

THE IMPLEMENTATION OF PROJECT BASED LEARNING MODELS TO IMPROVE STUDENTS' SPEAKING SKILLS

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Abstrak

Pembelajaran Berbasis Proyek adalah pendekatan pembelajaran yang melibatkan siswa dalam proyek komprehensif yang menghasilkan keluaran publik seperti produk, publikasi, atau presentasi. Keterampilan berbicara memegang peranan penting dalam meningkatkan kemampuan komunikatif siswa. Dengan menguasai keterampilan berbicara, siswa dapat memahami materi pembelajaran secara kritis. Namun berdasarkan observasi di SMP Negeri 4 Bojonegoro, kemampuan berbicara siswa masih tergolong rendah. Penelitian ini bertujuan untuk mengetahui apakah penerapan model Project-Based Learning dapat meningkatkan keterampilan berbicara siswa. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dan dilaksanakan dalam tiga siklus. Data dikumpulkan melalui tes, observasi, dan wawancara. Tes digunakan untuk mengukur kinerja keterampilan berbicara siswa, observasi digunakan untuk memahami penerapan Pembelajaran Berbasis Proyek selama proses pengajaran. Hasil penelitian menunjukkan bahwa keterampilan berbicara siswa meningkat dari satu siklus ke siklus berikutnya. Pada siklus I nilai rata-rata siswa sebesar 66,125, pada siklus II meningkat menjadi 72,875, dan pada siklus III berikutnya meningkat menjadi 75,25. Sedangkan hasil observasi dari pre-test hanya sebesar 49%, sedangkan pada post-test akhir diperoleh skor sebesar 81%. dapat disimpulkan bahwa model Project-Based Learning dapat meningkatkan keterampilan berbicara siswa.

Abstract

Project-Based Learning is a learning approach that involves students in comprehensive projects that lead to public outputs such as products, publications, or presentations. Speaking skills play a crucial role in enhancing students' communicative abilities. By mastering speaking skills, students can critically understand the learning material. However, based on observations at SMP Negeri 4 Bojonegoro, students' speaking skills are still relatively low. This research aims to determine whether the implementation of the Project-Based Learning model can improve students' speaking skills. The research uses the Classroom Action Research (CAR) method and is conducted in three cycles. Data is collected through tests, observations, and interviews. Tests are used to measure students' speaking skill performance, observations are used to understand the implementation of Project-Based Learning during the teaching process. The research results show that students' speaking skills improved from one cycle to the next. In cycle I, the average score of students was 66.125, in cycle II, it increased to 72.875, and in the subsequent cycle III, it further increased to 75.25. Meanwhile, the observation results from the pre-test were only 49%, whereas in the final post-test, a score of 81% was obtained. it can be inferred that the Project-Based Learning model enhances students' speaking skills.

Keywords: *Project based learning, Speaking Skills*

INTRODUCTION

English has become a language that has an important role in the global society. English is considered an international language that has been extended to various aspects of global society. Mastering English is very important for communication, especially in the academic field. Many teachers and instructors recommend that their students have good communication skills to support their learning. Speaking skill is an important skill because it is one of the keys to English communication. According to (Rao, 2019) Speaking skills are the most important skills for acquiring foreign or second language learning. Students should have the ability to speak English to communicate with others. Speaking ability means the ability to master the English language. By mastering speaking skills, students can have conversations with others, express ideas, share information, and people will be able to know the situation happening in the world (Laur, 2013, p. 12).

Based on the above skills, the need for English speaking skills is an unavoidable need in this era of globalization. Speaking is a functional oral language skill for students. However, for students, speaking English fluently is a tough 1 2 challenge because students do not use English as a language of daily communication. speaking requires the development of speech processing and oral production skills, which almost always include accurate pronunciation, grammar, and vocabulary, as well as information sequencing and discourse organization (Hinkel, 2017). Speaking is one of the most important skills to be developed and improved as a means of effective communication (Leong & Ahmadi, 2017).

Initial observations made by the researcher on 08 February 2023, while conducting School Field Introduction (PLP) activities and interviews at SMP Negeri 04 Bojonegoro, showed that students have low speaking skills. This can be seen from students' use of language that is not standardised and convoluted, their speech is stuttered so that the content of the conversation becomes unclear, students' lack of courage to speak in front of the class, and some students are reluctant to answer the teacher's questions for reasons that are not clear. embarrassed and afraid to give the wrong answer. As a result of these problems, students become passive learners in the classroom, which also causes their disinterest in learning English. At that time, educators, especially English teachers, were faced with the challenge of motivating students who had low enthusiasm for speaking English. This situation makes teachers think of ways or strategies that they will apply to foster students' interest in learning English.

One learning model that can be used to overcome these problems is the implementation of a project-based learning model. Project-based learning is a comprehensive approach to classroom teaching and learning designed to engage students in the investigation of authentic problems. Project-based learning is one of the recommended methods to use. According to Bell (2010) Project-Based Learning refers to a method that allows students to design, plan, and carry out extended projects that produce publicly exhibited outputs such as products, publications, or presentations (Haerani & Jatiraga, 2019). This learning model can make an

interaction in the class, so teachers can easily teach their students because teachers know what their students want.

The purpose of the project-based learning model is to improve students' speaking skills, because through project learning, students are directly involved in making a project so that they can better understand and develop their speaking skills. In addition to improving speaking skills, project-based learning can also increase learning motivation, improve problem solving ability, and develop students' creativity. According to (Hugerat, 2016) under a project-based teaching strategy, students conduct scientific investigations using a variety of scientific methods, including field trips and experiments. This seems to have improved their attitude and motivation to learn. Therefore, the implementation of project-based learning makes it possible to improve students' speaking skills.

Based on the exposure of learning problems above, the researcher is interested in conducting a classroom action research on the implementation of project-based learning model to improve students' speaking skills. The novelty of this research with previous studies lies in the result of the project, the projects resulting from this study are in the form of video vlogs and drama projects. Also from its purpose, previous research focused on how to improve students pronunciation and activeness, while this research focused on how to improve students speaking skills and courage in speaking English. The method used in this study is project-based learning which is suitable for students in classroom action research, as this method values students' ability to demonstrate their oral ability in their own way. The purpose of this classroom action research is to improve speaking skills using project-based learning model for teaching and learning process. It is hoped that this research on the implementation of Project-based learning can improve students' speaking skills.

Based on the problem above, the reseatcher formulates research problems such as:

- (1) How is the implementation of Project Based Learning model in teaching junior high school?
- (2) Can Project Based Learning improve the students speaking skill?

LITERATURE REVIEW

Speaking

Speaking is one of the abilities to communicate with others through language media. Speaking is a form of speech act in the form of sounds produced by speech organs accompanied by gestures and facial expressions (Agus Setyonegoro, 2013). Mulgrave states that speaking is a tool for communicating ideas that are organized and developed according to the needs of the listener or listener (Fakhroh & Hidayatullah, n.d.). Based on some of the above definitions, it can be concluded that speaking is a skill to utter language sounds to convey messages in the form of ideas, ideas, intentions or feelings to others. A person through speaking tries to express his thoughts and feelings to others orally. It deals with the first subsection of literature review

Speaking skills

According to (Ratnasari & Zubaidah, 2017). Speaking ability is a form of oral communication that serves to convey intent or information so that others can understand what is conveyed. Skill is the ability, sophistication, or ability to do something well and carefully. Speaking skills as a medium to develop and broaden horizons (Harianto, 2020). Speaking skills can be learned. Learning speaking skills is an effort to be able to speak well. Speaking skills are easier to develop if students get the opportunity to communicate something naturally to others (Permana, 2015). The purpose of speaking in this study is focused on conveying information to listeners. The speaker explains and informs something so that the listener becomes aware and understands new information and experiences through speaking skills.

Project Based Learning

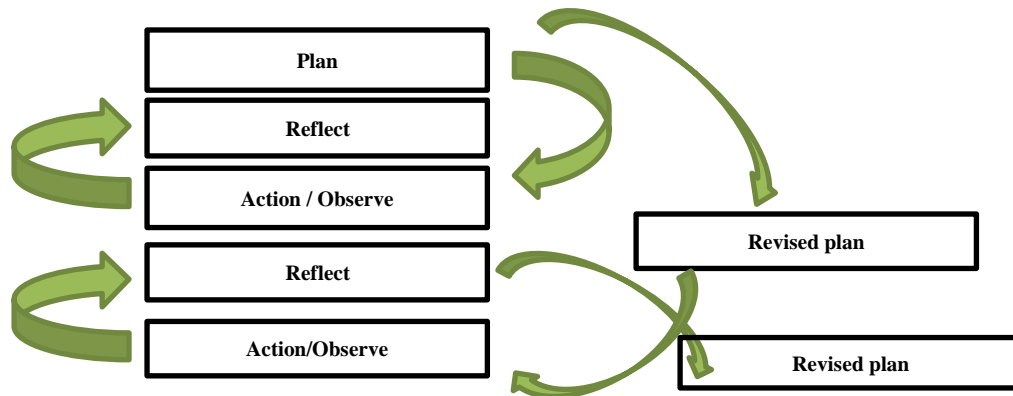
According to (Ichsan et al., 2017) Project Based Learning refers to students designing, planning, and executing an extended project that results in a publicly exhibited output such as a product, publication, or presentation. Project work contains complex tasks based on challenging questions and problems and requires students to design, solve problems, make decisions, carry out investigative activities, and provide opportunities for students to work independently Thomas, et al (Sari, 2018). In addition, they have more opportunities to speak. Furthermore, they are motivated to bring dictionaries to help themselves in learning speaking skills. Also, Project Based Learning activities (Herlina Dewi, 2016). From the explanation above, it can be concluded that Project-based learning is a learning activity that uses projects or activities as a learning process to achieve competencies in attitudes, knowledge and skills (Banawi, 2019). Some of the advantages of project based learning are : Increase motivation, Improve problem solving skills, Enhance collaboration, Improving resource management skills. And the disadvantages of project based learning include : each subject has its own difficulties, which cannot always be met in projects. (e.g. in religious studies) because students' activities are focused on work that is similar to the actual situation (direct observation), It is difficult to choose the right project, It is not an easy task to prepare, It is difficult to find appropriate reference sources (Sari, 2018).

METHOD

Design Of Research

The design used in this research was Classroom Action Research (CAR). Because it aimed to increase the result of the teaching and learning process. Classroom action research is a study of learning activities in the form of an action (Alawiyah, 2017) which was deliberately carried out, and occurred in a class together. Therefore, it meant that classroom action research was a research which was conducted in the classroom.

This is planned so that in the teaching and learning process it is expected that the learning outcomes of students' speaking skills can improve. Each cycle consists of four stages, namely: (1) planning; (2) action; (3) observation; and (4) reflection. The first cycle is carried out as a reference for reflection on the implementation of the next cycle. This research procedure uses a spiral scheme model from Hopkins which consists of 4 stages (Purohman, 2018) , namely: (1) planning; (2) action; (3) observation; and (4) reflection. The following is the flow of classroom action research according to hopkins :



Picture 1 Hopkins Class Action Reserch Spiral

Data Collection Techniques

Data collection techniques used are observation, test interviews and documentation. The research instruments used in this study consisted of: (1) Learning Implementation Plan, (2) Learner Worksheet (LKPD), and (3) speaking skill test questions. used in the subject class, the research instrument was tested for validity first. The validity test used in this study is the validity of triangulation After the research instrument is valid, research is carried out on the class. The test that has been given to the class will obtain data on the results of speaking skills and then the data is analysed. The data in this study include pretest and posttest scores, as well as oral tests of speaking skills .

Techniques Analysis Of The Data

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, breaking it down into units, synthesizing, compiling into patterns, choosing which ones are important and which ones will be studied, and making conclusions so that they are easily understood by oneself and others. The quality of students' speaking ability is seen from 5 aspects, namely the content of speech, word choice, voice quality, fluency, and attitude. Data analysis techniques in this class action research (CAR) are used to determine whether

students have increased understanding and learning outcomes as expected after being given action. Data analysis techniques in stages, namely data reduction, data presentation and conclusion drawing. The data collected by qualitative and quantitative data analysis the quantitative data used to analyze the data from the result of teaching and learning process. It was done to compare the students speaking skill before and after the project based learning was applying or the result of pre test and post test.

FINDINGS AND DISCUSSION

FINDINGS

Speaking skill is the ability to express ideas, thoughts, or information in verbal form. Therefore, every learner must improve their speaking skills in order to be able to communicate fluently in the international world. However, learners' English language skills, especially speaking skills, are greatly influenced by the right teaching method. In the application of this method, the educator performs several steps such as starting the task, where the teacher greets the learners, checks attendance and conveys the objectives of the learning. Learners brainstorm and activate their prior knowledge. The teacher can also show pictures or videos related to the task to be done by the learners. Learners can also communicate or discuss with their group mates.

The next step learners develop tasks, they work on tasks given outside of school with friends in the same group, learners can still ask the teacher or other friends if they experience problems. Then learners convey or present the results of work that has been done with group friends where learners can bring tools or media such as power points or images so that they have the opportunity to explore their speaking skills either in groups or individually. while the instructor can conduct assessment during the student's presentation. The next step is assessment which can be done by the teacher and classmates, with the instructor or classmates give comments or suggestions on the performance that has been carried out, then the teacher can also reflect on the learning that has been done.

The research results obtained from the interviews show that the use of project-based learning teaching method contributes significantly in improving students' speaking skills, learners follow the learning actively. They are happy to do the tasks given. Very significant changes also occurred in the motivation and interest of students, although there are still some of them who are still passive, while the main objective of this study can conclude that the general speaking skills of students also experienced good changes. The results of this study were also supported by the students' pre-test and post-test. The analysis showed that the average score of each student's post-test increased. The average of students' pre-test and

post-test scores can be seen in the table below:

1. Table of Pretest and Posttest Results Students' speaking

Test	Mean Score	Students passed ≥ 70	Students Failed ≤ 70	Complete Percentage
Pre-test	55,375	4 (12, 5%)	28 (87, 5%)	12, 5%
Post-test (cycle 1)	66,125	8 (25%)	24 (75%)	25%
Post-test (cycle 2)	72,875	22 (68, 75%)	10 (31, 25%)	68, 75%
Post-test (cycle 3)	75,25	27 (84, 38%)	5 (15, 63%)	84, 38%

From the data in cycle 3 test showed that the mean of students' Score was higher than the mean of students' score in pre-test and the mean score of pos-test in cycle 1 and cycle 2 test. In the last of cycle 3, all of the students got the score above 70. The higher score was 100. So, it could be concluded that there was an improvement of students' speaking mastery by impenmentation of Project based learning model at eighth grade students of the SMPN O4 Bojonegoro. There were several positive aspects that the researcher found after implementation Project based learning model in improving students' speaking skills, those are:

1. Speaking aspect, the students speaking skill was improved through Project Based Learning model. The students became more active during the learning process, the improvement of the results of the action can be seen from the comparison between the mean score of pre-test (55,375) and the mean score of post-test, either post-test in cycle 1(66,125), cycle 2 (72,875) or cycle 3 (75,25).
2. Aspect of implementing the Project based learning model, Project based learning model can be implemented effectively in the speaking class. When doing the activities the class became alive. It was proven with the improvement of students' participation in teaching and learning process and also it can be seen from the results of observation sheet that is: 49% in observation sheet of pre-test and 81% in observation sheet of post-test.
3. Aspect of activities, the interaction and communication among the teacher and students in classroom were not feeling bored, it because the researcher coupled the project based

learning model with game, so the researcher easier to applied Project based learning model when the students were fun in the class.

4. Aspect of problem, before the researcher applied Project based learning model, the students got some problem in learning English especially speaking. But after the researcher applied Project based learning model and coupled with other activity the students' anxiety in making mistakes was reduced and also their speaking skill was improved. It can be seen from the results of post-test in cycle 3 and the results of observation sheet in post-test.

DISCUSSION

Based on the interview and test analysis, the researcher investigated the students improvement during the teaching and learning process based on the interview guide, the interview was conducted to find the improvement result of the research from the students side as the subject of teaching and learning process through implementation of Project based learning. From the interview, the researcher found that the students were enjoying the teaching and learning process. Based on the interview, it could be seen that there was the improvement of the students interest. It could make the students learn speaking easily and they got new atmosphere in the class.

It can be concluded that from the research results, it is found that this method can be considered an alternative in the learning process and has advantages for both teachers and students because it is one of the good methods that can enhance students' motivation, interest, creativity, and teamwork while still aligning with the agreed-upon learning objectives. Learning objectives determine the learning outcomes and teaching focus. They help clarify, organize, and prioritize learning.

Furthermore, this research finding is similar to previous research conducted by two researchers, namely Pratiwi, S, with the title "Project-Based Learning to Improve Student Motivation and Learn Speaking Skills" and Elen Nokalia, with the title "The Effect of Project-Based Learning in Enhancing Students' Speaking Abilities," conducted on 10th-grade students at SMAN 1 Simeulue Timur. This research reveals findings that students' speaking skills improved with the implementation of project-based learning.

Based on the discussion, students greatly benefited from the advantages provided by the Project Based Learning approach. As seen from the students' statements, Project Based Learning contributes to the improvement of students speaking skills and helps enhance

their motivation in learning speaking skills. Detailed information has verified that Project-Based Learning has the potential to motivate, empower, and challenge language learners, typically resulting in increased learner confidence, self-motivation, autonomy, and improved language skills, content learning, and cognitive abilities (Fried-Booth, 2002; Simpson, 2011).

In short, Project-Based Learning is effective in improving the speaking skills of junior high school students. Junior high school students at their language level may encounter some difficulties in completing projects, but when they learn and collaborate in groups and are guided by teacher assessments, they can gradually improve their abilities and have greater motivation to learn speaking skills.

CONCLUSION

The Implementation of the Project Based Learning model that can improve the students speaking skills of eighth grade A SMPN 04 Bojonegoro can be done through: a) conveying the competencies that will be achieved, b) making individual video vlog projects and forming heterogeneous groups for mind mapping projects, c) asking basic questions about school holiday experiences, d) determine the project to be done, e) facilitate students if there are questions about tools and materials, f) provide opportunities for students to discuss with their groups, g) develop a schedule with their groups, g) preparing a schedule, h) explaining how to make a good project, i) monitor student activities, i) explain how to present good project results, k) evaluate students, and l) reflecting on the students' experience while working on the project.

Improvement of student speaking skills of eighth grade students in SMPN 04 Bojonegoro after learning by implementation the Project-Based Learning model can be seen from the comparison of the average score of the pre-cycle, cycle 1, cycle 2 and cycle 3 results. The average pre test result is 55, 375, while the average post test score in cycle 1 is 66, 125, the average post test score in cycle 2 is 72, 875 and the average post test score in cycle 3 is 75.25. This means that the average post test score in cycle 3 is higher than the test in the pre test and post test cycle 1 and cycle 2.

The improvement of students speaking skills is also supported by the improvement of teaching and learning process in the classroom. By practicing to speak in every meeting, the students were more motivate to speak. The evidence of the improvement can be seen in the results of students' interview that can be said that Project Based Learning is the appropriate learning models to solve the students' problem in speaking class. These were the students' problem in learning speaking. The problems faced by the students previously had disappeared

because the researcher applied Project based learning model as a learning method in teaching speaking.

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