



Enhancing Learners' Speaking Ability in Project-Based Learning (PjBL): How does the Inside-Outside Circle Technic Work?

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Abstrak

Pembelajaran berbasis proyek telah banyak direkomendasikan di era Merdeka Belajar Kampus Merdeka untuk memfasilitasi pembelajar dengan pembelajaran bahasa Inggris yang alami, otentik, dan bermakna. Dalam implementasinya, PjBL juga menimbulkan hambatan bagi peserta didik yang sering kali tidak siap dengan khazanah bahasa terutama peningkatan keterampilan untuk melaksanakan proyek. Artikel ini bertujuan untuk menganalisis bagaimana keterampilan berbicara pembelajar ditingkatkan untuk mewujudkan kesiapan pembelajar sebelum pelaksanaan proyek. Peserta penelitian semester enam puluh, dua mahasiswa jurusan teknik mesin yang telah memiliki bahasa Inggris untuk mata pelajaran deskripsi. Mata kuliah telah diberikan selama semester yang menerapkan model PjBL. Pengumpulan data dilakukan dengan teknik observasional dan diskusi kelompok terfokus. Setelah data terkumpul, data dianalisis dan dilaporkan dengan narasi. Hasilnya menunjukkan bahwa strategi inside-outside circle hanya membantu memberi mereka kesempatan untuk berlatih berbicara dan kemampuan lain menggunakan topik bahasa terkait proyek. Hasil evaluasi melalui observasi dan diskusi kelompok terfokus mengungkapkan bahwa siswa mampu meningkatkan keterampilan bahasa, motivasi dan kepercayaan diri mereka untuk proyek tersebut.

Kata Kunci: Strategi Inside-Outside Circle, Pembelajaran Berbasis Proyek, Bahasa Inggris, Kesiapan.

Abstract

Project-based learning has been widely recommended in the era of Merdeka Belajar Kampus Merdeka to facilitate learners with the natural, authentic, and meaningful English learning. In its implementation, PjBL also ruins hinderance for learners are frequently not ready with language treasure especially spiking skill to execute the project. This article is aimed to analyze how learners' speaking skill was enhanced to embody learners' readiness prior to the project execution. The research participants were sixty semester, two students majoring in mechanical engineering who have been having English for description subject. The subject has been given during the semester which implement PjBL model. The data were collected by observational technic and focused-group discussion. Upon the data were collected, the data were analysed and reported with narration. The results show that inside-outside circle strategy merely helped provide them chances to practice speaking and other ability using project-related language topics. Evaluation result through observation and focused group discussion revealed that students were able to improve their language skill, motivation and self-confidence for the project.

Keywords: Inside-Outside Circle Strategy, Project-Based Learning, English Language, Readiness.

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1. INTRODUCTION

Project-based learning (PjBL) invites and involve students to learn language explicitly though doing tasks. Task is any activities which focused on facilitating student to use the language both verbally and nonverbally (Kusumawardani et al., 2018; Made Sudana et al., 2019). Task is structurally made which has a particular objective, appropriate content, a specific working procedure, and a range of outcomes for those who undertake the tasks (Mustapha et al., 2020; Papadakis et al., 2020). Apart from enhancing speaking competence, task also fosters students' other skills and competence, such as grammar competence, writing, listening and reading skill (Elshami et al., 2021; Yusri, 2018). Research on TBLT was found to be effective for improving students' productive skill partially, especially that that of communication since the task was designed for a specific language use (Hima et al., 2021; Hismanoglu & Hismanoglu, 2011). Other investigation stating that task-based

language teaching (TBLT) was specifically found effective for communicative competence (CC) improvement by implementing the LEAN learning model, that is a learning syntax comprising of *Lead in, Encourage, Activate, Naturalization*, and TBLT was supportive for the EFL writing class (Huang & Gandhioke, 2021; Shintani, 2011). Project-based learning (PjBL) has been recommended, apart from other learning models, to affix and accelerate embodiment of national educational program of Merdeka Belajar Kampus Merdeka (Nugrohadhi, 2022; Susanty, 2020). This model has been intensively fostered in every moment in order for instructors at higher education institutions. Implementation was massively carried out for every in-the-class lesson to realize its effectiveness. In addition, research on implementation and development of PjBL-based learning materials have been also undertaken to enrich the model (Marianti & Rahayuningsih, 2022; Oktaviani et al., 2022).

Language readiness seemed to matter students in the project execution. As much English language was in the project such as discussing, interviewing, writing, reporting and presenting, students faced difficulties in doing those activities (Afriana et al., 2016; Mamahit et al., 2020). To cope with this case, the instructor initially tried to slower instruction and to explain clearly repeatedly the stages of the project. Chances for students' personal and mutual consultancy were also provided. However, students' performance during the project was not still optimal. In depth discussion was finally enable them to express their hinderances that their language ability was of much disturbance. Inside and outside circle technic is a part of the cooperative learning. According to previous study cooperative learning requires students to work together in small groups to support each other and enhance their learning and the learning of others (Tee & Amran, 2021). It requests students to work in a small group to support each other. Cooperative learning covers some types, such as think pair share, three-step interview, and inside-outside circle. Cooperative learning can engage English language learners in an effective and communicative activities (Nurbianta & Dahlia, 2018; Zhao et al., 2016). Inside-outside technic provides students opportunity to express, to share information, at the same time with different partner in a short time and in such structural way. Students stand in two concentric circles, facing a partner (İlhan, 2021; Syakur & Sabat, 2020). In its implementation, students in the inside circle will faces out and students in the outside circle will faces in. in order to do it do, the number of students in both circles should be the same. Then, students will ask questions to their partner, or they may take turns responding to a teacher question(s). Their opposite partners will switch roles. After each question or set of questions are already answer, students in the outer or inner circle rotate to the next partner (Damini, 2014; Puspitawangi et al., 2016).

This situation drove instructor to redesign an approach which could encourage them to improve their language skills. As improving their language competence totally and rapidly was not possibly done since some aspects were not empowered, fulfilling their current needs was made a temporary strategic decision. Thus, a strategic idea was exposed to improve students' language ability, i.e., project-related English training which focused on speaking approach. The aims of this study is to analyze how learners' speaking skill was enhanced to embody learners' readiness prior to the project execution.

2. METHODS

This research was designed qualitatively which data taken for analysis was in form of perception and motivation (Garrido, 2017; Sukitman & Ridwan, 2016). Data and data analysed in the research was in the form of perception, opinion and attitudes. Research result was in the form of learners' opinion, and motivation which was reported with narration. The research problem discussed is mainly the execution of speaking activities using inside-outside circle technic. Specifically, it discussed how the technic was implemented, students'

perception on the technic as well as students' learning motivation using this technic. The research was conducted in Kampung Inggris Bali (KIB) an English course located in Perean, Baturiti, Tabanan, Bali. The course was established six months ago. The course took place in classroom and in other occasion it was conducted outside class, such as people houses, the village surrounding. In order to obtained the data, they had to be sufficient with the language particularly used for the project settlement. The participants of the research were children student of Kampung Inggris Bali (KIB). The students took intensive English course which lessons were taken 5 hours a day. The course for the students was designed into five sessions each of which took place for one hour. In order for them to succeed in doing one of the projects entitled 'describing Perean village' they need to be trained. Their English which was considered insufficient should be upgraded to meet their needs in executing projects, such as asking questions, making declarative sentences for description, telling the result, and making written project report. Research data were formulized into three parts, namely: data on implementation of the technic, students' learning motivation and students' perception on the technic. The data were collected by observational technic and focused-group discussion. Upon the data were collected, the data were analysed and reported with narration.

3. RESULTS AND DISCUSSION

Result

As discussed in prior, what brain stormed instructor to implement this speaking technic was the students' unreadiness to use language specifically in speaking, communicating their ideas, interviewing, reporting verbally and the like. In addition, their other skills, such as writing, grammar, spelling and other aspects. At the beginning of the project, the students given a slight information and direction of the project. At the beginning the instructor was giving a task to measure whether or not their language ability is sufficiently compatible. Upon recognizing the students' insufficient language ability, the instructor then concluded that the students should be affixed with language upgrading. However, the language training was focused on language merely needed for the project settlement. In general, the language training was specifically focused on speaking, writing, grammar, spelling and other aspects. However, the language knowledge focused was present tense, the use of be (is, am, are), present verbs for the first singular subject, second singular subjects, and the third singular and plural subject. In addition, the sentences structures introduced were declarative sentences both positive and negative declarative sentences and interrogative sentences. The interrogative sentences using Be (is, am, are) and auxiliary verb 'do and does' were used to make questions when asking or interview people during data collecting, and the declarative sentences were used to write data or information, to make project reports and to present the report.

How was the technic implemented

The project-based approach implemented in the lesson relied on the procedure which covered four stages, including Preparation, Realization, Presentation, Evaluation (PRPE). As students' language ability was the key point to succeed the project was started with preparation covering: explaining project plan, explaining the driving question, explaining aim and output of the project, explaining stages of project and language used during the project and for the project report. In addition, as they were children, grouping students to be some group was led by the instructor. In this regard, in order to make balanced group so that one group did not dominate the other group, the instructor should make that all group had similar ability and competence. Thus, the instructor mapped students' potential and competence and paired them with appropriate members. The most important activity given attention in

preparation stage was students' language empowerment. In this regard, instructor merely trained the students with language related to the project. The instructor rigidly provided students with expressions, including question, answer, declarative sentences, and some grammar parts such as the use of present Be (is, am, are) and present auxiliary (do, does). As the instructor wanted to focus on empowering students' speaking competence prior to writing, they were invited to do speaking activity by using inside-outside circle technic. To do so, students were group into two group one for inner circle and another one for the outer circle. They were also given speaking topics which are closely related to the project topic, such as 'what is the weather like in Peraan?', 'what is the view like in Peraan?', 'what does Peraan like in general?', 'what do people do for a living in Peraan?'. These topics might be helpful for students to broaden their insight when doing the project.

As each student had chosen one topic and prepared themselves, they started to do the speaking activities with the technic. The instructor directed them to face his/her opposite partner and started to speak about his/her topic. Upon he/she finished, the opposite person will ask some questions. The next step will be the opposite person to explain his/her topic and answer the opposite person's questions. The instructor then instructed them to move one step to the right so that each person got a new partner. The instructor was inside the circle in order to be able to control, facilitate, and observe the students, taking note on their mistake for feedback. Feedback was given at the end of the activity. After changing a number of partners, students were able to use the language more accurate, fluent, and more aware. But to assure it, stages of the project. Oral evaluation result after some-time practice revealed that students could improve their speaking ability to be ready for their project activity.

Students' perception on the technic

Focused group discussion was conducted by instructor after speaking session. The students were interviewed and asked to know what they think of the activity and the use of the technic. Result of the interview revealed that students were enthusiastic to do the practice. They were motivated to do the practice as they were clear with what they were assigned. They felt that they were a lot more confident to practice. Being given speaking practice with inside-outside circle benefited the students for a number of reasons: (1) they got more chance to practice using the language; (2) they were introduced with the language exactly used in the project; (3) the practice which relied on concept of learning by doing; (4) practicing by using authentic topic made the learning became meaningful; (5) upon the practice, students felt more confident for the project. Students were allocated a lot more chance to practice using the language prior to project execution. It is given more chance to students made them more clear and more competent. Introducing them with the language exactly used for project helped them performed better. They could focus on learning, preparing and practicing the language for the project. Learning a small thing with a focus enabled student to be competent at the language even though not wide enough. In addition, learning language by using it in an activity will be more effective.

Students' learning motivation using this technic

Focused group discussion was also carried out to recognize students' motivation apart from direct observation and involvement. Result of observation indicated that students were enthusiastic to do the practice. They seemed to be highly motivated as each student was taking part to speak actively. They were able to decrease and finally release anxiety. In addition to this, they were eager to ask the instructor whenever they had difficulty with the language. Focused group discussion result revealed that students basically felt satisfied. First, they felt that speaking was fun and easy. They did not imagine that speaking is as easy as it was. Second, they could word their ideas even though they had insufficient grammar much. With such speaking technic they were able to construct sentences even though with initiating

preparation. Third, they could make up their mind and extend their ideas when developing their sentences. The good start seemed to be meaningful and helpful for them to perform better. To sum up, students' motivation increased rapidly upon the language practice. They found the learning was meaningful as they directly and explicitly experienced the language use. They know in which situation the language was used. In addition, the students learning in a relax atmosphere drove them to be more active, enthusiastic as being relax could enable one to be more powerful, productive and easy to accept inputs. Learning language by experiencing its use in a real-life situation is more meaningful. Student is able to remember longer what they have learnt. In addition, they could freely express their ideas, extend their ideas and language with the help of their prior knowledge.

Discussions

PjBL is facilitated for students' learning by using projects, a set of activity consisting of stages constructed in such a way that students can learn language implicitly. PjBL offers students with potential activities such as planning, implementation, reflecting, evaluating their own learning (Ningsih et al., 2020; Setyawati et al., 2022). Previous study claimed that there are five criteria for PjBL, such as 'centrality, driving question, constructive investigation, autonomy, and realism' (Thomas & Mergendoller, 2000). This implied that PjBL must be able to centralize the learning pursuant to curriculum, not peripherally undertaken. The project must be initiated with a question or some questions which may drive students to reveal and grow ideas to execute project. In the project, students are attracted to do a constructive investigation which is the way how language is conveyed and taught implicitly. Students' effort to investigate the data and information autonomously related to the topic will be much helpful for them to create a meaningful learning. Students' autonomy is basically exposed so that they are able to train their critical thinking (Bulu & Tanggur, 2021; Marianti & Rahayuningsih, 2022). In addition, this endeavour realises that the learning is really student-driven, which is from students to students. Moreover, PjBL is set to encourage students to be realistic. Realizing the project witnesses that students have passed all stages. The learning is meaningful as they are involved to do cases based on real live situation. PjBL is also oriented to evaluate students' willingness in learning. Students were found motivated to learn better than with the in-classroom activity as they can face the real live condition which can give them insight on what they will cope with upon their study completion (Nurhadiyati et al., 2021; Rahmawati et al., 2021).

Other research on the other hand proposed a set of steps to implement PjBL effectively, such as: (1) teacher and students agree to choose a topic of a project and method to solve it; (2) students design a project by enquiring information related to the project the plan and objective of project; (3) students collect data, analyse data organize data to answer the problem or task; (4) students define the essential point of the project and plan presentation; (5) students their project using communicative skills; and (6) students evaluate their learning (Bulu & Tanggur, 2021; Saputra & Sujarwanta, 2021). PjBL also promoted non-core skill enhancement, one of which is students' soft skill. Previous study stated that PjBL will promote and develop students' 21st century character (Mariani & Rahayuningsih, 2022). This can be obtained since it encourages that students are engaged a meaningful learning through doing project, such as investigating, discussing, reporting, presenting, asking and giving opinion. In this model implementation, students are activated in a number of activities, one of which is communication. In addition to this, they also encourage students during executing project with psychological support. Students' communicative competence are promoted through some activities such as sharing information, discussion, dividing tasks, writing essay, and presentation (Jiang, 2018; Mollaei & Riasati, 2013). Such activities certainly can provide much opportunity for students to make use language to communicate. PjBL has been widely

investigated in corner of the world. Effectiveness of PjBL, for instance, was studied by a number of scholars. The model was able to increase students' competence for instance in English have been studied by a number of scholars (Afriana et al., 2016; Bulu & Tanggur, 2021). Previous study investigated if PjBL was effective to increase students' English ability in Pakistan (Imtiaz & Asif, 2012). Effectiveness of PjBL students' English skill improvement in Thailand (Vicheanpant & Ruenglerpanyakul, 2012), for students' English skills improvement in Indonesia (Afriana et al., 2016). Apart from improving cognitive competence, such as speaking, writing in English, PjBL has also been effective to improve other skills, including enthusiasm, confidence, creativity, students' collaborative skills, emotional skills, learning ability, as well as students' self-motivation in learning (Mamahit et al., 2020; Marianti & Rahayuningsih, 2022). Inside-outside strategy is a strategy that can be used as preparation in group class activities, reviewing for an examination, or as a means of memorizing and remembering important facts. This technic is used as an interesting and fun game used for students to learn speaking as speaking done in more relax fun situation will result in more significant achievement. Previous study stated that inside-outside circle strategy requires students to form an inner and outer circle and rotate at the teacher's signal (Nahdi & Yunitasari, 2019). At each rotation, students exchange information based on the prompt or question presented to them. This strategy will help students explore their knowledge. English learners need as many opportunities to speak English as possible. Inside-outside circle holds all students accountable for having something to say.

The teacher can use this activity as a formative assessment by standing in the centre of the circle and listening to the conversations that take place (Akhiruddin & Sujarwo, 2020; Arya Wiradnyana et al., 2020). Previous study explains procedures of implementing inside-outside technic as follows: (1) forming the students in to two groups inner and outer group; (2) the inner group will speak firstly and the outer group member will ask question; (3) after speaking, each group will rotate to the right so that each student has new partner; (4) instructor who is inside the circle will facilitate with input during the activity and give feedback after activity; (5) instructor will assess and evaluate students (Akhiruddin et al., 2021). Inside-outside circle is a technique that allows students to repeat conversations or interviews with new people to build fluency and confidence. Previous study said this technique places students facing each other in two concentric circles for verbal interaction between students, allowing them to practice more with their partner in turns (Nahdi & Yunitasari, 2019). The implication of this research is that the method can be adopted by teachers and other educational institutions to improve students' overall speaking competence. This technique will provide further evidence of the effectiveness and relevance of project-based learning as a useful learning approach. However since this study used a small scope, i.e., children of Kampung Inggris Bali who were homogeneous, the effectiveness of the inside-outside circle technic cannot certainly be generalized. Thus, further research has to be replicated. Research involving adult students of non-formal and formal school or university may certainly be conducted in order to enable us make a more reliable notion.

4. CONCLUSION

Speaking was the most essential skill of language student have to minimally own for a project. Having speaking ability was meaningful and helpful for students since they could take part in doing project stages. Many activities in the entire stages of PjBL requires that students were to be able to express something verbally. In conclusion, giving student upgrading through speaking practice particularly using inside-outside circle technic was of much benefit. Through such preparation, student could improve their speaking ability and prepared for executing project. Involvement in speaking practice prior to project helped them

recall their prior knowledge. Inside-outside circle technic was found to be attractive as students could relax and drive away their feeling of under pressure, shy, and anxiety.

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