students were passive in group discussion activities as one of the effects of virtual learning during the pandemic of Covid-19 where they could not meet friends and teachers at school face to face. The students also felt nervous in presenting the dialogue or conversation because they had low interaction during the pandemic Covid-19. The researcher and observer tried to give a solution by asking the students to practice their dialogue in front of the teacher first before they recorded their vlogs.

Table 2. The result of the Students’ Questionnaire

No	Aspect	Most Respond
1	Student’s Perceptions Toward 4CIT Project-Based Learning Model	Very excited
2	Student’s engagement	Very good
3	The benefit for the students	Speaking fluency
4	The frequency of practicing	Very often
5	Revision needed	No revision

Table 3. Result of the Teachers’ Questionnaire

No	Aspect	Most Respond
1	Teacher’s Perceptions Toward 4CIT Project-Based Learning Model	Clear instructions
2	The role of 4CIT Project-Based Learning in improving students’ speaking skills	Give the students a chance to speak English
3	The benefit of 4CIT project-based learning for speaking practice	Support the students’ self-confidence
4	Its connection to students’ 21 st -century skills	Support the students’ 4C skills and ICT
5	Its strength and weakness	More interesting, needs more time to prepare the project
5	Revision needed	No revision

CONCLUSIONS

After implementing and observing the development process, of the 4CIT project-based learning model and seeing the students' speaking improvement, it can be concluded that the 4CIT project-based learning can be used as an alternative model to improve junior high school students' speaking skills, especially in macro-skills of appropriately accomplishing communicative functions according to situations, participants, and goals and micro-skills of in producing fluent speech at different rates of delivery. The development of the 4CIT project-based learning model becomes very important and meaningful for teachers and their students. The teachers need extra time and patience in guiding and motivating the students so that students will be active and happy when they join group discussions. The results of the speaking assessment show that the students' speaking presentation skills have improved. The students enjoyed the process and tried to improve the process of collaboration and speaking presentation. As we know project-based learning always took more time and attention from the teacher, and the students had an opportunity to get better and have fun. The questionnaire's result showed that the 4CIT Project-Based Learning Model gives a lot of positive feedback from the students and gives some benefit in improving the student's speaking competencies. Its strengths are the students benefit in their speaking fluency, collaborating with other friends better than before to make a project of speaking presentation, and designing the presentation using their creativity and critical thinking related to the vlog speaking presentation. The problem of time and class management issues will challenge the teachers to be more disciplined and patient in handling the students. The researcher believes that although this research was done in the COVID-19 situation, the 4CIT Project-Based Learning is still relevant to be implemented in a normal situation nowadays. The researcher thinks that if this model is implemented as a routine activity, the students' speaking will be better and better again.

Regarding the results of this study, the researcher would like to provide some suggestions for English language teachers who want to use this model to improve their students' speaking skills. They are as follows: a) teachers should prepare simple and clear tasks or projects well to optimize time and student management, English teachers should be more patient in supporting and accompanying the students so that they can improve their speaking skills and have great experience when they try to communicate in English, and the 4CIT Project-based learning model can be used in any subject and another task of speaking English with some varied topics.

REFERENCES

- Bell, S. (2010). *PBL for the 21st Century: Skills for the Future*. Clearing House, 83(2), 39-43
- Lewis, G. (2007). *Teenagers (Resource Books for Teachers)*. OUP Oxford.
- Miles, M.B., Huberman, A.M., & Saldana, J. (2014). *Qualitative Data Analysis: An Expanded Sourcebook*. Beverly Hills: SAGE Publication Inc.

- Reeves, T.C. (2006). *Design Research from a Technology Perspective*. In J. Van den Akker, K. Gravemeijer, S. McKenney & N. Nieveen (Eds.), *Educational Design Research* (pp. 52-66). London: Routledge.
- Boss, N., Krajcik, J.S., and Patrick, H. (1995). *Telecommunications for teachers: Supporting reflection and collaboration among teaching professionals*. *Journal of Computers in Mathematics and Science Teaching*. 14(12), 187 - 202.
- Greenier, V.T. (2018): The 10Cs of project-based learning TESOL curriculum, *Innovation in Language Learning and Teaching*, DOI: 10.1080/17501229.2018.1473405
- Kayi, H. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. <http://iteslj.org/Techniques/Kayi-Teaching-Speaking.html> (March 19, 2010)