Developing English Speaking Materials Based on Project Based Learning (PjBL) at STIKES Darmais Padangsidimpuan

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Abstract

The objective of this research is to develop the english speaking materials for midwifery students based on Project Based Learning (PjBL) at STIKES Darmais Padangsidimpuan. The data of this research is quantitative and qualitative. The researcher uses the likert scale for analyzing the questionnaire of need analysis data. For the qualitative, the researcher uses the content analysis for describing the data. The data is collected by using questionnaire and documents (textbook). The result of needs analysis showed two parts, those were target needs and learning needs. After gathering the need analysis, the researcher formulated a course grid and wrote the first draft of the speaking materials. The speaking materials based on Project-Based learning contains of two units, those were: "*What to Know about Medical Identity?*" and "*Appropriate Prescribing of Medication*". Each unit consisted of 5 learning process of curriculum 2013, namely: observation, questioning, exploring, associating, and communicating. The researcher implemented ADDIE model in developing the materials. As the result, the researcher finds some error and lacks in the students' text book. In order to maintain the students' needs and the components of speaking, the researcher develop the material which has been verified by the expert. After getting the revision on the final product, the researcher finds that the materials can give the significant effect to the student's speaking skills.

INTRODUCTION

A. Background of the Research

Talking about English today, people will focus on speaking skills. It happens because communication is everything in this era. English as a global language means that it influences the daily lives of many people. Students are forced to learn English because of society's demands. An employer wants a worker who has good communication skills. Sidabalok, Margaretha & Cahyani (2019) provide an example of the fact that CEOs and large companies in Asia require their workers to have good English skills for international investment. This is why speaking is one of the most important skills to be mastered.

In Indonesia learning to speak English properly is difficult. The results of learning English for at least six years from junior high school to senior high school are not optimal for mastering the four basic skills of English. This happens because most lecturers in Indonesia still use their mother tongue rather than English in teaching and learning situations even though they teach English. Most of the undergraduate students are now studying their subjects using the old 2006 curriculum where learning is not integrated. Subjects are even categorized based on whether each subject is aimed at shaping a student's personality, skills, or knowledge. This makes them unable to connect lessons with other related topics or subjects because they are used to complete separation. This makes them unable to apply their knowledge in everyday life.

As a consequence, when students enter a university, lecturers and teaching staff at the university are forced to review and revise information students have previously learned. Language is a skill and must be practiced and used in real life. Actualization of students as the next generation is seen from their speaking ability (Lumettu & Runtuwene: 2018). Unfortunately, students tend to use English exclusively in class. Due to the limited use of English, they still experience many difficulties in using English in their daily lives. Since they do not speak English regularly to become fluent in speaking, lecturers are forced to think about ways to design lessons as closely as possible to situations that occur in real life. This is where contextual learning emerges.

Contextual learning is integrated learning where students learn a topic from various activities related to real-life situations (Schunk: 2012). For example, when a student is learning about directions, He can learn new vocabulary about them, listen and watch videos about them, draw directions maps, practice asking and giving directions in role-plays, etc. active participants in their learning experience. For students to improve their speaking skills and use them actively, contextual learning is chosen because it provides links between discussion topics and real-life applications and also stores experiences in long-term memory for future use in life (Surdin: 2018). Still using the same topic of directions, if they are traveling abroad whether for work, vacation, or further study, they can use their knowledge to ask locals for directions (if they are traveling to remote areas without internet, Google Maps, or low cellphone battery). They will remember the previous experiences they had in the role play. They can also go to tourist spots where there are lots of foreigners and try to help them when they ask how to get to a certain place. The situation above illustrates the importance of learning with constructivism.

Based on this research background, the researcher conducted a study on the development of Making Your Dictionary in the form of a collection of various vocabularies needed by Health Students. The existence of this independent dictionary can increase their vocabulary and speak English. In addition, the researcher hopes that the creation of their dictionary can motivate students to speak English. Therefore, researchers conducted research with the title "Developing English

Speaking Materials Based on Project Based Learning (PjBL) at STIKES Darmais Padangsidimpuan"

B. Identification of the Problem

 Based on the background described above, can identify:
1.   The students at STIKES Darmais, Padangsidimpuan are not interested in learning about the English-language material.
2.   The students at STIKES Darmais, Padangsidimpuan lack vocabulary.
3.   The design used in English-speaking materials has not been able to improve students' abilities English Speaking Skills at STIKES Darmais, Padangsidimpuan

C. Problem Limitation

Based on the consideration that has been identified, the researcher limits the problem by focusing on Developing English Speaking Materials Based on Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan.

D. Formulation of the Problems

Based on the background of the study above, the researcher would like to formulate the problems as follows:
1.   How is the development of English speaking by using English-speaking materials through Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan?
2.   How is the validity of the development of English speaking by using English-speaking materials through Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan?
3.   How is the effectiveness of the development of English speaking by using English-speaking materials through Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan?

E. Purpose of the Research

In line with the formulation of the problem above, the purpose of this research is:
1.   To find out the development of English speaking by using English speaking materials through Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan.
2.   To find out the validity of the development of English speaking by using English speaking materials through Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan?
3.   To find out the effectiveness of the development of English speaking by using English-speaking materials through Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan.

F. Significance of the Research

The results of the research entitled " Developing English Speaking Materials Based on Project Based Learning (PjBL) at STIKES Darmais, Padangsidimpuan " are expected to benefit:

F.1 Theoretical Significance

This research gives a solution to finding out English speaking Materials Based on Project Based Learning (PjBL).

F.2 Practical Significance
1. For Students
   a. Students are expected to be more interested in English, especially be able to English speaking.
   b. Students are expected to be more active in improving their mastery of learning English vocabulary through the process of learning it using Project Based Learning (PjBL) related to improving their English-speaking materials.
2. For English lectures
   a. Lecturers can use the time to explain the importance of English speaking.
   b. Lecturers can increase the effectiveness of learning English-speaking material, especially vocabulary.
3. For College
   a. College can use this English-speaking material as a learning aid.
   b. Colleges can improve the quality of learning to produce higher quality learning so that students are motivated to speak English.

G. Basic Assumption

The basic assumption is something that is believed to be true by researchers which will serve as a foothold for them in carrying out their research. The basic assumption in this research is Developing English Speaking Materials Based on Project Based Learning (PjBL) at STIKES Darmais Padangsidimpuan.

LITERATURE REVIEW

A. Theoritical Review

1. The Review of Speaking

Speaking is a productive skill because people produce language by speaking. Speaking is one of the observable language skills, (Nashruddin: 2018). Then Brown (2004) states that "speaking skill can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test".

Speaking is the active use of language in terms of sharing meaning (Cameron: 2001). In other words, speaking is the active use of language to express meanings so that other people can make sense of them. The label productive uses of language can be applied to speaking receptively. To construct an understanding of a foreign language, learners will use their existing language resources, built up from previous experience of language use. To speak a foreign language to share understanding with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that the listener will understand speaking activities, because they are so demanding, and require careful and plentiful support of various types, not just support for understanding, but also support for production.

On the other hand, McDonough and Shaw (2013) point out that speaking is not an oral form of written language because it requires learners' ability to use its sub-skills to form a complete competency of spoken language With this argumentation, it can be concluded that speaking differs from oral form of written language because to achieve speaking competency learners are not only required to be able to speak but they also need to be able to master speaking sub-skill such as pronunciation, stress, intonation, turn-taking ability, and so on. When the speakers are involved in

speaking activity, speaking sub-skills will give some important contributions for maintaining or managing their relation to the other speakers. This relation is useful for delivering their message clearly and for communicating successfully.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners (Richards: 2008). Learners often measure their success in learning a foreign language through how much they feel their speaking skill has improved. Therefore, the lecturess should attempt to get the best method, which is good to improve students' speaking skills since there are varieties of methods, appear from direct approaches where he focuses on specific features of oral interaction to indirect approaches where he focuses on creating a condition for oral interaction which is appropriate for students.

2. Aspects of Speaking

In teaching speaking, some aspects need to be considered by English lecturers. Brown (2001) proposes four aspects of speaking skills fluency, accuracy, pronunciation, and vocabulary. They become the main requirements that must exist for the lectures to design the speaking activities for his students. Therefore, a good speaking activity has to cover all these four aspects.

a. Fluency

A speaker is considered a fluent speaker if he can use the language quickly and confidently, with few hesitation or unnatural pauses, false starts, word searches, etc. (Noonan: 1999). Speakers need to know where they have to pause and stop their speaking in an appropriate place. Furthermore, it can be said that speaking is performed fluently if the speaker does not produce word by word at a time in his speaking. Therefore, a good speaker is demanded to be able to produce words in his speech into groups of words that form a meaningful unit (phrases or clauses).

b. Accuracy

Noonan (1999) points out that accuracy happens when students" speech matches what people say when they use the target language. Specifically, accuracy deals with the grammatical structures which cover some aspects such as parts of speech, tenses, phrases, sentences, etc. Therefore, to achieve the level of accuracy, the students are demanded to use the correct grammatical structures in their speech.

c. Pronunciation

At the beginning level, the goal of teaching pronunciation is focused on clear and comprehensible pronunciation. Furthermore, at the advanced level, the pronunciation goals can focus on elements that enhance communication which will cover stress patterns, intonation, voice quality, etc.

d. Vocabulary

Vocabulary becomes a very important part of language learning which can be used to determine students' English speaking fluency. They can generate sentences only by using words; therefore, they cannot speak fluently without having a sample vocabulary. Some students have only limited vocabulary which makes them meet some difficulties in speaking. Therefore, English lecturers must make some efforts to enrich the students" vocabulary. Noonan (1999) proposes four principles for teaching vocabulary:

i. Focus on the most useful vocabulary

The most useful vocabulary that every language learner needs, whether they use the language for listening, speaking, reading, or writing or whether they use it in formal and in informal situations is the most frequent 1000-word family of English.

ii. Focus on the vocabulary in the most appropriate way.

The lecturess needs to clearly distinguish the way they treat high-frequency words from

the way they treat low-frequency words.

iii. Give attention to the high-frequency words across the four strands of a course. High-frequency vocabulary should get attention through teaching and studying and should be met and used in communicating messages in listening, speaking, reading, and writing.

iv. Encourage learners to reflect on and take responsibility for learning. The learners need to realize that they must be responsible for their learning.

3. Types of Speaking Performance

a. Imitative
This category includes the ability to practice intonation and focusing on some particular elements of language form; that is, only imitating a word, phrase, or sentence. The important thing here is focusing on pronunciation. The lectures use drilling in the teaching-learning process. The reason is by using drilling, students get the opportunity to listen and to orally repeat some words.

b. Intensive
This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud which includes reading paragraphs, reading the dialogue with a partner in turn, reading information from the chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of the very short conversation, standard greeting and small talk, simple requests, and comments. This is a kind of short reply to lectures or student-initiated questions or comments, giving instructions and directions. The replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out to convey or exchange specific information.

e. Interpersonal (dialogue)

It is carried out more to maintain social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interviews, role play, discussions, conversations, and games.

f. Two Types of Speeches:
a) Informative: Informative Speaking generally centers on talking about people, events, processes, places, or things.

An informative speech may be a five-minute overview of an object or an event, a three-hour seminar covering an abstract concept, or anything in between. But virtually any informative speech will indeed benefit from good supporting information. General Reference resources are a good place to start.

b) Persuasive: Persuasive Speaking is the type of speaking that most people engage in the most. This type of speech can involve everything from arguing about politics to talking about what to eat for dinner. Nothing makes an argument more persuasive than a solid factual base. Use the library's collections to get statistics, research, and other information to craft the best possible argument.

4. Developing Speaking Activities

Several methodologists and teaching specialists suggest and describe the organization of activities focused on the development of speaking skills with different names and numbers of stages. Three elementary stages have been suggested: the pre-activity stage, the during-activity stage, and the conclusion stage. For this thesis, the researcher adopted these three stages. Primarily, the lessons plan in the current study will be based on Harmer's (2001) theoretical inputs related to organizing pair work and group work, which originally and as suggested, each stage includes certain areas of focus, for which didactic principles have been collected as a synthesis of several sources. Harmer (2001), when considering organizing group work and pair work concerning various communicative and pre-communicative speaking activities, proposes three stages-before, during, and after. The three stages are explained as follows:

a.   Pre-Activity Stage

The first stage, the pre-activity stage, includes two focus areas - 'engage-instruct-initiate sequence', of which the name has been borrowed from Harmer (2001), and 'grouping students', which means dealing with the ways that can be initiated to divide learners into groups or pairs in case of including group work and pair work activities.

b.   During-Activity Stage

During-activity stage focuses on 'the roles of the lectures' that he can take on during activities, and, what can be suggested concerning the roles of the lectures. Another focus area concentrates on 'providing feedback during activities'; and, finally, 'the mother tongue use', which discusses attitudes towards mother tongue use in the classroom, and actions that can be taken to promote the use of English will be included in this stage.

c.   Conclusion Stage

The conclusion stage includes the areas which focus on the process of 'stopping the activity', which means the appropriate time and method selection; and, 'providing feedback' after the activity.

5. Students' Problem in Learning Speaking

The students often face some difficulties in doing speaking activities. Some students may be successful in performing speaking activities, but most of them get many problems with speaking activities. Here are some problems with speaking activities (Ur: 1996):

a.   *Inhibition*. Unlike reading, writing, and listening, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited to try to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b.   *Nothing to say*. Even though they are not inhibited, you often hear learners complain about not being able to think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should speak.

c.   *Low or uneven participation*. Only can one participant talk at a time if he is to be heard; in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d.   *Mother tongue use*. In classes where all, or several, the learners share the same mother tongue, they may tend to use it: because it is easier, and it seems as if it is unnatural to speak to one another in a foreign language, and because the students feel less 'exposed' if they are speaking their mother tongue.

Next are Linguistic Factors that make the students difficult to speak English:

1. Lack of Vocabulary

    Vocabulary has been increasingly recognized as necessary to language use. Lack of vocabulary knowledge could lead to students' difficulties in language reception and production and becomes an obstacle for them to express their ideas in English (Smith, R &John, D.:1980). Vocabulary, as Smith further argues, is the basis for speaking or conversational skill. In this case, the more words students know, the more they can say and understand things presented, both oral and written, in English. The importance of vocabularies for students has also been argued by some theorists like Huyen and Huyen, Nga, (2003). They say that to communicate well in a foreign language like English, students should acquire an adequate number of words and should also know how to use them accurately. This means that teaching vocabulary to the students should also be accompanied by an explanation of each use of the vocabulary given.

    Based on his research on Vietnamese students, Huyen, and Nga (2003) say that there are two factors causing students' lack of vocabulary. First, they consider that the lectures' explanation is simply for meaning or definition, pronunciation, spelling, and grammatical functions. In this context, they consider that those things mentioned are nothing to do with vocabulary learning.

2. Lack of Understanding of Grammatical Patterns

    It has been argued so far that learning grammar cannot be separated from learning a foreign language. Dykes (2007: 5) points out that grammar is a language to talk about language. It is impossible, for example, to offer a meaningful explanation for why we say 'did it well' rather than 'did it good' if there is no shared understanding of the language for talking about language – to explain that 'good' being an adjective qualifies a noun, e.g. 'He did a good job,' but 'well', an adverb, is used for adding meaning to a verb, e.g. 'he did it well'. Learning a foreign language becomes difficult since the target language has a different system from the native language (Haryanto, 2007).

    Further, Haryanto adds that when someone learns a foreign language, he often undergoes interference where he applies his mother tongue or first language structure to the structure of the foreign language which is different from his/her native one. As it is known, efficient communication cannot take place without correct grammar (Savage et al, 2010). This idea is similar to Foppoli's statement (2016). He points out that grammar provides students with the structure they need to organize and put their messages and ideas across. In this sense, they will not be able to convey their ideas to their full extent without a good command of the underlying grammar patterns and structures of the language. Therefore, teaching grammar explicitly is also helpful for students to speak English better.

Causes of Lack of Understanding of Grammatical Pattern

In terms of the cause of lack of understanding of grammatical patterns, Dykes (2007: 192) argues that students' inability to use grammar correctly is also caused by: confusion between words, past tense and past participle, double negatives, double comparatives, and redundant Adverbs.

3. Incorrect Pronunciation

    In many cases, especially in EFL class, most students do not have the self-confidence to speak English because they do not know how to pronounce a certain word well. They are also afraid of being an object of their peers' evaluation. This condition becomes an obstacle for them to speak in English class (Gilbert, 2009). Gilbert also points out that it is common for students to feel uneasy when they hear themselves speaking with the rhythm of a second language. They find that they "sound foreign" to themselves, and this is troubling for them. Although the uneasiness is usually unconscious, it can be a major barrier to improved clearness in the second language. All these show that allowing students to practice pronouncing words more in class is

also worth considering.

Causes of Incorrect Pronunciation

In her further note, Varasarin (2007) points out that pronunciation is an area that some lecturers avoid or are reluctant to teach because they find it difficult to teach due to their low ability in the pronunciation area. This means that a good command of English pronunciation should also be the focus of the lecturess' professional development so that they can become a good model for their students The fact that pronunciation has not been the lecturess' concern has been proven by studies conducted by Varasarin (2007). In this case, she finds that many lecturers tend to avoid dealing with pronunciation because they lack confidence, skills, and knowledge. All these show that focusing on improving both lecturess and students' pronunciation is urgent to be conducted.

6. The Barriers to Speaking English

In the teaching-learning process, the lectures have inhibition to achieve success in teaching. There are some problems with speaking skills that lecturers can come across in helping learners to speak in the classroom. Musliadi (2016:77) points out that several problems in teaching and learning speaking skills come from the learners' internal factors and others come from their external ones. Nuraini (2016:12) points out that the effectiveness in teaching and learning speaking not only comes from internal factors but is also influenced by external ones. Therefore, problems or barriers to the speaking ability of the learner appear from internal and external factors.

The observations showed that students' main barrier was individual barriers; nervousness, lack of vocabulary, feeling unable to speak precisely, grammar error, being underestimated in presenting information in order, and lack of confidence. The students confirmed that the individual barrier was the main barrier they face, and then the language barrier, and environment, followed by interpersonal barriers. Since they did not feel able to speak English naturally and think about how to pronounce correctly a word or how to use the correct grammar structures, they said that it was difficult to grow their confidence. In addition, they were also afraid of making mistakes. Because most of them thought that people might laugh at them if they mispronounced some words as in Indonesia is referred to –*takut salah;* then they preferred not to interact in English until they knew for sure that they were not making any mistakes. However, even if practice cannot make you perfect, at least it can make you speak fluently. Another issue was that students thought that English was complicated and difficult, so they already put a barrier since they did not make any effort and they told themselves that they could not learn that language (Nasution, Hasibuan, & Tambusai: 2022).

Swary (2014) shows some problems in speaking English in her research.

1.   Low Vocabulary Mastery

The learners still feel difficult to answer question-by-question when the lectures make a conversation in English. Some learners admit that they do not know how to say a word in English that they want to say. Generally, their vocabulary mastering was limited. It means that most of them were in low ability in English too. Of course, that was not only their duty but also the big duty for lectures especially their English lectures how to make them get many kinds of vocabularies as many as possible.

2.   Grammar as a Stumbling Block

The problem in grammar is not different from the problems of mastering vocabulary for, almost all of the learners are low in mastering English grammar. Sometimes they make mistakes in the use of English grammar but it is not a big problem for learners in the process of learning English speaking. Because their material and their knowledge of grammar would be increased in the next steps of their study at the next level that going to be passed by them.

3.   Pronunciation Trouble

Sometimes the learners make mistakes in pronouncing some English words. Although the

lectures have given an example of how to pronounce in English, they still make errors when they repeat that words. It will make them increase their speaking ability because they do not believe in themselves. Most of them are afraid if they make mistakes in terms of pronouncing the words. Most of them lack the confidence to pronounce the words in English because when they make some mistakes in pronouncing the English words, their classmates will laugh at them.

4. Shyness, Nervousness, and Fear of Making Mistakes

Most of the learners felt shy, nervous, and fearful of making mistakes when they tried to speak English. Psychologically, that situation will give a negative effect on those who tried to show up in front of their friends. When the learners feel nervous, it would be possible for them to lose their words in their mind and they will forget what they want to say. 'Wah, wah, wah, your English is very, very bad'.

5. Lack of Confidence

The important key to increase speaking ability is self-confidence. When the learners try to speak English, they should have big confidence because it will help them at least stand...try, standing...trying to continue their speaking as well as they can. No matter how badly their speak, when they have high confidence it will be done.

6. Limited Practice

Learners can master a language, not only English but also every language if they always practice. If so they cannot do anything, even if they memorize so much vocabulary in their mind, even if they were mastering all of the grammar but He is writing a letter it would be useless.

7. Minimum Opportunities

Every learner needs opportunities in their class, because if they have an opportunity they can practice speaking English. Sometimes learners should give opportunities as much as possible. Opportunity is one of the factors that influence learning English speaking. Some learners just have a little opportunity to speak up in front of their friends, because their lectures may went them time to speak.

8. Environmental Factors

The environment is one of the factors that influence learning English Speaking because They will habit it seems that you only know.' speaking'. Have you ever heard people say, I want to speak English? In the teaching and learning process, the lectures used Indonesian dominantly. It would be better for him. It is better for you to do English in the class activity to make the learners habitual with English. Those students will be helped to increase their new vocabulary and they 'I can speak English. Now I know that your hobby is speaking

9. Dominant Mother Language

The problems have come from both lectures and the learners themselves. In the teaching and learning process, the lectures used Indonesian dominantly, his reason is in order the learners understand what the lecturers say. If the lectures used English more than Indonesian, it would be impossible for the learners to catch the materials. If both lecturers and learners used their mother tongue dominantly over the target language, it would make them more passive and unable to speak English and would still have a low ability to it. "Do you speak English?" "Yes, I speaking English"

10. Low Motivation

Motivation is an important aspect of increasing the speaking ability, but I do not have a book, big motivation to English in Indonesian style. Their feeling about English was changeable. For the learner, they do not like English, but if the material is easy to understand speak English.

11. Facility Issues

The facility can influence learners' motivation to learn English. Every school maybe have learners with different facilities to improve the learning process. If the facility at the school has been fulfilled, then the learners will enjoy the learning process through the lectures. The lectures also can

teach his learners can make learners so wonderful. For example, the lectures show a video native speaker by LCD projector. It will make the learners have references before they make a dialog.

12. Poor English Strategy Teaching

The lecture strategy is a way to create interest in students to focus and enjoy the teaching and learning process. To make the learner have good English speaking ability, the first thing to do is to make the learner interested in two mistakes in English, because how can the learner get good achievement in English if they are not interested? So the lecturers must master various strategies in teaching spoken English. Based on several explanations about the factors that become obstacles in the teaching and learning process according to some of the experts above, the researcher concludes that the obstacles in the teaching and learning process are caused by many factors. Based on some of the previous explanations, the inhibiting factors come from internal and external factors. Internal factors are factors that arise from within the learner himself, these factors include (1) motivation, (2) nothing to say including lack of vocabulary, wrong pronunciation, and grammar as a stumbling block,

(3) confident shyness including fear of being wrong, nervous, and afraid of being criticized, (4) mother tongue, (5) age, and (6) identity and language ego. While external factors are different from internal factors. External factors come from outside students or other people. These factors are (1) lecture factors, (2) student independence, and (3) school factors consisting of limited time, large classes, limited practice, minimal opportunities, facility problems', and English teaching strategies which cause low participation and identity. and language ego, and (4) environmental factors.

7. Model Project-Based Learning (PjBL)

1) Understanding Project-Based Learning (PJBL)

Model learning recommended for use in curriculum 2013 is model learning which is oriented on participant education (student-centered) wrong only one is model learning *Project-based Learning*. In the 2013 curriculum implementation module it is explained that *Project Based Learning* is model learning which uses project/ activity as core learning. Participants educate do exploration, evaluation, interpretation, synthetic, and information to produce various forms of study.

Project Based Learning learning model has the following advantages very important and useful for students, but the *Project learning model Based Learning* is rarely used by lecturers because it is deep the practice need preparation which is enough, and workmanship long. Mulyasa (2014) says *Project Based Learning*, or PjBL is model learning which aims to focus participants' education on the problem complex needed in do investigate and understanding lessons through investigation. Model this also aims to guide the participant to educate in a project collaborative that integrates a variety of curriculum subjects (materials), provide opportunities to para participant educate for dig content (material) with use various method meaning for himself, and experiment in a manner collaborative.

According to Daryanto and Raharjo (2012) *Project Based Learning*, or PjBL is a learning model that uses problems as the first step in gathering and integrating new knowledge based on experience and activity in a manner real. PjBL is designedfor use on complex problems that require participants educate in doing an investigation and understand it.

Then Sugihartono (2015) revealed the project method is a learning method form of presentation to learners material lessons that start from a problem which is then discussed from various relevant sides so that a thorough solution is obtained and meaningful. This method allows students to analyze something problems from the perspective of students according to their interests and talents. Fathurrohman (2016) also says that a learning-based project is a learning model that uses projects/ activities as a means of learning to achieve competence attitudes, knowledge, and skills. This learning is a substitute for still learning lectures centered. The emphasis of this learning lies in the activities of the participants'education Which on end

learning can produce a product that can mean and useful.

According to Saefudin (2014), project-based learning is a method of study that use problem as a step beginning in gathering and integrating knowledge new based on experience in real life. Project-based learningemphasizes the contextual problems that may be experienced by students directly so that project-based learning makes students think critically and capable develop their creativity through the development for product real form goods or services. Whereas according to Isriani (2015), a learning-based project is model learning which gives a chance to Lectures For managing learning in class with involved work projects.

Based on several understandings experts can conclude that the learning model *of Project Based Learning* is a learning model student-centered, namely departing from a problem background, which then next with the investigation so participant educate obtain new experiences from real activities in the learning process and can produce something project for reach competence aspect, cognitive, and psychomotor. Results end from Work project the is something product which between other form report written or oral, presentation or recommendation.

2) The Principles of the Project-Based Learning Learning Model (PjBL)

According to Fathurrohman (2016) principle underlying learningproject based is as follows:

a. Learning centered on participant education which involves tasks on life real for enriching lessons.

b. A task project says an activity study based on something theme or topic Which has been determined in learning.

c. Investigations or experiments are carried out authentically to produce a product real which has been analyzed and developed based on a theme or topic arranged in the form of a product (report tattoo results works).

d. Curriculum. PjBL no like on curriculum traditional because needs a strategy where the target project is the center.

e. *Responsibility.* PjBL emphasizes *the responsibility* and *answerability* of the participants' education to their role models.

f. *Realism.* Student activities are focused on similar work with situations which actually. Activity integrates task authenticity and produces a professional attitude.

g. *Active learning.* Growing issues lead to questions and the desire of learners to determine relevant answers so that happens independent learning process.

h. *The bait comes back* to the *discussion*. Presentation and evaluation to participant educate produce bait come back which valuable. Matter this push to direction learning based on experience.

i. *General skills*. PjBL is developed not only in skills tree and knowledge just but also has influence big to skills fundamental like solving the problem, workgroup, and self-management.

j. *Driving questions.* PjBL is focused on questions or problems that trigger students to solve problems with concepts, principles, and appropriate science.

k. *constructive investigation.* PjBL as tit center, the project must be customized with participant knowledge education.

l. *Autonomy.* Project make activity participant educate which is important. Blumenfeld describes a project-centered learning-based modelon process relatively futures time, units learning to mean.

Based on the explanation above, it can be concluded that the principle of the PjBL *(Project Based Learning)* learning model is this learning emphasizes that learning must be centered on students because this learning model uses problems that may be encountered in

life real which already determined theme And the topic, then experiment or research so that can produce products real accordingly with ability participant educate them, so participant educate can finish problem with draft, principle, and knowledgeappropriate, so that becomes more meaningful.

3) Characteristics Model Learning Project-based Learning (PjBL)

According to Daryanto and Raharjo (2012), Model Learning Project Based Learning has characteristics as follows:

a. Participants are educated to make decisions about framework work.
b. There is a problem or challenge filed to participant education.
c. Students design processes to determine solutions to problemsor challenges filed.
d. Participants educate in a manner collaborative responsible for accessi n g and managing information to break problems.
e. Process evaluation run in a manner continuous.
f. Participants educate in a manner that periodically do a reflection on activities tha t a r e already run.
g. The final product activity study will evaluate in a manner qualitative.
h. Situation learning is very tolerant of error and change.

Based on the explanation so can be concluded that model learning PjBL *(Project Based Learning)* has the characteristic that lecturespose problems that must be solved by students, and then participant educate must design process and framework work formake a solution to the problem. Students must work together to search for information and evaluate the results of their work so that the problem can be resolved, and that participant educated can produce products from the background behind the problem.

4) Benefit Learning Model Project-Based Learning (PJBL)

According to Fathurrohman (2016) benefit Learning based project are as follows:

a. Obtain knowledge And Skills new in learning.
b. Increase participant abilities to educate in solving problems.
c. Make participant educate more active in solvi n g problems   whichcomplex with form result products real form goods or services.
d. Develop and increase s kills Participants educate inmanaging source/ material/ tool finish task.
e. increase collaboration participants   educate   specifically   on   PjBL which characteristic group.
f. Participants educate to make decision dam make the framework work.
g. There is a problem for which the solution was not determined before.
h. Participants learn to design processes to get results.
i. Participants educate and responsible   answer for gett i n g and managing the information collected.
j. Participants learn to do the evaluation in a manner continuous.
k. Participants educate in a manner regular to see back what they do it.
l. Results end from product evaluated quality.
m. The class has an atmosphere that tolerates mistakes and changes.

Based on these opinion expert can conclude that model learning *and Project-based Learning* own benefit that is participant educate become more active in solving problems, so that participant educate acquire new knowledge and skills, practice collaboration or workin the same group, and give students the opportunity to organize

projects. Organizing the project is done by students making a framework work for finishing the problem which already been determined. Then participant educates must design process work starting fromsearching and managing information, and carrying out the project work process untilevaluating the working result.

5) Excess and lack of learning PjBL *(Project-based learning)*

Every model learning designed to make learning be effective and efficient, so the goal and results learn can be achieved with maximum. However, every model learner certainly has excess and lack. According to Daryanto and Raharjo (2012), Model Learning *Project Based Learning* has advantages and disadvantages as follows:
   a. Increase motivation study participants educate for study, push their ability to do important work, and they need forvalue.
   b. Increase solving ability problems.
   c. Make participant educate become more active and successfully solve problems complex.
   d. Increase collaboration.
   e. Push participants to educate them to develop and practice skills in communication.
   f. Increase the Skills of participants and educate them in managing sources.
   g. Provide experience to students learning and practice in organizing projects, and making allocations of time and resources source others such as equipment for finish task.
   h. Provide learning experiences that involve students in a manner complex and are designed for development in accordance with the world real.
   i. Make the learning atmosphere fun, so that students nor educators enjoy the process of learning

Every mote has drawbacks respectively. Although the method makes the atmosphere of study become pleasant and give student experience to organize projects so as to improve liveliness, practice cooperation and increase their ability to solve the problem, However, model learning also own weakness which is explained by Daryanto and Raharjo (2012), that is:
   a. Need a lot of time to finish the problem.
   b. Need costs quite a lot.
   c. Many instructors are comfortable with traditional classes, where the instructor holds the main role in class.
   d. The amount of equipment which must provide.
   e. Students who have weaknesses in experiments and the collectionof information will experience difficulty.
   f. There is a possibility participants educate that not enough action in the workgroup.
   g. When the topic is given to each group differently, worried participant educate no can understand the topic as a manner whole

In line with my opinion, according to Widiasworo (2016),the implementation of project-based learning certainly cannot be separated from all barriers and obstacles. These obstacles and constraints reflect that still found some weaknesses of this learning model, among others other as follows:
   a. Learning-based projects need lots of time which must provide for finishing problems which complex
   b. Many parents of students feel aggrieved because they add cost to entering the system

new

c. Lots of instructors feel comfortable with class traditional, where the instructorplays a major role in class. It's been a tough tradition, especially for instructors who less or have not mastered the technology

d. The amount of equipment to be provided. therefore, suggested using team teaching in learning

e. Participants educate own weaknesses in test and collection information will experience difficulty

f. There is a possibility participants educate that not enough action in the workgroup

g. If the topics given to the respective group are different, worried participant educates not understand the topic as a whole.

However, various weaknesses in learning-based projects can be overcome with a number of following steps:

a. Facilitate participant education in facing problem

b. Limit time participants educate in finishing the project

c. Minimize cost

d. Provide equipment simple that there is an environment around

e. Choose a location study which easy reached.

f. Create an atmosphere study which pleasant so that lectures and participant educate feel comfortable learning.

Project Based Learning learning model as explained by the experts above, namely among them can increase the motivation of learning participants to educate, make participant educate become more active and succeed solveproblems complex, increase collaboration among participants educate, and provide experience to students in learning and practicing organize projects. However, there are also advantagesa number lack. lack from model learning *Project basedLearning,* among other things, requires a lot of time that must be provided for solving complex problems, requires more costs compared to other learning models, there is the possibility of participants students who are less active in group work, and if the topic is given on respectively group different, worried participant educate no understand the topic as a whole. However, from some drawbacks the certain can search for the solution that is with limit time participants educatedin completing the project, minimize costs by using equipment simple which there is environment around and choose locationstudy which easy reached.

6) Learning Model Steps PjBL (Project Based Learning)

Steps implementation model learning PjBL (*Project basedLearning*) according to Mulyasa (2014) is as follows:

a. Prepare questions or project assignments. This stage is a stepearly so that students observe more deeply on the questions asked appear from existing phenomenon.

b. Designing planning project. As step real answer the questions that exist are drawn up a project plan can go through test

c. Develop a schedule for the concrete steps of a project. scheduling It is very important that the project is carried out in accordance with the agreed time available and in accordance with target

d. Monitor activity and development project. Participant educate evaluateproject which being worked on

Steps implementation model learning PjBL *(Project based Learning*) according to module Widiarso (2016) is as following:
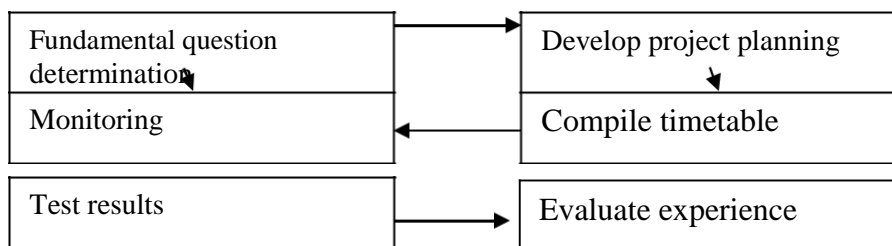
Fundamental question determination	Develop project planning
Monitoring	Compile timetable

Test results	Evaluate experience

Figure 1. Steps for Implementing the PjBL Learning Model

Explanation steps model learning PJBL *(Project based learning)* is as following:

a. Fundamental question determination

Learning begins with essential questions, namely questions that can give assignments to students in doing something activity. Assignment topics are relevant to the real world participant educate. And starts with a investigation deep.

b. Develop project planning is done collaboratively between Lectures and participants educate.

Thus students are expected to feel "owned" over project the. Planning containing about rule play, election activitywho can support in answering essential questions, by the wayintegrate various subject which possible, as well as know tool and material which can accessed for help solve project.

c. Compile timetable

Lectures and participant educate in a manner collaborative compile timetable activity in finish project. Activity on stage this between other:
1) Make timeline (allocation time) for finish project,
2) Make deadline (limit time end) settlement project,
3) Bring participant educate plan method which new,
4) Guide participant educate when they make method which No relate with project, and
5) Request participant educate for make explanation (reason) aboutelection.

d. Monitor participants educate and progress project

Lectures responsible for do monitors to activity participant educate during finish project. Monitoring done with method facilitate participant educate on every process. With say other lectures role as a mentor for student activities. To make things easier monitoring process, a rubric is made that can record the whole activity Which important.

e. Test results

Assessment is carried out to assist lecturess in measuring achievement standard, role in evaluate progress each participant educate, give bait come back about level understanding Which Already achievedparticipant educate, help Lectures in compile strategy learning next.

f. Evaluate experience

On end learning, Lectures and participant educate do reflection on the activities and results of projects that have been carried out. Reflection process done good in a manner individual nor group.

From the description above it can be concluded that the *Project learning model Based Learning* starts with questions that can give assignments to students in do an activity. question must relevant with problems which possible experienced by learners in life real. From problem the then formed group small, where the group will design the project plan and compile schedule to use finish project the. Role Lectures here are for monitor work participant educate, test results and evaluate results work participant educate.

7) Guidelines Guidance in learning project based

According to Isriani (2015) In guide participant educate in Project Based Learning there are several things that need attention and made footing action. As for guidelines guidance as following:

a. Authenticity

Matter this can done with a number of strategy as following:
1) Encourage and guide students to understand meaningfulness from assignment which done.
2) Designing task participant educate in accordance with ability so that he capable get it right time.
3) Encourage and guide students to be able to produce something from the task he did.

b. Obedience to mark academic

Matter this can done with a number of strategy following:
1) Encourage and direct students to be able to apply variety of knowledge/disciplines in completing assigned tasks done.
2) Designing and develop task task which can give challenges to students to use various methods in solving problem.
3) Push And guide participant educate for capable think level tall and solve problem.

c. Study on world real

Matter this can done with strategy as following:
1) Push And guide participant educate for capable work on context real problems that exist in public.
2) Push and direct so that participant educate capable work in situation organization which use technology tall.
3) Push and direct so that participant educate capable manage skills personal.

d. Active independently

Matter this can done with strategy as following:
1) Encourage and direct students to complete his job in accordance with timetable which he has made
2) encouragement and direct participant educate for do study with various type method, media, and various source.
3) Push and direct participant educate so that capable communicate with people other, well through presentation or media other

e. Connection with expert

Matter this can done with strategy as following:
1) Push and direct students to be able to learn from person else that represent knowledge which relevant
2) Push and direct participant educate work discuss withperson other / his friend inside solve problem
3) Push And direct participant educate For invite/ request party outside for involved

in assessing performance

f. Evaluation

Matter this can done with strategy as following

1) Push and direct participant educate so that capable do evaluation self to performance in do his job
2) Push and direct participant educate for invite phal outside involved develop standard work related his job
3) Push and direct participant educate for evaluate show it works from opinion expert in on can concluded that in implementation

Project Based Learning there are several things that need attention and made footing action that is authenticity, obedience to mark mark academic, study on world real, active independent, connection with expert, evaluation.

8) System evaluation in Project Based Learning

According to Widiasworo (2016) Project appraisal is an assessmentto a task that must be completed within a certain period / time. The task is in the form of investigations from planning, data collection, organizing, processing, and presentation data. Evaluation project can stiffened for know understanding, ability application,ability investigation and ability inform participant educate on eye lesson certain in a manner clear.

On evaluation project at least there is three matter which need considered, that is ability management, relevance, and authenticity.

a. Ability management

Ability participant educate in choose topic, look for information, and manage time collection data as well as writing report.

b. Relevance

suitability with eye lesson, with consider stage knowledge, understanding, and skills in learning.

c. Authenticity

Project Which done participant educate must is results his work, taking into account the lectures's contribution in the form of guidance and support to participant project educate.

Project evaluation is carried out starting from planning, the work process, to results end project. That lectures need set matter matter which need rated, that is:

a. Compile design
b. Gather data
c. Analyze data And
d. Prepare report written

Report task or results study can served in form poster. The implementation of the assessment can use tools/assessment instruments in the form of checklist or scale evaluation.

B. Relevant Research

Research that is relevant to my thesis are:

1. Speaking Project Based-Learning (SPjBL) As an Innovative Learning in Promoting Students' Speaking Skill at Senior High School Context, author by Nurdevi Bte Abdul, et al (2021). Following abstract, this study concerns with the implementation of Project Based-Learning in promoting students' speaking skill at senior high school context. It focuses on finding out students'

improvement in Speaking through Project-Based Learning (PjBL). It also described the teacher's way in implementing PjBL, and students' response. Since the learning activities focused on speaking materials, so the terms of Speaking Project-Based Learning (SPjBL) was used in this study. Classroom action research for three cycles was applied in this research. Each cycle consisted of four phases, namely planning, action, observation, and reflection. Students' activity during the lesson running was observed and recorded. At the end of each cycle, the researchers conducted speaking test to know students' improvement and interview was administered to students for knowing their response on SPjBL. The research findings indicates that the students' speaking skill improve from cycle one to cycle two, and from cycle two to cycle three. It is proven by calculating students' test score that cycle one is 77.85, cycle two is 82.61, and cycle three is 83.88. The students give positive response of the use of SPjBL in improving their speaking skill. Therefore, it can be concluded that, the SPjBL as an innovative learning could improve students' speaking skill at school context. This study gives two implications on theoretical and practical in terms of applying the appropriate learning approach or method enhance students' skill and achievement.

2. The Effect of Project-Based Learning in Improving Students' Speaking Ability, author by Elen Nokalia Angelina (2020). Following abstract, the aims of this study were to investigated the effect of Project-Based Learning in improving students' speaking ability. This research was conducted on students of grade X MIA-3 at SMAN 1 Simeulue Timur involved 31 students in the academic year of 2019/2020 and the English teacher as the research collaborator. The data of the study were in the forms of qualitative data. The qualitative data were obtained by questionnaire and interview analysis. The results of this research showed that the effect of the Project-Based Learning was able to improve the students" speaking ability. Based on the qualitative data, applying the ProjectBased Learning method gave the students more chances to speak in English. The students became more confident to speak up English. They actively participated during the teaching and learning process. The effect of classroom English helped the students to be more familiar with English. From the result of the questionnaire and interview indicated that the Project-Based Learning method could considerable improvement in some aspects of speaking skills such as pronunciation, fluency, comprehension, grammar, and vocabulary. It could be concluded that students" speaking skills could be improved through Project-Based Learning implementation and it also provided an opportunity for the students to become more creative and engaged in the interaction.

C. Framework of Thinking

This system represents the framework of relevant theories used in this research.

```
┌─────────────────────┐
│ Theories of English │
│      speaking       │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐                          ┌─────────────────────┐
│ Theories of         │                          │ Developing English  │
│ developing          │ ───────────────────────▶ │     speaking        │
│ English speaking    │                          │                     │
│ materials           │                          └─────────────────────┘
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ Project Based       │
│ Learning (PjBL)     │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ Theories of         │
│ developing          │
│ English speaking    │
│ design              │
└─────────────────────┘
          │
          ▼
┌───────────────────────────────────────────────────┐
│  THE PRODUCT FOR STUDENTS AT STIKES DARMAIS        │
│              PADANGSIDIMPUAN                        │
└───────────────────────────────────────────────────┘
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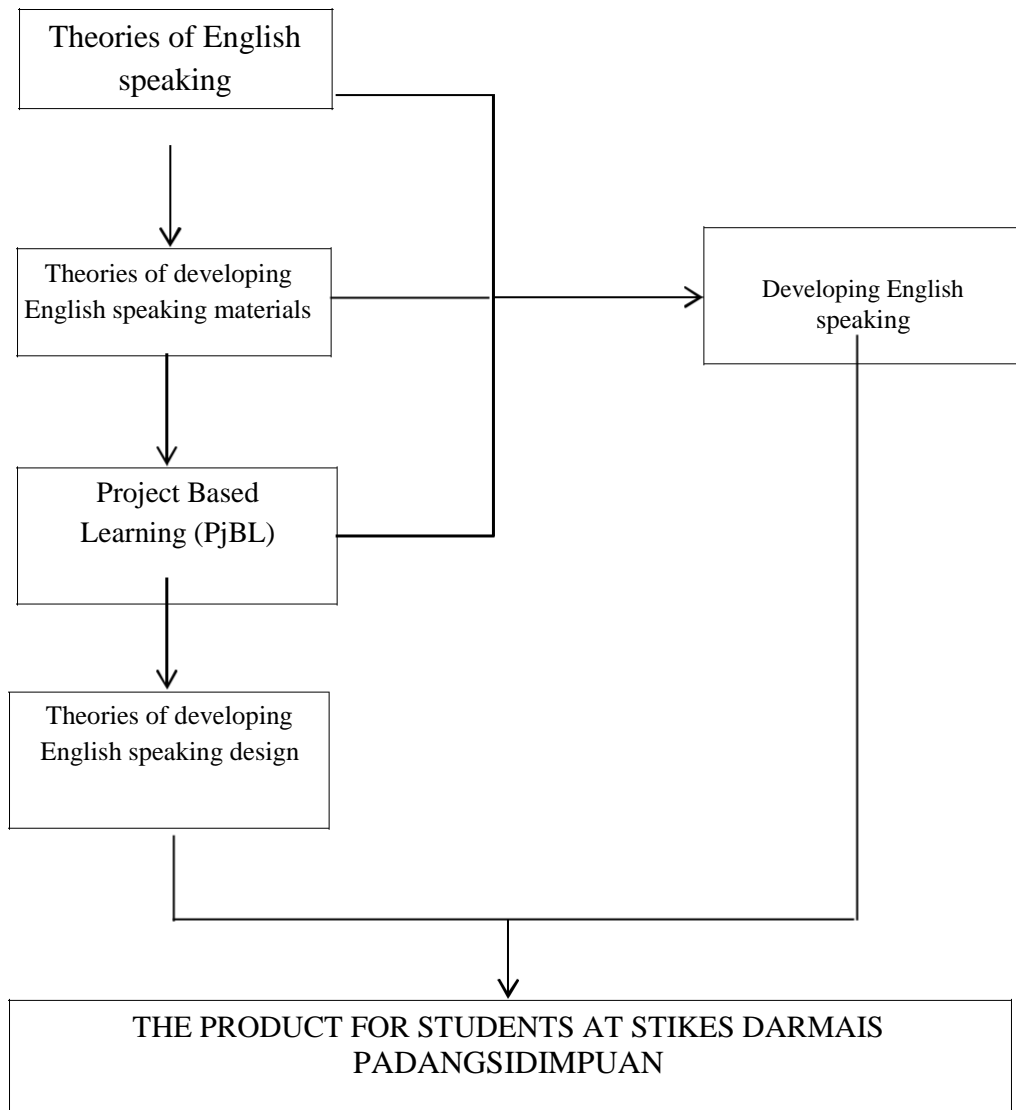
Figure 2.3. Framework of Thinking

D. Hypothesis

There are two hypotheses in this research as follows:

Ha   : There is a significant influence on the Developing English Speaking Materials Based on Project Based Learning (PjBL) at STIKES Darmais Padangsidimpuan

Ho   : There is no significant influence on the Developing English Speaking Materials Based on Project Based Learning (PjBL)at STIKES Darmais Padangsidimpuan

RESEARCH METHOD

A. Research Design

The type of research used is the Research and Development (R&D) research method. The model used is the ADDIE Model. The ADDIE model is an abbreviation for the five stages of the development process, namely analyze, design, develop, implement, and evaluate
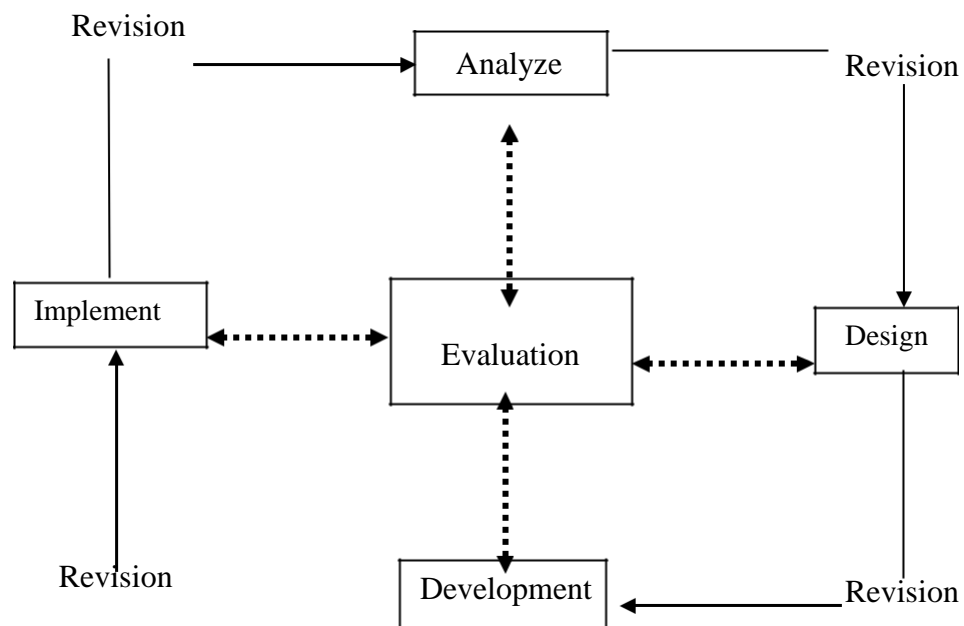

Figure 2. ADDIE Model
(Aldoobie, N: 2015)

B. Place and Research Time

The subjects in this research and development were students in Diploma III-Midwifery Program, STIKes Darmais Padangsidimpuan. Research and development will be carried out at STIKes Darmais Padangsidimpuan. The implementation of the research is from the beginning of December 2022 - May 2023.

C. Population and Sample

The population of this study were all grade 3 students, Midwifery Diploma 3 Study Program STIKES Darmais Padangsidimpuan with a total of 30 students. Thus the entire population was used as a sample in this study totaling 30 students.

D. Research Variables and Data Types

In order to understand the collected data, the data analyze on the basis of their characteristics and purpose. The subjects' responses on the questionnaire will calculated in the form of percentages. The answer from each question score based on Likert Scale (Riduwan & Sunarto: 2010) which are:

Table 1. Category Convention Table

Category	Score
Strongly Agree (Sangat Setuju/SS	4
Agree (Setuju/S)	3
Disagree (Tidak Setuju/TS)	2
Sterongly Disagree (Sangat Tidak Setuju/STS)	1

To analyze the percentage, the researcher use the following formula: NA
= PS x (100 %) SM
Where: NA = Final Score
                          PS = Score Obtained
                          SM = Maximum Score

Table 2. The range of score interpretation criteria proposed by Riduwan (2010)

Score Interpretation Criteria	Category
0%–20%	Very Low
21%–40%	Low
41%–60%	Sufficient

61%–80%	High
81%–100%	Very High

E. Operational Definition

Before collecting data and evaluation the data specified. Then the first identification of variables specified. In social and psychological research may not only relate to one variable only but also always mutually influenced by some other variables (Saifuddin Azwar, 2007). Definition of variable is constructs that its properties have been given numbers (quantitative) or can also be interpreted variable is a concept that has a variety of values, in the form quantitative or qualitative value can fluctuate (Syofian Siregar, 2010). A variable is a phenomenon that varies in form, quality, quantity, quality standards, etc (Burhan Bungin, 2010).

According to Sugiyono, the control variable is a variable that is controlled or held constant so that the independent variable on the dependent is not influenced by external factors that are not researched. Function of the control variables is to purify the result or effect relationship between the independent variables on the dependent variable from other variables (Sugiyono, 2013).

Based on the theories and hypotheses, the researcher formulate some research variables, are:

1. Independent Variable (X1): Developing
2. Control Variable (X2): English Speaking Materials
3. Dependent Variable (Y): Project Based Learning (PjBL)

F. The Procedure of Research

1. Analysis

   Based on observation conducted in STIKes Darmais Padangsidimpuan by giving the questionnaire, the researcher found it was important to develop appropriate materials and more interesting to make students easily master the material as well as additional materials in addition to existing materials.

2. Design

   Researcher developed materials suitable for the needs of students based on core competence. Then appropriate teaching materials provided for students by making the material interesting because there were various pictures and colors.

3. Development

   In this stage, the result of design of materials need to be revised and validated by experts. The researcher develop the english Speaking by the environment of research setting, because it can help the researcher to develop the materials. The product formed a book that will motivate and add student's interest in learning. The product is used for eight grade students at STIKes Darmais Padangsidimpuan. Therefore, in this stage students examine based on design of english Speaking. The data is gather from the experts by using close-ended item questionnaires will analyze to know whether the materials are good and appropriate with the students. The product will be revised again. This revision will be finished until the product is valid by the experts and match with the students' need. The experts' team consist of two experts; they are one material expert and one design expert. The experts team will give coments and suggestions through open- ended item

questionnaire.
4. Implementation

In implementation stage is product trials. It means that the product has been revised is implemented for the user of the product. If still found revision then revised again to make a good product. The user of the product is students.

5. Evaluation

Evaluation is an important process of this research. This is the completion of the stages. In this stage action will be taken to improve the development of product and studies. The evaluation results are used to provide feedback to the user model / method. Revisions are carried out according to the new model / method.

G.   Research Instruments

Questionnaire One of the data collecting tecniques in this research is questionnaire. According to Sugiyono (2013) questionnaire is a technique of data collection conducted by giving statements to respondents to be answered. will be shared to experts, lectures, and students. used to collect data about the feasibility of the book will be filled by experts, the questionnaire for lectures is given before learning process, and the questionnaire for student responses is given after the learning process.

The instrument, the result of data collection from questionnaire, according to Johnson and Christensen (2014) questionnaire is instrument of data collection that is filled out by research participants. It is analyzed with many aspects of students' attitude. The aspect of students' need and interest will be concern in this research. Besides choose the appropriate answer, the participants also given chance to give comment and suggestion about the product.

Documentation Sugiyono (2013) stated that "Document is a record of events that had passed. Documents can be in the form of text, images, or the monumental works of someone". In this study, documentation used to collect the data of the school, like curriculum, syllabus, and worksheet.

RESEARCH RESULTS AND DISCUSSION

A.   Overview of Research Sites

The objective of this research was to develop the speaking materials based on Project Based Learning (PjBL) at STIKES Darmais Padangsidimpuan. There were 30 students as the sample of this research. All the data found was completely discussed in this chapter. The researcher got the data from the need analysis questionnaire which had been distributed by the researcher to the students.

B.   Research Results
1. Students' Need Analysis

There were 15 questions that were answered by the students. The result of the questionnaire showed two kinds of students' needs namely; the target needs and the learning needs.

The Target Needs

Target need was defined as learners' view of the target situation (Hutchinson & Water, 1987). The target needs consisted of the student's needs, lacks, and wants. The target need which was found by the need analysis presented in the following table

a.   Students Need (Types of speaking task)

Table 3. The Students' Need (Types of Speaking Task)

Questions	Items	Value	Respondent	Score
Apakah kamu setuju jika pemberian tugas berbicara (speaking) berbentuk independent task?	SD	1	2	2
	D	2	20	40
	A			
	SA	3	5	15
		4	3	12
Total			**30 students**	**69**

Formula : NA = PS x (100 %) SM

Where   :   NA = Final Score

PS = Score Obtained

SM = Maximum Score

Therefore, NA = 69 X (100%) 120

NA = ⎯ x 100 %

NA = 0,575 x 100%

NA = 57,5%

The data of the first question indicated the sufficient category based on Riduwan (2010) range scale. It presented that independent tasks were less needed by them for elevating their speaking skills. They mostly disagreed with the independent task implementation. They should think hard about elaborating on the idea personally for this task and they thought that they needed a teacher to guide the material or content first before developing their idea.

In contrast, compared to the first question, the students responded positively to the integrated task. They strongly agreed to the integrated task. They needed very high of this aspect. It could be seen from the 84% of range scale by Riduwan (2010). They thought that integrated task was better to be implemented in order to elevate speaking skills. They needed the task which was delivered by displaying the material or content first such as dialogue or storytelling. They said that they can easily elaborate their ideas if they understood the concept.

Questions	Items	Value	Respondent	Score
Apakah kamu setuju jika bentuk latihan berbicara Bahasa inggris berbentuk integrated task?	SD	1	0	0
	D	2	2	4
	A			
	SA	3	15	45
		4	13	52
Total			**30 students**	**101**

Formula: NA = PS x (100 %) SM
Where   :   NA = Final Score
                      PS = Score Obtained
                      SM = Maximum Score
Therefore, NA = 69 X (100%) 120
            $NA = 101_{120} \times 100\%$
            NA = 0,84 x 100%
            NA = 84%

b. **Students' Lacks (Speaking Components Barriers)**

Table 4. The Students' Lacks (Speaking Components Barriers)

Questions	Items	Value	Respondent	Score
Apakah kamu setuju bahwa kunci dalam berbicara Bahasa Inggris adalah mempunyai kosa kata yang beragam?	SD	1	0	0
	D	2	0	0
	A			
	SA	3	10	30
		4	20	80
Total			**30 students**	**110**

Formula: NA = PS x (100 %) SM
Where   :   NA = Final Score
                      PS = Score Obtained
                      SM = Maximum Score
Therefore, NA = 110 X (100%) 120
            $NA = \frac{110}{120} \times 100\%$
            NA = 0,92 x 100%
            NA = 92%

From the data above, it showed that the most barrier to learning to speak was vocabulary. They thought that vocabulary was the key to speaking. They should have many vocabularies to speak English fluently. The rich vocabulary could assist the students to elaborate and organize their ideas well. It could be proven by the 92% or the very high barrier from the range scale.

Besides, grammar and pronunciation also became the students' barriers to learning speaking. It showed a slight percentage of the students between the two most difficult aspects. However, the percentage presented that the students preferred grammar was more important to be learned in order to enhance their speaking skills. It could be seen from the 61% that represents a high barrier from the range scale.

Questions	Items	Value	Respondent	Score
Apakah kamu setuju jika grammar (tata Bahasa) lebih penting dipelajari dibanding dengan pronunciation (pengucapan) dalam hal untuk memiliki kemampuan berbicara Bahasa Inggris yang baik?	SD	1	2	2
	D	2	13	26
	A			
	SA	3	15	45
		4	0	0
Total			**30 students**	**73**

Formula : NA = PS x (100 %) SM
Where: NA = Final Score
                         PS = Score Obtained
                         SM = Maximum Score
Therefore, NA = 73 X (100%) 120
$NA = \frac{73}{120} \times 100\%$
           NA = 0,61 x 100%
           NA = 61%

c.   Students' Wants (Learning Expectations)

Table 5. The Students' Wants (Learning Expectations)

Questions	Items	Value	Respondent	Score
Apakah kamu setuju jika mempelajari dan memiliki kemampuan berbicara Bahasa Inggris yang baik dan lancar hanya untuk kebutuhan pekerjaan?	SD	1	10	10
	D	2	19	38
	A			
	SA	3	1	3
		4	0	0
Total			**30 students**	**57**

Formula : NA = PS x (100 %) SM
Where: NA = Final Score
                         PS = Score Obtained
                         SM = Maximum Score
Therefore, NA = 57 X (100%) 120
           $NA = \frac{57}{120} \times 100\%$
           NA = 0,475 x 100%
           NA = 47,5%

From the data bove, showed that the students mostly disagreed about the purpose of learning English was just for the career. It could be seen from the percentage aboveis . It just around 47,5 percentage. Just one student who agreed. They thought that the purpose of learning English was for having a good communication. They said that communication was taken an

important role in life. They could generate their ideas easily and solve the problems of mind blocking.

In contrast, 70% students agreed that critical thinking was very important and needed to have a good speaking. Due to such speaking activities are designed to allow learners to be able to use various types of reasoning as appropriate to the situation in their speaking exercises and solve different kinds of non-familiar speaking topics in innovative ways. Speaking activities can be explicitly designed through problem-solving exercises/tasks, questions and answers, group discussions, project-based tasks and many more. These activities give the valuable effects to stimulate the consciousness of learners' critical thinking. Having good critical thinking leads the learners to increase their oral communication skill. This aligns with the research findings conducted by Sanavi and Tarighat (2014) and Shirkhani and Fahim (2011) who claimed that raising critical thinking awareness has positive impacts on speaking proficiency because it can increase learners' oral communication abilities, expand their learning experience, and make the language more meaningful for them. As seen in the following table.

Questions	Items	Value	Respondent	Score
Apakah kamu setuju bahwa untuk memiliki kemampuan berbicara Bahasa Inggris yang baik dan lancar harus diiringi dengan kemampuan otak utuk berpikir kritis dalam mengemukakan ide?	SD	1	0	0
	D	2	8	16
	A			
	SA	3	20	60
		4	2	8
Total			**30 students**	**84**

Formula : NA = PS x (100 %) SM
Where: NA = Final Score
                         PS = Score Obtained
                         SM = Maximum Score
Therefore, NA = 84 X (100%) 120
          NA = ___ x 100 %

          NA = 0,7 x 100%
          NA = 70%

Likewise critical thinking handled the important role in speaking, digital literacy also presented the target wants around 69%. They responded it positively. They thought that digital literacy as important as critical thinking for enhancing speaking skills. Such speaking activities are designed to apply relevant technologies (communication lab, speech recognition software, youtube, teacher tube, and video) in the learning process. Those technologies have been a great inspiration for students and have made them want to learn more about learning materials (Bahadorfar & Omidvar, 2014). These technological tools are much more interesting and provide fun and enjoyable learning, thus, motivating the students and helping them to enhance their language learning in a fruitful way. Moreover, these tools help students learn at their own pace and promote autonomy in them. For the data was shown in the table below.

Questions	Items	Value	Respondent	Score
Apakah kamu setuju bahwa mempelajari dan meningkatkan kemampuan berbicara Bahasa Inggris memerlukan kemampuan literasi digital? Hal ini dimaksudkan dengan kemampuan menggunakan teknologi untuk kecakapan kognitif?	SD	1	1	1
	D	2	3	6
	A			
	SA	3	21	63
		4	5	20
Total			**30 students**	**83**

Formula : NA = PS x (100 %) SM
Where   :   NA = Final Score
                  PS = Score Obtained
                  SM = Maximum Score
Therefore, NA = 83 X (100%) 120
           NA =⎯⎯ x 100 %

           NA = 0,69 x 100%
           NA = 69%

The Learning Needs

Learning need was defined as what the students need to do in order to learn. It consisted of the input, procedure, setting, and the learners' role. The learning need which was found by the need analysis presented in the following table.

a. Learning Media Inputs

Table 6. Learning Media Inputs

Questions	Items	Value	Respondent	Score
Apakah kamu setuju jika pembelajaran berbicara Bahasa Inggris tidak hanya melalui buku cetak melaikan menggunakan media seperti video?	SD	1	0	0
	D	2	0	0
	A			
	SA	3	12	36
		4	18	72
Total			**30 students**	**108**

Formula : NA = PS x (100 %) SM
Where   :   NA = Final Score
                  PS = Score Obtained
                  SM = Maximum Score
Therefore, NA = ~~108~~ X (100%) 120
           $NA = \frac{108}{120} \times 100\%$
           NA = 0,9 x 100%
           NA = 90%

From the table above, it showed that 90% students strongly agreed to utilize video besides book for the better learning media inputs. They further claimed that the implementation of appropriate media was believed to be helpful in enhancing students' speaking competence, for example, video. Video is an effective media to promote students' pronunciation, vocabulary, grammar, writing, autonomous learning, self-confidence, and creativity insight (Khotimah, 2017).

Besides video, pictures in the material book were very needed by the students. Around 92% students strongly agreed that pictures should be added to the material book. They claimed that picture could help them to understand the material easily. Also, it could attract the students' attention to learn English. the data was shown in the following table.

Questions	Items	Value	Respondent	Score
Apakah kamu setuju jika didalam buku cetak pembelajaranberbicaraBahasaInggris memerlukan gambar-gambar interaktif sebagai penunjang materi?	SD	1	0	0
	D	2	0	0
	A			
	SA	3	10	30
		4	20	80
Total			**30 students**	**110**

Formula : NA = PS x (100 %) SM
Where: NA = Final Score
                         PS = Score Obtained
                         SM = Maximum Score
Therefore, NA = 110 X (100%) 120

$$NA = \frac{110}{120} \times 100 \%$$
NA = 0,92 x 100%
NA = 92%

b. Procedure of Learning Speaking

Table 7. the Procedure of Learning Speaking

Questions	Items	Value	Respondent	Score
Apakah kamu setuju jika pembelajaran berbicara Bahasa Inggris lebih baik berbentuk diskusi saja dibanding dengan pidato (speech)	SD	1	0	0
	D	2	0	0
	A			
	SA	3	30	90
		4	0	0
Total			**30 students**	**90**

Formula : NA = PS x (100 %) SM
Where   :   NA = Final Score
                     PS = Score Obtained
                     SM = Maximum Score

Therefore, NA = ~~90 X~~ (100%) 120

$NA = \frac{90}{120} \times 100\%$

NA = 0,75 x 100%

NA = 75%

The data showed that 75% students preffered discussion rather than speech as the best learning speaking procedure. The students had a strong desire to practice their English through discussion techniques. Discussion helped learners to do the following: (1) thought critically about the subject and developed their skills of analysis, synthesis and evaluation, rather than just memorize facts; (2) encouraged them to work together and shared their ideas by talking about them publicly; (3) developed their communications skills such as stating their ideas clearly, listening to others, or responding appropriately to others; (4) generated their own ideas; (5) discovered new knowledge through sharing ideas in a group (Harizaj, 2015; Larson, 2000).

On the other hand, 52,5% students disagreed if the procedure of learning in debating form. They preferred discussion as the better procedure. It could be shown from the table below.

Questions	Items	Value	Respondent	Score
Apakah kamu setuju jika debat adalah strategi terbaik untuk meningkatkan kemampuan berbicara Bahasa Inggris?	SD	1	3	3
	D	2	21	42
	A			
	SA	3	6	18
		4	0	0
Total			**30 students**	**63**

Formula : NA = PS x (100 %) SM

Where   :   NA = Final Score

PS = Score Obtained

SM = Maximum Score

Therefore, NA = ~~63 X~~ (100%) 120

$NA = \frac{63}{120} \times 100\%$

NA = 0,525 x 100%

NA = 52,5%

c. Setting of Learning Speaking

Table 8. Setting of Learning Speaking

Questions	Items	Value	Respondent	Score
Apakah kamu setuju jika bentuk latihan berbicara Bahasa Inggris lebih baik didalam kelompok disbanding dengan secara individu?	SD	1	0	0
	D	2	0	0
	A			
	SA	3	27	81
		4	3	12
Total			**30 students**	**93**

Formula : NA = PS x (100 %) SM
Where: NA = Final Score
                             PS = Score Obtained
                             SM = Maximum Score
Therefore, NA = 93 X (100%) 120

$$NA = \underline{\quad} \times 100\ \%$$

NA = 0,775 x 100%
NA = 77,5%

The data showed that around 77,5% students agreed that the desired setting for students to carry out the speaking tasks was group work activity. Group work activity was useful for upgrading learners' speaking ability. By applying this, learners were able to think, offer opinions, develop logical argumentations and provide justifications. This setting was strongly believed to save time (especially with long tasks), develop communicative skills, and help practice cooperation (Abdullah, 2016). Abdullah further affirmed that group work settings supported students to become better listeners, open to criticism, and be able to form new friendships.

d. Learners' Role

Table 9. the Learners' Role

Questions	Items	Value	Respondent	Score
Apakah kamu setuju jika dalam proses belajar mengajar berbicara Bahasa Inggris guru harus lebih aktif dari siswanya?	SD	1	10	10
	D	2	15	30
	A			
	SA	3	5	15
		4	0	0
Total			**30 students**	**55**

Formula: NA = PS x (100 %) SM
Where   :   NA = Final Score
                           PS = Score Obtained
                           SM = Maximum Score
Therefore, NA = 55 X (100%) 120

$$NA = \overline{120}^{55} \times 100\,\%$$
$$NA = 0{,}46 \times 100\%$$
$$NA = 46\%$$

As showed in the data, 46% students agreed that the teacher should be more active than students. However, 54% students disagreed. They claimed that the students should be more active than teacher. Due to, the students would train their skills if the teacher gave the big chance to them. They could elaborate, add their insights, and more practice to communicate. It could motivate them to study hard and seriously. They said the teacher should be just a facilitator that could facilitate them in learning.

On the other hand, the students should being an active speaker in the classroom. They claimed for having a fluent English, more practice were very needed. Around 77,5% students wanted to be an active speaker in learning process in which they exchange ideas about a number of speaking issues discussed for the purpose of solving a problem, answering questions, enhancing their knowledge of understanding, or making a decision. Language teachers should consider that, in their language classes, they need to include meaningful interactional activities that encourage student participation, which in turn would assist the development of the learners' speaking skills in the classroom (Sanchez, 2017). The data was shown in the table below.

Questions	Items	Value	Respondent	Score
Apakah kamu setuju jika peran siswa didalam pembelajaran berbicara Bahasa Inggris adalah sebagai pembicara yang aktif?	SD	1	0	0
	D	2	1	2
	A			
	SA	3	25	75
		4	4	16
Total			**30 students**	**93**

Formula : NA = PS x (100 %) SM
Where   :   NA = Final Score
                      PS = Score Obtained
                      SM = Maximum Score
Therefore, NA = 93 ̶X (100%) 120
$$NA = {}_{120}{}^{93} \times 100\,\%$$
$$NA = 0{,}775 \times 100\%$$
$$NA = 77{,}5\%$$

In contrast to the table above, around 59% students disagreed if their role were just being an active thinker. They claimed that think without practice was nothing. Especially, in learning speaking, practice was very needed to enhance the speaking skills. Therefore, they could speak English fluently. As showed in the following table.

Questions	Items	Value	Respondent	Score
Apakah kamu setuju jika peran siswa didalam pembelajaran Bahasa Inggris lebih baik menjadi pemikir yang aktif dibanding dengan pembicara yang aktif?	SD	1	1	1
	D	2	18	36
	A			
	SA	3	10	30
		4	1	4
Total			**30 students**	**71**

Formula : NA = PS x (100 %) SM
Where: NA = Final Score
                        PS = Score Obtained
                        SM = Maximum Score
Therefore, NA = 71 X (100%) 120

$$NA = \frac{n}{m} \times 100 \%$$

NA = 0,59 x 100%
NA = 59%

        To conclude the data of need analysis, the researcher found that the students lacks in learning speaking was vocabulary (92%). They had limit vocabulary. It made they faced the difficulties to generate the ideas. For the material input, the students needed a lot of interactive pictures (92%) in their material book. It could made them understand the material easily. Also, it could attract their attention to learn speaking. Likewise pictures, they needed the visual aid like video (90%). They claimed that learning speaking from video could promote the speaking components like vocabulary, pronunciation, grammar, fluency, comprehension, self confidence, and critical thinking. There were many kinds of task for practicing speaking but the students needed integrated task (84%) for enhancing their skills. It could be in dialogue form or story telling. Speaking was not easy, some students claimed that they often felt nervous. In order to avoid it, they wants a group setting classroom (77,5%). In which they could practice speaking and exchange their ideas with their team mate. They said that they more confidence if they spoke to their friend. They said the discussion method (75%) was the best method that could displayed the group setting practice. Through the discussion, their role as the active speaker (77,5%) and the teacher as the facilitator. The students wanted after learning speaking, they did not only could speak fluently but also could boost their critical thinking (70%). Therefore, they needed a material that could combined these all things. So, the researcher would develop the material based on the target and learning needs of the students above.

2. Materials Development

        Materials development was both a field of study and a practical undertaking. As a field it studied the principles and procedure of the design, implemention and evaluation of language teaching materials. As an undertaking it involved the production, evaluation and adaptation of language teaching materials, by teacher for their own classroom and by materials writers for sale and distribution. After analyzing the data had been known the appropriate material used by the students. The materials would be developed the materials to be developed were compiled

according to the result of the data that has been collected. In this research developing English speaking materials were done by several steps, namely; 1) existing the speaking materials, it was to know the materials had been material that already existed and studied by the students from the textbook (When English Ring a Bell), 2) Designing the new materials, 3) Validating the materials by the expert, 4) Revising the materials, the last 5) Final Product.

1) Existing Materials

After gathering the data, the researcher identified existing materials used by the midwifery students in STIKES PadangSidempuan. The students used the textbook entitled "*English in Midwifery Practice*". Then, the researcher observed and read the textbook to analyze the relevancy of the book. The researcher found the English speaking materials in the textbook were less relevant.

There were less explanation about the materials and the lack of tasks that made students practice English. Therefore, the students were difficult to understand the materials. Actually each material had followed the learning activities according to curriculum 2013, namely: observation, questionning, exploring, associating, communicating but the activity in each unit still did not provide the standard competency. Therefore, the students did not have a broad knowledge and being a passive learner. In addition, in each unit of the materials provided a little task and the task focused on writing and reading. The kind of tasks in this book such as fill in the blank, vocabulary meaning, and writing. As the result of need analysis, the students needed more practice in speaking English by utilizing the integrated task like dialogue. Also, they wanted a discussion task (grouping practice) in order to boost their confidence in speaking English and their critical thinking. However in that book, there were not grouping task.

Another data was this textbook mostly used Indonesian. There was a little bit English but Indonesian was dominant. It showed that this book was not relevant to be used in teaching English speaking. As the data from the need analysis, the students were lacks of vocabularies. Therefore, they needed to have many vocabularies. How they could enhance their vocabulary if the book did not provide it. also, the materials which was written in Indonesian could not attract their attention to learn English.

The next data was this book did not provide many pictures. Only some units that provided it and the color of the pictures were black and white. It could not attract the students' attention to learn. Also, the students were faced the difficulties to understand the material due to they could not see the pictures clearly. As shown in the data of need analysis, the students needed media such as pictures and video to make them understand the materials easily. Therefore, it could not make them felt bored in learning English. In addition, there was not video or link of the video. Video was needed by the students to enrich their vocabularies, train their pronunciation, and understand the content easily. It also made the classroom atmosphere was fun and joyful.

2) Designing the New Materials
a. The Title

The title for unit 1 was *"What to Know about Medical Identity?"*. It emphasized the topic about how to ask the patient about the medical data and how to fill it in the report".

The title for unit 2 was *"Appropriate Prescribing of Medication"* It emphasized the topic about how to give the instruction of the usage of the medication to the patients and the procedure of it. For the data as showed in the table 4.8.

Table 10. Comparing Materials

No	Existing Materials	Developing Materials
1.	Asking – Filling in Medical Report	What to Know about Medical Identity?
2.	Explaining Procedure	Appropriate Prescribing of Medication

b. Input

There were five inputs for each unit. The inputs are the same as those in unit 1, they were: pictures, short dialogues, text, soft discussion and videos.

c. Language

The language was based on the syllabus. All of unit focus on language focuses on grammar, vocabulary (alphabet) and pronounciation (sound). All of the materials were written in full English.

d. Activities

The steps of activities in all units are the same. The steps of the activities follow the learning process of curriculum 2013 that was combined with the process of project-based learning.

e. Media

The media that were used in each unit were pictures and videos. As Hutchinson and Water (1987) said that good materials should cover; input, language content, language focus and task. So, the structure of the course book would be organized by combining those elements and the task framework. The task framework were consisted of three main phase (Willis, 1996):

a. Pre-task: introducing topic and task prepared learners to perform tasks in ways that promote acquistion. It could be done through: picture, brainstorm words, associated with the topic, they are useful to activate students' knowledge and direct the students to the task.

b. Task cycle: offered learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. There were three component of a task cycle:

c. Task: learners used whatever language they can master, working simultaneously, in pairs or small group to achieve goials of the task.

d. Post-task language focus: provided an opportunity for students to reflect on their task and encouraged attention to from, in particular to problematic forms which demonstrated when learners had accomplished the task.Then, the structure of the English speaking materials were formulated as follows :
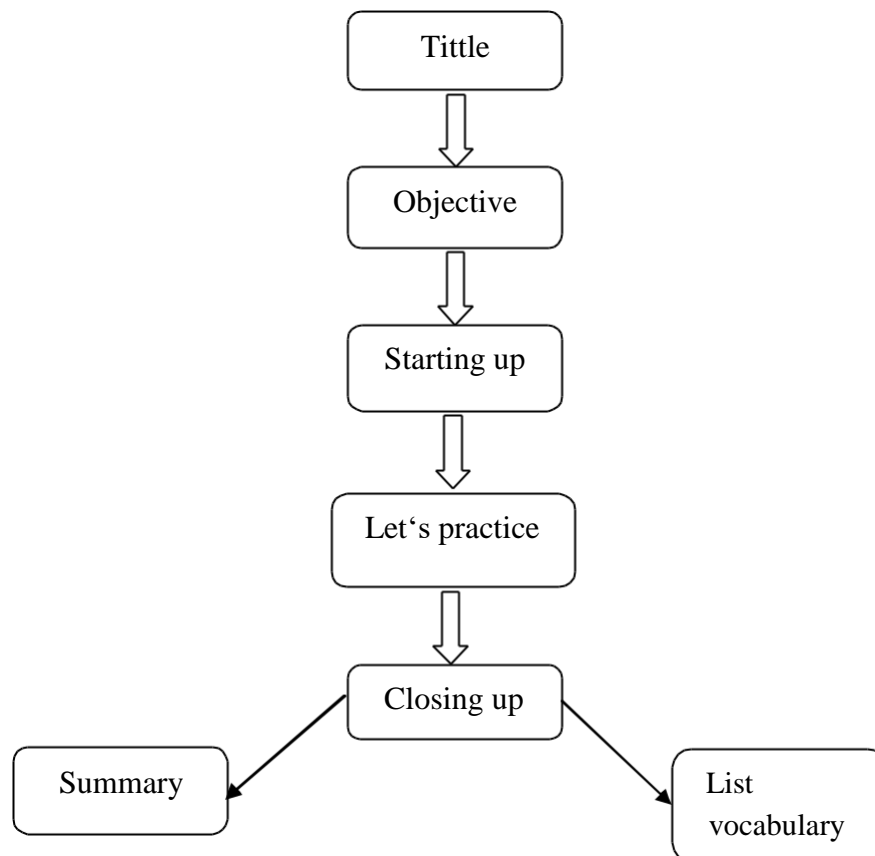
Figure 4.1. The Structure of English Speaking Materials

a. Tittle, it was a label of information that described in the content of materials.
b. Objective, it was goals that the student should achieved when using the speaking materials as source of learning. By describing the goals the students motivated in teaching and learning process.
c. Starting up, was played a number of role.It created a context of knowledge for the competence of the input. It also activated the students' minds and gets them thingking and it revealed what the students already know in terms of knowledge and content.

d. Let's practice, this section contains several tasks that need to be done by the students, the tasks were designed in order to help and case the students to promote their speaking skill.
e. Closing up (language focus and language reference), this section contains information about the language from that relate with the grammar and vocabulary language function and sentence contruction

3. Expert Validation

After designed the new materials was developed, the materials were evaluated by the experts to know if it had been appropriate or not. It was an activity to validate the design. The evaluation was conducted by giving questionnaire to the expert. There was a expert who evaluate the new English speaking materials based on the Project-Based Learning, He is a professor in Universitas Muslim Nusantara Al Washliyah Medan. His name is Prof. Dr. Ahmad Laut Hasibuan, M.Pd. The experts determined whether it has been proper or not.

The questionnaire adapted from *Badan Standard Nasioal Pendidikan* and consist four aspects. They were content appropriateness., language appropriateness, and layout appropriateness. It could be seen in Appendix A.3.

4. Revising the Materials

The expert had been judged the materials. He said that the materials was good enough. It could full fill the standard of the students' competency. It also provided some activities that related to enhance the students' speaking skills. The materials involved the curriculum process in teaching and learning. In addition, the materials could full fill the students' needs based on the questionnaire of need analysis. However, there was a revision from the expert about the picture in the materials and the cover. The picture should be bigger and could attract the students. Then, the cover should be more color full and add picture. Therefore, it could attract the students' attention to learn speaking.

5. Final Product

The last step of this research was writing the final product of the materials. After validating and revising the materials, the researcher designed the final Product of the materials. The final product of the materials was the revised based on the suggestion from the expert. After the material validated by expert, the result showed that the materials are appropriate to be used by the midwifery students at STIKES DARMAIS Padangsidimpuan.

C. Discussion

The researcher was focused on developing English speaking materials based on project-Based learning for midwifery students. The ADDIE model was used in this research. The needs analysis was conducted during one weeks, it was 8-15 June 2023. The questionnaire were administered to the students. There were 15 questions were distributed to 30 students. Those were used to get the information about students' needs. The needs analysis was divided in two parts, those were target needs and learning needs.

Target needs were what the learners need to do in the target situation it was consisted the term of need, lack, and wants. For the needs, the students needed integarated task to be displayed in order to develop the speaking skills. The lacks, most of the students were lack of vocabulary. In the term wants, most of the students wanted English can speak English fluently and also develop their critical thinking. Based on this result, the researcher designed a new topic in each unit that could be more interested and motivated the students to practice English.

The second need was learning needs. The students' learning needs were found in the items which are categorizes as input, procedure, setting, and the learner's role. The need analysis result

showed that the students preffered pictures and video as the input of speaking, in term of procedure, the discussion method was chosen. Moreover, the students wanted a group setting in the classroom. They needed the interlocutor that could boost their confidence. Furthermore, for the learners' role, they wanted to be an active speaker in the classroom but the teacher were being a facilitator.

After the need analysis had been conducted, the next step was formulating a course grid and wrote the first draft of the speaking materials. The results of need analysis were used as a basis to develop the course grid. The speaking materials based on Project-Based learning contains of two units, those were: "*What to Know about Medical Identity?" and "Appropriate Prescribing of Medication"*. Each unit consisted of 5 learning process of curriculum 2013, namely: observation, questioning, exploring, associating, and communicating. After the materials developed, the next step was expert judgment process. The materials were evaluated by a expert in the field. The criteria of expert judgment were based on the *BSNP* standard (Content, language use, methodology and layout)

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher was focused on developing English speaking materials based on project-Based learning for midwifery students. The ADDIE model was used in this research. The result of needs analysis showed two parts, those were target needs and learning needs. After gathering the need analysis, the researcher formulated a course grid and wrote the first draft of the speaking materials. The speaking materials based on Project-Based learning contains of two units, those were : "*What to Know about Medical Identity?" and "Appropriate Prescribing of Medication"*. Each unit consisted of 5 learning process of curriculum 2013, namely: observation, questioning, exploring, associating, and communicating.

B. Suggestion
1. Teacher
For the English teachers, they should analyze the target and learning needs for students to choose the most appropriate and best materials for the students. The appropriate materials make the students interested to achieve the goal of learning. The learning process could be succesful if the speaking materials were useful for the students' in term of enhancing their speaking skills
2. Students
For the students, they could use the developed speaking material for practice in developing their speaking ability.
3. Further Researcher
For the further researchers, they could develop the speaking materials based on project-based learning for other skills.

COMPETING INTERESTS

The author has no competing interests to declare.

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HOW TO CITE THIS ARTICLE:

Nasution, B., Arfanti, Y., Tambusai, A., Asnawi, Hasibuan, A. L., & Siregar, R. J. (2022). Developing English Speaking Materials Based On Project Based Learning (Pjbl) At Stikes Darmais Padangsidimpuan. *Seybold Report Journal, 18(05)*, 63-105. DOI: https://doi-ojs.org/10.5110/77.9118

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