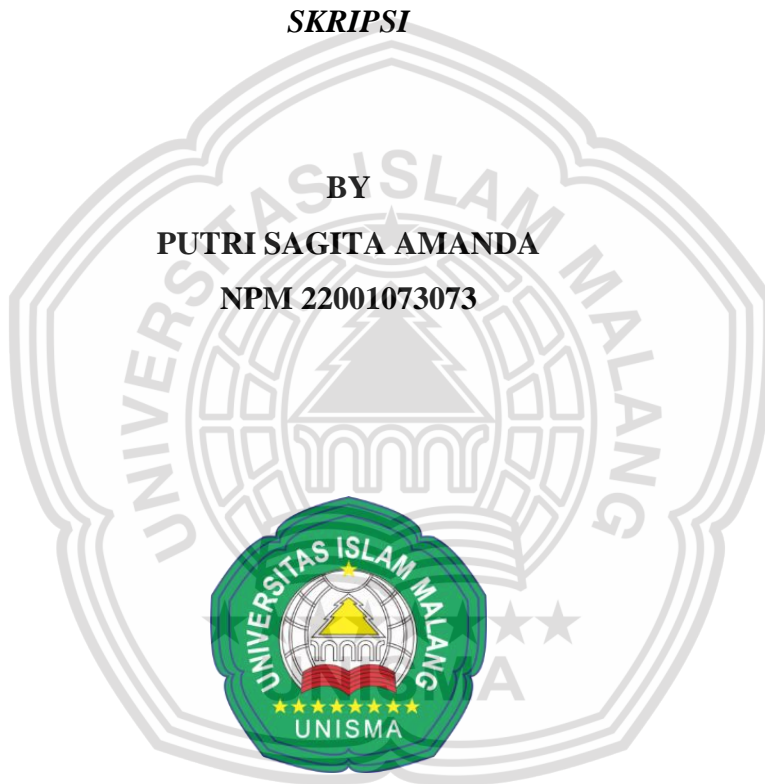




**WEEKLY PROJECT OF PROBLEM (W-POP): A
PATHWAY TO BOOSTING STUDENTS' SPEAKING ABILITY
IN THE ENGLISH CLASSROOM**

SKRIPSI

BY
PUTRI SAGITA AMANDA
NPM 22001073073



UNIVERSITAS ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
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PUTRI SAGITA AMANDA

NPM 22001073073

UNIVERSITAS ISLAM MALANG

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ABSTRACT

Amanda, Putri Sagita. 2024. *Weekly Project Of Problem (W-Pop): A Pathway to Boosting Students' Speaking Ability in the English Classroom*. Skripsi, English Education Department Faculty of Teacher Training and Education Universitas Islam Malang. Advisor I: Dr. Muhammad Yunus, S.Pd., M.Pd.; Advisor II: Drs. H. Ali Ashari, M.Pd.

Key words: Speaking Ability, Weekly Project of Problem (W-PoP) Scheme

The background of this study is the result of the researcher's observation during teaching practice at SMA Islam Nusantara that tenth grade students in the 2022/2023 school year have low English speaking skills and student scores that still need to be improved. The formulation of the problem in this study is how the application of the Weekly Project of Problem (W-PoP) scheme can improve the speaking skills of tenth grade students of SMA Islam Nusantara in English classes. The purpose of this study is to improve the speaking skills of tenth grade students of SMA Islam Nusantara in English class by using W-PoP scheme.

This research used Classroom Action Research (CAR) method which consisted of two cycle and each cycle consisted of five meetings. The subjects of this study were tenth grade students of SMA Islam Nusantara totaling 13 students consisting of 5 male students and 8 female students. The data collection procedure used observation, interviews, field notes, and speaking tests. Furthermore, in analyzing data, researcher used qualitative and quantitative data analysis, qualitative data analysis using data reduction, display data, and conclusion drawing. Quantitative data analysis is measured from five aspects of student

speaking which include pronunciation, grammar, vocabulary, fluency, and comprehension. Each aspect was classified into excellent, very good, good, fair and poor.

The research findings show that learning by using the Weekly Project of Problems (W-PoP) scheme can improve students' speaking ability through the following steps: (1) Questioning, (2) Planning, (3) Researching, (4) Creating, (5) Improving, (6) Presenting. The increase can be seen from the average score of students in the pre-cycle test of 59.7, cycle I of 66.8, and cycle II of 75. From the observation results in cycle I, the results obtained in the observation of the researcher's activity of observer I were 87.5% and observer II was 90%. The results obtained in the observation of student activity of observer I amounted to 82% and observer II amounted to 89%, where the observation of the activities of researcher and students was declared successful. However, for the final speaking test of cycle I, the results obtained were only 54%. In cycle II, the results obtained in the researcher activity observation from observer I amounted to 94% and observer II amounted to 92%. The results obtained in the observation of student activity from observer I amounted to 93% and observer II amounted to 96%. The results obtained in the final speaking test of cycle II amounted to 77% and the interview results obtained 90%. Based on the results of the pre-test, cycle I, and cycle II, students' speaking ability has increased so that in cycle II the research was successful. From pre-cycle, cycle I to cycle II, it can be interpreted that there is always an increase in each cycle. Thus, the researcher concluded that the W-PoP scheme can improve students' speaking ability.

ABSTRAK

Amanda, Putri Sagita. 2024. *Weekly Project Of Problem (W-Pop): A Pathway to Boosting Students' Speaking Ability in the English Classroom*. Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I: Dr. Muhammad Yunus, S.Pd., M.Pd.; Pembimbing II: Drs. H. Ali Ashari, M.Pd.

Kata-kata kunci: Kemampuan Berbicara, Skema Weekly Project of Problem (W-PoP)

Latar belakang dari penelitian ini adalah hasil dari observasi peneliti selama praktik mengajar di SMA Islam Nusantara bahwa siswa kelas sepuluh pada tahun ajaran 2022/2023 memiliki kemampuan berbicara bahasa Inggris yang rendah dan nilai siswa yang masih perlu ditingkatkan. Rumusan masalah dalam penelitian ini yaitu bagaimana penerapan skema Weekly Project of Problem (W-PoP) dapat meningkatkan kemampuan berbicara siswa kelas sepuluh SMA Islam Nusantara dalam kelas bahasa Inggris. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa kelas sepuluh SMA Islam Nusantara di kelas bahasa Inggris dengan menggunakan skema Weekly Project of Problem (W-PoP).

Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus dan setiap siklus terdiri dari lima pertemuan. Subyek dari penelitian ini adalah siswa kelas sepuluh SMA Islam Nusantara yang berjumlah 13 siswa yang terdiri dari 5 siswa laki-laki dan 8 siswa perempuan. Prosedur pengumpulan data peneliti menggunakan observasi, interview, catatan lapangan,

dan tes berbicara. Selanjutnya dalam menganalisis data peneliti menggunakan analisis data kualitatif dan kuantitatif, analisis data kualitatif menggunakan reduksi data, data display, dan penarikan kesimpulan. Analisis data kuantitatif diukur dari lima aspek berbicara siswa yang meliputi pronunciation, grammar, vocabulary, fluency, dan comprehension. Masing-masing aspek diklasifikasikan menjadi excellent, very good, good, fair dan poor.

Hasil temuan penelitian menunjukkan bahwa pembelajaran dengan menggunakan skema Weekly Project of Problems (W-PoP) dapat meningkatkan kemampuan berbicara siswa melalui langkah-langkah sebagai berikut: (1) Questioning, (2) Planning, (3) Researching, (4) Creating, (5) Improving, (6) Presenting. Peningkatan tersebut dapat dilihat dari nilai rata-rata siswa pada tes pra-siklus sebesar 59,7, siklus I sebesar 66,8, dan siklus II sebesar 75. Dari hasil observasi pada siklus I diperoleh hasil pada observasi aktivitas peneliti pengamat I sebesar 87,5% dan pengamat II sebesar 90%. Hasil yang diperoleh pada observasi aktivitas siswa pengamat I sebesar 82% dan pengamat II sebesar 89%, dimana observasi aktivitas peneliti dan siswa dinyatakan berhasil. Namun, untuk tes berbicara akhir siklus I, hasil yang diperoleh hanya sebesar 54%. Pada siklus II, hasil yang diperoleh pada observasi aktivitas peneliti dari pengamat I sebesar 94% dan pengamat II sebesar 92%. Hasil yang diperoleh pada observasi aktivitas siswa pengamat I sebesar 93% dan pengamat II sebesar 96%. Hasil yang diperoleh pada tes berbicara akhir siklus II sebesar 77% dan hasil wawancara diperoleh 90%. Berdasarkan hasil pre-test, siklus I, dan siklus II, kemampuan berbicara siswa mengalami peningkatan sehingga pada siklus II penelitian berhasil. Dari pra-



siklus, siklus I hingga siklus II, dapat diartikan bahwa selalu terjadi peningkatan di setiap siklusnya. Dengan demikian peneliti menyimpulkan bahwa skema Weekly Project of Problem (W-PoP) dapat meningkatkan kemampuan berbicara siswa.



CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about background of the study, research questions, the objective of the study, the significance of the study, and the definition of the key terms.

1.1 Background of the Research

Learning a language requires speaking, reading, listening, and writing skills, of which the degree of difficulty varies (Kasmairi et al., 2023). Speaking is the most crucial language ability out of the other four which is needed for language acquisition, both first language and second language (Rao, 2019). Someone fluent in English will find it easier to give oral messages to people from different countries and even the world, enriching speaking experiences through cross-cultural interactions. But often students seem to find it difficult when interact with others using English (Khalidah et al., 2023).

In Indonesia, low speaking ability is experienced by most EFL students who find it difficult to express what they think with the excuse of being confused about how to pronounce it. Pronouncing some English words is considered difficult for them (Masruddin, 2018). In Malaysia, even after studying English for 11 or 12 years, the majority of students still struggle with the language. This is due to more than one different factor that causes the difficulty to occur (Nor et al., 2019). In Thailand, students as a whole find it challenging to communicate

fluently in a foreign language due to various problems encountered in developing their speaking skills, resulting in below-average scores (Sofian Hadi et al., 2020).

As discussed in the previous paragraph, speaking skills, especially in English, have many problems that have been felt by students. Considering the researcher's background, the problems experienced by students of SMA Islam Nusantara are most common regarding the low speaking ability and the value of students who still need to improve. The researcher made observations during the teaching practice at SMA Islam Nusantara-Malang. The low speaking ability is faced by the tenth-grade students in the first semester of the 2022/2023 school year when speak English.

Several factors can have an impact on these issues. The researcher assumes based on the experience of the researcher during teaching practice that these problems arise because they are caused by limited English vocabulary, shyness to speak English in front of many people, and students' low interest in learning English in more depth. According to Miss Bella as the English teacher in the tenth-grade, she felt that students felt insecure when told to pronounce words in English, students still had difficulty knowing how to read or speak in English. So, Miss Bella motivates students first so that they want to speak English. The researcher also felt that some students were not confident in speaking English because it was challenging for them to translate word by word in English, so they did not know what to say and how to pronounce it. It also makes students less active in English class.

From the target activeness of students in attending English classes, only 38% of 13 students are responsive to the teaching method of question and answer given by the teacher. The low speaking ability of students in speaking English experienced by the tenth-grade of SMA Islam Nusantara affects the value of students who are still lacking or below the KKM (Minimum Completeness Criteria) in doing tasks related to speaking English. Data from the learning outcomes that the researcher experienced during teaching practice in the tenth-grade students of SMA Islam Nusantara, almost 62% of students did not want to go straight to the front of the class when told to showcase the findings from their assignments. When speaking in English in front of the class they are a lot more nervous, so it strongly indicates that the low ability of students to speak English can affect students' confidence and grades.

In China, some factors can make students face many difficulties in speaking English, making it challenging for these people to understand English properly. The factors that can affect students' ability in China include linguistic factors and psychological factors. Linguistic factors are related to vocabulary knowledge, pronunciation, and grammar, while psychological factors include anxiety, embarrassment and even fear when they speak English. So that this makes students make mistakes and lack motivation they feel (Amoah & Yeboah, 2021).

Aristy et al., (2019) said that most students in Indonesia find it difficult to learn to speak English because English is not their first language and they do not use English when speaking daily. The factor influencing students' desire to talk in

English in class is a lack of confidence. Some students feel hesitant to communicate in English due to limited vocabulary or incorrect pronunciation of words (Yunus et al., 2023). To ensure that students have good speaking skills, teachers should develop learning strategies that can improve students' speaking skills with confidence (Ghovinda et al., 2022). These problems are important to solve so that students can communicate in English more comfortably.

To help students solve these problems, more engaging strategies for learning English are needed. Speaking with assurance is crucial for students (Rosmayanti et al., 2023). So, the researcher proposes a strategy that can guide learning activities by applying different learning models through teaching at the appropriate level. Teaching at an appropriate level is a learning method that refers to the level of students' speaking ability. Appropriate teaching methods have an impact on the quality of learning. A few more aspects that influence the quality of learning are the goals to be met, the students' conditions, the instructional resources, and the environment in which learning is occurring (Ashar et al., 2023). Improving oneself through continuous practice, experience, and learning is what can improve students' speaking skills. Many activities are conducted in the classroom in formal education to help students hone their speaking skills in situations similar to real life. For example, teachers and students use English in class, listening, and reading activities both within and outside the classroom. From this, it can be used as a foundation for students to improve their language learning (Yunus, 2001). This type of instruction aims to make students more fluent speakers.

The Project Based Learning model has been widely used to improve students' speaking skills. The most effective method for helping students become better speakers is project-based learning (Kusumawati, 2019). The model has various advantages and disadvantages in its implementation. Among project-based learning's benefits are 1) encouraging students to be more active in class, 2) increasing deeper understanding, and 3) developing skills and preparing students to face the real world. The most striking disadvantage of project-based learning is the less effective use of time, which using this model in learning requires a longer time.

From this, the researcher proposes a learning strategy using the Weekly Project of Problem scheme abbreviated as W-PoP. This scheme will provide convenience in closing all the shortcomings that arise in the project-based learning model. If the project-based learning model is combined with the Weekly Project of Problem (W-PoP) scheme, an organized and clear scheme will emerge (Prasetyo et al., 2023). Through this scheme, students are expected to develop their learning, problem-solving, and speaking skills by creating worthwhile projects each week, with the hope that the projects will earn better grades than before. The benefits of the Weekly Project of Problem (W-PoP) scheme can make it easier for students to adapt and enable effective and organized learning to achieve learning objectives.

Prasetyo et al., (2023) stated that the project-based learning model using a weekly project scheme to support students' learning growth is greatly impacted by autonomous learning. By prioritizing freedom of learning and expression,

prototypes and media developed with W-PoP guidelines are very feasible, effective, and efficient to be used when studying.

Based on the problems described above regarding problems in students' ability to speak English, the researcher conducted research on **“Weekly Project of Problem (W-PoP): A Pathway to Boosting Students’ Speaking Ability in the English Classroom”**.

1.2 Focus of the Research

This study is centered on the implementation of the Weekly Project of Problem (W-PoP) scheme to improve the speaking ability of the tenth-grade students of SMA Islam Nusantara in English class.

1.3 Problem Formulation of the Research

This study presents the problem formulation based on the described background.

How can the implementation of the Weekly Project of Problem (W-PoP) scheme improve the speaking ability of the tenth-grade students of SMA Islam Nusantara in English class?

1.4 Objective of the Research

Based on the problem formulation above, the objective of this study is to improve the speaking ability of the tenth-grade students of SMA Islam Nusantara in English class by using the Weekly Project of Problem (W-PoP) scheme.

1.5 Scope and Limitation of the Research

Based on the research background, this research has scope and limitations. the scope of this research is to focus on improving the speaking ability of tenth-grade students of SMA Islam Nusantara through learning with the Weekly Problem Project (W-PoP) scheme using narrative text learning materials. Although it provides insight into the potential benefits of the W-PoP scheme, this study has limitations as its findings may not be generally applicable to students from different grade levels or educational institutions.

1.6 Significance of the Research

This research is expected to provide theoretical and practical significance that are not only useful for researcher but can also benefit students, teachers, and schools. It has the following interpretation:

1.6.1 Theoretical Significance

The researcher expected that this research may add insight and knowledge for other researchers in teaching English, especially to improve students' ability to speak English using the Weekly Project of Problem (W-PoP) scheme.

1.6.1 Practical Significance

From the practical perspective, the results of this study are expected to provide the following benefits:

1. For Schools

This research can provide information and also considerations for schools in conducting or developing the learning process using the Weekly Project of

Problem (W-PoP) scheme which can increase the effectiveness of learning in schools.

2. For Teachers

Teachers can utilize the findings of this study to increase students' ability to speak by employing the Weekly Project of Problem (W-PoP) scheme in learning.

3. For students

Students' speaking abilities in English classes can be enhanced by implementing the Weekly Project of Problem (W-PoP) system, which offers a more diversified learning environment.

4. For Researcher

In general, the researcher can learn new methods or strategies in teaching and contribute to the application of learning by using the Weekly Project of Problem (W-PoP) scheme to improve students' skills, especially the tenth-grade SMA Islam Nusantara students' speaking proficiency.

1.7 Definition of Key Terms

To keep away from different interpretations of the terms used in the research entitled "Weekly Project of Problem (W-PoP): A Pathway to Boosting Students' Speaking Ability in the English Classroom", some terms are explained as follows:

1. Weekly Project of Problem (W-PoP) scheme

The Weekly Project of Problem (W-PoP) scheme is a learning scheme where students are regularly assigned weekly projects to solve a specific problem. The

scheme aims to stimulate critical thinking, creativity, and group collaboration, as well as get students to actively participate in the English classroom.

2. Speaking Ability

Speaking ability is the capacity to convey information or ideas orally which requires the skill of choosing the right words, tone, and correct pronunciation. In language learning, speaking ability is often assessed through activities such as conversations and presentations, or other activities that can improve speaking ability.

3. Narrative Text

Narrative text refers to written material that relates an event, character, or action to a story or is linked to the flow of events as if to draw our attention.

4. A Pathway

A pathway in this study is a series of steps required to improve students' speaking ability. The sequence of steps can be in the form of exercises, practices, or lessons that can be tailored to the needs and goals of each student.

5. To Boosting

Boosting in the context of speaking means working to improve students' speaking ability through a systematic and sustained approach. This includes developing intonation, pronunciation, and improving overall speaking ability.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents two sections, namely conclusions and suggestions.

Both sections are presented below.

1.1 Conclusions

In this chapter, the researcher draws some conclusions from the previous chapter. After conducting research at SMA Islam Nusantara through observations and tests to concluded.

1. Researcher found that the average pre-cycle test score was 59.7, cycle I was 66.8, and cycle II was 75. From pre-cycle, cycle I to cycle II, it can be interpreted that there are always improvements in each cycle. The increase in student test scores also shows that students' speaking skills have improved in each cycle.
2. The researcher found that learning by using the Weekly Project of Problems (W-PoP) scheme can improve students' speaking ability through the following steps: (1) Questioning, (2) Planning, (3) Researching, (4) Creating, (5) Improving, (6) Presenting. Based on the research results, there was a significant improvement between pre-cycle to cycle II. In conclusion, learning by using the Weekly Project of Problem (W-PoP) scheme is effective in improving students' speaking skills.

3. From the results of observations in cycle I, it was obtained in the observation of the activity of the researcher observer I of 87.5% and observer II of 90%. The results obtained in the observation of student activity of observer I amounted to 82% and observer II amounted to 89%, where the observation of the activities of researcher and students was declared successful. However, for the final speaking test of cycle I, the results obtained were only 54%. In cycle II, the results obtained in the researcher activity observation of observer I amounted to 94% and observer II amounted to 92%. The results obtained in the observation of student activity of Observer I amounted to 93% and Observer II amounted to 96%. The results obtained in the final speaking test of cycle II amounted to 77% and the interview results obtained 90%. Based on the results of the pre-test, cycle I, and cycle II, students' speaking ability has increased so that in cycle II the research was successful.

1.2 Suggestions

The results of learning research using the Weekly Project of Problem (W-PoP) scheme, provide a decision that this research can increase students' confidence and speaking ability in speaking English. To provide a significant effect, the researcher provides several suggestions that are put forward as follows.

1) For Schools

Schools are advised to utilize the research process and results brought by researcher because it can affect classroom learning.

2) For Teachers

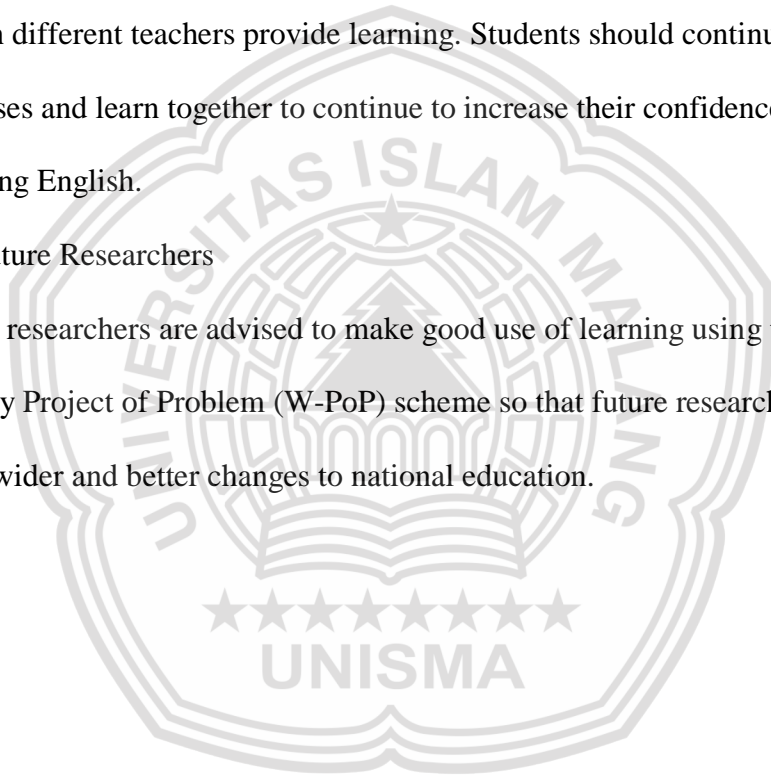
In teaching English, teachers are expected to be as creative and active as possible to bring students' confidence to increase, so that it can affect students' speaking ability in speaking English.

3) For Students

Students are expected to be able to maintain their speaking ability even though different teachers provide learning. Students should continue to do exercises and learn together to continue to increase their confidence in speaking English.

4) For Future Researchers

Future researchers are advised to make good use of learning using the Weekly Project of Problem (W-PoP) scheme so that future research can bring wider and better changes to national education.



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