

USING PROJECT-BASED LEARNING TO IMPROVE SPEAKING SKILLS

Cecep Maulana¹, Suparmadi²

STMIK Royal, Kisaran

e-mail: ¹cecep.maulana1977@gmail.com, ²suparmadi43@gmail.com

Abstract: This research was based on improving speaking skills through project-based learning. The main objective of this research is to determine the impact of Project-Based Learning (PBL) on enhancing students' speaking abilities. This study was conducted with students from class SI 2 H at STMIK Royal Kisaran, involving 32 students. The research data consists of qualitative data, obtained through the analysis of questionnaires and interviews. The results of this study indicate that the influence of Project-Based Learning can improve students' speaking abilities. Based on qualitative data, the implementation of the Project-Based Learning method provides students with more opportunities to speak in English. The students become more confident in speaking English and participate actively during the teaching and learning process. The use of English in the classroom helps students become more familiar with the language. The results from the questionnaires and interviews show that the Project-Based Learning method can enhance several aspects of speaking skills, such as pronunciation, fluency, comprehension, grammar, and vocabulary. The result showed that there were 13 who strongly agree and there were 18 students agree, 13 students with 5 score for strongly agree, the score will be 138, and it is mean is 4.43. Thus, number 1 has a „High” category. The high category covers 3.76 - 4.50. It can be concluded that students' speaking skills can be improved through the implementation of Project-Based Learning, which also provides opportunities for students to be more creative and engaged in interactions.

Keywords: Project-Based Learning (PBL); speaking skills.

Abstrak: Penelitian ini didasari oleh peningkatan keterampilan berbicara melalui pembelajaran berbasis proyek. Tujuan utama penelitian ini adalah untuk mengetahui dampak Project-Based Learning (PBL) terhadap peningkatan kemampuan berbicara mahasiswa. Penelitian ini dilakukan pada mahasiswa kelas SI 2 H STMIK Royal Kisaran dengan melibatkan 32 mahasiswa. Data penelitian terdiri dari data kualitatif yang diperoleh melalui analisis kuesioner dan wawancara. Hasil penelitian ini menunjukkan bahwa pengaruh Project-Based Learning dapat meningkatkan kemampuan berbicara siswa. Berdasarkan data kualitatif, penerapan metode Project-Based Learning memberikan kesempatan lebih banyak kepada mahasiswa untuk berbicara dalam bahasa Inggris. Mahasiswa menjadi lebih percaya diri dalam berbicara bahasa Inggris dan berpartisipasi aktif selama proses belajar mengajar. Penggunaan bahasa Inggris di kelas membantu mahasiswa menjadi lebih akrab dengan bahasa tersebut. Hasil kuesioner dan wawancara menunjukkan bahwa metode Project-Based Learning dapat meningkatkan beberapa aspek keterampilan berbicara, seperti pengucapan, kelancaran, pemahaman, tata bahasa, dan kosa kata. Hasil penelitian menunjukkan bahwa terdapat 14 mahasiswa yang sangat setuju dan 18 mahasiswa setuju, 13 mahasiswa dengan nilai sangat setuju 5, maka diperoleh nilai 138, dan rata-rata 4,43. Dengan demikian, nomor 1 mempunyai kategori tinggi. Kategori tinggi mencakup 3,76 – 4,50. Dapat disimpulkan bahwa keterampilan berbicara mahasiswa dapat ditingkatkan melalui penerapan Project-Based Learning yang juga memberikan kesempatan kepada mahasiswa untuk lebih kreatif dan terlibat dalam interaksi.

Kata kunci: Pembelajaran Berbasis Proyek (PBL); keahlian berbicara.

INTRODUCTION

In today's globalized world, proficiency in speaking is a vital component of effective communication, crucial for personal, academic, and professional success. especially in teaching grammar by using technologies (Aisyiyah et al., 2024). An innovative approach gaining traction in educational circles is Project-Based Learning (PBL). PBL shifts the focus from passive learning to active, experiential engagement, providing a dynamic framework for language acquisition. This introduction explores how PBL can significantly enhance speaking skills, highlighting its principles, benefits, and practical applications in the classroom and Analysis of the Implementation of Project-Based Learning Methods in Teaching English Speaking Skills (Suminto et al., 2024). An innovative educational strategy that has garnered significant attention for its effectiveness in developing speaking skills is Project-Based Learning (PBL) at STMIK Royal Kisaran, particularly for the SI 2 H class, PBL presents an invaluable opportunity to transform the way students learn and use English. This introduction delves into the principles of PBL, its benefits for enhancing speaking skills, and practical applications within the context of SI 2 H at STMIK Royal Kisaran.

There were several indicators of students' low speaking skills, including: (1) mispronunciation of English words; (2) limited vocabulary; (3) poor grammar; (4) inability to understand what they learn and speak, which makes the content of their speeches unclear; and (5) inability to speak fluently. For ideal teaching, students need more time to practice speaking skills or students' performance in speaking english (Jusuf et al., 2021). Lecturers must design effective lessons to improve students' speaking abilities, as the goal of language learning is to help learners communicate with others. To address this need, the researcher proposes developing students' speaking skills by

focusing on motivation, learning methods, and material tailored to students' needs. The components of English speaking skills to be taught and studied in an English speaking class include pronunciation, vocabulary, grammar, fluency, and comprehension. As we know, it is essential to investigate students' efforts to achieve success in speaking English (Anisah & Hamid B, 2023). In this case, the researcher implements Project-Based Learning to improve students' speaking skills.

Project-Based Learning is an instructional using authentic, real-world project, based on a highly motivating and engaging question, task, or problem to teach students academic content in the context of working cooperatively to solve the problem by providing Project-Based Learning is an instructional approach that engages students in learning through the active exploration of real-world problems and challenges. Key principles of PBL include as : Instructional Innovation: Learning Review (Rahim et al., 2023)

1. **Student-Centered Learning:** PBL shifts the focus from lecturer-led instruction to student-driven learning. In this model, students take charge of their own learning, fostering greater engagement and ownership of their educational journey.
2. **Inquiry and Exploration:** Students are encouraged to ask questions, conduct research, and explore various topics deeply. This inquiry-based approach promotes critical thinking and problem-solving abilities.
3. **Collaboration and Communication:** PBL emphasizes teamwork and collaborative learning. Students work together on projects, necessitating clear and effective communication. This collaborative environment is ideal for practicing and improving speaking skills.
4. **Authentic Assessment:** Unlike traditional assessments that often rely on standardized tests, PBL employs authentic assessments that evaluate

students' ability to apply their knowledge in real-world contexts. This approach provides meaningful insights into their speaking abilities.

Project-Based Learning provides activities that give students the opportunity to improve their speaking skills across various areas of learning in English language teaching (Adilah, 2023). By engaging in different projects, students can enhance their vocabulary mastery, allowing them to use an appropriate range and flexibility of vocabulary to express their ideas effectively.

Project-Based Learning can be implemented in the second semester for class SI 2 H of STMIK Royal Kisaran. This technique is also considered new and engaging for students in the class. It is flexible and adaptable due to the variety of materials available.

Based on these ideas, the researcher will implement Project-Based Learning in the speaking class. Therefore, the researcher is conducting a study entitled Using Project-Based Learning To Improve Speaking Skills

METHOD

This research utilizes qualitative data. The qualitative research method, developed in the social sciences, enables researchers to study cultural phenomena (Ugwu, Chinyere. N. and Eze Val, 2023). The data for this research are qualitative. The qualitative data are collected through questionnaires and interview transcripts. To ensure the data are of high quality, the researcher used various instruments, including an observation sheet, an interview guideline, and a questionnaire (Ugwu, Chinyere. N. and Eze Val, 2023). Firstly, the researcher employed an observation sheet and checklist to enable quick, accurate recording of students' behavior during the research sessions with minimal observer effect. The next instrument was the interview guideline,

which provided a structured format for recording questions and issues to be explored during the interviews, allowing the researcher to conduct the interviews systematically.

Lastly, a speaking rubric was used as a guideline for assessing and collecting data on the students' speaking skills. The rubric focused on five aspects of speaking skills: grammar, vocabulary, fluency, pronunciation, and comprehension (Rohma, 2023). Each aspect had specific indicators to ensure thorough evaluation. In here are five common methods for analyzing qualitative data:

Assembling the data

The data are collected using field notes, interview guidelines, and questionnaires.

Coding the data

This step is done to make the data more manageable by categorizing it into concepts, themes, or types. The researcher coded the data from field notes, interviews, and questionnaires.

Comparing the data

This step is used to identify whether themes or patterns are repeated or developed across different data gathering techniques.

Building interpretations

The researcher describes, categorizes, and compares the data to ensure accuracy and fluency. These activities help in articulating underlying concepts and developing theories about why particular patterns of accuracy and fluency emerged.

Reporting outcomes

In this step, the process involves presenting an account of the research for others. This includes ensuring that the report outlines the major processes of the research and that the findings and outcomes are well-supported with examples from the data. The formula to analyze of questionnaire results:

$$P=F/n$$

In which:

P = Means of the score interpretation

F = The sum of the questionnaire component score

n = Number of questionnaire items

RESULTS AND DISCUSSION

In this section, the data presented is qualitative. The data is analyzed to show how the research questions were addressed in this study

Result of Questionnaire

In this section, researchers aimed to involve all respondents by using a questionnaire. The questionnaire, consisting of fifteen items, was based on concepts such as student-centered learning, self-motivation, pronunciation, vocabulary, structure, communication, intrinsic motivation, speaking performance, drama and roleplay, group work, presentation, and the lecturer's role. These concepts helped the researchers focus on the effect of Project-Based Learning (PBL) activities on learning speaking skills (Mafruudloh & Fitriati, 2020). The number of students for each item and the mean scores for all items. The score interpretation of the questionnaire results is presented in the table below:

Table 1. The Score Criteria

No	Criteria	Point	Score	Meaning
1	Strongly Agree	5	4.51 – 5.0	The rate very high means most of respondents strongly agree with the statement
2	Agree	4	3.76 – 4.50	The rate high means most of

				respondents agree with the statement
3	Neutral	3	3.36 – 3.75	The rate fair means most of respondents not sure with the statement
4	Disagree	2	2.51 – 3.25	The rate low means most of respondents disagree with the statement
5	Strongly Disagree	1	00 – 2.50	The rate poor means most of respondents strongly disagree with the statement

A very high score rate indicates that most respondents strongly agree with the statements provided in the questionnaire. Similarly, a high score rate shows that most respondents agree with the statements. A moderate score category indicates that most respondents are unsure about the statements. Low and poor score rates indicate that respondents disagree and strongly disagree with the statements. Thus, the higher the score, the more positive the response to the questionnaire statements

Table 2. The Interpretation of the Questionnaire Result

No	Questions	Score	Mean	Criteria
1	Project-Based Learning activities allowed	138	4,43	High

	the students to have the opportunity to work autonomously and involved in interaction and communication.						independently and enjoyed the lessons, showing self-determination			
2	PBL made the students believe in themselves, realizing that they are capable, successful, and worthy in performing speaking activities.	137	4,40	High		8	PBL gave students the chance to share their opinions with others	132	4.23	High
3	PBL enabled the students to speak English with good pronunciation	133	4,26	High		9	PBL provided students with activities where they could convey or exchange facts, information, and opinions with others, plan presentations, and answer questions from teachers and peers.	131	4.20	High
4	PBL enabled the students to speak English with appropriate vocabulary relevant to the topic.	131	4,20	High		10	Students engage in drama and simulation activities, which reduce their anxiety, increase their motivation, and enhance their language acquisition. Drama provides a format for using real-life conversation elements such as repetitions, interruptions, recitations, facial expressions, and gestures.	135	4.33	High
5	PBL encourages the students to structure their sentences well when presenting the final product.	128	4,10	High		1	Students	131	4.20	High
6	PBL enabled students to communicate clearly while speaking English	124	3,98	High						
7	Students engaged in PBL activities	128	4,10	High						

1	collaborate to offer mutual support and contribute a wider range of ideas.			gh
1 2	Students develop their creativity to create attractive projects	135	4.33	Hi gh
1 3	Students focus on language features to ensure their project consists of well-structured sentences, and they present the drama in its entirety	132	4.23	Hi gh
1 4	students find enjoyment and satisfaction in learning activities that are fun.	132	4.23	Hi gh
1 5	The teacher should provide a well-organized arrangement of project work and ensure that students understand their tasks. Acting as a facilitator, the teacher offers suggestions on how to approach the project. Students organize much of their own learning	136	4.36	Hi gh

Table 2 clearly displays the range of indicators, arranged from the highest

score to the lowest, making it easy to understand. The high-score categories include 15 statements, indicating widespread agreement among students with the questionnaire statements.

The results of the questionnaire displayed in Table 3 indicate that all items fall within the 'high' category. This designation is based on the number of respondents who expressed agreement with each item in the questionnaire.

Table 3. The Score Components of the Questionnaire Result Interpretation

No	Questions	Score	Mean	Criteri a
1	Project-Based Learning provides more chances to speak English actively..	138	4,43	Hi gh
2	The tasks in Project-Based Learning help me believe that I am capable and brave enough to speak English	137	4,40	Hi gh
3	The tasks provide an opportunity to present the final product, encouraging me to speak English more. I must present the product while focusing on controlling and maintaining good pronunciation	133	4,26	Hi gh

4	The tasks provide the opportunity to present the end product, prompting me to speak English more. I must present the project by selecting and using a well-arranged vocabulary	131	4,20	Hig h		help me to improve my speaking skill.			
5	The tasks in the PBL method encourage me to speak English more, and I must present the product by organizing sentences with good structure	128	4,10	Hig h	9	Presentations and discussions help me increase my confidence in answering questions from the teacher after the presentation or during the discussion	131	4.20	Hig h
6	The tasks in Project-Based Learning helped me practice expressing ideas comprehensibly and conveying opinions effectively, enabling both friends and teachers to understand what I was talking about	124	3,98	Hig h	10	By doing drama, I can reduce the anxiety to talk and act the content script with friends in front of the class bravely.	135	4.33	Hig h
7	I really enjoy learning English through Project-Based Learning, it makes me want to speak more and more	128	4,10	Hig h	11	The task like of drama and presentation makes me work well with my groupwork cooperatively	131	4.20	Hig h
8	Presentation and discussion	132	4.23	Hig h	12	Finishing drama and presentation makes me developing my creativity	135	4.33	Hig h
					13	I can improve my speaking skills by presenting the end project of drama.	132	4.23	Hig h
					14	I enjoy the activities of Project-Based Learning for experiencing pleasure and satisfaction without	132	4.23	Hig h

	worrying about the punishment from my teacher			
1 5	The lecturer only explains each command in each assignment (presentation, discussion, drama, etc.) and expects that the students know what to do but we organize and finish the task by ourselves	136	4.36	High

From table 3 showed that there were 13 who strongly agree and there were 18 students agree, 13 students with 5 score for strongly agree, the score will be 138, and it is mean is 4.43. Thus, question number 1 has a „High” category. The high category covers 3.76 -4.50. The rare high means most respondents agreed with that statement. So, the students agreed that Project-Based Learning activities allowed the students to have the chance to work autonomously and involved them in interaction and communication.

Result of Interviews

we could highlight a number of considerations for lecturers who are thinking about giving Project-Based Learning. The lecturers should set the learning goals, and be ready to rethink your expectation for what students will know and do in order to include not only significant academic outcomes but also such competencies as collaboration, critical thinking, and creativity.

Based on the statement above, the researcher obtained information about the PBL methods by lecturer response, the implementation by using the PBL

method could increase students' interest and enthusiasm in learning, encouraged them in talking and communicating with their friends or people around also responsibly more for them (Oktaviani et al., 2024). Furthermore, the lecturers said that this method is strongly recommended to be chosen as one of the effective methods in teaching and learning process, and was able to outsmart their ability and encourage their passion for learning. But, the lecturers did not suggest this method used in every meeting doing this method in the classroom, because it could make the student feel bored with the same circumstances. Thus, we are as a lecturer and facilitator must adjust the students need and campus of STMIK Royal circumstances that support to used this method or perform other methods.

From this results of both interviews and questionnaires, this section discusses the factors that contribute to the effectiveness of Project-Based Learning in enhancing students' speaking ability. The impact of Project-Based Learning on students' speaking ability demonstrated improvements in various aspects of speaking skills, including vocabulary, grammar, pronunciation, fluency, and comprehension (Zhou, 2023)

CONCLUSION

The impact of Project-Based Learning (PBL) on students' speaking skills. It effectively highlights the benefits of PBL and its potential to enhance motivation and engagement among students. Here's a summary of the conclusion:

1. Improvement in Speaking Skills: PBL implementation led to noticeable improvements in various aspects of students' speaking skills, including grammar, vocabulary, comprehension, fluency, and pronunciation (Jariah et al., 2024).
2. Motivation and Engagement: PBL proved to be motivating,

empowering, and challenging for language learners. It provided opportunities for students to practice their speaking skills through discussions, dramas, and presentations, thereby enhancing their confidence in using English (Almulla, 2020).

3. Positive Student Feedback: Descriptive data from questionnaires and interviews indicated that students found PBL beneficial. They appreciated the opportunity to learn new skills and gain confidence in speaking English (Kansil et al., 2022).
4. Enhanced Classroom Participation: PBL methods promoted active engagement and idea-sharing among students, fostering a creative and interactive learning environment (Hojiyeva, 2023).
5. Recommendation for Classroom Learning: Overall, PBL emerged as a promising alternative for increasing students' participation in the learning process and exploring their ideas (Almulla, 2020).

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