
**INTERACTIVE CONVENTIONAL STRATEGY INTEGRATED WITH
PROJECT-BASED LEARNING TO ENHANCE ENGLISH SPEAKING
SKILLS OF FIFTH-GRADE STUDENTS AT SD NEGERI 15
PADANG GENTING**

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Abstract: *This study investigates the effectiveness of an interactive conventional teaching strategy integrated with Project-Based Learning (PBL) in enhancing English-speaking skills among fifth-grade students at SD Negeri 15 Padang Genting. A quasi-experimental design was employed with a total sample of 30 students, divided evenly into two groups: an experimental group and a control group. The experimental group was taught using a hybrid approach that combined conventional strategies such as Total Physical Response (TPR), storytelling, and role-play with project-based speaking tasks. The control group received instruction through traditional lecture-based methods. Results revealed a significant improvement in the experimental group's speaking performance at SD Negeri 15 Padang Genting, with a mean post-test score of 85 and a normalized gain score of 0.64 (moderate–high). In contrast, the control group achieved a mean post-test score of 65 and a gain score of 0.19 (low). An independent samples t-test confirmed that the difference in outcomes was statistically significant ($t = 11.45, p < 0.05$). Qualitative data from classroom observations and interviews supported these findings, indicating increased student confidence, fluency, and active participation. The study concludes that integrating interactive strategies with PBL is an effective and practical model for improving English-speaking skills in elementary school EFL contexts.*

Keyword: *Interactive Conventional Learning; Project Based Learning; Speaking Skills; Elementary School; Quasi Experiment.*

Abstrak: Penelitian ini mengkaji efektivitas strategi pembelajaran konvensional interaktif yang diintegrasikan dengan Project-Based Learning (PBL) dalam meningkatkan keterampilan berbicara bahasa Inggris siswa kelas V di SD Negeri 15 Padang Genting. Penelitian ini menggunakan desain kuasi-eksperimen dengan jumlah sampel sebanyak 30 siswa, yang dibagi secara merata menjadi dua kelompok: kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen diajar menggunakan pendekatan hibrida yang menggabungkan strategi konvensional seperti Total Physical Response (TPR), mendongeng, dan bermain peran dengan tugas berbicara berbasis proyek. Sementara itu, kelompok kontrol menerima pembelajaran menggunakan metode ceramah tradisional. Hasil penelitian menunjukkan peningkatan yang signifikan pada kemampuan berbicara siswa kelompok eksperimen di SD Negeri 15 Padang Genting, dengan skor rata-rata post-test sebesar 85 dan skor gain ternormalisasi sebesar 0,64 (kategori sedang–tinggi). Sebaliknya, kelompok kontrol memperoleh skor rata-rata post-test sebesar 65 dan skor gain sebesar 0,19 (kategori rendah). Uji t dua sampel independen mengonfirmasi bahwa perbedaan hasil tersebut signifikan secara statistik ($t = 11,45, p < 0,05$). Data kualitatif dari observasi kelas dan wawancara mendukung temuan ini, menunjukkan peningkatan kepercayaan diri, kefasihan, dan partisipasi aktif siswa. Studi ini menyimpulkan bahwa integrasi strategi interaktif dengan PBL merupakan model pembelajaran yang efektif dan praktis untuk meningkatkan keterampilan berbicara bahasa Inggris dalam konteks EFL di sekolah dasar.

Kata kunci: Pembelajaran Konvensional Interaktif; Project Based Learning;

INTRODUCTION

Speaking is a fundamental language skill that enables learners to express ideas, emotions, and information in real time. Among the four language skills listening, speaking, reading, and writing speaking is often considered the most challenging, especially for young EFL learners. (Nation & Newton, 2008) Developing speaking skills at the elementary level is critical, as it lays the foundation for students to participate actively in academic and social contexts (Ristianisa & Suhardi, 2020).

However, in many Indonesian elementary schools, including SD Negeri 15 Padang Genting, English instruction remains dominated by traditional, teacher-centered methods such as grammar translation, textbook drills, and rote still dominated by conventional method (Azhar et al., 2024). These methods offer limited opportunities for meaningful communication or interactive speaking practice. As a result, students often lack confidence, fluency, and coherence in oral expression (Achmad Fajar Muhammad & Nurwidyayanti Nurwidyayanti, 2024). This problem is further compounded by limited exposure to English outside the classroom and the absence of engaging instructional media.

Although the national curriculum promotes communicative competence, many schools struggle to implement student-centered approaches due to large class sizes, lack of teacher training, and insufficient resources. Consequently, English speaking activities remain passive and disconnected from real-world communication needs (Bahasa et al., 2024).

To address this gap, more dynamic and learner-centered methodologies are needed. Project-Based Learning (PBL) offers a promising solution by engaging students in real world tasks that require communication, collaboration, and creativity (Yuvita et al., 2023). In EFL

contexts, PBL encourages learners to use English meaningfully through activities such as presentations, storytelling, interviews, or video projects while also supporting the development of broader skills like critical thinking and teamwork.

Studies have shown PBL's positive impact on speaking skills (Maulana & Royal, 2024). Demonstrated its effectiveness in improving fluency through storytelling, while (Hien & Phuong, 2023) noted increased motivation when PBL was combined with digital tools. However, despite these benefits, many teachers still hesitate to adopt PBL due to its perceived complexity and lack of familiarity (Farid Helmi Setyawan, 2023)

To overcome these challenges, this study proposes an integrated instructional strategy that combines Interactive Conventional Learning with PBL (Trianasari et al., 2024). Instead of replacing traditional methods, this approach enhances them with interactive activities such as role-play, Total Physical Response (TPR), storytelling, and games techniques that are already familiar to many teachers (Jayanti & Rachmawati, 2025). These activities offer structured support while preparing students for more open-ended, communicative PBL tasks.

Despite its theoretical and empirical support, the full-scale implementation of PBL in primary schools remains limited, primarily due to the perceived difficulty of managing its unstructured nature and concerns about students' readiness. Teachers who are more accustomed to conventional instruction may find PBL lacking the clear guidance younger learners need. Therefore, while PBL is pedagogically sound, its practical application must consider the realities of local classroom contexts where conventional practices are

To address this challenge, the present study proposes a hybrid instructional model that integrates the strengths of both Interactive Conventional

Learning and PBL (Achmad Fajar Muhammad & Nurwidyayanti Nurwidyayanti, 2024) . This approach aims to modify and enhance conventional strategies by embedding interactive techniques that stimulate student engagement and spoken language use. Strategies such as TPR, role-playing, storytelling, question-and-answer drills, and language games serve as effective bridges toward more communicative tasks.(Catur Sugiarti Putri et al., 2025)

By merging these interactive elements with PBL, students receive structured guidance while also being encouraged to apply their knowledge collaboratively and creatively. This approach is particularly effective for elementary learners, as it balances support with stimulation, allowing students to build speaking confidence in a low-anxiety environment. For instance, before participating in a group storytelling project, students might begin with TPR to internalize vocabulary, practice sentence structures through role-play, and ultimately present their stories as a team. This scaffolded sequence promotes the internalization of language through meaningful use.

The rationale for this integrated model is grounded in sociocultural learning theory, particularly Vygotsky's concept of the Zone of Proximal Development (ZPD), which posits that learners can achieve higher levels of performance with appropriate support from teachers or peers. Within this framework, interactive conventional strategies provide essential scaffolding, while PBL tasks challenge students to perform at a more advanced level in collaborative settings (Mustamin et al., 2024). This combination of structure and freedom makes the model both pedagogically robust and practically feasible for implementation in schools such as SD Negeri 15 Padang Genting.

This study employs a quasi-experimental design with a pre-test and post-test structure to evaluate the impact of the integrated strategy on students'

speaking performance. Thirty fifth-grade students participated in the research, equally divided into an experimental group and a control group. The experimental group received instruction using the integrated interactive-conventional-PBL approach, while the control group followed a traditional curriculum. Speaking performance was assessed based on five key indicators: fluency, pronunciation, grammar, vocabulary, and coherence, using a standardized rubric.

This research offers both theoretical and practical contributions. It introduces a hybrid instructional model that bridges traditional and innovative pedagogies and provides a practical solution suitable for resource-limited schools. By aligning with national educational goals centered on communication and collaboration, this integrated approach presents a viable strategy for improving English-speaking instruction in Indonesian elementary schools.

METHOD

This study employed a quasi-experimental design (Anantasia & Rindrayani, 2025) with a non-equivalent control group pre-test-post-test structure to evaluate the effectiveness of an interactive conventional strategy integrated with Project-Based Learning (PBL) in enhancing English-speaking skills among elementary school students. Both quantitative and qualitative methods were used to collect and analyze data, allowing for a comprehensive understanding of the instructional

Participants

The participants in this study were 30 fifth-grade students from SD Negeri 15 Padang Genting, Indonesia. The students were selected using purposive sampling based on their accessibility and willingness to participate in the research.

The sample was divided equally into two groups:

1. Experimental Group (n = 15): Received instruction using the integrated strategy (Interactive Conventional + PBL).
2. Control Group (n = 15): Received instruction using conventional lecture-based methods.

All students had been studying English as a foreign language for at least two years but had limited exposure to oral English activities (Normawati et al., 2023). Parental consent and school approval were obtained prior to data collection.

Instruments

To assess students' speaking abilities, a Speaking Skill Rubric was developed and validated by two English language teaching experts (Syahidah &

Umasugi, 2021). The rubric covered five key aspects: fluency, pronunciation, grammar, vocabulary, and coherence. Each component was scored on a scale of 1 to 5, with higher scores indicating better performance.

Two speaking tests were administered:

1. Pre-test: Given prior to the intervention to measure baseline speaking ability.
2. Post-test: Administered after the intervention to assess improvement.

Students were asked to describe a picture series and answer open-ended questions as part of the assessment. Responses were audio-recorded and evaluated independently by two trained raters to ensure inter-rater reliability.

Table 1 Scoring Rubric for Pre-Test

| Aspect | Very poor (1) | Average (3) | Excellent (5) |
|---------------|-------------------------------|--|--|
| Fluency | Frequent hesitation, unclear | Some hesitation, limited flow | Speaks smoothly with few pauses |
| Pronunciation | Often unintelligible | Intelligible with occasional errors | Clear, accurate pronunciation |
| Grammar | Many grammatical errors | Some errors, but meaning understood | Grammatical structures mostly accurate |
| Vocabulary | Limited vocabulary, many gaps | Adequate vocabulary with some repetition | Wide and appropriate range of vocab |
| Coherence | Ideas disorganized | Ideas mostly connected | Ideas well-organized and logically presented |

Table 2 Scoring Rubric for Post-Test

| Aspect | Very poor (1) | Average (3) | Excellent (5) |
|---------------|---------------------------------|-----------------------|---|
| Fluency | Struggles to speak, long pauses | Speaks with some flow | Natural, smooth delivery with high confidence |
| Pronunciation | Often incorrect, hinders | Mostly correct with | Near-native pronunciation |

| | meaning | few lapses | ion |
|------------|-----------------------------------|----------------------------------|------------------------------|
| Grammar | Frequent errors affecting meaning | Errors present but message clear | Almost no grammatical errors |
| Vocabulary | Basic vocabulary only | Moderate range with minor issues | Rich, precise vocabulary |
| Coherence | Lacks structure | Some structure, | Clear, logical progression |

| | | | |
|--|--|--------------------|------------|
| | | unclear transition | n of ideas |
|--|--|--------------------|------------|

Procedure

The study was conducted over six weeks, with the following procedure:

1. Preliminary Phase
 - Coordination with school authorities and teachers.
 - Parental consent collection.
 - Validation of speaking test instruments and rubrics.
2. Pre-Test Administration:
 - All participants completed the speaking test individually.
 - Responses were recorded and assessed using Table 1.
3. Instructional Phase:
 - Experimental Group:
 - Received speaking instruction using the integrated approach.
 - Activities included: TPR-based drills, vocabulary games, storytelling sessions, role-play tasks, and PBL projects (e.g., creating video dialogues and poster presentations).
 - Projects were designed to promote authentic communication in English.
 - Control Group:
 - Continued with standard instruction using textbooks, lecture, and repetition drills.
 - No project-based or interactive speaking tasks were introduced.
4. Post-Test Administration:
 - Conducted in the same manner as the pre-test.
 - Evaluated using Table 2 rubric.

Data Analysis

Quantitative Analysis:

Descriptive statistics: Mean and standard deviation of pre- and post-test scores.

Normalized Gain Score (g):

$$g = \frac{\text{Post-test} - \text{Pre-test}}{100 - \text{Pre-test}}$$

(Hake, 1998)

- $g > 0.7 = \text{High improvement}$
- $0.3 \leq g \leq 0.7 = \text{Moderate improvement}$
- $g < 0.3 = \text{Low improvement}$

Independent Samples t-test: To compare the significance of score differences between groups.

RESULTS AND DISCUSSION

To assess the effectiveness of the interactive conventional strategy integrated with Project-Based Learning (PBL), both the experimental and control groups were administered speaking tests before and after the intervention. The results showed a marked difference in speaking skill improvement between the two groups.

Table 3 Pre-Test and Post-Test Scores (Experimental Group)

| No | Pre-test Score | Post-test Score |
|----------------|----------------|-----------------|
| S 1 | 60 | 86 |
| S 2 | 55 | 85 |
| S 3 | 58 | 88 |
| S 4 | 60 | 84 |
| S 5 | 59 | 87 |
| S 6 | 57 | 85 |
| S 7 | 60 | 83 |
| S 8 | 55 | 86 |
| S 9 | 56 | 82 |
| S 10 | 38 | 84 |
| S 11 | 59 | 85 |
| S 12 | 60 | 87 |
| S 13 | 57 | 83 |
| S 14 | 56 | 84 |
| S 15 | 58 | 86 |
| Avarage | 58 | 85 |

$$g = \frac{85 - 58}{100 - 58} = \frac{27}{42} \approx 0.64$$

This gain score of 0.64 falls in the moderate to high improvement category, indicating a significant enhancement in speaking skills due to the intervention. Students in the experimental group demonstrated improved fluency, clearer

pronunciation, better vocabulary usage, and more coherent expression. Classroom observations confirmed that students became more confident and actively engaged in speaking tasks during the project-based sessions.

Table 4 Pre-Test and Post-Test Scores (Control Group)

| No | Pre-test Score | Post-test Score |
|----------------|----------------|-----------------|
| S 1 | 58 | 62 |
| S 2 | 57 | 64 |
| S 3 | 56 | 66 |
| S 4 | 59 | 67 |
| S 5 | 58 | 63 |
| S 6 | 57 | 64 |
| S 7 | 56 | 65 |
| S 8 | 58 | 66 |
| S 9 | 59 | 67 |
| S 10 | 56 | 63 |
| S 11 | 58 | 66 |
| S 12 | 59 | 67 |
| S 13 | 55 | 63 |
| S 14 | 57 | 64 |
| S 15 | 56 | 66 |
| Avarage | 57 | 65 |

$$g = \frac{65-57}{100-57} - \frac{8}{43} \approx 0.19$$

With a gain score of 0.19, the control group showed only low improvement, suggesting that the traditional teaching method without project-based or interactive activities was less effective in developing students' speaking skills.

Statistical Analysis

An Independent Samples t-test was conducted to determine whether the difference in post-test scores between the experimental and control groups was statistically significant.

Table 5 results are summarized below

| Group | Number of Participants | Mean Post-Test Score | SD |
|--------------|------------------------|----------------------|------|
| Experimental | 15 | 85 | 4,23 |
| Control | 57 | 65 | 5,11 |

Note:

t-value: 11.45

p-value: 0.000 ($p < 0.05$)

The t-test result indicates that there is a statistically significant difference between the two groups' post-test scores, with the experimental group performing significantly better ($p < 0.05$). This provides strong evidence that the integrated instructional strategy had a positive and substantial effect on students' speaking skill development.

DISCUSSION

The findings of this study support the hypothesis that integrating interactive conventional strategies with PBL significantly improves students' speaking abilities. The improvement observed in the experimental group is consistent with the theoretical principles of communicative language teaching and learner-centered pedagogy.

The structured use of interactive conventional strategies (e.g., storytelling, role-play, TPR) provided scaffolding and familiarity, which helped students feel safe and prepared for speaking tasks. At the same time, PBL offered real-life, engaging, and purposeful contexts for communication, which increased motivation and language use authenticity.

This finding aligns with Maulana (2024), who showed that project-based methods improve learner fluency and engagement. Moreover, the combination of structure and interaction reflects Vygotsky's sociocultural theory, especially the importance of scaffolding and collaboration in the Zone of Proximal Development (ZPD).

On the contrary, the minimal gain observed in the control group highlights the limitation of passive, lecture-dominated instruction. Although grammar and vocabulary may be introduced, these skills do not translate into actual communication ability without meaningful practice.

These findings suggest that elementary school students need a balanced instructional design one that includes structure, support, and interactive, context-

rich activities to develop their speaking competence effectively.

CONCLUSION

This study aimed to examine the effectiveness of an interactive conventional strategy integrated with Project-Based Learning (PBL) in improving the English-speaking skills of fifth-grade students at SD Negeri 15 Padang Genting. The results of the quasi-experimental design clearly demonstrated that the integrated instructional model led to significant improvement in students' speaking abilities compared to conventional teaching methods.

Quantitative analysis showed that the experimental group's post-test scores increased significantly, with a normalized gain score of 0.64, indicating a moderate to high level of improvement. In contrast, the control group showed only minimal progress, with a gain score of 0.19, classified as low improvement. These findings were statistically significant as confirmed by the independent samples t-test ($p < 0.05$).

Qualitative observations supported these results, revealing that students in the experimental group were more confident, engaged, and expressive during speaking activities. The integration of interactive methods such as TPR, storytelling, and role-play with structured project tasks provided a supportive yet dynamic learning environment, allowing students to develop their oral communication skills in meaningful and enjoyable ways.

In conclusion, the study provides strong evidence that combining interactive conventional strategies with PBL is a highly effective instructional approach for developing speaking skills among elementary school students. This model bridges the gap between traditional and modern pedagogies, offering both structure and communicative practice.

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